

Az OTKA PD-105976 azonosító számú kutatás Szakmai Zárójelentése

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A zárójelentés a 2012. szeptember 1-től 2015. december 31-ig terjedő időszakra vonatkozik; a projekttel kapcsolatos publikációk a 2016. január 15-i állapot szerint lettek feltüntetve.

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A kutatás összefoglalója

Az önbizalom szerepe az iskolai tudás megszerzésében címet viselő, PD-105976 azonosítószámú poszt-doktori kutatásomban azt vizsgáltam meg, hogy a diákok saját képességükről alkotott elképzelése miképpen befolyásolja a továbbtanulási döntéseiket. A kutatás kiinduló pontja az volt, hogy a diákok tényleges tudása mellett, továbbtanulási döntéseiket befolyásolhatja az is, hogy miként értékelik kognitív képességeiket. A jegyek hatását ugyanis felülírhatja az önértékelés. Az alábecsült képességek például előre vetítik azt a forgatókönyvet, hogy a diákok meg sem próbálják a továbbtanulást olyan intézménybe, ahová a jegyeik alapján egyébként jó eséllyel bekerülnének. Az érem másik oldala persze az, hogy a saját képességekről alkotott pozitív kép pozitívan befolyásolhatja a továbbtanulást. Alapvetően két továbbtanulási döntést vizsgáltam: a középiskolai és felsőoktatási továbbtanulást.

Az önbizalom szerepét a fentebb említett alaphipotézisen túl, három különböző oldalról részletesebben is megvizsgáltam. Ezekről az eredményekről külön közleményekben számoltam be. Kutattam egyrészt azt, hogy az önértékelés milyen szerepet tölt be a társadalmi csoportok eltérő továbbtanulási hajlandóságában. Másrészt foglalkoztam azzal, hogy a család hogyan befolyásolja az önértékelést. Megvizsgáltam, hogy a család hatása hogyan mérhető az iskolai teljesítmény esetében, illetve a családi hatások átfogó kontrollálása mellett, az önértékelésnek van-e önálló hatása a továbbtanulási döntésekre. Végül pedig azt is elemeztem, hogy az osztályzással a tanárok miképpen befolyásolják a diákok önértékelést.

Eredményeimet elsősorban angol nyelven publikáltam: Ezek különböző szerkesztett *working paper* sorozatok műhelytanulmányaiként szabadon elérhetőek, illetve elhelyezésre kerültek a REÁL Repozitóriumba is. A műhelytanulmányok átdolgozott változatai jelenleg elbírálás alatt állnak, vagy *revise and resubmit* státusban feltételesen elfogadásra kerültek referált nemzetközi folyóiratokban. A kutatás alap gondolatát alátámasztó eredmények a *Közgazdasági Szemle* 2016. januári számában jelentek meg (DOI: 10.18414/KSZ.2016.1.62).

The short summary of project

In my post-doctoral project entitled *The role of self-assessment in educational decisions* (PD-105976), educational transitions were analysed from the perspective of perceived abilities. The main idea behind the research is that educational decisions are not exclusively shaped by pupils' grades, which are the objective and visible part of assessment if someone submits an application, but subjectively estimated abilities might also play a role. The impact of grades might be over-written by self-estimations. If pupils underestimate their abilities they might not apply into an institution, to which they might be admitted if only they tried. However, a more optimistic evaluation of one's own ability might increase the likelihood of further education. There are two educational decisions analysed in the project: application to secondary school and tertiary education.

The above mentioned main idea was also analysed from three other viewpoints which are reported in an independent analysis. Firstly, self-assessment was analysed in relation to social inequalities. Here the research aimed to answer the question why members of different social status groups make divergent educational decisions, and how self-assessment might explain this status-gap. Furthermore, it was analysed how family might influence self-assessment. More particularly, it was explored how one can estimate the impact of family in terms of educational achievement, and whether, after controlling for these family factors, self-

assessment has any effect on educational decisions. Lastly, it was investigated how teachers could influence pupils' self-assessment with grading standards.

The results of the project was mainly published in English and are available as research papers in various edited working paper series. The revised versions of these research papers have been submitted to international peer-reviewed journals, or they are conditionally accepted with the decision: *Revise and Resubmit*. Results supporting the main idea of the project have been published in *Közgazdasági Szemle* [Economic Journal] in the January issue of 2016 (DOI: 10.18414/KSZ.2016.1.62).

