

SUMMARY

In this volume of *Educatio* about lecturers working in higher education we review the theoretical context of participating in higher education as lecturers, the change of the group's position experienced internationally, their general relationship to the national governments. We are going to describe the characteristics of a certain part of each group by two case studies – based on different methods – and by interviews and, in the closing study, we have outlined the future researches focusing on the dual nature of this layer (being participants in higher education and being a group having its inner hierarchy as well).

Ildikó Hrubos, in her study *'The academic profession - in changing position'* describes that the social position of the academic profession has gone through several essential changes since the decline of the medieval universities since the end of the 18th century. However, in the second half of the 20th century there was a turning point which definitely resulted in a critical situation of those engaged in science. The following elements had direct and essential roles in this process: 1) massively increasing numbers affecting not only the students' number but the academic profession as well, in that this community has become more and more unrecognizable, unidentifiable; 2) emergence of the requirement of accountability, which restricts the traditional autonomy of the profession, controls the work more strictly, thus eroding one of its greatest attractions; 3) withdrawal of state care: this forces people engaged in science to generate funds for themselves and for their universities; 4) forced-on market economy principles, which means that the academic staff is forced to enter the market as enterprisers, their existence thus depends on the students' being interested. Dealing with science, that is, the role of university lecturers has become extremely complex and controversial. Signs of disintegration have appeared in the community that used to have gild-like characteristics in its work: now it is surrounded by a hostile and suspicious social environment. While university lecturers have an essential role in establishing knowledge-based society, this concept is hardly mentioned in the European reform on higher education. Academic profession, the future of universities, basically depends on the fact whether its endangered identity can be reinforced.

István Polónyi, in his study *'Increasing students' population, decreasing staff?'* analyses the characteristics of university lecturers assessable on the basis of statistical data, mainly in international comparisons. He states that the lecturers' age distribution is much more even at us, as compared, for example, to the figures in England, which can probably be explained by the fact that the expansion experienced in higher education during the past 15 years has brought about an increase in the number of lecturers belonging to younger age groups. Then he analyses the academic degrees of the lecturers. He has found that during the past ten years the proportion of lecturers' academic degrees has increased by 50 per cent, and more than 80% of lecturers with academic degrees work at state universities, the figures being the most unfavorable at state colleges. Analyzing the salaries of university

lecturers he points out that in most countries the yearly income of professors is 2-3 times higher than the average GDP per person, and grossly the same accounts for Hungary. As a conclusion, the author states that the tendency indicated in the title is only partly true. The increasing number of students is not taught by a decreasing number of lecturers but the number of the latter is certainly growing at a much smaller rate. At the same time, due to the growing masses entering higher education, the proportion of the lecturers with academic degrees has improved. In fact, the characteristics of the lecturers at Hungarian universities and colleges are more and more approaching the similar figures of developed countries. There are some special features, mainly the scientific distribution of the professors and the age structures of certain scientific areas, which are still rooted in the past of totalitarian socialism.

Katalin R. Forray, in her study *'Scholarships. Ministry assistance given to research in higher education'* reports that, due to the act on higher education coming into force in 1993, not only lecturing, but research as well, moreover, not only the lecturers' but the researchers' academic progress belong to the responsible ministry's scope of authority. How does the sector cope with the assigned and accepted tasks? The study reviews the development and forms of assistance given to research in higher education. In the first half of the nineties the means of assistance given to research activities were mainly those distributed between the institutes on the basis of norms, and those being available through applications for grants. The modifications in the proportions, followed by the complete cessation of grants given for research, have been introduced lately without supplying any relevant explanation – analysis, impact studies or without drawing any conclusions. Referring to “lack of resources”, research grants were stopped in 2004-2005. A positive counterexample is the foundation For Hungarian Higher Education and Research (AMFK) and its legal successor Magyary Zoltán Foundation for Higher Education which, although operating within the frames of the responsible Hungarian ministry, is a self-supporting organization because it financed the grant it had founded, as well as the supported researches, from its own capital. This way, the autonomy of higher education can be supported by this kind of self-supporting constructions.

The study of *Viktor Karády: Lecturers of Faculties of Arts and the Structure of University Market in the Dualist Era (1867-1918)* is based on the complete prosopographic survey of the staff of faculties of arts working during the dualist era. In the sociological approach special attention was given to the comparison of the faculty in Budapest which, from many aspects, was dominating throughout the period, and of the two separate faculties in Kolozsvár). Among its main findings we can mention the fairly favorable proportions between the lecturers and the students at the faculties of art (mainly as contrasted to the faculties of law and to the academies of law), the ever increasing proportions of private lecturers, assistant lecturers and other honorary professors (particularly in Budapest), the relationships between the special subjects offered by secondary schools and universities, the extremely great differences in the number of students per one lecturer and that per the different lectures. According to the data on recruiting, the lecturers of the faculties of art came mainly from urban areas, most often from the capital, being typically over-represented by those belonging to the Catholic and Reformed Churches. This latter phenomenon can be connected to the specifically strong position of the two greatest “western Christian” churches in the market of secondary education, and to the related training of art students.

