

Results

We identified three dominant groups in the personal network of Roma college students, such as **kin relations (parents, siblings, other relatives), Roma intelligentsia** and **Non-Roma intelligentsia**. In our analysis we use the category “intelligentsia” and “intellectuals” for higher educated alters, and university students besides kin relations.

1. “relational capitalists” (2 men, 7 women)

- Large network (M=41 alters) with non-Roma majority of alters (76%)
- Predominantly weak, “bridging” ties (Lin 2001) interconnecting different social groups and resources
- Higher educated (or university student) Roma alters are in the smallest proportion (15%), only from the Roma college, weakly tied (-0,7)
- Non-Roma alters with university degree and from the university are in the highest proportion (51%)
- Most educated family members and relatives (38 % are higher educated or university student)
- Only 36% of the relatives are Roma: most of the cluster members are from mixed marriages

2. “equilibrists” (6 men, 7 women)

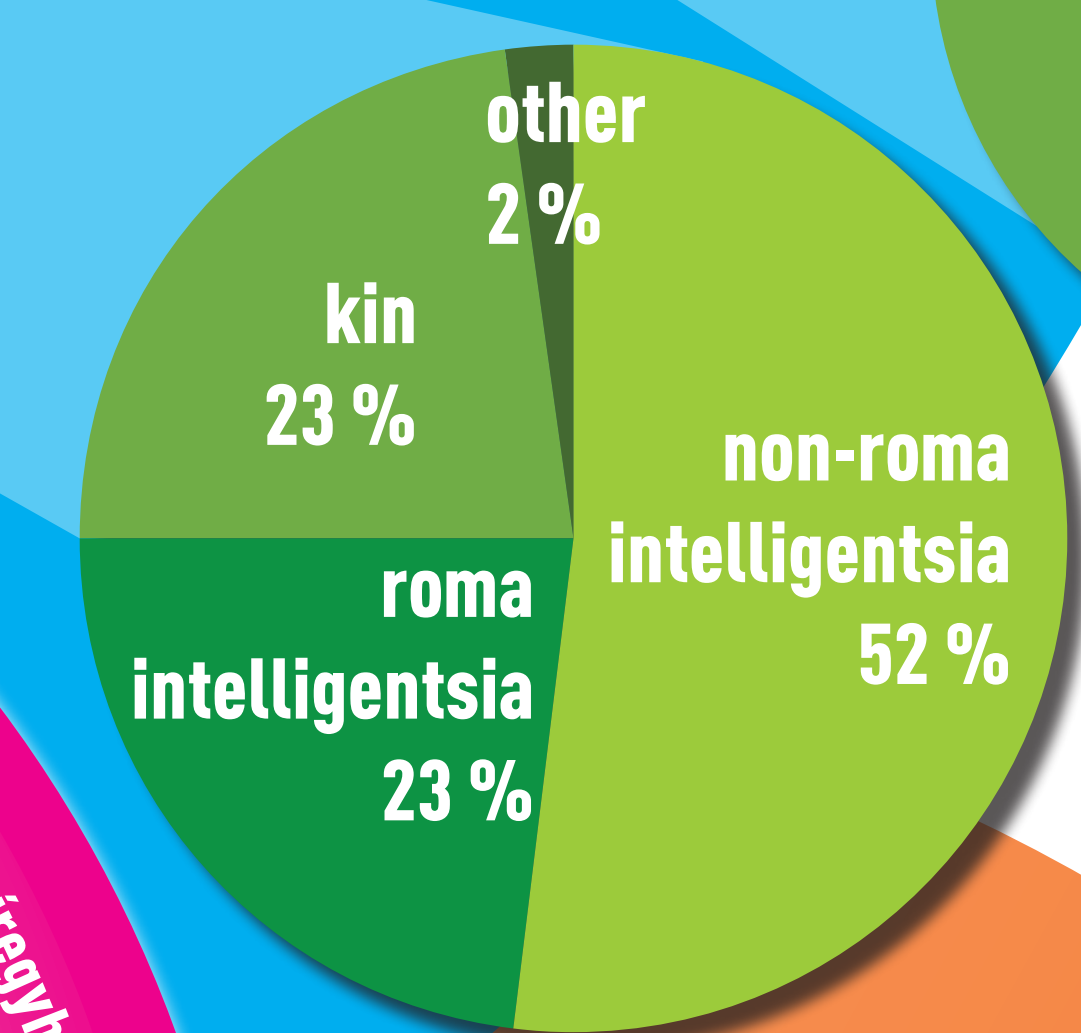
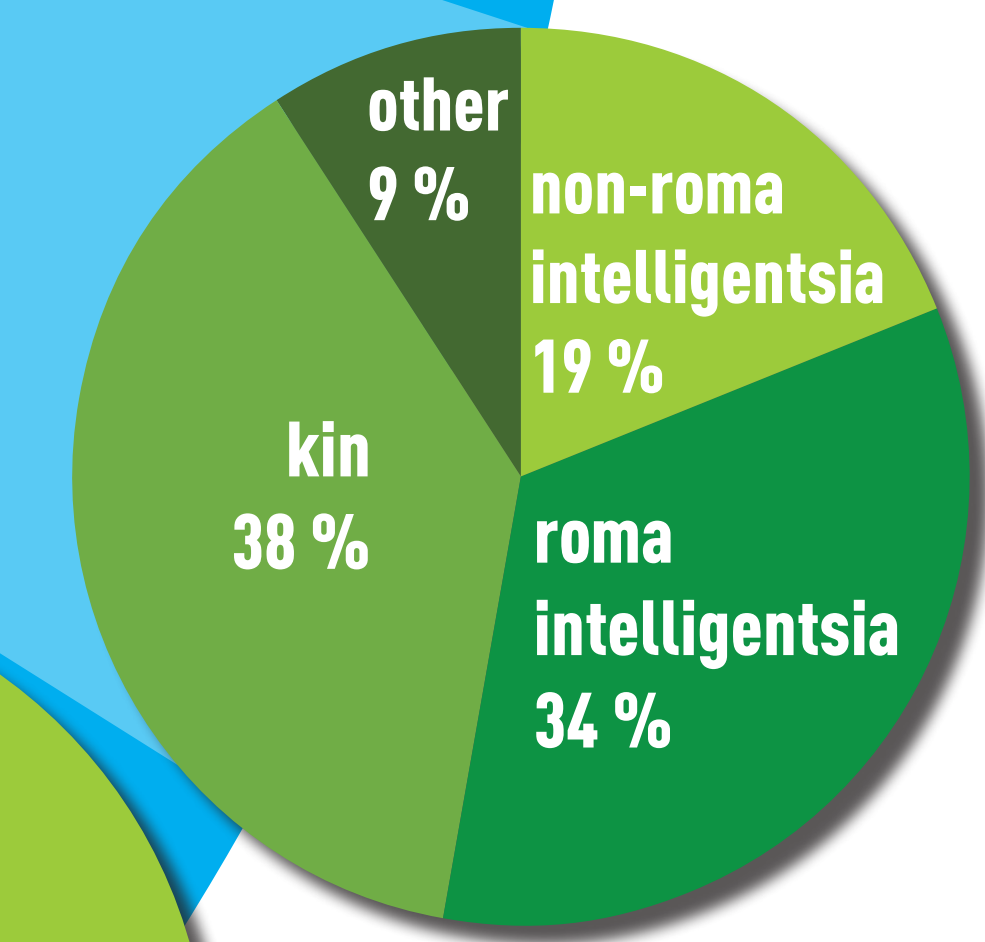
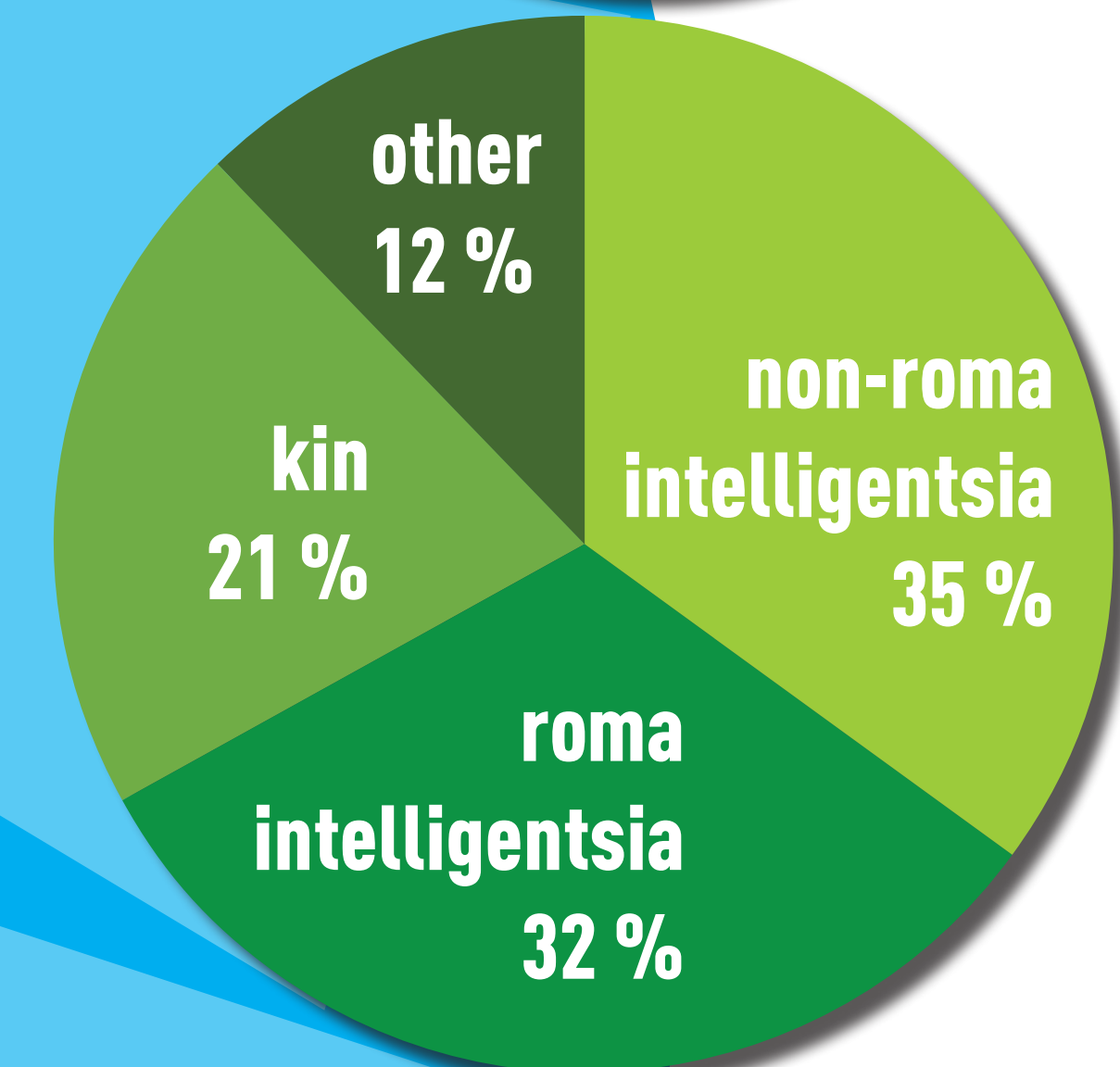
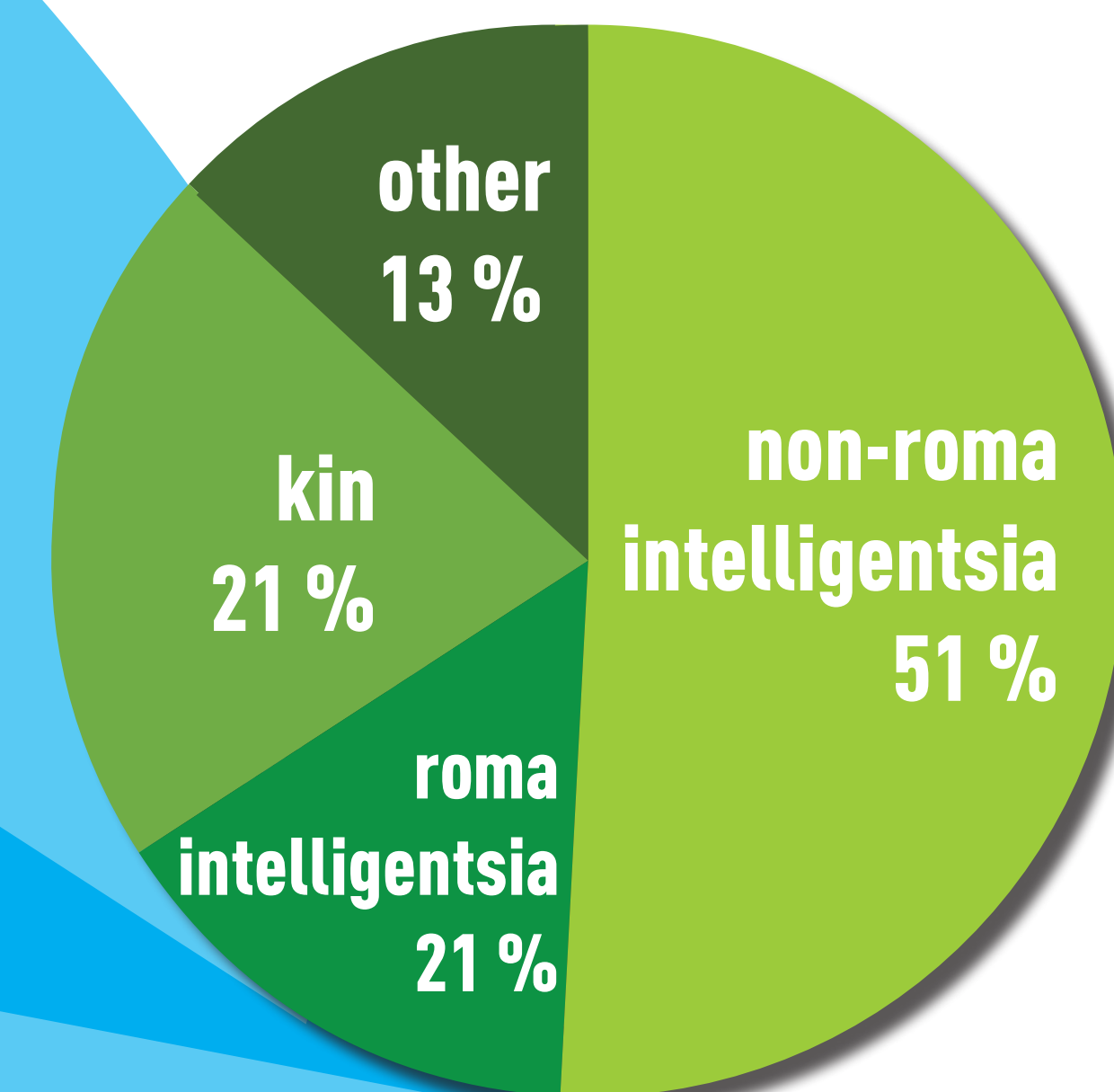
- Large network (M=32 alters) with Roma majority of alters (57%)
- Roma and Non-Roma intellectuals are almost in the same proportion
- Generally strong ties (0,1) with daily interactions, especially with family members
- 96% of the kin relations are Roma
- Family members and relatives are low-qualified (only 17% are higher educated or university students)

