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**The title of the study:** The role of group cohesion in high school classes in increasing personal social capital

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### **Abstract**

Pierre Bourdieu distinguishes three types of capital: economic, cultural and social capital. To succeed in life, all three need the majority and minority society. In my study, I examine the importance of social capital for the integration of members of disadvantaged and roma society among these three types of capital. I try to highlight that the first opportunities for social capital, especially the weak ties, are entering the kindergarten and the public education system for the examined social group.

For this reason, the study focuses on the impact of segregated and integrated education on the relationships between children. Most forms of segregated education completely exclude the possibility of establishing relations with the majority society from Roma children, which in the long run also causes them to drift to the margins of society. A responsible school environment that supports integration is a good basis for children in low-socio-economic parents to acquire weak ties that can help them in their later lives. The complex role of relationship capital justifies the fact that a school that is, in principle, integrating with integration, should have real and not only apparent integration.

With my own developed questionnaire I carried out a network analysis in two ninth communities of a secondary vocational school in Szeged in the spring of 2018, presenting the results of this study. It should be emphasized that while most literature approaches economic difficulties of disadvantaged children from economic and cultural capital, and social network analysis on the subject mostly observes ego-networks, I use my research to investigate the networks of communicative communities and sociometry going beyond the depths of relations.