Tamás Kozma, Hajnalka Fényes, Zsuzsa Zsófia Tornyi: Educational Researchers in the Margin. Their social status, research careers and political powers in Hungary. Educational researchers are considered as marginal actors in the competition for resources in the academia. A survey has been conducted among scientific degree holders in Hungary to understand their social status and research careers which may or may not influence their positions in academic debates. 400 degree holders have been reached by an electronic questionnaire administered by CHERD at the end of the academic year 2006/07. It has been a follow-up of a similar study at 2000/2001, sponsored by the Pedagogical Committee of the Hungarian Academy of Sciences. It came out that: The HE career of the educational researchers show a special character (first graduation from a teacher training college as full time students, second graduation from a university mostly working for their „university diplomas” as distance learners. Their usually reach their scientific degree by a way of „second chance”. Their teach mainly at the teacher training colleges or at university departments of education. Their are more satisfied with their positions (mostly lecturers, sometime docents) than their colleagues of the neighbouring departments (psychology, sociology). Consequently, they are less mobile than their colleagues (they are mostly uninterested to change their institutions or in case they would like to they only want to chenge the institutions, not the profession. There are significant differences among them in terms of gaining research financing. While most of them do research of their own (mostly for promotion or habilitation) a minority of them are very successful in collecting money for R&D activities. The strengths of the educational researchers in Hungary are that they have reached a respectful social status in the society, and they are considered as the representatives of the teacher society. Their weaknesses are, however, their dependency on their colleges (as public employees) and their attitudes of avoiding organisational and political conflicts.

The interviews of Zsuzsanna Hanna Biró are strongly connected to the thematic issue. She surveys how, independent of their professions, university lecturers are organized from social political aspects, that is, he surveys their public activities. From the aspects of logics, she distinguishes four types of social activities – leaving out, of course, the opportunity of individual actions. The first type is when university lecturers act on the basis of choosing some value. As an example, we can mention the Professor’s Batthyány Circle. The second type is when, based on their scientific professional skills, leading lecturers intend to assume the role of experts. An example for that is given by the Association of Professors for European Hungary. The third type is when lecturers of higher education pursue activities as parts of some political party, for example the Section of Higher Education of the Hungarian Socialist Party (MSZP). Finally, the fourth type is when they establish trade unions, like the Trade Union of Workers of Higher Education. She made four interviews with the heads of these organizations, all of whom are lecturers of higher education themselves.

Péter Nagy, in his essay entitled *Four possible researches about lecturers of higher education* closing the thematic block gives reasons for the necessity of the following researches: 1) research connecting the history of institutes of higher education and the social history of the employed professors (as well as the private lecturers who are not in employment but giving lectures there); 2) education policy research about how lecturers of higher education affect the conditions of higher education; 3) lecturers of higher education as the population involved in the events of institution policy; 4) sociology of the lecturers of higher

education. Forming hypotheses about the findings of these researches, the study *describes the lecturers of higher education as actors in the area of higher education policy on the one hand, and as a group having its inner hierarchy, on the other hand.* When describing the area of higher education, usually the structure of the system, as well as its property relations and dimensions, are described independent of the lecturers of higher education, as factors determining the work conditions of the lecturers, yet the research proves that they can also be described as elements affected by the lecturers, that is, certain groups of the lecturers of higher education exert power through these structures over other lecturers. *The inner organization of the lecturers of higher education independent of the institutional system can be described through the system of names, titles, degrees which is very complicated and multi-dimensional throughout the world. In addition, in Hungary the hierarchies before and after 1990 have become integrated: an academy and a university hierarchy, etc.* Those committed to clear process diagrams and organograms see the world of higher education and science as the world of chaos. Those who like symbolic interactions, however, can see the beauty of a complicated language in this system. There are two types of value judgement behind these two opinions: the system of positions, titles, degrees are considered by many as the survival of feudalism, whereas others can feel that the network of mutual subordination and superiority, the multi-positional nature of the elites all imply a world of freedom that has no signs in traditionally hierarchical organizations.

Text of Peter Tibor Nagy – translated by Katalin Ruhmann