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CHANCES FOR CONTINUING STUDIES IN CASE OF
TECHNICAL HIGH SCHOOL STUDENTS

PhD., THESIS

Abstract

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BRIEF SUMMARY OF THE THEME

Keywords: Romania, education, technological high schools, inequality of opportunity, motivation, involvement of teachers, economic capital, cultural capital, family, continuing education, habitat, individual careers, prediction.

In the first chapter, "The problem analysis" of the candidate's Thesis, Lőrincz Csilla aims to present theories and models used in interpreting the results, as well as those previous studies, whose results help formulate hypotheses and research questions, and putting in context of the issues studied.

The theme is based on the statement of the questions in section 1. 1. The author seeks to answer complex issues that characterize the Romanian educational system in general, namely the functioning of school and mobility which is positioned between the family and society. The author raises the question of teaching knowledge in an institutional framework, in the specific field of education, integration of younger generations, and thereby reproducing social structures and social relations in terms of the education system and regulations of Romania. To investigate the issue further with studies, we sought a possible answer to the question: what are the factors influencing high school students to continue their studies at vocational high schools in the Romanian education.

The author describes in a European legislative context the principles that are at the base of the study – and they are also the foundations of the seven principles indicated by the European Union (COM, 2015) which have to be implemented by all member states until 2020 – and it connects with at least with five of them. These principles are the following: assuring sustainable development, strengthening competitiveness, increasing employment, reducing poverty and assuring the increase of the chance equality.

Subchapter 1.2. presents the technical high schools in the Romanian educational system. The Romanian system falls within the EU context. The Romanian Educational Law give's access to education as a fundamental right and the educational institutions ensure a fair education, a qualitative, relevant and efficient educational system for all citizens and for all those who are legally reside in the country. At the same time the law takes public responsibility, guaranteeing cultural identity and helping intercultural dialogue. The educational law recognizes and guarantees the rights and also provides space for ethnic-, cultural-, linguistic- and religious rights for minorities. It ensures equal opportunities for all citizens (Education Law 2011, art. 1. and 3.).

In section 1. 3. Lőrincz Csilla, writes about the Law regulating the technical colleges, which first appears to desire to provide technical education in the current professions recognized, ensuring reproducibility, based on market demands. Interestingly, the law and all official documents refer equally to technical colleges and vocational schools (National Education Law, 2011). The author considers only technical high schools and the students in these institutions as subjects - which are only parts of the educational diversity. The regulations are aimed at only to the technical knowledge, applied technology, which can be sold directly on the labor market. The structure of the educational institutions, the curriculum and the performance, etc., has been developed with the intent on operating this purpose, focusing on the institutional goals.

Chapter 1. 4. The author presents literature and operationalized definitions on the subject chosen. Here are known in detail the social theories of James Coleman (1988) and Pierre Bourdieu. Social capital is a strategic concept both in the theory of Bourdieu (1978), and in that of Coleman (1988), because the concept of social capital connects normative human activities - activities on how people socialize, driven by social values and norms, and the responsibilities and expectations they have - with individual activity designed based on economic interests.

For Coleman (1988) the main actor of the society is "Self made man", of a man who is self made, and who is self improving. He is not talking about social classes as impenetrable borders. He talks about a meritocratic and egalitarian society. The form of a normal society is one in which the individual's social position depends on personal merits. The model's chances of social mobility of individuals are much freer than in Bourdieu's model.

The two theories are somewhat contradictory, on the other hand they are complement each other. Bourdieu (1978) says that there is upward mobility, but it requires more time and economic capital investment. Conversion is the result of other mechanisms and a longer process. Bourdieu (1978, 1988) defines three forms of capital: economic, cultural and social. Cultural and social capital can exist in different conditions. The various forms of capital can be redeployed or converted into each other. Individuals appear as holders of different types of capital, and these capital differences of the individuals define their position in the social structure.

In Bourdieu's sense society is composed of fields and social subfields. The social field has an internal structure, it is organized in hierarchical networks that have individual positions, and the system is structured by them. Social fields consist of different social actors with different positions which are interlinked in specific networks. Each social status involves an amount of capital, specifically structured. In this chapter the author reviews the basic categories of Bourdieu's theory: the theory of capital, the notion of social field and social habitus. And finally referred to the research of sociology of education by Bourdieu, introducing the theoretical

framework of the thesis, or the theory of reproduction social differences, which will refer the investigation results of their analysis. Pierre Bourdieu (Péter, 2005) aims at the synthesis of system theory with which social action, and he's not content with the emphasis of the role of social structure. He's not just trying to explain individual attitudes, but creates a relationship between social structure and social practice, between individual behavior and one based on social class. In this context the term habitus connects the above mentioned concepts (Pokol 1995). In the category of habitus (Bourdieu 1978) will set subjective goals behind social behaviors, values, means, motives, norms, attitudes, behaviors, and ultimately he shows how everyday choices appear in all these elements. According to Bourdieu, the habitus's structure leads through praxis and also through the concept of social class as a link between social classes and individual habitus. This explains those differences that by belonging to different social group (and socialized by these subcultures group) exist between individual's social behavior patterns.