A kutatás szakmai eredményei / Results

A kutatás szakmai eredményeit angol nyelven foglalom össze. Ennek oka, hogy a poszt-doktori időszak alatt végzett kutatásim eredményeiről elsősorban ezen a nyelven számoltam be a magyar és a nemzetközi közönségnek egyaránt, illetve ezen a nyelven adtam elő különböző konferenciákon.

There are many aspects in which this project contributed to the scholarship of prior research. This summary gives the highlights of the project expressed as questions and responding the question a brief explanation is provided.

Why self-assessment is worth to research?

The aim of the project was to explain why self-perception of own abilities (self-assessment) might play a role in educational decisions. According to my reading of prior literature, two causal mechanisms seem paramount. First, underestimated ability could act as a self-fulfilling prophecy and get in the way of pupils opting for knowledge-intensive education (Sjögren and Sällström, 2004), simply because they do not dare to strive for better school qualifications, which they could easily attain if they only tried. Overestimated ability, on the other hand – when someone overrates his own talents – might increase the probability of failure. Despite this risk, however, as Filippin and Paccagnella (2011) showed in their model, those who initially overestimate their abilities will follow more ambitious educational roads if they have access to a greater volume of knowledge. The increase in knowledge accumulated will be translated into a widening of the gap in human capital between those with and without self-confidence.

Secondly, a higher perception of own ability might contribute to the choice of the optimal level of effort. Since school performance is a combination of ability and effort, and since effort is costly and has only an uncertain future payoff, if pupils perceive themselves to be ahead of others, this self-perception might lead them to put in more effort, because they are assured that it will be worthwhile (Azmat and Iriberry, 2010). In other words, those with higher self-assessment might invest more current effort (preparing for the lessons, doing homework) than those who think that these efforts are meaningless, since the costly investments are anyway inadequate because of their lack of ability.

How self-assessment could be measured?

Throughout the project different definitions had been used depending on the opportunities provided of the analysed data-set.

Self-assessment is measured using the following question in the Hungarian Life Course Survey: *'What do you think about your achievement in a test in your ... year class where the*

total available score is 100 and the average in your class is 70? As an answer to the question, pupils had to indicate a number ranging from 0 to 100. Note that the wording of the question indicates the hypothetical class average (70), so in answering the self-assessment question pupils may compare their own achievement with the classroom-level achievement. It is worth mentioning that the wording of the question does not suggest the type of test. One can only guess that the test probably measures some cognitive ability (rather than ability in sport, art, etc.), since the ‘achievement’ is asked. A more detailed and domain-specific self-concept measure (used, for example, by Musu-Gillette et al., 2015) was not available in the survey. Obviously the question measures self-assessment with noise, but this is the only available proxy for that in the Hungarian Life Course Survey.

Subjectively estimated success (as a related notion to self-assessment) was measured with the following two questions in German Socioeconomic Panel: *If you think about the future in your career and private life, how probable, in your opinion, is it that the following will occur: a.) You receive training or a university place in your preferred field? b.) You successfully finish your training or university studies?* The method of principal component analysis was used to extract a shared component.

Using data derived from Hungarian National Assessment of Basic Competences indirect approaches to measured self-assessment had been also used. They are defined as the unexplained part of grades controlling for test-scores and other control variables, or as the unexplained part of the fact that someone experience breakdown in biological family. These approaches will be explained later more detailed.

How self-assessment could modify the impact of grades on application to tertiary education

The results show that a more optimistic interpretation of the students’ own ability increase the probability to submit application to tertiary education among students with lower than average grades. Students with good grades are likely to be influenced by their grades rather than by their self-assessment in the transition. Among those, however, whose transition to tertiary education is ambiguous because of low grades, self-assessment does play a role.

Even though the size of the estimated parameter is not very large, at the interpretation of the findings one should bear in mind that the application to tertiary education is a relatively late educational decision. Hence, it is likely that application to tertiary education is a decision being already a consequence of those prior decisions which someone (or someone’s parents) made earlier. In that sense it is remarkable that self-assessment was found to moderate the effect of grades even at this relatively late educational decision. (More detailed see: Keller 2016).

Why status differences self-assessment might exist?

Breen (1999) argues that social differences in subjective probability might exist because various status groups have different information about the educational system; moreover, in determining success at school, they estimate the role of effort and ability differently. Working-class pupils ascribe lower belief to the role of effort than do their peers in the middle class, and therefore they are more pessimistic about the prospects of success (Breen, 1999: 471). Lucas (2009) also claims that ‘myopia’ – the mismatch between subjective estimations and actual chances of success – has more unpleasant consequences for pupils of low status than for their high-status peers, since the parents of high-status pupils strive to afford any kind of help required to maintain the positions of advantage, and this could compensate for pupils not having appropriate information about their own abilities and possibilities.

