

# Gender Patterns in youngster's trajectories: Findings from a longitudinal study

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Session

Gender and the Labour Market

Thu 27. 8. | 11:00 – 12:30

Room FA649

12<sup>th</sup> ESA Conference

Differences, Inequalities and Sociological Imagination

25-28 August 2015 | Prague



## Aims

- To explore the existence of heterogeneous patterns of employment conditions among young men and women in their early 20s, by considering the role of flexible forms of employment and double status positions in young people's experiences in the world of work.
- To explore the associations between the configuration of patterns of employment conditions, gender effects, levels of education and educational mobility, thereby contributing to the analysis of the (re)production of social inequalities in employment.

## Research Questions

- What are the patterns of employment conditions that can be identified among young men and women at the age of 21?
- Are these patterns associated with gender effects, levels of education and profiles of educational mobility?

## The relevance of looking at employment conditions among young people

- The debate on the crisis of “standard” employment and the focus on the study of temporary and part-time jobs as indicators of changing labour market conditions (Bresson, 2011; Fagnani & Letablier, 2009; Kovács, 2005; Standing, 2011).
- The high incidence of temporary jobs and part-time employment among young people across the European Union (Plantenga, Remery & Lodovici, 2013) and the importance of double status positions for understanding transitions from school to work and flexible employment among youth (Beblavý & Fabo, 2015; Teichler, 2009, Wolbers, 2001).

## The relevance of gender, educational levels and trajectories in the study of employment conditions among young people

- Analyses of data from the EU LFS have shown a trend of higher incidence of temporary and part-time jobs among young women (Plantenga, Remery & Lodovici, 2013) and slightly higher share of women in working students in the EU27 (Beblavý & Fabo, 2015). Despite these figures, these analyses have found a gap in the study of these issues from a gender perspective.
- Research on educational pathways and attainment has shown that educational background is not indifferent to young people's levels of education (Hadjar, Bakes & Gysin, 2015).

- Gender stereotypes shape young women's choice of areas of study, while increased employment opportunities in the services and social changes in women's relationship with the labour market have made it more attractive to invest in their education and have opened up the possibilities of social change (Hadjar et al., 2014; Torres, 2004).
- As tertiary education represents a later stage in student's life, it is relevant to explore the relationship between this educational level and double status positions (Beblavý & Fabo, 2015).

## Methodological decisions

- The analysis focuses on data collected mainly by the questionnaire designed for the 3rd wave of the longitudinal study that was referred initially, when individuals were in their early 20s.
- The analysis was based on a sub-sample with the employed individuals at the time of the survey (n=397). It represents 32.9% of the total number (n=1205) of individuals who participated in the three waves; and 71.1% of those who were economically active (n=558) when they self-completed the questionnaire.
- Descriptive statistics and multiple correspondence analysis were used to analyse data.

- Four variables were used to analyse employment conditions:
  - type of work contract (regular and stable; temporary and/or seasonal)
  - working-time status (full-time; part-time)
  - labour status position (double status position); single status position - employed)
  - level of education specifically required for work (up to 9<sup>th</sup> grade; secondary education; higher education).