Chapter II. analysis approaches discussed issues of continuing education – what is- in seven chapters, based on previous research. The subsections each have a special problem. They appear in section 2. 1. Inquiries about educational inequalities. In section 2. 2. the author presents research that further studies the related issue to the distribution by gender of the students. In chapter 2. 3. type of locality is at the role in further studies. In chapter 2. 4. she describes the institutional impact on the intention of further studies of the students, they follow the investigations that relate to the motivations to continue the studies in section 2.5.2.6. that operate separately with research results of sociology of Romanian education. This chapter ends with comprehensive feedback on the research underlying the theories used (section 2. 7.).

Chapter III. is comprising of the methodological outline that clarifies the scientific interest because of the theme chosen after presenting samples and the specific research theme. This was followed by the presentation of assumptions based on the results of previous research and our own experience. After stating the hypotheses on electing methodology and description of methods applied, which will be presented in more detail, below.

Starting points and conducting research

Roth and collaborators (2012, 2014) have conducted a comprehensive research with a similar theme - investigating young people's transition to adulthood in terms of psychosocial factors - in a first wave, in 2012, and in a second wave in 2014. The research answered the nature of the interrelationship between demographics, social behaviors and personal characteristics with the

facts of life, describing the transition from puberty to adulthood. In the first wave of investigation there was used a sample of 3509 students, of which I was a questionnaire online. Respondents came from 33 localities from all counties and development regions from 70 high schools, 219 schools, class XII and XIII. Sampling was random, multistadial and multilayered. The population sampled at various stages, was the questionnaire randomly. In the second wave (2014), those students were questioned again who were questiond in the first wave (this is the most involving moment in the project). In this stage they were enrolled 1509 students, who completed the questionnaire online. For our research, the subsample is comprised by 478 students who completed a technical school. They compose the statistical sample of this investigation.

The PhD thesis of the candidate Lőrincz Csilla, investigates technical high schools students who are sliced from the wider research by Roth and collaborators to examine it in more details. Its purpose was to describe an explanatory model which is specifically appropriate to technical colleges - see Section 3.1. – and to the pupils applied academic situation of the school success, to their options and opportunities for further studies and their career prospects (personally), related backgrounds of institutional, family environment and communities (collective) in fallowing the phenomenon investigated. Using a prediction model, it can be predicted opportunities for young people for a successful baccalaureate examination and the possibility to continue their studies. Lőrincz Csilla in its analysis is concerned, not only by the specific level of individual decisions, but also by the more general and social ties. The interpretations and explanations are based on knowledge of scientific literature. The author aims to better understand the results using statistical data but also uses her own research made at Bányai János Technical High School, Székelyudvarhely, Harghita County, dating from 2016, to test the predictive model.

In section 3. 2. the matter of basic research question is: in the current Romanian education system, education in technical high schools provides social inequality and reproduces social relations (stratification or structure) or it is primary contributing to intergenerational social mobility? In a first step it examines to what extent school success and further study is determined by economic factors and mechanisms, and looks at pedagogical, psychological, sociological means by which the social reproduction or social mobility is facilitated. In this chapter the author investigated in addition to school activities, the practical influence of teachers and institutions, and the circle of friends and the family's role in decisions about further study. Basic assumptions of research concerns the mechanisms that influence decisions needs further study. Lőrincz Csilla aimed factors that positively or negatively affect the chances of further study of technical high school students.

She set and claims to formulate an explanatory model, which from a sociological or social statistic standpoint predicts to what extent the intention of further education is likely to happen. Indicators like students place of residence, education level of parents, the financial situation of the family, violation of school rules, school performance, teachers influence perception, indicators related to the circle of friends, communication within the family, sexuality, drug use, work, volunteering, leisure activities and future prospects of the individual are related to further study.

Additionally, the author tried to find an answer to the validity of explanatory - predictive model on further study in a technical school.

In section 3.3. the research hypotheses are classified into two distinct groups. The first three (H.1, H.2, H.3) refer to the reproduction of inequalities in the education system from Bourdieu's theory (1978), and check the reproductive pattern. The fourth hypothesis (H.4) refers to the chances of intergenerational mobility, testing the opportunities that exist in technical high schools for pupils to further study and have upward mobility. Assumptions are simplified versions of the problems formulated and operationalized.

Section 3.4. shows in detail the course of research in accordance with the methods and techniques applied.