On the other hand, empirical research reinforces the idea that families in different social strata employ different parenting styles, which could influence the transmission of personality traits and, through personality, educational outcomes (Kaiser and Diewald, 2014). Parenting style is also known to have a direct effect on adolescents' school achievement (Carolan and Wasserman, 2015; Spera, 2005) and is demonstrated to be different according to social status (Hoff et al., 2002). Other research reinforces the notion that, unlike children in working-class and poor families, middle-class children are deliberately stimulated by their parents in order to foster their cognitive and social skills (Lareau, 2003). Dufur, Parcel and Troutman (2013) showed that 'home capital' – assessed as the frequency of parent–child discussion of school activities and the frequency with which parents check homework – significantly increases academic achievement (measured by test scores in maths, reading literacy and science).

If parents of different social status employ different parenting styles and have different information about the role of ability and effort in education, it could be assumed that these differences modify the way in which pupils in different families interpret their own abilities. Since low-status pupils and their parents overstate the importance of ability and downgrade the role of effort in education (Breen, 1999), lower self-assessment is hypothesized among pupils in lower strata.

How does self-assessment mediate/moderate status differences in educational transitions?

It is revealed that self-assessment does not mediate, but rather moderates, parental education differences in the choice of secondary and tertiary educational tracks. As the data confirmed, the offspring of undereducated parents usually have lower self-assessment, even if they have the same academic achievement as their more advantaged peers. Nonetheless, track choice differences according to parental educational level are not mediated through self-assessment, and therefore the idea that the offspring of poorly educated parents are reluctant to choose knowledge-intensive educational routes because of their lower self-assessment is not supported by the data.

However, one noteworthy contribution concerns the moderation effect, since self-assessment decreases parental education differences in secondary school track choices. The results are interpreted as a sign that self-assessment helps pupils with relatively uneducated parents to take the first step in educational mobility and to choose a secondary school instead of a vocational one. Note that secondary schools (instead of vocational) offer the school-leaving exam, which serves as an admission ticket to tertiary education. Self-assessment has less of a role to play in moderating the parental education gap in more qualitative educational choices at the secondary level (choosing a secondary general instead of a secondary vocational school) or at the tertiary level. (More detailed see: Keller 2014).

Why grades might boost self-assessment

Grades cannot be interpreted solely as a reward for a given school performance, since they also reflect teachers' ratings of pupils. Therefore they might contain valuable information about pupils' own – usually unknown – ability. The incorporated assessment in grade might be translated into self-assessment, which could influence the effort that pupils invest in education.

It is argued that that the grading standard used by teachers has a lasting – and in that sense *sticky* – effect for at least two reasons. First, it might influence pupils' self-assessment, which may determine the effort that pupils invest in education. Secondly, the grading standard used by teachers in elementary school also influences pupil outcomes in secondary school.

How the impact of teachers' grading standard could be measured?

The National Assessment of Basic Competencies (NABC) measures pupils' mathematical skills and reading literacy, using a PISA-like test. The aim of the test is to assess how pupils are able to use the knowledge learnt at school in new situations, which have a practical focus. The test itself is written in the usual classroom and pupils are instructed by their teachers. However, the test questions are developed by the Hungarian Educational Authority, and the correction of the test is also organized by that authority. Test scores are interpreted as a kind of *blind* measure about pupils' knowledge, since the person who corrects the tests does not know the pupils personally. Pupils' knowledge is also measured by grades awarded by the teacher – as a kind of *non-blind* measure, since teachers do know the pupils personally.

It is possible to take the advantage of having these two different measures about pupils' knowledge: one is given by teachers (*grade*) and the second (*score*) is assessed by a standardized and centralized test (NABC). Since *score* is measured by an independent institution, it is assumed not to be shaped by teachers' ratings, but these ratings are considered to be captured in *grades*, since they are assigned by teachers. In a regression setting, where test scores are explained by prior test *scores* and *grades*, *grades* will show teachers' ratings if we assume that pupil's latent ability is controlled for entirely in prior test scores.

How grading standard increase academic achievement?

