Group A3

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Claudia Osvat, Sergiu Baltatescu - The background, motivations and values of voluntary students

Focuses of the paper:
– frequency and content of voluntary activities of students;
– social background of involved students;
– values of students involved in these activities;

Theories: will be detailed in our theoretical paper

Hypothesis:
Students involved in voluntary activities have higher social background, and display higher pro-social and tolerance values
Claudia Osvat, Sergiu Baltatescu - The background, motivations and values of voluntary students

Variables:

• Students’ background: TS.1. TS5. TS15. TS16. TS17.
• Students’ involvement in voluntary activities O1, O2, O3

Additionally, a focus group with the target students will be realized
Baltatescu-Pusztai Effects of social capital on student well-being in HE

Theories: detailed In our theoretical paper

Hypothesis:
Social capital, based on students institutional relationships, is a very important element that predicts student’s well-being

Variables:
Students’ social capital: SZ1, KH1, SZI2, KH2,KH3,KH6, KH4, KH5, B4, V1,V2
Students’ well-being EL1, EL2, EL3, EL4, EL5, EL6, EL7 EL8, EL9, EL10, EL11, EL12
Results of our previous research:

- Social capital from relational resources can compensate the reproductive mechanisms of cultural capital in school career (Pusztai 2004, 2009).
- HE students’ institutional integration proved to be not a good predictor of their achievement (Pusztai 2011).
- Embeddedness in special external groups has more positive effects on their success (Pusztai 2011), than integration in campus society (Pusztai 2011).
Theories

Students’ institutional integration has positive effect on HE student achievement (Astin 1993, Tinto 1993, Pascarella-Terenzini 2009).

Student success depends not only on (inner or external) direction of integration, but the character of interpretative community counts in which student is embedded (Coleman-Hoffer 1987, Pusztai 2011).

The impact of interpretative community is more strongly on non-traditionals than traditional students.
Hypothesis

• Students’ embeddedness in campus society effects on academic achievement.
• Students’ embeddedness has differential effect among traditional and non-traditional students.
• Among students’ external ties we can separate according to protective and not protective
Variables 1-2

- Students’ HE achievement index, components:
  1. PV4. Academic orientation
  2. ER3. Language skills
  3. FT1. Student engagement
  4. AE1. Attitudes to the study
  5. EL4. Ability to study
  6. ME1. Attitudes towards work

- Non-Traditional students:
  - PV7. Students favoured in affirmative action
  - M1. Working students in job
Variables 3
Students’ embeddedness in interpretative community

Embedded in external communities:
• ...in family: SZ1
• ...in friendships KH1
• ...in voluntary organisations SZI2

Embedded in inner communities:
• ...in intragenerational campus community KH2, KH3, KH6
• ...in intergenerational campus community KH4, KH5, B4
• „„, in religious community V1-V2
Fónai Mihály – Pusztai Gabriella
The impact of capitals on students’ academical career

Capitals:

• Economical capital (TS 15, 16, 17)
• Social capital (KH1, 2, 3, 4, 6, 12)
• Cultural capital (TS1, 9, SZ1)
Dependent variables

• The link between social, economical and cultural capital and:
  • SES and religion (TS1, 2, 3, 4, 5, 6, 7, 8, 10, 12, 13, 14, C1 – C9, V1 – V4)

• Output: 2 studies

• Further dimensions:
  – Relationships/friendships
  – Lifestyle
  – Learning strategy
  – Values
  – Attitudes on relationship
Hypotheses

• Economical and cultural capital increase social inequalities among students
• Social capital decreases social inequalities among students
Fónai Mihály – Ceglédi Tímea
Possible link between talent care in higher education and students’ academical career

• **Dependent variables:**
  
  **SZI2. Tagja vagy-e ...** szakkollégiumnak / I am a member in a college for advanced studies

  **ER1. Igazak rád az alábbi állítások? ...** O. Tagja voltam vagy vagyok egyetemi/főiskolai tehetséggondozó programnak / I am (or I was) a member in a talent care program at the university/college

• **Independent variables:**
  
  – Highschool years (KZ1 – 4)
  – Work (M1 – 4)
  – Strain in higher education (FT1 – 5)
  – Values (AE1)
  – Family milieu (SZ1)
  – Inter- and intragenerational relationships (k1 – 6)
  – Trust (B1 – 3)
  – Learning strategy (EL1 – 12)
Hypotheses

• The impact of SES-variables prevails indirectly, mediated by faculties’ habit and students’ social capital

• Students’ social capital contribute to chance being a member in a talent care institute
Students’ value-preferences in Partium

Bocsi Veronika
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Theories


• „Partium” area has got special features: Central-East Europe, special national and religious pattern (Huntington 1993, Buss 2010)

• Students – the logic of the science, the relatively congenial possession of the cultural capital, the special attitudes of the middle class (Weber 1995, Bourdieu 1978)
Hypothesis

• The value preferences of the roman and the hungarian subsample will be similar, and the hungarian minority in Romania has got proper features.

• We will not find the marks of the own national characteristics (Hunyadi 1996, Köpeczi 1995) in the value preferences.
Questions form the HERD

We analyse the value preferences:

- With 15 items (for example: inner harmony, peace, happiness etc.)
- Four-degree scale
Independent variables

• Etnicity
• Denomination and the type of religiosity
• The subsamples of the countries
• The type of the institutes (state, privat, faith-based)
• Gender
• Cultural and economic capital
• The type of the settlement
Thank You
FOR YOUR ATTENTION

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