School Violence and Teachers' Related Problems in Hungarian Schools

Dóczi-Vámos Gabriella, Vámos Ágnes, Rapos Nóra

Abstract: The present paper deals with school violence and bullying in Hungarian schools. The investigation has a quantitative part which included the statistical processing and analysis of the National Assessment of Basic Competencies 2013/2014 and the Hungarian Institute for Educational Research and Development 2013/2014 databases. The qualitative part of the research included the analysis of professional career narratives, semi-structured interviews, and focus group discussions. The sample of the NABC database contained 1683 premises, the HIERD database contained 8573 teachers. This sample was narrowed to 37 teachers for the qualitative part. According to the results the different forms of violent behaviour are all present in schools showing the same pattern, but to a different extent. Grammar schools seem to be in the most favourable position, while vocational schools showed the most acute problems. According to teachers, students' violent behaviour causes a problem for them and traditional forms of the teachers' further professional education trainings have not proved their efficiency.

Key words: school violence, school bullying, teachers' further professional education, school organization

1. Introduction

School violence and bullying have been in the focus of international research since the 1970's; in Hungary this dates back to the second half of the first decade of the 2000's. By now collective knowledge in the topic has been enriched with data in connection with the prevalence of the phenomenon, and some investigations had a closer look on it in connection with several pedagogical aspects. Before investigating school violence and bullying there is a need for clarifying the terminology related to the phenomenon, since understanding these distinctions can very much be relevant for planning any research and delivering any prevention or intervention. Our research aimed first at having a cross-sectional overview of the Hungarian national situation in connection with the prevalence of violent and bullying behaviour and the correspondence of the different types of behaviours. Secondly our goal was to have a deeper insight into the problems teachers face regarding violent and bullying behaviour. The research is constituted of three parts, the secondary statistical analysis of two Hungarian databases and the qualitative analysis of interviews with teachers. In the following, first we shortly describe the issues related to terminology of school aggression, then, we give an overview of the international and national research in the field relevant to the focus of our investigation.

2. Concepts of aggression, violence, bullying

Before investigating school violence and bullying there is a need for clarifying the terminology related to the phenomenon. Since it is not irrelevant if certain behaviour is prosocial or antisocial, if it is reactive or proactive, or whether it lasts over a longer period of time or happened once among two students. Understanding these distinctions can very much be relevant for planning any research and delivering any prevention or intervention.

Aggression is energy, which cannot and should not be eliminated, as it is necessary in our lives (Buda, 2009a). In our understanding this self-power manifests itself in different forms of behaviour. This is why, in our understanding based on Ranschburg (2008) the first aspect from which aggressive behaviour can be approached is its moral content. In this respect we can distinguish between destructive, so called antisocial aggression and prosocial aggression, which serves the interests of the individual and the community. In his work Erich Fromm (1973) writes that the latter can be found in animals as well: "a phylogenetically programmed impulse to attack (or to flee) when vital interests are threatened. This defensive, "benign" aggression is in the service of the survival of the individual and the species, is biologically adaptive, and ceases when the threat has ceased to exist. The other type, "malignant" aggression, i.e. cruelty and destructiveness, is specific to the human species and virtually absent in most mammals; it is not phylogenetically programmed and not biologically adaptive; it has no purpose and its satisfaction is lustful. Most previous discussion of the subject has been vitiated by the failure to distinguish between these two kinds of aggression, each of which has different sources and different qualities."

Therefore, a difference has to be made between aggression as self-power and aggressive behaviour. This is why the moral content of the behaviour is an important aspect that a teacher should think about when facing a situation, since it can happen that a student defends one of their peers, which should be addressed differently than a clearly antisocial act, the extreme form of which is violence.

Another very important aspect of aggression is the difference between the proactive and reactive nature of the phenomenon. Reactive aggressive behaviour is described as an answer to malignancy, threat and there is usually anger lying behind. While proactive aggressive behaviour is not lead by anger or rage and it is not preceded by another person's behaviour. This latter type of behaviour characterises bullying (Dodge & Coie, 1987; Coie et al., 1991; Smith & Sharp, 1994; Hubbard et al., 2001; Fiske, 2006; Buda, 2015).

Hence, as opposed to aggression,violence and bullying can clearly be labelled as harmful, damaging and destructive for the individual and the society, they have no positive connotations (Moeller, 2001; Anderson & Huesmann, 2007; Sadock & Kaplan, 2007; Buda, 2009b; Hárdi, 2010). In the context of the school, by definition violence is physical, verbal or sexual abuse, which takes place in the educational institution and/or if the bully and the victim are citizens of the school (pupil, teacher, receptionist, cleaner, kitchen worker, etc.) (Schuster, 2009). As for determining bullying Olweus's 1993 definition is accepted by researchers in the field, according to which a student is being bullied or victimized when he or she is exposed, repeatedly and over time, to negative actions on the part of one or more other students, and the relationship can be characterised by an imbalance of power. In every community there exists a possibility of the evolution of power dynamics, which can be accompanied by enforcing processes.