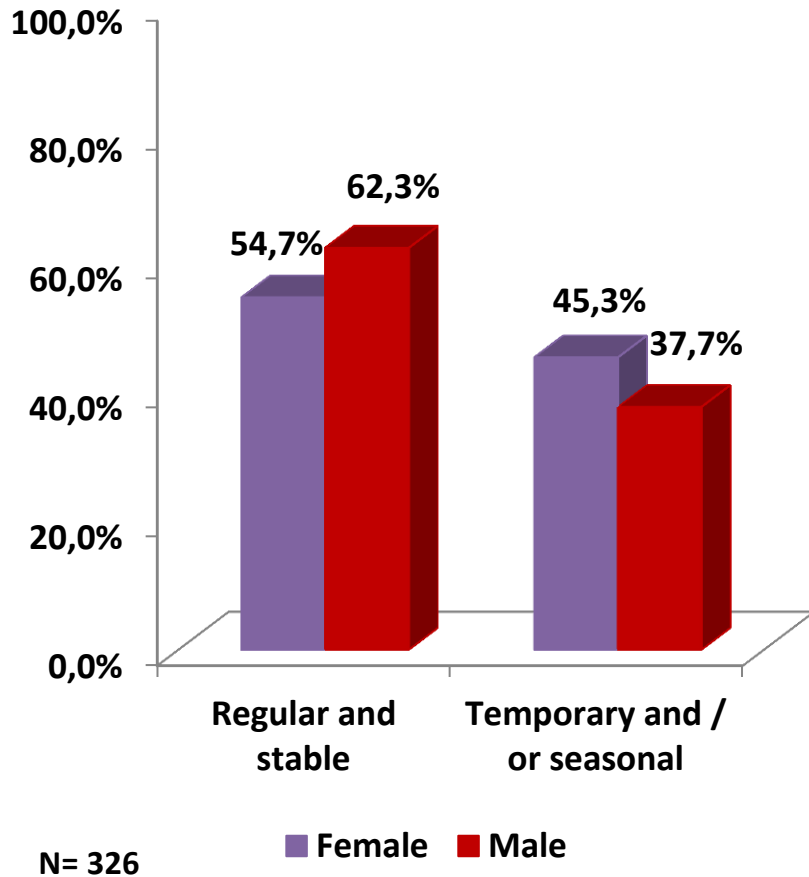
- Given our analytical aims, the following variables were included in the analysis:
  - sex (male; female)
  - level of education completed/attended at 21 (up to 9<sup>th</sup> grade; secondary education; university attendance; higher education)
  - educational mobility profile at 21 →

**Five educational mobility profiles** were identified in the research project (using descriptive and multivariate analysis ) :

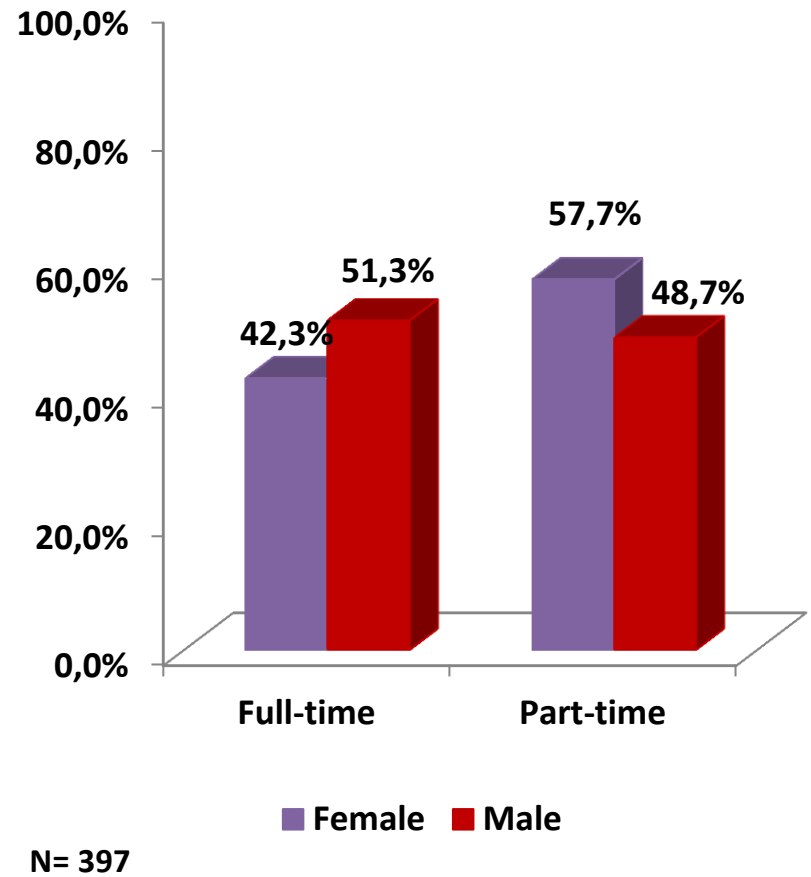
- (1) LER, low educational reproduction (n= 157);
- (2) HER, high educational reproduction (n= 40)
- (3) IER, intermediate educational reproduction (n= 82)
- (4) UEM, upward educational mobility (n= 78)
- (5) TDEM, transitional downward educational mobility (n= 38)

