

RESEARCH HIGHLIGHTS N° 29

PATHWAYS INTO ADULTHOOD IN HUNGARY: A TWO-STEP LATENT CLASS ANALYSIS

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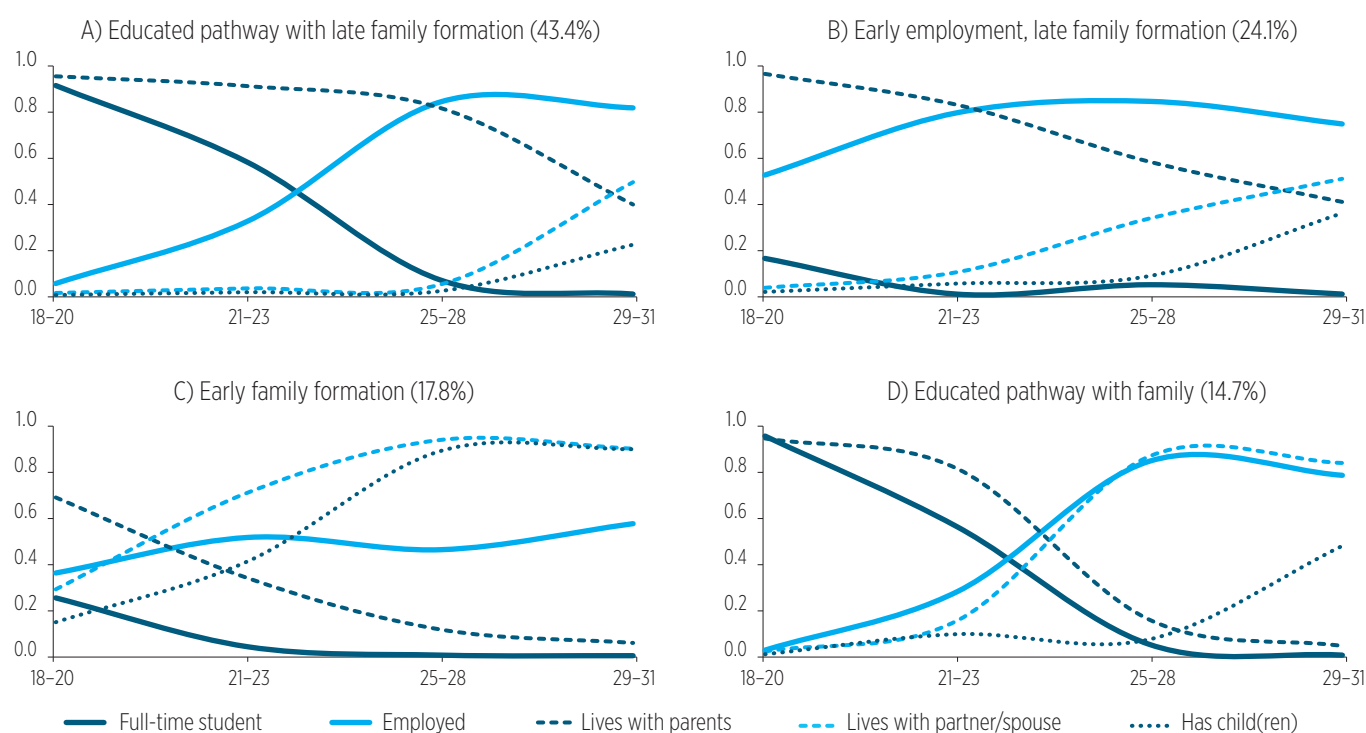
What are the typical pathways during the transition to adulthood in contemporary Hungary and how can we describe them in terms of role transitions? To examine this we used data from the four waves of the Turning Points of the Life Course panel survey (the Hungarian GGS, 2001–2012). We followed the life course of the 1981–1983 birth cohorts. The roles that are usually associated with the transition to adulthood were measured with the same dummy variables in each wave: participation in full-time education, employment, parenthood, living with one or both parents, and living with a partner or spouse. The method of two-step latent class analysis was used. First we identified latent role configurations separately for each wave, then we identified latent pathways on the basis of transitions between the latent role configurations during the four subsequent waves.

Our results indicate that the transitory period between adolescence and adulthood is not a uniform phase of the life course and can be characterised by quite different role configurations. Four different pathways were identified (see Figure). The most common one is characterized by prolonged education (usually a tertiary degree) and delayed family formation (A; 43%). They leave the

parental household relatively late, they start their own family even later, and only 20% have children by the age of 29–31. Every fourth respondent is characterized by early entry into the labour market and late family formation (B; 24%). Group A and B reach a similar life situation by the age of 29–31, but the timing of their transitions is different.

18% is characterized by early family formation (C). They leave education and the parental home early, they are the earliest to become parents, and later they are the least likely to be employed. The pathway that resembles the traditional, linear model of transition to adulthood the most (educated pathway with family) is the least frequent (D; 15%). They leave the parental home and start living with a partner earlier than the other educated group (A) but members of both group A and D enter parenthood relatively late. Interestingly, we could not identify any latent classes that were associated with temporary, precarious conditions or reversed transitions. We found no group characterized by e.g. unmarried cohabitation, dissolved unions, living apart together relationships, temporary or part-time jobs, living alone or having moved back to the parental home.

Figure: Conditional probabilities of the different roles by age in the four typical latent pathways into adulthood



Data source: Turning Points of the Life Course panel survey (the Hungarian Generations and Gender Survey), Waves 1–4, 2001–2012.