3. Prevalence of school violence and bullying

The violent behaviour of children and youth can be understood in the framework of the interactions between various micro-environments which are embedded in societal and cultural systems (Espelage & Swearer, 2003). Besides the complexity of the phenomenon and of the risks and protective factors related to it, there are certain biases that have an effect on the research of the topic due to which it is not easy to give a well-established and uniform answer to the question of prevalence. School violence and bullying are usually investigated through self-report. Despite maintaining anonymity, it can still happen that the data gathered do not give a clear and appropriate image of the situation, since there are certain social expectations that participants consciously or unconsciously want to meet, such as boys do not want to admit that they are victims, or girls that they are bullies. Furthermore, if we investigate the prevalence of violence and bullying by asking adults about it we should be aware of the fact that research (Olweus, 1993, 1996; Arora, 1996; Hazler, 1996; Hazler et al., 2001; Salmivalli & Nieminen, 2002) has shown that teachers often underrate the prevalence of these behaviours. This can be owing to their hiding nature and owing to the fact that adults often react only to situations that include

physical violence, which is usually the end of a process evolving from verbal forms of bullying. Additionally, certain forms of behaviour, namely indirect ones are often not considered to be bullying or violence by adults or students. Furthermore, it is important to consider what to measure when we want to draw consequences in relation to the extent of bullying, such as the number of bullies, the number of victims or the number of bullying and violent situations. Since it can happen that one bully harasses several students, or several students can be bullies of only one student, according to Buda (2015) measuring the number of violent incidents seems to be a more appropriate choice for getting an approximate image of the extent of it.

Along with these there are investigations that have shaped our knowledge in relation to the prevalence of bullying explicitly. The first data were collected by Olweusin the 1980's on a sample of 130,000 students in Norway. It showed that 8% of the children are bullies and 12% victims (Olweus, 1993). Rigby(1996) carried out a research in 1995 in Australia with more than 25.000 students in 100 schools and found that every seventh child (14%) is bullied every week. There was a large scale research in the USA in 1998 with 6th and 7th graders that found that 29.9% of the students reported to be involved in bullying somehow, 13% as bullies, 10,6% as victims, 6.3% of students are both victims and bullies. As for international data collection and comparison, the HBSC research can give a handhold, since it collects data every four years, with repeating the same standardized questions. Hungary has been taking part in this research since 1985. In 2010 HBSC research showed that the percentage of bullies ranged between 1–36%, the percentage of victims 2–32% depending on age and gender in the different countries. As for physical fight (differentiated from bullying), according to HBSC 2010 (Currie et al., 2012) about 25% of boys and 7% of girls gets involved in at least three times a year. Physical violence is more typical for younger age, while verbal and relational violence is more typical for older students.

Besides national and international investigations focusing on the incidence rate of the phenomenon, some research has also concentrated on the connection of school violence and bullying and other pedagogical aspects. In Hungary, the investigation of school violence and bullying is still in its infancy, there have been researchers exploring the prevalence (e.g. Figula, 2004; Mayer, 2009; Aáry-Tamás & Aronson, 2010), and some isolated research focusing on its relation with classroom climate (Buda, 2009b; Nagy et al., 2013), certain aspects of prevention programmes (Paksi, 2009), family background (Margitics et al., 2010). A research relevant for our focus was carried out in 2009 with 480 primary and secondary school headmasters (Földes & Lannert, 2009). It showed that according to them dealing with violent and bullying causes a problem for teachers. Results showed that financial support, professional support, staff expansion, regulation, information and time are the most needed factors. Another investigation (Gyurkó & Virág, 2009) conducted among teachers and professionals working in child care found that teachers feel unequipped when facing violence. There is also some scientific evidence that schools left by themselves cannot be as successful in preventing violence (Moore et al., 2008; Bowes et al., 2009; Smith, 2011).

As for the institutional answers Paksi (2009) in her nationally representative research found that the percentage of students being involved in violent behaviour primarily depends on a school's organizational atmosphere, on the quality of relationships between colleagues. Another important result of this research is that the innovative nature of the organisation showed the most favourable connection with the extent to which teachers perceived violent behaviour. The more innovative an organisation is, the less its teachers indicated that they perceived violent behaviour as a problem in their institutions. These research results underline the importance of the school organization in relation to reducing violent behaviour.

