

SUMMARY

YOUTH

Peter Somlai: Changing youth. The first part of this study outlines the history of youth since the age of the “Sturm und Drang”. Since the 1980s, sociologists have been seeing a growing segregation between youth in an underclass and a new, “post-adolescent” generation. The second part of the study explores the new patterns of this generation. The author argues that changes corresponds to the development of a post-industrial society; it is a second demographic transition, the changing world of learning and work, a transformed ‘coupling’ and family relations, along with transitions in values and attitudes.

Timea Tibori: Saying no? Yes, that’s right. Based principally on data obtained from youth studies carried out in Hungary, this paper seeks to answer questions relating to what tendencies are observable in the lifestyles (learning, consumption, leisure activities), the conception of culture and the mobility of young people. The author gives special attention to activities having low frequency, and comes to the conclusion that the separation of the “self”, the shifts in responsibility and the avoidance of problems have become more dominant among young people. In the lifestyle of youth, change and permanence are present *simultaneously*, causing significant degrees of differentiation within their own grouping.

Istvan Muranyi: Leisure time activity and the mental status of students. The article by Istvan Muranyi is based on an online survey carried out in 2009 with N=1571 students from Debrecen University. The primary aim of the research was to characterise the lifestyles and leisure time activities of students, though the questionnaire additionally contained questions concerning one’s mental condition. The results show that individual and passive activities (Internet using, TV and video watching) dominates the lifestyle of students; cultural activity is characteristic of only a few. The mental status of students is a major factor in widespread depression and personal network and partnership-related troubles.

Veronika Bocsi: Fault-lines. Student values in institutions of higher education in a region which borders upon three countries. The aim of this study is to analyse the value preferences of full-time students with the help of a regional database which extends itself over three countries (Hungary, Romania and the Ukraine). Beyond mapping students’ value systems, we seek to reveal how particular socio-cultural variables shape persons’ mental/cognitive structures and attitudes – for example, which group of students can be characterised as having predominantly material

values, and which would have post-material values. Finally, we make an attempt to model the joint incidence of single values, and we then develop any components (for instance altruist, religious, self-centred-material etc.) with the help of a factor analysis.

Zsuzsa Veroszta: The social responsibility of higher education in the value systems of students. In a student assessment of higher education value-variables, social responsibility factors regularly produced the lowest averages, and among the value-groupings created as the result of student survey only persons with a detrimental educational-socio-demographical background showed some sensitivity towards the social aspects of higher education. Based upon an analysis of Bologna-relevant documents of the student organisation of European higher education (European Students' Union – ESU), we can say that the student organisation's opinions concerning social aspects is consistent: higher education is considered to be one of the public services, something available to everyone equally. Examining the development in time of the equality of opportunities and fairness – comprehensively, the social aspects – we experience a constant presence and strong amplification. The dominance of aspects of social responsibility can be seen, in detail, in documents from the student organisation. It appears that the strong representation of these factors – and major critics when it comes to implementation – can both be connected to student organisations in the creation of the European Higher Education Area.

Istvan Fabri: Employment motivations for university and college students. The study analyses the employment motivations of Hungarian university and college students using the results of questionnaire surveys conducted between 2000 and 2010 as well as the application and admittance database related to the same time period. Respondents are generally optimistic about employment opportunities. The vast majority of students intend to find jobs in their chosen professional field after graduation. In the case of some larger fields of study (e.g.: humanities, social sciences, economic sciences) though, some have partially departed from their original professional vision (although they are still in a minority); only a few plan to “leave the profession” completely, though this cannot be explained by the often – wrongly – mentioned lack of marketability of the majors affected. The economy and education have changed immensely in recent decades, which on the one hand offers more opportunities for young adults but also demands higher levels of adaptability from graduates. An important conclusion from the study is that research related to the career tracking of graduates may not be relevant at the level of fields/areas of study, which often cover very different study programmes; what is primarily the issue here is the level of given majors.

Anna Imre: Student and learning pathways in the 90's. Anna Imre describes – with the help of an analysis of a database for 8000 young people of between 15–29 years of age in 2000 – the changes of secondary education and the impact of these on students' pathways in the 90s. The changes in this decade have transformed the struc-

tures of secondary education – and have additionally altered students' pathways. This paper outlines the typical routes and transitions of the different age groups and of groups with different educational attainment levels. One conclusion from the paper is that besides increased participation in education system, non-formal ways of learning also have a significant role to play in later successes.

Anita Horkai: Connections. Narratives of youth's social relations. In 2006 and 2007 we undertook qualitative research and we studied youth cultures with regional aspects in North-East Hungary. The expansion of education provides opportunities for more and more students to take part in higher education – and this affects the character of youth cultures; we can observe those processes in Hungary too, which were a peculiarity in Europe beforehand. We have been able to establish via interviews experiences that there are generational differences and, because of these, generational problems can be found among youth cultures. As in 1999 there are many paradoxes and contradictory explanations, and this is why it is important to make use of semantic interviews when doing research into young people. Our interviewees had a very narrow social network; the smaller the town they live in, the smaller the social capital they have. The conscious developing of social capital is not a characteristic of college or university students – thus, they become lonelier in the mass education system. Relations with their parents have a stability as the main emotional and material support comes from them; young people have a respect for their parents – so they are not revolters, and if they mentioned a model for their life it was their parents' life.

Peter Tibor Nagy: Are there young ones? Peter Tibor Nagy offers two competitive hypotheses: 1) The values of young (aged 18–30) people differ from the average of society, as persons in their 30s and 40s are like the average but not like the youngest generation. 2) They differ from the average, but they are similar to the next generation (i. e. people just a little older). Thus the dividing line is not between the young and middle-aged generations, but between the middle-aged and older ones, or somewhere within the middle-aged one. If the second hypothesis true: “the young” as a real social category does not exist. Data relating to the sociology of religion – based on several different databases – shows that the second hypothesis more reliable than the first one.