Testing the hypotheses

(H.1.) Place of residence, differences in the economic situation of families (of the student) and the infrastructural and also the social inequality creates different circumstances for success in baccalaureate exams for students attending technical high schools.

Investigation of economic capital covers family issues in the first hypothesis. Place of residence, economic and infrastructural household and social differences are covered by economic capital factor of the family. Lőrincz Csilla conducted a factor analysis to investigate the economic capital of the family. KMO index (Kaiser-Meyer-Olkin) is 0.760, which is relevant to the factorial analysis. Index matching indicators (MSA Measures of Sampling Adequacy) is between 0.695 and 0.811 values, so each indicator provide sufficient redundant information (contains extra safety) than other. The single factor explains the average of 30.7% of the variance of 8 of each variables. The higher the factor it indicates a better financial situation of the household, and the lower, it is showing a household in poverty. The financial situation of students of technical high school resembles a Gaussian curve, especially at lower levels, and there are no significant differences in the gender component. But there is a dimension that separates the poor families

from not so poor ones, that is the administrative status of the locality: the financial situation of families in rural areas is significantly lower than those in urban areas ($p < 0.0001$) significant difference is sketched based on belonging to a rural community or an urban one. This was proved by the author in a third dimension (situation). Not only the welfare of the student's household or home areas is weaker than those in urban areas, but rural families are poorer in terms of material condition than those in cities. The author has found useful in tackling another comparison. She compared the student's material background from technical high schools with those in theoretical high schools (high schools, colleges). She noted that in each household the existence of appliance, of those pupils in theoretical high schools show a higher degree of endowment. So from the point of view of theoretical high schools students have a better economic situation than those in technical high schools. With regard to capital endowment cultural and educational level of the household, Raymond Boudon emphasized the importance of material endowment (Boudon, 1981). Based on the results Csilla Lorincz first hypothesis was confirmed.

(H.2.) The largest impact on school success after the students' place of residential, it has the educational level of the parents (Lucas, 2001; Finnie, Lascelles, Sweetman, 2005).

Cultural capital of the family is linked to the education of parents. It presupposes education level of parents has a major influence on the student's academic performance. When analyzing the reproduction of inequalities of opportunities, primarily, it was referred to the family's cultural capital. It was considered useful to compare the cultural capital endowment of families of students at technical high schools to those in high schools (Roth et al., 2012). Results show that taking into account as a basis for comparison the highest level of schooling of parents, compared to parents of students in technical high schools ($N = 478$), the level of schooling is significantly lower than parents of students who are in high schools ($N = 925$). Category parents of students of technical high schools - no school, or elementary school were maximum rate of 2.3% of the students but for parents of students in high schools this percentage was 1.8%. Parents of students of technical high schools 65.89% completed high school, which for students of high schools amounts to 97.28%. The biggest difference is presented to the college completion by parents. 16.1 % of the parents of the technical high schools have finished college while 38.59% of parents of students in theoretical high school managed the same.

Results of the analysis made by Lőrincz Csilla indicate that the education level of parents of students in high schools is significantly higher than those in technical high schools. Better capital endowment of material and cultural capital also denotes horizon expectations for high school students in theoretical high school. This factor was also raised at the Banyai Janos Technical

High School, where the author tested the accuracy of the prediction model and noted that of the 31 students who were introduced to simulate the baccalaureate only one parent had studies at college level (it was one of eight students who passed the exam). And this shows that the presence of the family cultural capital has immense influence on the educational performance of students. Inequalities are enhanced where knowledge transfer is conditioned by the schools socio-cultural environment, which is dependent on the type of locality, and on the way in which the pupils are selected (entrance exam, classes are formed on the basis of skills), and the teaching practice of the teachers (instead of integration they waiver). The complicated curriculum favors students whose parents are more educated. Based on the results, the second hypothesis was confirmed.

(H.3.) The continuation of studies of technical high school students, is determined more by the socio-demographic factors than school factors or variables relating to friends and peer groups.

The author grouped socio-demographic indicators as to produce a synthetic indicator for reporting teacher's attitudes towards students. The next step investigated the attitudes / teacher reporting. It assumed that a positive attitude can contribute to the equalization of opportunities in academic performance and career options for significant impact on students' motivation for learning, or conversely, can influence even giving up school. She noted that in addition to the internal mechanisms of selection and evaluation of the educational institution, hidden preferences of teachers, school problems, etc., influences learning outcomes. In the data processing index of author found a great attitude professorial (Cronbach Alpha = 0.913). The indicator is thus defined values between 1.00 and 4.00, with a mean value of 2.626 and a variation of 0.687. Half of the students have an index value of between 1.00 and 2.75. A higher value of the indicator shows a more positive attitude towards the teacher. The attitudes towards the teacher's perception significantly differ in the case of girls and boys ($p = 0.136$). In the case of high technical analyzed by Lőrincz Csilla (N = 478), there is hardly teachers teaching with high performance, evaluation of most teachers curve-fits to a Gaussian, i.e. a normal dispersion. The results confirm the hypothesis author.