Consequently, with regards to rolling back and preventing violence and bullying it is important to note that any programs or strategies can only achieve their goals ifthey are implemented in parallel with the revival of the organisation. This is of crucial importance, because from the model of pathologizing and punishing behaviour, emphasis shifts to prevention and positive, constructive approaches. Twemlow and Sacco (2012) describes the image of a school where teachers want to find a solution for reducing violent behaviour and are committed to act, design a strategy, work together on themselves, learn and

are dedicated to change. Farrell et al. (2001) regard action research to be the most appropriate method, which comprises the key factors of the changing process; continuous evaluation and development taking place in the context of the school, by seeking answers to address emerging individual problems, with the contribution of stakeholders primarily interested in finding a solution (Vámos, 2013, 2015; Vámos & Gazdag, 2015).

There are countries where there is a national strategy to reduce school bullying (e.g. Norway, Finland, Germany, Sweden, United Kingdom, France). In Hungary, no national strategy exists aiming to reduce and prevent school violence and bullying, while teachers in the field often claim to be left without proper instruments (Buda, 2015).

International research on violence prevention programs has shown that the selection of intervention strategies needs to be tailored to the specific target population. It depends on the given school and situation what can be the most effective. Furthermore, it is not the only question whether an intervention is successful or not, but also whether it is beyond doubt that it does not have harmful effects on some of the participants; as Elliott and Tolan (1999) write, "doing something is not always better than doing nothing" (p. 16). This is why monitoring programs and interventions are so much emphasised by the meta-analysis of different programs (Orpinas et al., 2000; Farrell et al., 2001; Fagan & Mihalic, 2003; Smith, 2011).

Due to the aforementioned terminology issues and the related difficulties concerning research described hereinafter, we are going to use the expressions violence and bullying together not as synonyms but as we described it above.

4. Describing the empirical research

Our research is constituted of three parts, the secondary statistical analysis of two databases and the qualitative analysis of interviews with teachers.

In connection with the prevalence of school aggression and violence in Hungary, a national database has been available since 2001, within the framework of the National Assessment of Basic Competencies (NABC). This comprehensive research is conducted among sixth-, eighth-, and tenth-grade schoolchildren aiming to measure mathematical and reading competencies of pupils. It is accompanied by a background questionnaire for pupils and for schools. This latter questionnaire includes a group of 7 point Likert scale questions referring to disruptive behaviour, aggression and violence in schools. Although there have been investigations related to school aggression and violence, the database of the NABC has not been relied on for an in-depth understanding of the phenomenon. One part of our research is based on the secondary analysis of these questions.[1]

The problem related to terminology described previously can also be marked in this collection of data. The complicated nature of aggressive behaviour is not reflected in this list of questions, since there is no difference between the enlisted types of behaviours made according to the deeper aspects of aggressive behaviour (prosocial/antisocial or proactive/reactive). Taking the questions most related to our topic, questions b), c), d), e), f), k) are to be investigated. From these, question b) is indirectly related to aggressive behaviour, as it is primarily a class organization issue. There can be disciplinary issues of antisocial manner at a lesson, but it is also possible that this behaviour aims at self-defence or

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[1] The questions are the following: How often do the following forms of pupil behaviour cause problems in your premises in primary school / grammar school / secondary vocational school / vocational school? Please, evaluate on a scale of seven, with 1 meaning never and 7 meaning very often. a) Regular absenteeism, b) Discipline problems in the classroom (at the lesson), c) Vandalism, d) Physical abuse among children, e) Verbal aggression, shouting, f) Aggressive behaviour with school staff, g) smoking, h) Alcohol abuse, i) Drug abuse, j) Addiction (computer games, gambling), k) Stealing.

protecting group interests, and as such, is morally prosocial from the pupils' point of view. This ambiguity can also be perceived in the case of e) and f), since it is not made clear whether the performed behaviour is prosocial or antisocial, proactive or reactive from the part of the student.Questions c) and k) due to the violence expressed against objects can clearly be labelled as antisocial. As for question d), due to the expression abuseit is again clarified that the behaviours concerned are antisocial. Another problem is that since the questionnaire is filled by the institution, typically by the management, the given figures of prevalence could only be accepted as credible, since we do not have empirical data collected from students and school staff of individual schools about the frequency and nature of aggressive behaviour. The answers to this questionnaire reflect what the management perceives from the situation in the school. The respondent gives a mark on the basis of his/her perceptions, which reflects attitudes and personal experience rather than evidence based remarks of the whole school population.

