

THE SOCIAL RECRUITMENT BASIS OF THE HELPING PROFESSIONALS

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Introduction

A number of professionals are encouraged to support the academic achievement and social integration of growing generations. Some of helping professionals work specifically for this purpose, while the other half deals with the opportunities for catching up on disadvantaged social groups. Our research focuses on the social recruitment base of full time Social Pedagogue training. The relevance of our investigation is shown by the fact that the expansion of this programme – as a niche training – began with the expansion and diversification of higher education (*Benkő, 2009*). Nevertheless, there have been few studies in the field of Social Pedagogues on a national scale to analyse the results of career tracking research (*Veroszta 2012, N. Tóth 2014, Nyüsti and Veroszta 2015*), including the data about social background of fresh graduates. For comparison, we look at the Social Work, Pedagogy and Andragogy (which has been replaced by Community Coordination since 2017) graduates of full time undergraduate courses. They have in common that though they are often in different areas and different life stages, but all four professions have a social support function.

Benkő (2009) draws attention to the fact that, according to sociological studies, the social recruitment base of different trainings is different, and students with lower social backgrounds can flow into the less favoured career paths. This tendency is particularly characteristic of higher education institutions in disadvantaged regions, where the dominance of students with lower status is mostly observed (*Teperics 2005, Pusztai 2006, Pusztai 2011*). In addition, social recruitment has a close correlation with the status of a profession and is therefore suitable for characterizing their situation (*Fónai, 2010*).

Methodology

In the spring of 2012, 32 institutions of higher education collected online survey data from the Hungarian Graduate Career Tracking System (DPR) about graduates who received absolution one, three and five years ago. The staff of the Educatio Nonprofit Ltd. Higher Education Department have compiled the national database – Frissdiplomások 2012 [Graduates 2012] database – from the institutional data, and then the weighting process resulted in a representative base for gender, year of completion, training area, training level and work schedule. Total number of respondents: 24.890 people (*Veroszta, 2013*). Elements of the full time undergraduate courses subject to our study: Social Pedagogy N=127, Social Work N=192, Pedagogy N=59 and Andragogy N=184. During the analyses we combined the two courses (Pedagogy and Andragogy) of the Humanities (N=243), so our three helping professional groups were developed. With regard to our separated full sample (total N=562), 32,4% of respondents started their studies in the traditional form of training and 67,6% of the respondents started their studies in the new multi-cycle training system (BA).

In the secondary analysis of the Frissdiplomások 2012 [Graduates 2012] database, we examine the social recruitment of the helping professionals who are tested through *Fónai (2010)* with the following indicators: parents' educational attainment, parents' and grandparents' qualifications and/or their occupation related to the respondent's occupation and the type of settlement of the students' place of residence. Based on *Kiss (2011)*, we complement these with a subjective indicator: judging the family financial situation at the age of 14 years. It should be emphasized that we have chosen the 2012 database because it contains large numbers of social

pedagogical data which may be related to the fact that the proportion of those graduating in this period was high in the examined period, as opposed to a significant decrease in recent years.

The social recruitment basis of the helping professionals

We have summarized previously how we analyse the social recruitment of students choosing helping professions on four dimensions, the first of which is the parents' educational attainment. On the basis of research on Social Pedagogues – in the broader sense, Social Professionals – the profession is especially attractive to children of non-graduate parents (Nagy 2008, Benkő 2009). These results are also supported by our study, as if we look at mothers, then the social pedagogy training is mostly attractive to children of mothers with vocational secondary school, technical school (35,0%) and to children of fathers with vocational school, vocational training school (without graduation) (42,9%). 11,7% of mothers and 18,5% of fathers have higher education. However, the values of control groups show a more favourable picture: while 26,7% of mothers and 26,0% of fathers have a higher education degree among social workers, in the case of Humanities (Andragogy and Pedagogy) 28,4% of mothers and 20,0% of fathers completed a college or university. The data on the education of parents are summarized in Tables 1 and 2.