# Results

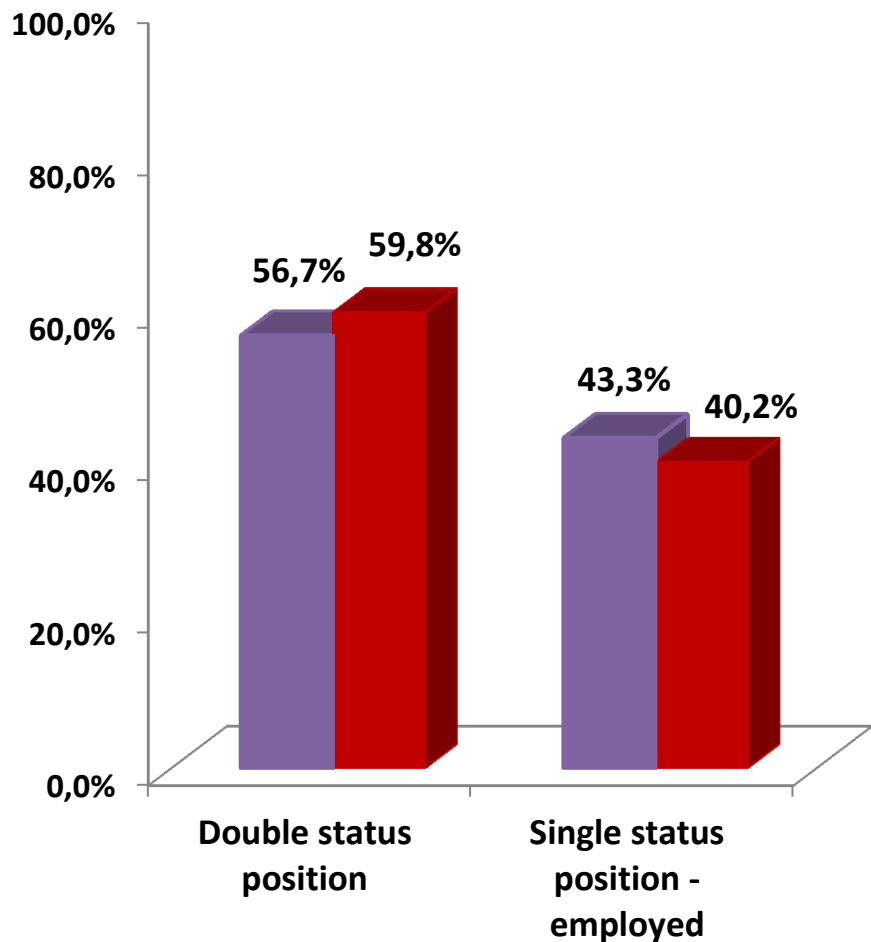
Graph 1. Type of work contract by sex



Graph 2. Working-time status by sex



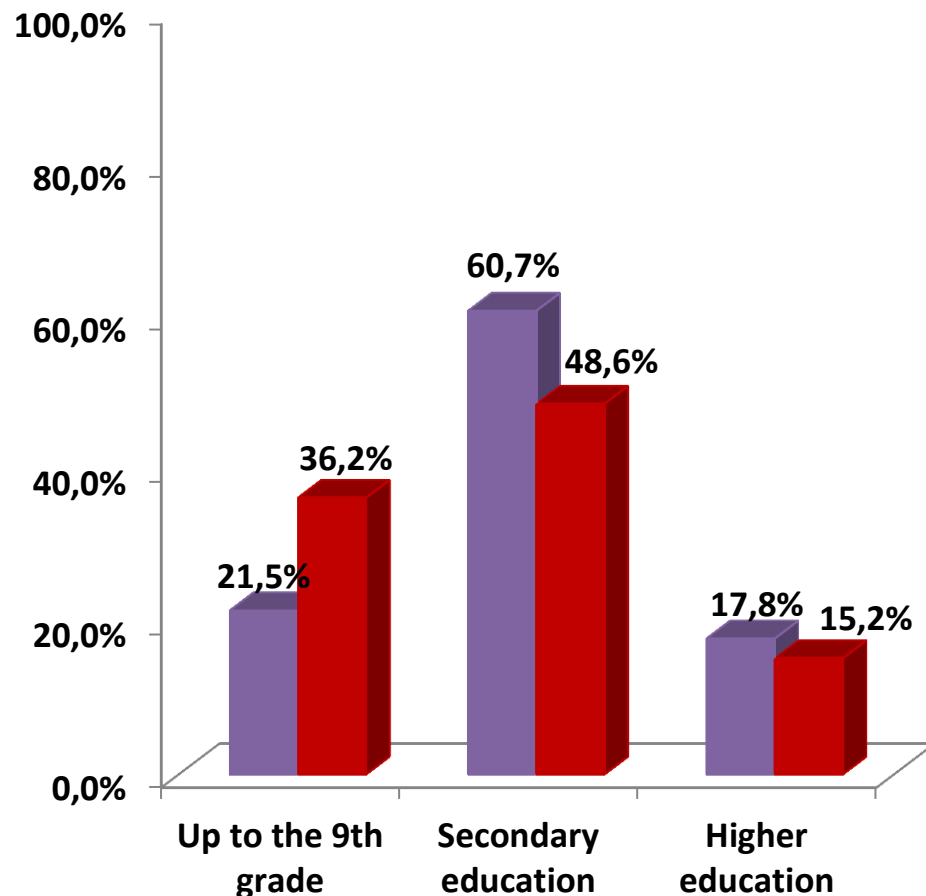