The second part of the research is based on the secondary analysis of the database of a project TÁMOP 3.1.1 managed by the Hungarian Institute for Educational Research and Development (HIERD) in the academic year 2013/2014. This research focused on the problems teachers meet during their daily practice in relation to e.g. classroom management or dealing with problematic behaviour and on the efficiency of teachers' further professional trainings in connection with the difficulties they face. The 2013/2014 nationwide teacher survey of HIERD did offer a new opportunity for investigation; however, it can be considered as a limitation that the expression school aggression is simplistic and undifferentiated in this questionnaire and is combined with the expression conflict, which is not a synonym of aggression, violence or bullying. Although the answers received to these questions need to be dealt carefully, the possibility of connecting information from two different databases from the same academic year (2013/14) was attractive enough to undertake the analyses.

To have a deeper understanding of the problems teachers face in their daily routine, a qualitative research with a narrowed sample of teachers taking part in the HIERD 2013/2014 research was also carried out (Vámos, 2016a; Vámos, 2016b; Verderber et al., 2016). The research focused on the personal and organizational rescources and effectiveness of Hungarian public education.The main research question was: *What are the characteristics of professional capital of schools in the perception of teachers?* Subquestions were: *a) What characterises the reflective practice of teachers and schools as organisations?, b) What are the patterns of problem solving in the perception of teachers?* and *How does the professional capital model appear in the examined institutions?* In our research we carried out a secondary analysis of the narratives in relation to the topic in our focus, i.e. problematic behaviour.

5. Research questions and hypotheses

First and foremost we wanted to have a nationwide overview of the extent of the problem. Then we wanted to understand how the different types of behaviour appear in relation to one another and finally we wanted to get an insight into the problem as an everyday issue for teachers. Hence, our main research questions and hypotheses were the following:

• Q1=What differences are there between various school levels and types in terms of the prevalence of school aggression/violence?

o H1= (a) The frequencies of various types of aggression show differences between school levels and school types; (b) with regards to the type of school, it is vocational schools where, according to the respondents, all types of aggression are most present.

• Q2=How do different types of aggression correlate with one another?

o H2= Various types of school aggression and violence are strongly interrelated.

• Q3=How much do teachers rate school aggression as a problem and do they get appropriate help from the school environment or from formal professional training?

o H3=Teachers see school aggression as a major problem, and they perceive a lack of preparedness and support to be able to address it.

6. Research sample and methods

The research had a quantitative and qualitative part. The quantitative part included the statistical processing and analysis of the NABC 2013/2014 and the HIERD 2013/2014 databases. The qualitative part of the research included the analysis of professional career narratives, semi-structured interviews, and focus group discussions.

The sample of the NABC database contained 1683 premises, the HIERD database contained 8573 teachers. This sample was narrowed to 37 teachers for the qualitative part. The selection of the narrowed sample happened along the following indicators: teachers being active in innovations, developments, and further trainings and the professional capital of school. About a hundred teachers were selected, from whom 37 agreed to participate in the qualitative research.

For the database analysis SPSS for Windows 23 was used, while the narratives and interviews were processed bycontent analysis.

6. Results

6.1. Types of school violence in various school levels and school types

The examination of the NABC 2013/14 database has revealed that in the various types of school violence no significant differences can be observed between 6th and 8th grade primary school children, in terms of average figures and standard deviation. The most frequent type of violence is verbal aggression and shouting, followed by disciplinary problems in the classroom at the lesson. The lowest score was given to aggressive behaviour with school staff (Table 1.).

Table 1. Average prevalence of school violence in grades 6 and 8 of primary schools

Types of school violence (1=Never – 7= Very often)	Primary school grade 6 (N=2598)		Primary school grade 8 (N=2594)	
	Mean	St. dev.	Mean	St. dev.
Discipline problems in the classroom (at the lesson)	2.72	1.091	2.72	1.103
Vandalism	2.42	.975	2.44	.982
Physical abuse among children	2.38	.999	2.38	1.002
Verbal aggression, shouting	3.31	1.315	3.32	1.319
Aggressive behaviour with school staff	1.80	.931	1.80	.935
Stealing	1.95	.764	1.95	.971