(H.4.) The continuation of studies of the graduates of technical schools is largely influenced by their intention to continue their studies.

The intention to continue studies, in Lőrincz Csilla's results show a significantly higher proportion of students from high schools with plans to continue their education, relative to the technical high school students. This certainly has to do with higher education level of parents with higher expectations to their children, and better off families. But also related to the fact that they are enrolled and admitted to high schools, they are pre-selected children who choose longer

capital return strategies (delay rewards), those fare better in the national examination. In the studied population (N = 478) of 471 young people who have completed technical high school, just 7 of them abandoned, and not presented themselves to the baccalaureate exams. The level of success is very high with 344 of them passed the baccalaureate and just 79 failed, but this is due to the distortion caused by respondents, where those who managed baccalaureate exams responded in a higher proportion in 2014.

The vast majority (85.8%) of them succeeds having the exam and continued their studies; almost a tenth of them enrolled in post-secondary higher education. Of the studied population in 2014 only 10.2% did not continue their education, the rest does join higher education institutions (5.85%) and universities (55.85%). This continuation of the further studies was analyzed by the author as a gradual achievement of the intention to further study in light of different socio-demographic indicators. The intention is the most important component for students to further study (to pursue higher education), which means that school - and for technical colleges - provides leverage for vertical mobility (H.4). The students and their families as a result of the factors listed need to make an extra effort to achieve what they intended, which is that the student to continue his or her studies as others do. The author noted that with continued effective studies the students from technical high schools (whose majority resides in rural areas) can benefit as much as those students who reside in urban areas compared to rural areas. In addition there is a clear link between the continuation of effective education and the education level of parents: if the parents' education level is higher, the higher the share of those who continue their studies. This relationship confirms reproductive cultural capital, and that differences in the level reproduce significantly for students of technical high schools (H.1, H.2, H.3). A significant association is present in gender differences ($p = 0.108$). Continuing the studies is higher with 6 percent in favor to girls. According to the results of the author, hypothesis 4 was confirmed.

In section 3.5. the author presents the results of the investigations in detail. Lőrincz Csilla summarizes the results of the themes analyzed. These chapters show actually part of the research findings and have a similar structure: first the author of the thesis summarizes the theme section, than summarizes important results in terms of confirmation of hypotheses. Results are shown, and results that link to research hypotheses, and results that are important in terms of the phenomena addressed.

SUMMARIZING RESEARCH RESULTS

In her dissertation, Lőrincz Csilla used a holistic approach to analyze the phenomenon of continued education by technical school graduates. Factors were studied in their interdependence

and with their help was made an explanatory model of continued education, part of which it is a predictive model. With the latter, it can be envisioned chances of further studies of the graduates of technical high schools students.

The investigation targeted a population of 478 students of technical high schools nationwide, with residence in 24 counties. Their average age was 20.1 years. The gender distribution in the sample was 46.4% women and 53.6% men. Distribution by type of residence is 32.8% urban and 66.5% rural (lack of data: 0.6%). Distribution profile by school class was 53.4% of classes in technical (male: 35.8% female: 17.5%), 43.3% of services profile (male: 15.9% female: 27.4%) and 3.3% of the sample of energy and environmental protection (men 1.8%, women 1.5%).

The application analyzes the factor and logistic regression resulted that the population of graduates of technical high schools in the sample, the chances of further education is increased by residence areas (Exp. B = + 184%) , then the higher level of schooling of parents (Exp. B = + 127%), followed by student's intention to continue their studies (Exp. B = + 86%).

To a lesser extent, but increases the chances of further study, if the student is female (if the candidate is male, Exp. B = -63%) if the student's family / they have the better off (Exp. B = + 49%) and more positive perception of the teacher's attitude (Exp. B = + 5%).

Continuing studies of the high school students in technical high school is not tied to family violence or aggressive behavior ($p = 0.719$), the presence or absence of family harmony ($p = 0.547$), nor by any school questions (no homework, delays at times absent without leave, etc., $p = 0.358$), and by no other major problems ($p = 0.294$). Factors school typically have less impact on further studies compared to the socio-demographic of the pupils (H.1, H.2, H.3), as reproductive pattern is typical in this respect.

Introduction of new variables in the model does not change the explanatory power, nor does the prediction become more accurate.