Table 1. Mother's educational attainment at the age of 14 years of the interviewee (column percentage)

	Social Pedagogy (N=127)	Social Work (N=192)	Andragogy+Pedagogy (N=243)
at most elementary school	11,7	10,6	8,9
vocational school, vocational training school (without graduation)	23,3	19,4	15,3
vocational secondary school, technical school	35,0	25,6	26,7
grammar school	18,3	17,7	19,5
college	6,7	16,7	<u>21,2</u>
university, scientific degree	5,0	10,0	7,2
not known	0	0	1,2
All	100	100	100

Source: Frissdiplomások 2012 [Graduates 2012] database

The underlined figures indicate that the percentage in the given cell is higher than expected in a random distribution. (Adj. Resid. > 2,0).

Table 2. Father's educational attainment at the age of 14 years of the interviewee (column percentage)

	Social Pedagogy (N=127)	Social Work (N=192)	Andragogy+Pedagogy (N=243)
at most elementary school	5,9	7,7	3,0
vocational school, vocational training school (without graduation)	<u>42,9</u>	31,5	31,5
vocational secondary school, technical school	21,8	27,6	<u>36,6</u>
grammar school	7,6	5,5	7,2
college	12,6	12,2	6,0
university, scientific degree	5,9	13,8	14,0
not known	3,3	1,7	1,7
All	100	100	100

Source: Frissdiplomások 2012 [Graduates 2012] database

The underlined figures indicate that the percentage in the given cell is higher than expected in a random distribution. (Adj. Resid. > 2,0).

Ferenczi (2003) points out that one of the possible means of social mobility for the children of parents with a low level of education is becoming an intellectual. The results of these surveys

conducted by Nagy (2008) and Benkő (2009) about Social Professionals also draw attention to this point, they raised the possibility of intergenerational mobility within social mobility. Let's look at the proportion of those among graduates whose parents do not have a higher education degree. Based on data from Table 3, the proportion of first-generation graduates (77,3%) is the highest amongst Social Pedagogues which is followed by Andragogues, Philologists in Pedagogy (65,5%) and by Social Workers (64,6%). Here it is worth mentioning the research of Gáti (2010), who examined the relationship between the level of educational attainment of parents and the level of degree of interviewed. Based on the results, parents' educational attainment is the least determinant in the fields of Social Sciences besides Pedagogue education.

Table 3. The proportion of children of parents with higher education (column percentage)

	Social Pedagogy (N=127)	Social Work (N=192)	Andragogy+Pedagogy (N=243)
no parent has a higher education qualification	<u>77,3%</u>	64,6%	65,5%
at least one parent has a higher education qualification	22,7%	35,4%	34,5%
All	100	100	100

Source: Frissdiplomások 2012 [Graduates 2012] database

The underlined figures indicate that the percentage in the given cell is higher than expected in a random distribution. (Adj. Resid. > 2,0).

Benkő (2009) highlights the high proportion of first-generation graduates as an explanation that parents who are in a higher position related to income and power hierarchy would like their children can reproduce the social situation they typically have. As a consequence, the Social Pedagogue career offering lower income and prestige is less attractive to the children of higher qualified parents.

Looking at the issue of social recruitment, it is important to note that there is some kind of professional connection, "legacy" (Fónai, 2010) regarding the qualifications and/or occupation of parents and grandparents. Based on the data shown in Table 4, only 17,5% of respondents among Social Pedagogues have parents and/or grandparents with related profession. This ratio is slightly higher for Social Workers (20,0%), and it is slightly lower for Andragogy and Pedagogy (15,2%).

Table 4. The proportion of parents and grandparents who are qualified and/or worked in a field related to interviewee's field (column percentage)

	Social Pedagogy (N=127)	Social Work (N=192)	Andragogy+Pedagogy (N=243)
Parents and grandparents have a related profession	3,3	5,0	3,8
Only parents	13,3	14,4	8,4
Only grandparents	0,9	0,6	<u>3,0</u>
Not at all	82,5	80,0	84,8
All	100	100	100

Source: Frissdiplomások 2012 [Graduates 2012] database

The underlined figures indicate that the percentage in the given cell is higher than expected in a random distribution. (Adj. Resid. > 2,0).