Source: NABC 2013/14 database

On the other hand, the results of the 10th grade show major differences, according to the type of the school. Average values are the lowest in grammas schools, and the highest in vocational schools. Vocational secondary schools rank between the two. The highest figures were registered in connection with verbal aggression and shouting, whereas aggressive behaviour with the school staff was the least typical. This shows a similar pattern to primary school data; however, there are significant differences between the different types of secondary schools with regards to the prevalence of violence ($p < .001$). When comparing primary and secondary level, the average figures of frequency in primary schools are

similar to those in vocational secondary schools in terms of disciplinary problems in the classroom, vandalism and stealing, while verbal aggression, physical abuse among children and aggressive behaviour with the school staff resemble the average values in vocational schools. Primary school data are shown in Table 1, secondary school data are presented in Figure 1 below.
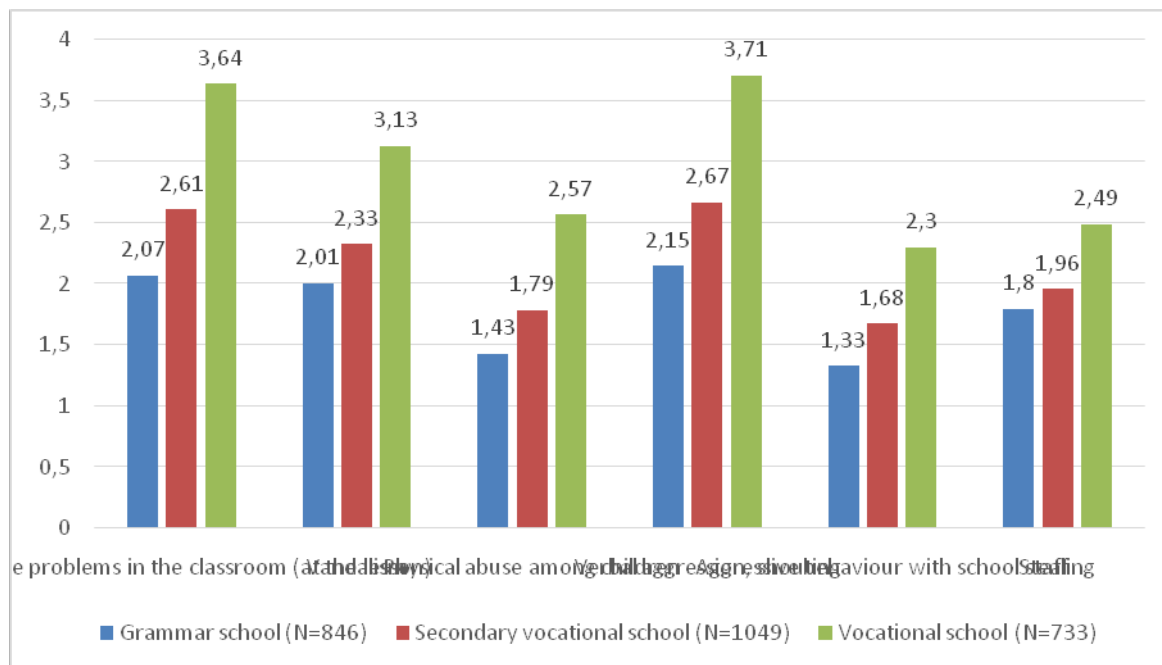

Figure 1. Types of school violence in secondary schools(Source: 2014 NABC database)

6.2. Teacher supply, professional and pedagogical preparedness

According to the NABC 2013/2014 data, from the 1,061 institutions in which 10th graders were enrolled, 52.8% delivered vocational secondary education, and 28.7% had vocational education. Considering teacher supply, most indicators (e.g. part timers, those moving to another school, retirees, and career starters) do not show significant differences between the various school types. On the other hand, the ratios of qualified teachers differ significantly (p<.001): in grammar schools, depending on whether they are 4, 6, or 8-year schools, 11-22% can be characterised by a shortage of qualified teachers, but the corresponding figure is 61.8% in vocational secondary schools and 67.9% in vocational schools. To the question whether there are subjects, which are not taught in the school by teachers specialized in the given subject, 13% of 4-year grammar schools gave an affirmative answer; the corresponding ratio was 24.8% in vocational secondary schools and 25.7% in vocational schools. There are also significant differences between schools in the percentage of teachers with a Master's degree. Over 90% of grammar schools, but a somewhat lower 80% of vocational secondary schools and vocational schools have the adequate number of such teachers. All in all it can be concluded that more than half of Hungarian vocational educational institutions encounter a certain lack of adequate pedagogical qualifications; in relation to our topic, this does not simply mean a problem in teaching subjects, but in classroom management and prevention of disciplinary issues in class. In the case of the other types of aggression, this seems even more articulate, since their prevention and treatment would require more complex solutions.

6.3. Correlations of various types of school violence

As for the relations of certain kinds of violence, we tried to examine whether they can be regarded as independent from each other or not. Through the analysis of the NABC data it can be seen that the different kinds of violent behaviours correlate with one another.