**Graph 3. Labour status position by sex**



N= 397

Female Male

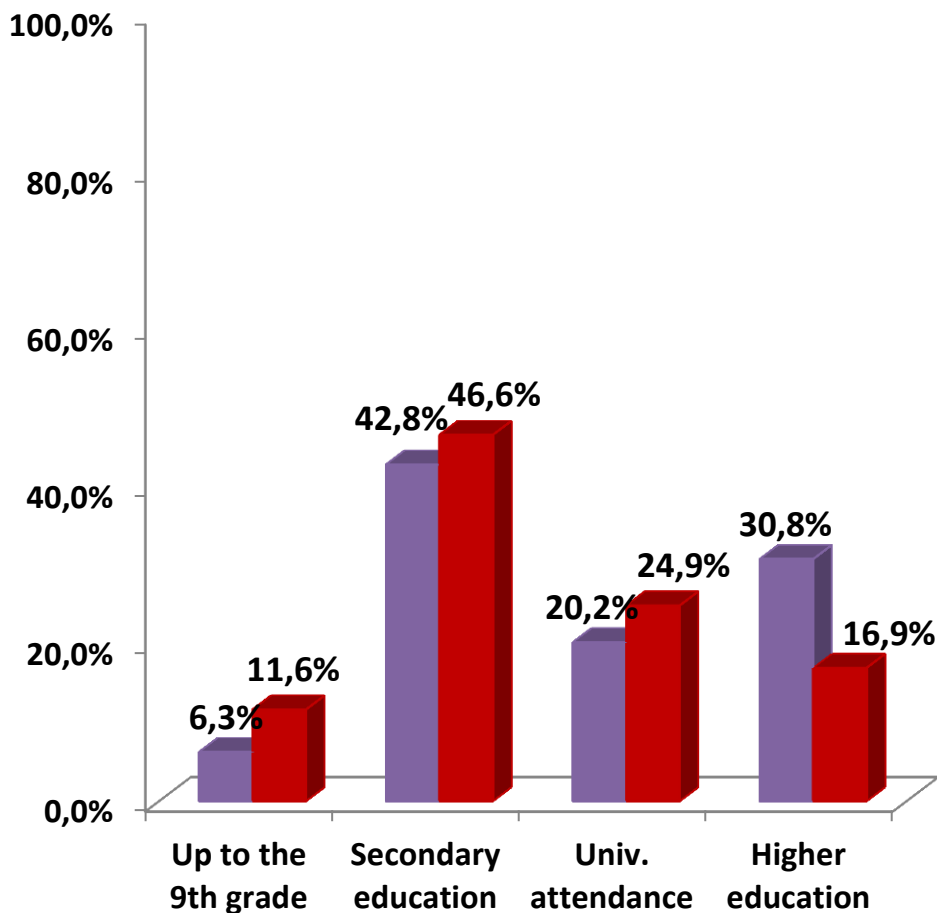
**Graph 4. Level of education specifically required for work by sex**