The results of our study are the same as those previously demonstrated. Fónai (2010) draws attention to the fact that the so-called "birth order" is mostly characteristic in case of high-prestigious graduates (general practitioners, pharmacists, lawyers), which is a connection between birth and occupational renown. In the national research of Gáti (2010), regarding the qualification and/or occupation of the respondents, the weakest family relationship was in the social sciences field, including the social pedagogy course as well. In the empirical research of Benkő (2009), in case of students studying in full time social pedagogy training, only 7,7% of

fathers of students worked in the educational sphere, while in the social field there were much fewer. In case of mothers, the number of people employed in the social sector was not really significant. As for grandparents, while the majority of grandfathers worked in agriculture, a quarter of grandmothers were housewives. Among the respondents, the number of second generation intellectuals was very low.

The social recruitment of individual trainings can be well characterized by exploring regional differences (Fónai, 2010). The data in Table 5 show that the majority of surveyed social pedagogues (73,0%) designated the city as the settlement type at the age of 14 years. At the same time, with the high proportion of urban people, it should be emphasized that only 8,1% of respondents come from Budapest. Our results are in line with previous research experiences: The research of Nagy (2008) focusing on students in social education (social pedagogy, social work) also shows the dominance of those arriving from cities, but the proportion of students from Budapest is also extremely low according to the results. Similarly, comparative results were obtained for the groups to be compared, at the same time the higher proportion of the residents of Budapest was observed in relation to the social pedagogues.

Table 5. Settlement type of residence at the age of 14 years of the interviewee (column percentage)

	Social Pedagogy (N=127)	Social Work (N=192)	Andragogy+Pedagogy (N=243)
capital	8,1	13,3	15,7
county town, chief town of a county	21,6	22,5	26,0
other city	43,3	35,3	32,9
large village	4,5	4,0	2,9
village	22,5	24,9	22,5
All	100	100	100

Source: Frissdiplomások 2012 [Graduates 2012] database

Finally, Table 6 summarizes the percentage distribution of the family income situation. Empirical experiences show that answers to the subjective judgment of the financial situation are mostly centred towards the middle, the average values (Benkő, 2009). This directive can be also observed in our case as 50,4% of social pedagogues, 47,8% of social workers and 54,2% of philologists in pedagogy, andragogues, roughly considered their former family financial situation at the age of 14 years as average. Therefore, in responding to this question, the distribution of the above average and the below-average ratios plays a significant role (Benkő, 2009). Among the social pedagogues, 20,2% of the respondents said that their former family income was above-average and 29,4% of them reported that it was below-average at the age of 14 years. Among the groups of social workers, philologists in pedagogy and andragogues slightly more favourable values were reported in case of above- and below-average categories as well. However, in interpreting the results, it is worth considering that the subjective self-classification of social status may reflect the actual social situation of the individual, at the same time it is illustrated through a personalized spectacle (Pusztai, 2009).

Table 6. The financial situation of the family at the age of 14 years of the interviewee (column percentage)

	Social Pedagogy (N=127)	Social Work (N=192)	Andragogy+Pedagogy (N=243)
Better than the average	1,7	3,3	3,4
Slightly better than the average	18,5	22,0	23,1
About average	50,4	47,8	54,2
Slightly worse than average	25,2	20,3	14,7
Worse than average	4,2	6,6	4,6
All	100	100	100

Source: Frissdiplomások 2012 [Graduates 2012] database

Conclusion

As a conclusion, we analysed the social recruitment base of the full-time training of social pedagogy along four indicators (parents' educational attainment, family relationship of the profession, childhood type of settlement and the subjective judgment of the former family income situation), compared with other helping professional trainings (social work, andragogy, and pedagogy). According to Pusztai (2015), the social status of families is mostly determined by the parents' education, so it is important to point out that the proportion of first-generation graduates is the highest among the social pedagogues with 77,3% among the three helping professionals. With regard to the lower categories of subjective self-rating, among the social pedagogues, the percentage of those who found their family financial status at the age of 14 years as below-average was a slightly higher (29,4%). We also found that the parent's/grandparent's professional field relationship is low in case of all three groups, but with 15,2% it is the least characteristic of people graduated in the field of andragogy and pedagogy. Finally, although the proportion of urban people in all three groups is dominant, but the proportion of those who came from Budapest was the lowest among the social pedagogues. This result should also be emphasized because the school career and the perceptions related to future work are determined by the place of residence in addition to the social stratification force field (Pusztai, 2015).

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