The empirical evidences supports the idea that receiving inflated school grades for a given level of performance in year 6 may have a positive effect on subsequent test scores in year 8. Even though, its exact size might not be measured without bias throughout the research, different approaches yield an equally positive impact, whether IV regression is used or the diff-in-diff model is employed. Furthermore, choosing year 10 outcomes and employing the difference in grades between year 6 and year 8 also reveals that grade maintains a positive influence on secondary track choice, secondary school performance, and further educational plans. (More detailed see: Keller 2015a).

How the impact of family might be estimated in educational achievement?

There are numerous possible channels by which the power of the family could be operating and influencing pupils' educational outcomes. One is clearly emotional stability, which might be destroyed when children experience a divorce or some other unpleasant change (bereavement, for example) in their intact biological family. As has been argued, the breakdown of the intact biological family could herald a stressful situation, which might hinder academic performance. Hence, the disintegration of the biological family (BBF) could offer more insight into the importance of emotional stability in school achievement. Without finding exogenous variance in data – like divorce – it would be hard to analyse its impact, since both emotional stability and test scores are influenced by unobserved family factors. After controlling for derived and acquired characteristics still a remarkable part of BBF-test-score-gap remains unexplained. It could be argued that this unexplained gap is driven by a combination of hardly measurable characteristics, which do have an effect on pupils' academic achievement, but are destroyed after BBF. (More detailed see: Keller 2015b)

How family-dependency could be ruled out in educational decisions?

One important aspect of the role of family background could be the transmission from parents to children of values that are essential in occupational or educational choices (Corneo and Jeanne 2010). So an important question is whether the individual component of subjectively estimated educational success is still decisive in educational decisions. Here, previous studies have shown that by focusing on parent–child similarities, only one part of family effects is captured (as discussed by, for example, Schnitzlein, 2013). Analysing the family impact through sibling correlations seems, therefore, to be more appropriate (Björklund and Jäntti 2012). Controlling for observable and unobservable similarities between siblings provides an opportunity to control for the full range of family heterogeneity.

Does self-assessment provide an effect on track choice without possible family-effect?

Findings show that in Germany among those who obtain the highest secondary-school diploma those 17-year-olds who put a higher estimate on their future success are later more likely to choose university education. This result is robust even after controlling for school performance, school type, abilities and – as far as the data allows – personality traits. The results provide ample evidence for considering that perceived success probability might have an independent effect and work as a *jumping point* from the selection mechanism of the educational system. Furthermore, two interesting features of subjectively estimated success probability have been established. First, probability of success is not be exclusively driven by easily obtained signs (such as school grades): subjective perceptions also play an important role. Second, in contrast to school grades, such subjective estimations seem to be independent of family background. In terms of policy recommendations, one implication of this could be that the social planner should foster methods that contribute to better self-knowledge among young individuals, so that they can discover latent skills that could be important in the choice of knowledge-intensive educational scenarios. (More detailed see: Keller and Neidhöfer 2014)

Data-sets used throughout the project

Several large-scale individual panel data sets had been used in project. The following paragraphs introduce these data-sets individually.

Hungarian Life Course Survey (HLCS) – an individual panel survey conducted by TÁRKI Social Research Institute on a yearly basis – from the academic year 2006/07, with an initial sample of 10,022 largely 14–15-year-old individuals at the beginning of year 9 (the 1st wave was organized in autumn 2006). Currently the survey has six completed waves with fairly large response rates (2nd wave in 2007: N=9,000; 3rd wave in 2008: N=8,648; 4th wave in 2009: N=8,110; 5th wave in 2011: N=8,825; 6th wave in 2012: N=7,092). The HLCS practically follows one single school cohort (year 9 pupils from the academic year 2006/07) throughout their secondary education (which usually lasts for four years in Hungary). The last two waves also have information about tertiary education or labour market entry. The questionnaire contains detailed questions on family background, ethnicity and school achievement, as well as many other dimensions, including the attitudes and values of the respondents. The survey is, however, individual based, which means that the HLCS does not provide information on all the classmates of the respondents.

Hungarian National Assessment of Basic Competences (NABC) is an individual-level administrative educational panel dataset, focusing on pupils' educational achievement and assessed by a PISA-like test in math and reading comprehension. All pupils in Hungary are

first asked in 6th grade, and then again in 8th and 10th grade. Hence there are three observations about the same individual available from 2008. Throughout project three cohorts were used (6th graders in 2008, 2009, and 2010).