In 2013/14, the relationship between various types of violence was significant ($p \leq .05$)[2] in vocational secondary schools and vocational schools as well. In vocational secondary schools correlation was particularly strong between vandalism and discipline problems in the classroom (.616), and between verbal aggression and physical abuse (.602). Aggressive behaviour with the school staff correlated the most with physical abuse among children (.564). In vocational schools, high correlations can be observed between vandalism and discipline problems in the classroom (.766), and between vandalism and physical abuse among children (.705). A significant relationship can also be marked between verbal aggression and physical abuse (.687). As far as aggressive behaviour with the school staff is concerned, it had the strongest correlation with physical abuse and discipline problems in the classroom (.648 and .649 respectively).

6.4. Teachers' problem perception and solution seeking

The problem management of teachers in Hungarian schools can be characterised by a unique pattern. According to the results of a survey carried out among teachers in 2014-15 by the Eötvös Loránd University[3] teachers have issues with one or two children, or with an entire class. They typically address these problems by themselves, or ask for help from the headmaster. The reason behind this may be the lack of trust within the school between teachers, which can be explained by the way of thinking that mistakes are a sign of professional incompetence and should be kept as a secret. This result was also revealed both from the interviews and the narratives of 37 teachers (Vámos, 2016a), and the HIERD 2013/14 data. According to these data, 96% of the respondents solved their professional issues by themselves, and by nearly half of them, addressing school violence and conflict management was mentioned as a problem (Figure 2).

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[2] Spearman's correlation was calculated

[3] Supported in the framework of Project ELTE TÁMOP 4.1.3.B, entitled 'Renewal of Teacher Training'
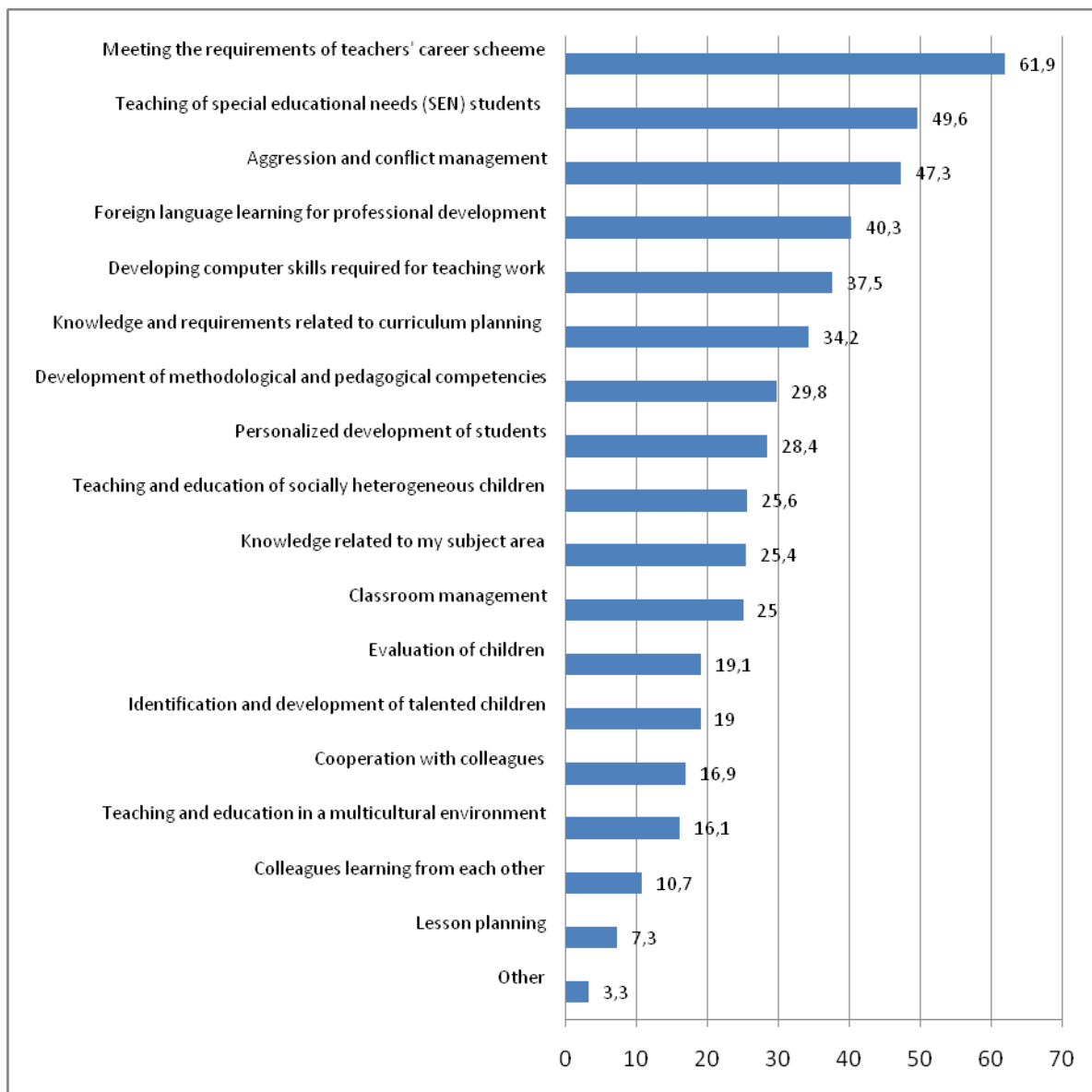
Figure 2. Problem areas as identified by teachers (Source: HIERD 2013/14 database; N=8573)