Of the 478 technical high school students 71.96% passed the baccalaureate. 68.41% continue their studies, of whom only for 6 students the prediction model provides no satisfactory explanation. In their case, their chances calculated have value less than 0.500. Of those who do not continue their studies the value is calculated as 0.500. The data shows the validity of the calculations are prediction, the prediction is valid for 97.6% of the cases ($N = 478$). In April 2016, the author calculated prediction for Bányai János Technical College, Harghita county for 31 students of class XII. It was measured the potential success of female students at the baccalaureate exams in four dimensions, according to a predictive model. Students outside the genre, and type of place of residence were used four dimensions. 1) Material and economic background, based on their share of the family, and access to economic capital, 2) schooling of

parents, that family's access to cultural capital, and its influence, 3) perception of the positive attitude of teachers that influence endowment of capital cultural of the family and 4) intention to continue studies. The results (on the 31 pupils) show that 9 had failed baccalaureate exams.

In summer and autumn sessions (2016, studied at the high school level) eight young people had success at the baccalaureate exams . The predictive validity of the measurement being 100%.

Based on research, it was confirmed that the economic indicators, social and cultural families greatly affect student outcomes and their chances of continuing studies. Technical high schools, according to its goals, promotes rapid integration in the field of labor / capital by converting rapidly the education into short-term profitability - and thus promoting a not continuation of education. Professional knowledge and concerns for certificates thus is diminished. The fact that secondary education ends with baccalaureate means that there's possibility for further education in the longer term, for diplomas and valuable long term capital conversion strategies. A smaller percentage of students in technical schools now choose further study (this would mean a change of strategy and the parents, requiring long-term investment capital), but there is a chance for it. Through a greater effort by recognizing and using talent with hard work, with longer actually invested in education, reproduction of disadvantages by technical high schools can be minimized (Bourdieu, 1978). General mobility (both the intra-generation and that within generations) is the fact that anyone choosing further education has a chance to change position or social status.

Our investigation has shown however, that this does not work and the professional high schools, rather works only partially, only some students have opportunities for social mobility, and if they are willing to devote extra effort to good academic results, and on a going studies.

"Issues related to equal opportunities are many and multi-leveled and education policies must follow flexibly changes" (Albert-Lőrincz, 2004), this should create equal opportunities for vertical mobility for progress towards the knowledge society. "Social integration does not interpret itself, but always depend on economic policies, interest value, which creates problems" (Albert-Lőrincz, 2004).

RESEARCH FINDINGS

In Chapter V. Lőrincz Csilla writes that her research showed that technical high schools do not focus on continued education, but rapid integration into the labor market - rapid circulation of capital invested in the education of their short-term reconversion. System operators are trying to develop technical skills, professional and appropriate diplomas. Technical high school that ends with baccalaureate creates opportunity for a higher qualification for long conversion tracking

strategies of educational capital. In this capacity test results are definitive at the end of eighth grade, as the basis to decide distribution of students is evident (see Table. 1) that technical high schools students get poor results, then these results found in secondary decay at the end of the output / measurable by the baccalaureate poor results (see Table 7), disability remains, or rather is reproduced. Although in each discipline of social science remain issues to investigate, there are few obvious and simple conclusions which can be taken into account when developing education policies. According to the author, it should be abolished those situations are based on reproduction of inequalities, so that they do not determine the whole life course students aged 14-15, who are forced to strategic choices, through the relocation of their after results from qualification examination. Education in technical high schools should be reformed in the sense of ensuring the inclusion of students in order to increase the chances of further study, among others, with baccalaureate differently, creating opportunities for further technical studies to a higher level and thus contributing to the mobility social. Under this system of differentiated examination should be separated in terms of quality and quantity should know what a high school graduate technical one system of vocational education and theory. It is wrong to compare a college with a technical high school, because in the latter, the student appropriates a profession. Thus the baccalaureate exams should be used for different subjects in the student's examinations, in some forms of education (like the technical education). Moreover differentiated baccalaureate is a global trend. The counterargument is reflected in the weak point of differentiation: a certain level exam determines a direction from the outset, on further study, or even entire career and lifetime. Due input selection, technical high schools are populated (in any case, after the exam results of capacity), therefore measuring and comparing the performance output should be measured relative performance increase, and taken as standard.

The current system transfers the measured performance in a previous stage of education, with advantages and disadvantages. Apparently the most important test, which determines students' career choice, is the proficiency examination at the end of eighth grade. Two points are important here: a) system co-repeater (paying hours after a meal at home or school teachers, etc.) contributes to the overwhelming success of the capacity test, and b.) Localities single school unit (system teaching in Hungarian "high schools in the Diaspora") there is no selection, so the output performance of these students with those shortlisted is irrelevant and unfair. Romanian educational system works specifically by a factor of high risk in terms of corruption imprinted on the entire system, which is outside of the official rules and procedures. The corruption in the system should be identified and mapped out (for example the tricking of the compulsory district affiliation, payment of school services, bribes, influences, etc.) which should be considered at