German Socioeconomic Panel (SOEP) is a representative household panel survey in Germany having information on both individual characteristics and family background (for further information on the German Socioeconomic Panel, see Wagner, Frick and Schupp, 2007). Young people living in a panel household are interviewed when they reach the age of 17, using a special Youth Questionnaire in SOEP. Since most of them are interviewed again in the following years, this feature provides a unique opportunity to connect their answers at this stage in their lives with later outcomes. SOEP is not particularly designed for educational research. However, in a special data set on educational participation and transition, efforts have been made to collect useful information about individual educational careers, based on some plausible assumptions (see Lohmann and Witzke, 2011). In the project SOEP v29 has been used, which was published in 2012.

A szakmai eredmények hasznosíthatósága

A kutatási projekt egyik fő következtetése, hogy a diákok önértékelése számít a továbbtanulási döntéseik esetében. Az önértékelést a saját iskolai teljesítményről alkotott képként definiáltam. Az eredményekből tehát az (is) következik, hogy ha valaki azért, mert alacsony önértékeléssel rendelkezik, vonakodik továbbtanulni, akkor azzal, ha a diákoknak saját képességükről pontosabb ismereteket adunk, azzal fokozható a továbbtanulási hajlandóság. Ez a következtetés kinyitja a kutatási eredmények felhasználhatóságát különböző információs (Jensen 2010; Nguyen 2008) kísérletek irányába. Nevezetesen megvizsgálható, hogy ha a diákok célzott információkat kapnak arról, hogy különböző, lakókörnyezetükben lévő, középiskolákba milyen esélyekkel lehet bekerülni, akkor ez növelni fogja a továbbtanulási hajlandóságukat. A *Center for Economic Research and Graduate Education - Economics Institute (CERGE-EI)* által támogatott *Effects of peer-based informational campaigns on the transition-to-secondary-education decision* címmel beadott, *Takács Károllyal* közös pályázatunkban ennek a kérdésnek kísérleti módszerekkel történő tesztelését végezzük el 2016. januárjától.

A projekt során elért szakmai fejlődés

Poszt-doktori pályázatom költségvetését azzal a céllal is állítottam össze, hogy különböző tanfolyamokon való részvételemet is finanszírozhassam. Ezek a tanfolyamok elsősorban módszertani jellegűek voltak. Egyrészt olyan statisztikai módszereket (panel adatok elemzése, hierarchikus modellek) tanultam meg, amelyeket az empirikus elemzői munka során használnom kellett. Másrészt statisztikai programok használatában (Stata, R) szereztem mélyebb ismereteket. A támogatási időszak alatt elvégzett tanfolyamok listáját az 1. táblázat mutatja:

1. táblázat: Képzéseken való részvétel

Dátum	Helyszín	Képzést nyújtó szervezet	A képzési program neve	Kurzus	Oktató
2013. március 25-27.	University of Cambridge	Timberlake Consultants		Microeconometrics Using STATA	Melvyn Weeks
2013. május 7-8.	University of Bristol	School of Social and Community Medicine, University of Bristol		Advanced Stata	Sue Ingle; Rachael Hughes; Simon Collin; Adrian Sayers
2013. július 8-20.	University of Essex	University of Essex	Essex Summer School in Social Science Data Analysis	Panel Data Analysis of Microdata	Mark Bryan
				Survival Analysis	Priscila Ferreira
2015. február 13-20.	University of Bamberg	European Consortium for Political Research	Winter School in Methods and Techniques	Multilevel Regression Modelling	Littvay Levente
2015. március 16-20.	GESIS Köln	Leibniz-Institute for the Social Sciences	GESIS Spring Seminar	Biplots, Big Data & Beyond	Michael Greenacre
2015. július 13-24.	University of Essex	University of Essex	Essex Summer School in Social Science Data Analysis	Modeling Heterogeneity in Cross-sectional and Panel Data	Daniel Stegmüller
				Introduction to Multilevel Models with Applications	Paul Lambert
2015. szeptember 24-25	Cass Business School, London, UK	Timberlake Consultants	STATA Autumn School	Analysis of Hierarchical Data	Bianca De Stavola
				Structural Equation Models (SEMs)	Bianca De Stavola

A projekt során elért nemzetközi és hazai kapcsolatépítés

A projekt során elsősorban nemzetközi konferenciákon való részvétel által igyekeztem bemutatni eredményeimet, illetve ezt a fórumot használtam fel arra is, hogy kapcsolatot építsek a tudományág nemzetközi szakértőivel (lásd 2. táblázat). Évről évre előadom a társadalmi mobilitás-kutatással foglalkozó szakemberek egyik fontos rendezvényén, a Nemzetközi Szociológiai Társaság (ISA) 28. számú tagozatának (RC 28) éves konferencián (Trentóban, Budapesten és Tilburgban). Két egymást követő alkalommal adtam elő az Economics of Education Association (AEDE) konferencián (A Coruna és Madrid).