Examining this question in the HIERD 2013/14 in relation to school types it can be observed that 53% of teachers in vocational schools (N=526) perceive aggression and conflict management as quite an important problem, and for 13% it constitutes a major problem; for 22.7% classroom management and maintaining discipline rendered difficulties as well. Aggression and conflict management was seen as a major problem by 9% of vocational secondary school teachers (N=1024), and as quite an important problem by another 46%. The corresponding data for grammar school teachers (N=771) were 7% and 43% respectively, and 18.1% of the teachers had some difficulty with classroom management as well. 9.7% of grammar school teachers, 10.3% of vocational secondary school teachers and 14.3% of vocational school teachers claimed that they would need further training on aggression and conflict management. 4% of grammar school teachers, 20.4% of vocational secondary school teachers and 24.4% of vocational school teachers have already participated in such training; however, for the majority of grammar school teachers (67.2%) the training had no effect on their pedagogical work, and the same was experienced by 76.6% of vocational secondary school teachers and 80.3% of vocational school teachers.

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7. Checking the hypothesis

- H1= (a) The frequencies of various types of aggression show differences between school levels and school types; (b) with regards to the type of school, it is vocational schools where, according to the respondents, all types of aggression are most present.

The hypothesis can partly be accepted, only one of the two sub-hypotheses could be verified. Various types of aggression showed similar trends in various school levels and types: verbal aggression and disciplinary problems in the classroom were the most frequently mentioned type, and aggressive behaviour with the school staff was the least typical. Types of aggressive behaviour are present in the various schools to a different extent, but following similar patterns, therefore (a) was rejected. On the other hand, (b) can be accepted, as the highest prevalence of all types of school aggression could be observed in vocational schools.

- H2= Various types of school aggression and violence are strongly interrelated.

The hypothesis was verified by the results. There is strong correlation between discipline problems in the classroom and vandalism, between verbal and physical violence, and between physical abuse and aggressive behaviour with the school staff as well. In vocational schools the latter is also related to the prevalence of classroom incidents.

- H3=Teachers see school aggression as a major problem, and they perceive a lack of preparedness and support to be able to address it.

The hypothesis can be accepted. According to the answers of the teachers violence occurring in the school is perceived as an important problem and they would like to gain knowledge, which would be helpful in addressing these issues. In the context of the school this mainly happens through informal discussions and the involvement of the headmaster, while outside of the school, this function is ensured by the traditional further professional training of teachers. However, the efficiency of the latter can be questioned based on the remarks of the teachers.

7. Discussion and conlcusion

During the research it was revealed that school aggression and conflicts are perceived as serious issues for teachers, who feel unequipped in finding solutions to address them. This result also underpins the outcomes from some previous research works (Gyurkó & Virág, 2009; Földes & Lannert, 2009). The relationship between various types of aggression might also indicate that aggressive behaviour can be interpreted as a process, since disciplinary problems in the classroom may end up in vandalism, disagreement between students may result in verbal or physical aggression. It can also be assumed that rough, uncontrolled behaviour between students may eventually lead up to aggressive behaviour with the school staff as well.

The complexity of the phenomenon of school aggression implies that the preventing these processes requires a wide range of pedagogical-psychological competencies on the part of teachers. Based on our results, this is particularly problematic in vocational schools, where however, the frequency of various types of violent behaviour is the highest. This was also the case in the nationwide research of Aáry-Tamás and Aronson (2010).