3. “separated” (8 men, 6 women)

- Small network (M=14 alters) with Roma majority of alters (75%)
- For the most part „bonding” ties (Lin 2001) based on intimacy, relatively closed network structure
- Highest proportion of family members (38%) and higher educated Roma alters or university students (34%)
- 92% of the family members are Roma
- Relatively strong (0,1) and intensive connection to Roma intellectuals
- Non-Roma intellectuals are only from the university and weakly tied (-0,4)

4. “elitists” (11 men, 9 women)

- Small network (M=20 alters) with non-Roma majority of alters (59%)
- Alters with university degree and university students are in the highest proportion (75%)
- Strongly tied kin relations (0,8)
- 75% of the family members are Roma



PERSONAL NETWORK COMPOSITION OF ROMA UNIVERSITY STUDENTS

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Materials and Methods

In order to map the students' social network composition we use **contact diary** (Huszti 2009). Every year each college student keeps a contact diary for one week, where they have to track all kind of interaction (longer than 5 minutes) every day. Through the method we observe size, consistency and homogeneity of the networks. We constructed a **Strength of Tie index** (David et al. 2014) using principal component analysis capturing the dimensions “intimacy” and “emotional intensity” of tie strength (Granovetter 1973). For the analysis we used the contact diaries of **59 Roma college students**, which means **1373 alters** (people mentioned in contact diaries). We mapped and **clustered the networks** based on **network-size** (F=50,2) and the **proportion of Roma alters** (F=52,5) creating **4 clusters with similar network-patterns**.

Limitations

Since our sample-size is quite small yet, we have limitations in the interpretation of our results too. We would like to use our longitudinal design to verify and refine our model in the next waves of the study, integrating the other methods of the research (semi-structured life-narratives, value survey questionnaire, and testes for mental health status) in the analysis.

Literature cited

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Introduction

In 2011, four of the Hungarian churches founded five **Christian Roma Colleges** for Roma university students. The research-team of **Institute of Mental Health** (Semmelweis University) designed a **longitudinal research** to follow up Roma college students. The main purpose of **personal network analysis** is to measure **how embedded Roma university students are in their social environment**, which relations are related to integration and coping. Below we demonstrate the most important types of Roma college student' network composition based on the data of the first wave.

Conclusion

We consider personal network system not simply as form of social capital (Lin 2001), but also as a crucial factor, which has a considerable effect on identity-construction and integration, as well. Roma university students are in a special position due to their mobility **between the minority and the majority**. As we saw, Roma college students posses and choose **different support and resources** for their coping through their personal network relying on **“bridging” or “bonding” relations** (Lin 2001). We would like to highlight the fact that most of the students have relations with other Roma intellectuals only from the college, which prove the significance of **college communities**. In the colleges they can share and discuss the physical and mental issues of mobility and integration with their Roma college mates who face similar difficulties.