Részben ezeken a konferenciákon kerültem kapcsolatba *Hans-Peter Blossfeld*del, *Jan Skopek*kal és *Moris Triventi*vel, akik meghívtak eduLIFE nevű projektjükbe¹. *Horn Dániellel* közös, Magyarországról szóló esettanulmányunk az Edward Elgar Kiadónál jelent meg 2015-ben², illetve egy következő az idei évben kerül majd közlésre³. Szintén konferencia

¹ <http://edulife.sociologie-blossfeld.de/Home.191.0.html>

² Blossfeld, Hans-Peter; Skopek, Jan; Triventi, Moris; Buchholz Sandra (szerk.): Gender, education and employment: an international comparison of school-to-work transitions. Edward Elgar Publishing, 2015

ismeretségen alapul *Fabrizio Bernardi*val, aki később meghívott a Level and Inequality in Educational Returns in Europe (EDUREU) nevű projektjébe. *Róbert Péter*rel közösen írt magyarországi esettanulmányunk a 2016-os év során fog megjelenni az Edward Elgar Kiadónál⁴. Továbbá ezekről a konferenciákról származik ismeretségem *Volker Stocké*val, aki később több ízben meghívott előadónak az általa vezetett kasseli Methods of Empirical Social Research tanszékre.

Nemzetközi konferenciák mellett a hazai tudományos konferenciákon is előadtam (lásd 3. táblázat). Mivel témám valamelyest határterület a szociológia és közgazdaságtan között a szociológiai (Magyar Szociológia Társaság) és közgazdasági (Magyar Közgazdaságtudományi Egyesület) társaságok által szervezett konferenciákon egyaránt megfordultam. Ezeknek a konferencia előadásoknak két jelentősebb kapcsolati jellegű hozadéka van. Egyrészt, hogy 2014-ben a Közgazdaság-tudományi Intézet meghívott előadónak a sziráki székhelyű belső konferenciájára, melyen kizárólag meghívott előadók vesznek részt. Másrészt említésre méltó *Takács Károly*val való, először konferencia-ismeretségnek induló kapcsolat. Később a RECENS Kutatócsoport szemináriumsorozatain többször, meghívott előadóként szerepeltem. Végül közösen elkezdjük a padtársak iskolai teljesítményt befolyásoló kutatást, amely mivel jól illeszkedik a poszt-doktori kutatásom témájába, az OTKA kutatásom fő profiljába is beillesztettem. Itt lényegében Fryer és Torelli (2010) „*acting-white*” hipotéziséből kiindulva arra a kérdésre keressük a választ, hogy milyen szimbolikus, normatív jellegű okai lehetnek annak, hogy a padtársak egymás iskolai teljesítményét befolyásolják. Ebből a szempontból a személyes példamutatás kapcsán olyan nehezen mérhető, nem-kognitív tulajdonságok is az oksági mechanizmusok tárgyát képezik, mint az önbizalom.

2. táblázat: Nemzetközi konferencia részvétel

Dátum	Konferencia neve	Konferencia szervezője	Előadás címe	Web
2013. Május 16-18. Trento, Olaszország	Economic crises, social inequalities and social policies, University of Trento	International Sociological Association (ISA), Research Committee 28 (RC28) Annual meeting	Educational choice and self-assessment: The choice for secondary education in Hungary.	⁵
2013. július 4-5. A Coruna, Spanyol- ország	XXII Meeting of the Economics of Education Association (AEDE), Universidade da Coruna,	Economics of Education Association (AEDE)	Transition to secondary education in Hungary - the role of self-assessment	⁶
2013. november 28-30. Basel, Svájc	TREE Conference 2013: Youth and Young Adulthood: Transitions in the 2nd and 3rd decade of life	University of Basel	Educational transitions and self-assessment – an analysis on Hungarian educational panel data	
2014. május 8-10. Budapest	Old and new social divides: social stratification research in the 21st century	International Sociological Association (ISA), Research Committee 28 (RC28) Annual meeting	Selecting the selected? A sibling-analysis on tertiary education transition in Germany (<i>szerzőtárs: Guido Neidhöfer</i>)	⁷

³ Blossfeld, Hans-Peter; Skopek, Jan; Triventi, Moris; Buchholz Sandra (szerk.): Differentiation in Secondary Education and its Short- and Longer-Term Effects on Inequality of Educational Opportunities. Edward Elgar Publishing, 2016

⁴ Bernardi, Fabrizio; and Ballarino, Gabriele; (szerk.): Is education the great equalizer? Social origins and returns to schooling in fourteen countries, Edward Elgar Publishing, 2016.

