



3rd ISA Forum of
SOCIOLOGY



July 10-14, 2016
Vienna, Austria

Educational and social mobility. Results from a longitudinal study

Anália Maria Cardoso **Torres** (*), Fernando Humberto **Serra**(*), Diana **Maciel** (*)

(*) CAPP/ Institute of Social and Political Sciences -University of Lisbon, Portugal.

Session: Postcolonial Studies and Education: Understand the Past to Inform the Future

RC04 Sociology of Education

July 11th, 2016

Vienna



Outline

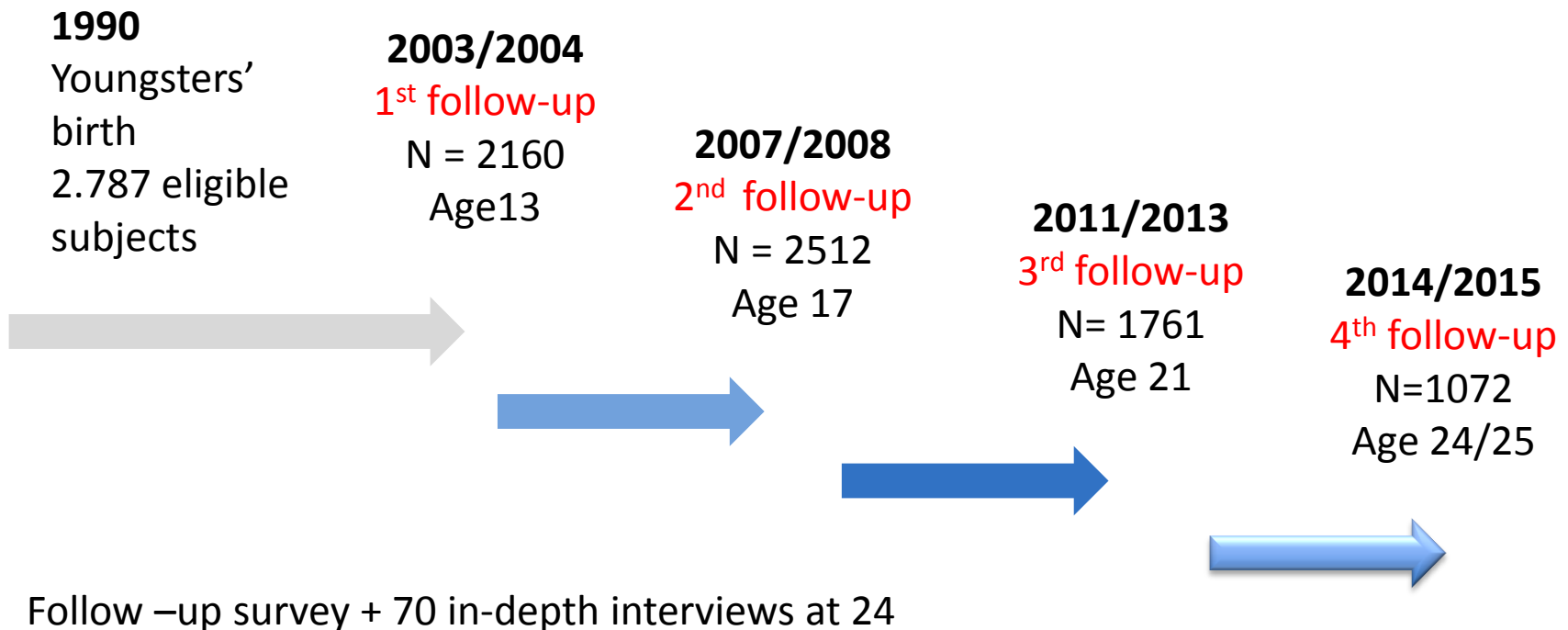
- 1) The study EPITeen24: *Reproducing or going against social destiny? A longitudinal study of a cohort born in the 90 of the XX century in Portugal.*
- 2) Theoretical background and methodological considerations
- 3) Educational mobility profiles and structural variables (family income, parents' occupation, school attendance; work situation)
- 4) Educational mobility profiles, practices and perceptions (a selection...)
- 5) Final Remarks



The longitudinal study

EPITeen24: Reproducing or going against social destiny?