every level of the functioning of the educational institutions. The economic factor through these levels are informal and/ or illegal and reproduction mechanism's tune into inequalities to reproduce pre-existing structures, or on the contrary, they increases the discrimination produced by institutional discrimination, which is contrary to law education, which is put forth to ensure equity in education. Lőrincz Csilla presented the results shows there is progress in terms of educational achievement, if it is compared to the average annual input, but they are not sufficient for successful baccalaureate exams, which take place nationally standardized criteria. If in technical colleges for those who choose immediate continuation of studies, there is a change of strategy, it means that the parents attitudes are changed because the continuation of studies requires long-term investment. The author found that there are significant differences between the genders, and the aim is to reduce or even equalize this difference. Technical high schools provide opportunities for upward mobility. If one graduates here, we found that girls have a higher percentage among those who continue their studies as compared with boys. If these women will finish their studies will be endowed more consistent knowledge capital than men in their age group and as a result they change their social status with a higher probability. But this is contradicted by market labor, providing jobs for women marks a status or lower income ("pink collar work") than for men of the same level of training. The author speaks in terms of evidence of this dimension, because women often interrupt their studies because of marriage and child-rearing, and than men of the same generation rarely do so. Continuing studies by women - after school - in principle contribute to the equalization of opportunities on the labor market.

General mobility (inter- and within generations) means that anyone who continue their studies, will have a chance to change their social position or status. The present research shows that for students from technical high schools this works only partially, mobility levers are open only for some, though, they are willing to take an extra effort to better school results and their studies.

Lőrincz Csilla concludes that chances to continue their studies and return aces spores can be achieved only if we can go around the situation that is called intersectionality, involving multiple disabilities. The author uses this concept to denote the phenomenon of overlapping of the different inequalities of opportunities, which negatively affects school performance and continuing education. These overlapping factors make a highly resistant construction of negative factors. Where this intersection's occurs, the young's concerned almost run out of chances to achieve upward mobility. Multiple factors - that make inequalities - by mutual action caused that an important part of students of technical high schools leave school, they perform poorly in school, give to continue studies, hardly manages to integrate into the labor market, or found only poorly paid migrant work abroad (expats), etc.

Where further?

School and technical high school in particular, should strive to remove multiple disabilities, to prevent constellation of problems that social, pedagogical and psychological issues cause, or if they have already formed, than to deconstruct and transform them. If high school students drop out of school because they have bad results (not understanding the curriculum), or they don't continue their education, they hardly manage to integrate into the labor market, they find poorly paid jobs or emigrate, etc. Structural factors are vital to this process, which begins with discrimination within the school system with classifications unfavorable via state selection with low grades obtained more than once by topic, or by lack of integration in extracurricular activities, and have directed attention to avoid such situations. The school can create opportunities for them in time by improving awareness of those who can't integrate, because of the family background (co-repetition in free afterschool programs). It would be also important for the school to provide quality knowledge that can be further developed to increase integration opportunities in employment, and independent of capital accumulated graduates. Disadvantages relative, often presented when entering or attempting to enter the labor market, for the moment wears capital from family of origin (parents).

Further the author refers to the fact that in Romania there is no single indicator for quality of education, for mapping competitive skills. Educational institutions are based on measuring outcomes against a set of data collected at institutional level, such as school grades and marks. They differentiated value to the educational institutions, regional, or other criteria. In many cases shows more than reality. Quality, motivation of teachers, poor regulation, excessive formalization and obtuse system rigidity contributes to distorted interpretability of results. Lőrincz Csilla considered that it is important to raise capacity building and performance of teachers, because the surplus information and the knowledge of teachers' is low on the one hand, and on the other there are outdated technologies and teaching methods which are obsolete and they can provide only temporary integration into the local workforce.

Instead the markets are extremely volatile and that schools should provide retraining to make lifelong learning possible to motivate students for the changing market. Positive attitude of teachers through conscious motivation is reported by students to be cultivating aspirations for further education. But for this to happen there have to be trained teachers (ex. trainings for the prevention of burn out in teachers). Poor quality and lack of motivation of teachers is produced by poor regulations, excessive formalization and system shutdowns, rigidity among others. Another problem is the decline in the prestige of a career as a teacher. In teacher training counter selection and massification are still present. More and more individuals are in possession of

teacher diplomas, but they pose no aptitude for the profession, and they don't have the instruction required. According to the author, a form of improving the situation could be the increase of salaries of the teachers, which would increase the prestige of their careers. Obviously this should be based on skills and performance measurements and a tight control, as well as through a better selection of teaching personnel. Having the same payroll citations that places the real and well trained teachers and the mediocre ones on the same level, it demoralizes the first category. The Secretary of State for Education András Király talked about the fact that there is a plan and a quality control for professional institutions in education. The plan was submitted to the government as a government decision. Meanwhile there were changed three ministers of education and the Decree approving remained elusive. Another problem is that the Romania education authorities consider only themselves and the fact that they are professionally qualified and entitled to impose control over the educational system. They do not trust almost anybody outside the educational system, and hence most often only their own narrow interests are served instead of the students.