⁵ <http://events.unitn.it/sites/events.unitn.it/files/download/isa-rc28/6-programme%2014-5-13.pdf>

⁶ <http://2013.economicsofeducation.com/user/pdfsiones/034.pdf>

⁷ <http://www.asszisztencia.hu/rc28/down/program.pdf>

2014. December 16-17. Párizs, Francia- ország	ECRP-VI project, Social Influence in Dynamic Networks	Social Influence in Dynamic Networks, European Collaborative Research Project (ECRP 10-044)	Where should I sit? The desk-mate effect on academic achievement and its importance in Roma-integration (szerzőtárs: Takács Károly)	
2015. Február 26. Bécs, Ausztria	The Social Dimension in European Higher Education	EUROSTUDENT	Who dares, wins? A sibling-analysis on tertiary education transition in Germany (szerzőtárs: Guido Neidhöfer)	⁸
2015. Május 30. Tilburg University, Hollandia	Social Inequality, Cohesion and Solidarity	ISA RC28	Peers that count. The desk-mate effect on academic achievement and Roma integration (szerzőtárs: Takács Károly)	⁹
2015. Június 8. Kassel, Német- ország	Research Seminar at Kassel University: Methods of Empirical Social Research	University Kassel, Methods of Empirical Social Research	How good is it to be a teacher's pet? Evidence on the impact of school grades on subsequent academic achievement	
2015. Június 8. Kassel, Német- ország	Visiting scholar Lecture Series	International Centre for Higher Education Research Kassel	Would they succeed if they tried? An analysis of the role of self-assessment in educational transitions	¹⁰
2015. Június 26. Madrid, Spanyol- ország	XXIV Meeting of the Economics of Education Association	Asociación de la Economía de la Educación (AEDE)	Being teachers' pet The impact of school grades on subsequent academic achievement	¹¹

3. táblázat: Hazai konferencia részvétel

Dátum	Konferencia neve	Konferencia szervezője	Előadás címe	Web
2012. november 9- 10.	Progresszió – Regresszió, a Magyar Szociológia Társaság éves konferenciája	Magyar Szociológia Társaság	Az önértékelés szerepe az oktatási döntésekben.	¹²
2012. december 20-21.	Magyar Közgazdaságtudományi Egyesület VI. éves konferencia	Magyar Közgazdaságtudományi Egyesület	Educational choice and self assessment according to social status – the choice for secondary education in Hungary	¹³

⁸ http://www.pl4sd.eu/images/Final_Conference_Materials/Conf_SD_EuropeanHE_programme.pdf

⁹ https://uvtapp.uvt.nl/fsw/spits.ws.downloadfile?v_path=rc28%5cfinal%20program%20online.pdf

¹⁰ <http://www.uni-kassel.de/einrichtungen/incher/aktuelles/meldung/article/would-they-succeed-if-they-tried-an-analysis-of-the-role-of-self-assessment-in-educational-transit.html>

¹¹ <http://2015.economicsofeducation.com/wp-content/uploads/ProgramAEDE2015.pdf>

¹² http://www.szociologia.hu/dynamic/abszt_prog_fuz_1.pdf

¹³ http://media.coauthors.net/konferencia/conferences/7/educational%20choice_keller_12.03.pdf