N= 302

Female Male

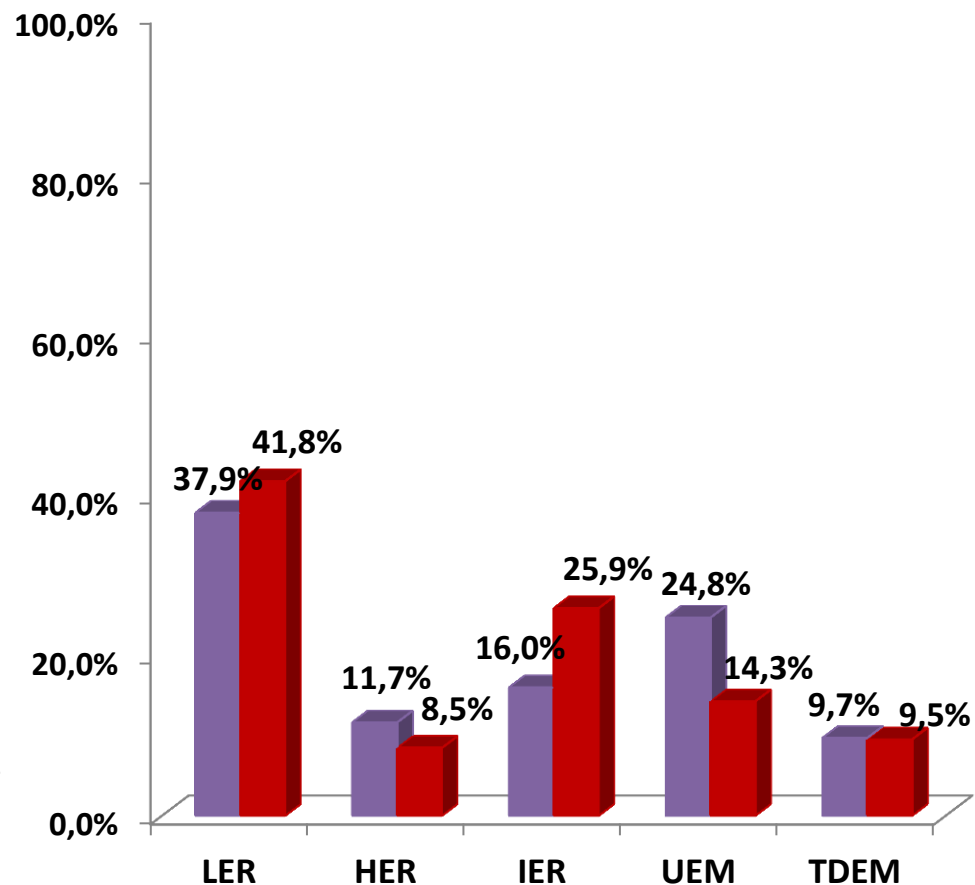
**Graph 5. Level of education completed/  
attended by sex**