The underlying causal relationships were not examined in our study; their exploration can be a relevant field of research in the future. Pedagogical-psychological competencies can play an important role in understanding the relationship between learning and violent behaviour as well, since it has been proven that success in learning is a strong indicator of the decrease in the extent of bullying (Buda, 2009b), and disciplinary problems in the classroom is an obstacle to efficient learning. Nevertheless, the professional classroom management on the part of teachers can be a potential tool for creating an

environment that is supportive of learning and preventive of disciplinary issues, therefore it can be understood as an important element in the prevention of violent behaviour.

Teachers' further professional education could be a means of gaining new knowledge about preventing violent behaviour; however, according to the remarks of teachers, most of the traditional professional training programs for practicing teachers are not helpful in this matter. These training programs recruit teachers from various institutions to learn about a given topic in an organized way. In contrast to these, training programs taking place in a given school with the involvement of stakeholders perceiving a certain problem and seeking its solutions seem to be more efficient in handling the issue (Campbell & Groundwater-Smith, 2010; Cheng & Ko, 2012). This way they work on themselves and are open to learning and change, and create an opportunity to have regular discussions with each other and even with colleagues outside the school in order to reduce violent behaviour. In connection with this, the idea of Twemlow and Sacco (2012) is worth mentioning, according to which the key to the renewal of an institution is not the introduction of a program that is independent from the institution without implementing any changes in the institution itself. Whether it is the adaptation of a program, or an own strategy elaborated by the institution, it can only be consolidated, if the organization starts a process of development based on self-diagnosis and reflection (Rapos et al., 2011; Gaskó et al., 2013; Szivák, 2014), perhaps in the form of action research (Farrell et al., 2001; Vámos, 2013, 2015; Vámos & Gazdag, 2015), with members sharing the common aim of renewal and the commitment to achieve it.

In this process, a first step is the proper definition of the concepts and the thorough investigation of the phenomenon. In the study we have underlined the difficulties resulting from terminological ambiguity, and presume that the refined and differentiated handling of the expressions aggression, conflict and violence, among teachers and in the context of the school can contribute to the effectiveness of preventing violence. If an institution is not aware of the differences, not only do they risk the success of any intervention, but may even do harm with unprepared actions. It is also important that through shared thinking, the institution should create a commonly understood and used circle of terminology, which will then specify for all the members the intolerable forms behaviour that they would like to prevent. This way the handling of violent incidents is not done in an isolated manner on an individual basis and out of the school context, which implies a serious deficiency of effectiveness according to international research.

As a conclusion it can be stated that the phenomenon of school violence and bullying is present in Hungary, and teachers have difficulty in its handling and prevention. The extent of school violence is the greatest in vocational schools, where the number of teachers without proper qualifications is also the highest. According to the perception of teachers, traditional further education programs did not prove to be useful. This underpins the idea of Twemlow and Sacco (2012), which we also consider as a key to progress: overcoming the problem and the long term prevention of the phenomenon can be realized if innovation takes place in the institution with the participation of all stakeholders, and not in the framework of programs independent of the institution, without changes in the school organization. Furthermore, traditional forms of further professional education organized out of the school do not support progress, either.

8. Limitations of the study

A limitation of this study can be identified in the circumstance that in the background questionnaire of the NABC research, the frequency of various types of violent and aggressive behaviour is judged by the headmaster officially, who might have limited insight in everyday classroom matters in comparison with practicing teachers. Since we do not know whether the headmasters' answers were based on any local collection of data, i.e. evidence and facts, but we presume this not to be the case, it can be a consequence that those forms of aggressive and violent behaviour were ranked higher which are more apparent for the school management as well, or in connection which teachers ask for the assistance of the management, such as brutal physical violence. Therefore other, perhaps similarly important types and their actual extent may remain latent, which at the same time can be considered as

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gateways to physical clashes and are similarly harmful to pupils (e.g. spreading gossip, name picking, exclusion). Another limitation of the study is the problem of terminology, which was discussed in more detail in the methodological section.

Nevertheless, in spite of all these limitations, research related to school violence and bulling cannot lose its actuality, since these forms of behaviour are present in the everyday lives of the school, perceived by pupils and teachers alike, and as a single incident can have serious emotional consequences especially for the individual person, but on the whole community as well, understanding underlying reasons and measuring prevalence will remain to be relevant research objectives.

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Szerzők

Dóczi-Vámos Gabriella, PhD candidate and assistant lecturer at Institute of Education, Eötvös Loránd University. E-mail: doczi-vamos.gabriella@ppk.elte.hu

Vámos Ágnes, professor, Head of School Organization, Teacher Education and Professional Learning Research Group at Institute of Education, Eötvös Loránd University. E-mail: vamos.agnes@ppk.elte.hu

Rapos Nóra, assistant professor at Institute of Education, Eötvös Loránd University. E-mail: rapos.nora@ppk.elte.hu