2013. március 5.	RECENS szeminárium	„Lendület” Research Center for Educational and Network Studies (RECENS)	Educational choice and the role of self-assessment:	¹⁴
2014. november 18.	RECENS szeminárium	Lendület” Research Center for Educational and Network Studies (RECENS)	Why do school grades have an effect on subsequent academic achievement?	¹⁵
2014. november 28. Szirák, Hotel Kastély	Közmunka, külföldi munkavállalás és a magyar munkaerőpiac	MTA KRTK Közgazdaságtudományi Intézet és az MTA Emberi Erőforrások Gazdaságtana Tudományos Bizottsága	Az önértékelés szerepe a továbbtanulási döntésekben	¹⁶
2014. december 19-20.	Magyar Közgazdaságtudományi Egyesület, VIII. éves konferencia	Magyar Közgazdaságtudományi Egyesület	Befolyásolják-e az iskolai osztályzatok a teljesítményt?	¹⁷
2015. április 30.	KTI Szemináriumok	MTA KRTK Közgazdaságtudományi Intézet	Ki a jó tanuló? (Kompetencia pontszámok vs. iskolai osztályzatok)	¹⁸
2015. június 11.	Jour fixe Rendezvény	MTA Társadalomtudományi Kutatóközpont	Would they succeed if they tried? An analysis of the role of self-assessment in educational transitions	¹⁹
2015. december 18.	Magyar Közgazdaságtudományi Egyesület IX. éves konferencia	Magyar Közgazdaságtudományi Egyesület	Peers that count: The impact of desk-mates on competence scores and the ethnic test-score gap. (szerzőtárs: Takács Károly)	²⁰

¹⁴ <http://recens.tk.mta.hu/2013-tavaszi-eloadassorozat>

¹⁵ <http://recens.tk.mta.hu/en/news/2014/11/tamas-keller>

¹⁶ http://mta.hu/data/cikk/13/54/48/cikk_135448/Szirak_2014_program.pdf

¹⁷ http://www.mktudegy.hu/files/program_reszletes2014.pdf

¹⁸ <http://econ.core.hu/esemeny/szem.html>

¹⁹ <http://www.socio.mta.hu/esemeny/2015/05/jour-fixe-37-keller-tamas-would-they-succeed-if-they-tried>

²⁰ http://www.mktudegy.hu/files/MKE_konferencia_2015_reszletes_program.pdf

Tudományos közlemények

A projekttel kapcsolatos, az OTKA támogatást megemlítő, publikációm listáját a 4, 5., 6., és 7. táblázatok összegzik a 2016. január 15-i állapotnak megfelelően. A táblázatban szereplő összes tétel felkerült a Magyar Tudományos Művek Tára honlapra, illetve a szövegek elhelyezésre kerültek a REAL Repozitóriumában.

4. táblázat: Megjelent publikációk

Folyóirat neve	Tanulmány címe	Megjelenés	DOI
Közgazdasági Szemle	Ha a jegyek nem elég jók – az önértékelés szerepe a felsőoktatásba való jelentkezésben	2016. január	10.18414/KSZ.2016.1.62

5. táblázat: Megjelent working paper-ek

Dátum	Tanulmány címe	Working Paper sorozat	Web
2014. nov.	Talented but unaware? An analysis of the role of self-assessment in educational transition	Budapest Working Papers on the Labour Market	²¹
2014. nov.	Who Dares, Wins? A sibling analysis of tertiary education transition in Germany (szerzőtárs: Guido Neidhöfer)	SOEPPapers on Multidisciplinary Panel Data Research	²²
2015. május	The Power of Family? The Change in Academic Achievement after Breakdown of the Biological Family	Budapest Working Papers on the Labour Market	²³
2015. aug.	Sticky assessments – the impact of teachers' grading standard on pupils' school performance	Budapest Working Papers on the Labour Market	²⁴

6. táblázat: *Revise and Resubmit* státusban feltételelesen elfogadásra került tanulmányok

Folyóirat neve	Tanulmány címe	Szerkesztői döntés	Második leadás
Research Papers in Education	Mighty oaks from little acorns? The role of self-assessment in educational transitions: mediation and moderation effects	2015. október 13.	2015. november 6.
Educational Studies	Sticky assessments – the impact of teachers' grading standard on pupils' school performance	2016. január 11.	

7. táblázat: Jelenleg bírálat alatt álló leadott tanulmányok

Leadás dátuma	Folyóirat neve	Tanulmány címe
2015. október 1.	Journal of Divorce & Remarriage	The Power of Family? The Change in Academic Achievement after Breakdown of the Biological

²¹ <http://www.econ.core.hu/file/download/bwp/bwp1409.pdf>

²² http://www.diw.de/documents/publikationen/73/diw_01.c.492428.de/diw_sp0713.pdf

²³ <http://www.econ.core.hu/file/download/bwp/bwp1504.pdf>

²⁴ <http://www.econ.core.hu/file/download/bwp/bwp1505.pdf>

		Family
2015. november 25.	International Journal of Educational Research	If grades are not good enough – the role of self-assessment in the transition to tertiary education

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