Lőrincz Csilla gave a comprehensive response to the question regarding the possibilities of technical high school graduates through an explanatory – predictive model for their chances to change their social status and to continue their studies. This is the most important component of their integration into the labor market; the world of work, for the commencement of work is influenced by the education level of the candidate. This is important and in-line with the European strategy of 2020 - that only those with a higher qualification are able to integrate into the modern economy of our days, and contributing to significant innovations, and adapting to changes in the economy (COM, 2015).

The author writes that in a consequent follow-up work, it would be important to realize case studies with those young people who completed the questionnaires in the second wave of the survey (the investigation current may find that they are precisely those students of the technical high schools who failed the baccalaureate exams. It would be interesting to see the factors that determine binding personal level as communal and social decision to continue studies.

Another follow-up study could be a research that would reveal by the means of sociological techniques, how much of the free education is actually free? How much is spent for the preparation for a final exam (by parents) in 8th grade? Because the economic background is invisible, moves and influences extra & external-school spaces and extra-curricular activities, thus multiple disabilities becomes relevant at this level, and develop hierarchies that have nothing to do with meritocracy, with actual results. Through the system of co-repetition, the paid overtime strategies of the parents are junction points where they can intervene in their children's

life, not only to provide an opportunity for learning and good results, but also to fallow into the demand and supply of a formed illegal and black market. Those parents, who are better off, will seek these opportunities and services to ensure a better future for their children.

Also a comprehensive search might reveal small patches of corruption and activities related to this phenomenon, from avoiding zoning (set by law) to bribe funds illegally collected in classes, and the influence by "thorough discussion" of influential parents with teachers and well timed and placed school sponsorships, etc. The capital of parents comes into the equation at these levels and distorts the image of how the school is perceived and how it's functioning, which can be observed, described and analyzed.

Another direction, a longitudinal investigation, with interesting results could complement the present research and could target life-strategies of students graduating from technical high schools, and taking the baccalaureate exams. This research should specifically investigate those who are for rapid integration into the labor market; they chose a short and varied education strategy. These courses give multiple diplomas certifying an applicant's skills. This research could elucidate students' long-term benefits of successful after the completion of these short courses, and if that it's providing further education for them or it leads to alienation in work, or distortion of consciousness related to learning, to the idea that there's no-need for higher education, or education is no-needed to be complemented with a university education because that would not bring any benefit to them in the long run.

Deficiencies of the research

The author notes that there's a lack of research in this field and that we deal with distortions in terms of how we perceive those who continue their studies in technical high schools. One possible explanation is that in the second wave of the survey, with high probability, responded only those who had passed the baccalaureate exams and got into the further study. This phenomenon would be of no impact on the predictive and explanatory model, because it was aimed at fostering factors influencing further studies.

Importance of investigation

The importance of research is that the model's explanation and prediction can be provided for the percentage of students of technical high schools with a real chance to take the baccalaureate exams, and further studies. Prediction - certainly the students of technical high schools - shows that are unlikely to baccalaureate failed, and further study. In this situation, the author speaks

about unequal chances school, which manifests itself in school results in differences from further study (see Table 1), behind which is systematic factors, socio-demographic, social and cultural. Is a real problem that inequalities produced and reproduced, even deep within the system are present not only in the strict framework of the education system, but support for young people throughout their lives, determining their position on the labor market and opportunities for further studies. The homogeneity of the grade school class profile is underpinned by a preliminary selection at enrollment, and at the information and guidance points' decision are taken to choose children with better off parents who are better positioned (see exam). Children who remain are enrolled in weaker classes that lack the force of attraction, and these classes lack also the positive models of better students and their examples for more competitiveness and higher achievements. And thus they slow cognitively; they break the relationship with the school and with learning itself. The higher these differences between educational institutions, and the more homogeneous the school communities become and the effects are enhanced in-context (given corroboration of factors). These selection methods help to prioritize opportunities in the education system. Internal mechanisms of selection and teacher attitude, character circle of friends, etc., that the school goes will have scare contributes to existing social inequality.

