Study paths and their social background

Györgyi Zoltán
associate professor
University of Debrecen
gyorgyiz@ella.hu

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Purpose and hypothesis

• Analysis of effects of social factors in tertiary education

• Effects of social background
  -- Earlier: during the primary and secondary education
  -- Now: (expansion ➔) also in tertiary education
    • Wide range of types leaving tertiary education
    • Without a degree / BA–BSc / MA–MSc / PhD/DLA

• Study paths ➔ labour market strategies

• Why?
  -- We have to measure social mobility in the future on this level
Students in Education
Proportion in age group 20–24

- EU27
- Hungary
- Romania

Magyarország-Románia
Határon Átnyúló Együttműködési
Program 2007-2013

Európai Unió
Európai Regionális Fejlesztési Alap
Drop out rate in tertiary education

Proportion of students leaving education without tertiary qualification

- Japan: 10
- Denmark: 15
- Belgium (Fl.): 18
- France: 21
- Germany: 23
- Finland: 28
- Canada (Quebec): 28
- Netherlands: 29
- Iceland: 30
- Slovak Republic: 30
- OECD average: 30
- Portugal: 31
- Sweden: 31
- Norway: 31
- Poland: 35
- United Kingdom: 36
- Mexico: 36
- Hungary: 39
- New Zealand: 45
- United States: 53
<table>
<thead>
<tr>
<th>Institution, faculty, department</th>
<th>Taken the BA/BSc final examination</th>
<th>With a BA/BSc degree</th>
<th>MA/MSc first-year students</th>
</tr>
</thead>
<tbody>
<tr>
<td>University of Debrecen -</td>
<td>36,7</td>
<td>30,2</td>
<td>16,2</td>
</tr>
<tr>
<td>College of Nyíregyháza -</td>
<td>25,3</td>
<td>12,1</td>
<td>2,1</td>
</tr>
<tr>
<td>State Institutes – HU</td>
<td>25,3</td>
<td>19,1</td>
<td>12,6</td>
</tr>
<tr>
<td>Foundation Institutes – HU</td>
<td>10,3</td>
<td>6,9</td>
<td>4,4</td>
</tr>
<tr>
<td>Religious Institutes – HU</td>
<td>25,6</td>
<td>21,3</td>
<td>15,9</td>
</tr>
<tr>
<td>All of them</td>
<td>24,2</td>
<td>18,3</td>
<td>12,2</td>
</tr>
</tbody>
</table>
Methods

• Forming study path groups (of Hungarian BA/BSc students) according to the recent studies and the conceptions about further studies
• Comparison of these groups on base of their
  – labour market purposes
  – learning activities
  – social background
• Comparison of Hungarian and Rumanian groups
Nine groups

- PhD
- MA/MSc
- BA/BSc

(Secondary school)
Results

1. Social background hardly determines study paths
2. Some differences between middle and low layers
3. Starting higher education not immediately:
   - students from low educated families, villages
   - average motivation in studies
4. Changing university and/or department
   - students from high educated families and cities
   a. For PhD: high motivation, reaching carrier (in universities)
   b. For MA/MSc or BA/BSc: receive a degree
      1. students under influence or pressure of their social environment
      2. low motivation in learning
Differences between Hungary and Romania

• Study paths in Romania are determined less than in Hungary, but there are social effects
• Differences in Romania are between students from high qualified families and middle layers
  – Expansion of education smaller
Conclusions

- Expansion has important homogenising effect
- It is relative big (at this moment) for the middle layers
- Good social position give an advantage only in special situation = correction in study paths
  - to rebuilt an a career
  - to avoid early leaving the higher education (and avoid to „social periphery”)