N= 397

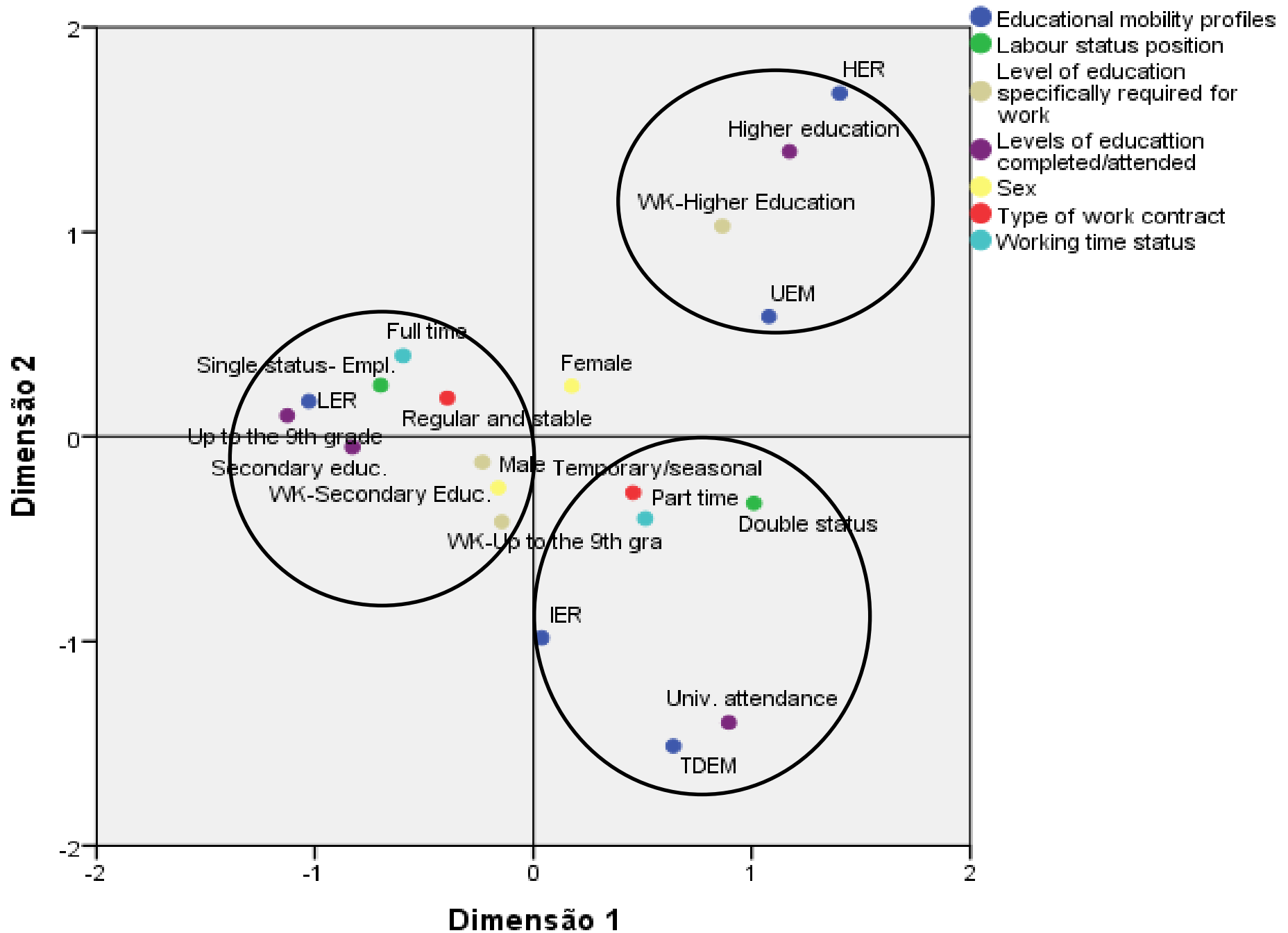
Female Male

**Graph 6. Educational mobility profile by sex**



N= 395

Female Male



## Three emerging patterns of employment conditions

- 1. Less qualified employment** – associated with being in a single status position (employed), having a full-time work, a regular and stable work, a pathway of low educational reproduction, up to nine years of schooling or secondary education, working in employments that require equivalent levels of education. Male respondents are associated with this pattern.
- 2. Employment involving a double status position** – associated with a combination of studying and working (and vice versa), part-time employment, temporary and/or seasonal work, university attendance and a transitional downward pattern of educational mobility or an intermediate educational reproduction. Female respondents are slightly associated with this pattern.

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- 3. Highly qualified employment** – associated with employments that require a tertiary level of education, the completion of an equivalent educational level and educational mobility profiles of high reproduction or upward mobility. Female respondents are slightly associated with this pattern.



## Less qualified employment and social reproduction



Associated with low educational reproduction and a lower educational capital.

The associations with full-time, regular and stable forms of employment may be explained, in part, by a longer labour market experience resulting from a comparatively earlier exit from school and entry in the labour market.

The role of educational variables in this pattern and the higher percentage of male youngsters who completed basic and secondary levels of education indicates that the analysis of the interactions between gender and education can contribute to broader understanding of employment conditions among young people.

## Double status position and transitions



The association between a double status position and attendance of tertiary education points to a transitional pattern with relevance to individuals at this later stage of education.

This patterns is an indicator of changes in the relationship between initial education and employment.

The position of the female category expresses some association between this pattern and gender effects regarding part-time and less permanent forms of employment .