The present investigation considers the influence of teachers' attitudes. The author writes in this context that one can discover about this signal in the media and in everyday discussions, but institutions either do not have such data or, if so, then they are hidden or distorted. In a functional educational system both pupils and teachers have to find resources for the development and expression of their potentiality, for the institution must provide suitable means. If the school and/ or educational institution have economic problems, such means are first victims to restructuring. Experience and research shows that when processing data on technical high schools, compared and found parallels with data on high schools. This comparison revealed no differences and consistency between life strategies and specific situation of students in technical high schools. Also the present investigation shows life - strategies to which technical school graduates adhere. Technical high school students are unable to participate in the phenomenon of paid overtime, or only a few can do, because they come from families with precarious financial situation, without financial possibilities which influenced their possibilities to accede to those kinds of jobs. This is not problematic for the children for the better situated families who were part of the system (starting from their different life strategy). Distortion emphasizes just that against the law guaranteeing the functioning of the system and equity inside of it for all stakeholders, real chances were, however, only those who profit from the situation or and can afford in terms of material through additional investments in their children's future

because it considers that the education system is unable to automatically provide enough opportunities and rights. Paradoxically, but very pragmatic, schools contribute to this situation. The partial lack of textbooks by occupying staff with professional skills and abilities inappropriate by shortages of infrastructure, lack of school equipment, and as a result the poverty surplus teaching offered (contributing to inequality of opportunities for students to decrease the chances of further studies, because gaps are offset by investment material capital, and they are not available to educational institutions. where these factors perpetuates and overlapping, mutually reinforcing, forming a standstill ("blind spot") a social problem. this stalemate is more likely to observe our educational system, and official data can't shows the phenomenon. to deal with situations of this kind teachers and parents most gifted see the system overtime paid a possibility, but this is a perceptual distortion and a poor solution.

If not as innovation, but as an important opportunity it can be counted, that this research may provide a basis for developing a research strategy based on the results which might outline a proposal for a comprehensive reform of the educational system, at the level of educational and political forums. It should be understood that human capital is the resource that the country and nation have plenty of. The country and the nation should think in advance about the size and the quality of capital which is going to be invested into the common good if they wish to exploit in successfully in the future.

The originality of the research

Originality of the research is that it shows the phenomenon that the education system is carried only administrative and not managing efficiently. This means that by referring to various reasons, heads of institutions are striving to find various beneficial institution capital and resources, rather than focusing on ensuring the rights of students. Control means and minimal capital subordinated institutions, rather operate downsizing to achieve year-end budget cuts fireworks materials and other administrative cost-cutting. This administration, if not directly, but violates the legal rights and fairness to students by not providing those means and conditions following which, and their results, students should be capable of vertical social mobility. The paradox of the situation is that this phenomenon is not provable and / or visible on the data collected and presented by institutions. Educational institutions collect information about school performance, failure on courses about irregularities school more detail about things that happen in the classroom and school. Such things affecting most students, that their financial situation in the family, their social condition, schooling parents and its influence about cultural capital of

families, about the circle of friends of students on groups peer intentions of students and other forms of capital or habitus social institution has no data, despite the fact that they could gather such data and information systematically organized, personalized data privacy by taking into account the rights of those involved, with a regulatory framework suitable. Failing that, those who are responsible for the rights of students and teachers can not submit appropriate strategies on education.

As a conclusion the author found it necessary to talk about underfunding education system (no budget has allocated 6% of GDP on education, which is provided in the status of education, but spends almost half of the corresponding amount, actually). It is a problem specific to the degree of corruption. In addition of scarce resources, they are consumed in corrupt way. Do not miss out on that those countries where young people have a high school performance and good results in tests capacity unequivocally are allocating substantial resources to education, see Finland, South Korea, Canada, Singapore, etc.

Another essential issue shows that most schools are not prepared for inclusive education, children from extremely poor families with multiple disabilities, disabled material, etc., are ignored, and their integration is not school. There are attempts in Romania for supporting children with outstanding talents and ambitions but poor. But there are functional illiterates or total. They are not able to / find a job and social score which is so very precarious and poorly organized very low level. Example of foreign countries confirms that better procurement and support of the educational system reduce to social assistance, in society. Rural schools lag behind permanently marginalize. Educational institutions segregated cause discrepancies and inequalities increasingly higher. They can't be cured only by educational policies. The middle class is a struggle to maintain the level and show solidarity directed towards those who have lagged far behind.

Belonging to minority education, and the Hungarian from Transylvania, education of Roma children in education law constitutional and legitimate expectations for a special status, for instance positive action at the level of funding. If expectations are similar, but they bear the unequal chances, and their right to education is violated, in learning their mother tongue, learning their culture in an institutional framework, then become uncertain prospects of local communities. Institutions marginalized at the periphery of the system are endangered - in general - the elite schools. Their self-control, and coercion from above. In many cases corruption is installed between strict drawing districts, the right to school choice, creating opportunities both inequalities.

School means sociability, social life, equalization of opportunities that could be achieved through a broad and comprehensive education reform, that are involved students and parents, local administrations, all relevant institutions, but the dark side of the current system is an obstacle to like bad regulations, underfunding, low prestige career teacher, lack of skills, and many other items visible and measurable.

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