## Highly qualified employment and social change



Associated with upward educational mobility, high educational reproduction and a higher educational capital.

The association between educational attainment, upward educational mobility and the higher percentage of female respondents with this educational profile may contribute to some level of social change at a later stage of their lives.

## Some final considerations

- By exploring the associations between labour status positions and patterns of employment conditions , our analysis shows that double status positions are a good indicator to understand transitions from school to work.
- The analysis of the three patterns of employment conditions indicate that educational attainment and profiles of educational mobility discriminate more than gender at this stage of respondents' life.
- However, interesting associations with the variable “sex” were identified and will be further explored in the analysis of the data that is being collected at the age of 24.

**Thank you!**

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## Appendix:

**Five educational mobility profiles** were identified in the research project (using descriptive and multivariate analysis ) :

- (1) **LER, low educational reproduction** (n= 411/n= 157) – young people up to 12<sup>th</sup> grade including and higher parental education up to 9th grade including ;
- (2) **HER, high educational reproduction** (n= 325/n= 40) – young people with 15 or more years of schooling and higher parental education at the same level;
- (3) **IER, intermediate educational reproduction** (n= 283/n= 82) – young people between 10 and 14 years of schooling and higher parental education at the same level;
- (4) **UEM, upward educational mobility** (n= 462/n= 78) – young people with 13 or more years of schooling and higher parental education up to 9th grade including (269) and young people with 15 or more years of schooling and higher parental education between 10 and 14 years of schooling (183);
- (5) **TDEM, transitional downward educational mobility** (n= 236/n= 38) – young people up to 14 years of schooling including and higher parental education with 15 or more years of schooling (215) and young people up to 9<sup>th</sup> grade including and higher parental education between 10 and 14 years of schooling (21).

## References

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