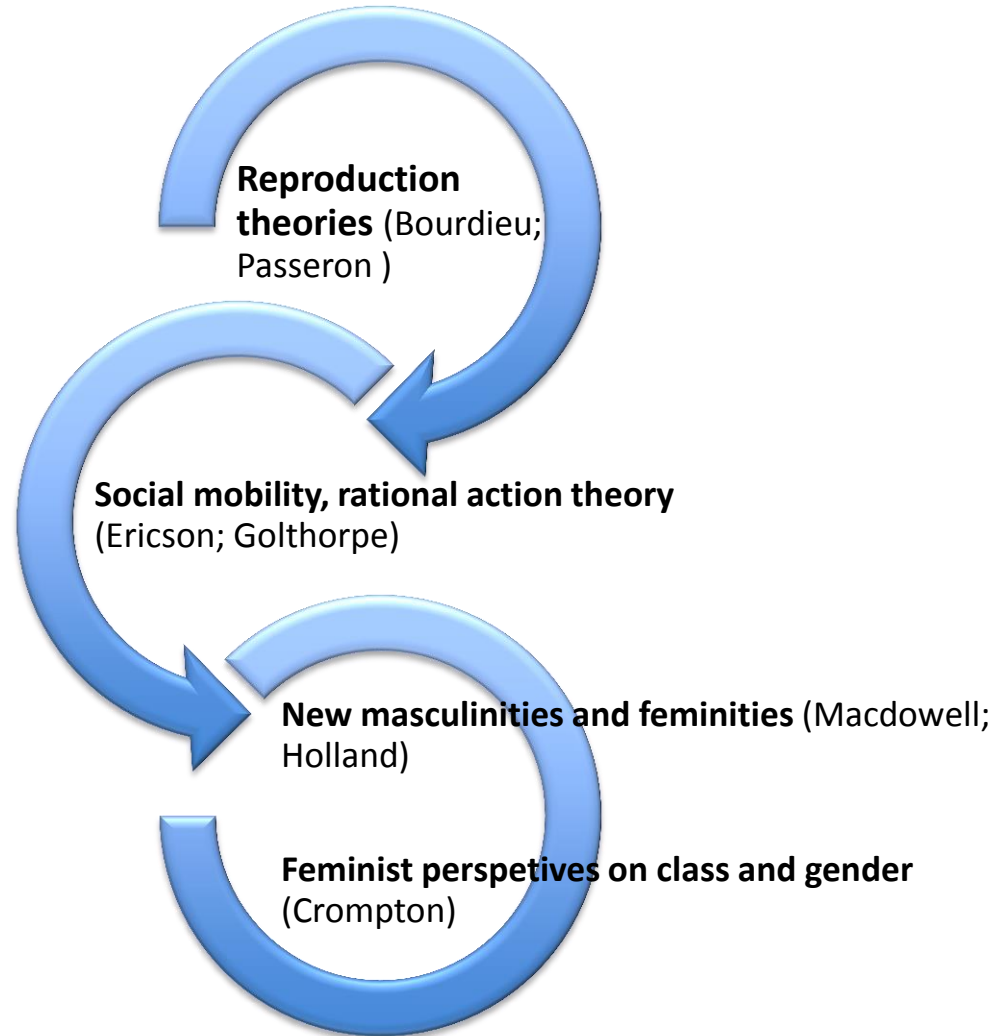
Sample: Adolescents born in 1990 in Porto, Portugal enrolled in all public (27) and private (24) schools in the city of Porto in 2003/2004



Some research questions

- How does family social background and parent's educational attainment affects young people's educational attainment and intergenerational, social mobility?
- Social background and educational investment (parents' and youngsters'): how do these elements combine? How do they impact on the transition to adulthood?
- How does gender play a role in these processes and outcomes?
- How do educational profiles and structural variables affect practises and perceptions (school retention, time spent reading, studying, playing games, doing sports; health perceptions)?

2) Theoretical background and methodological considerations



2) Theoretical background and methodological considerations

Class and gender patterns and inequalities comparing European countries

Reproduction theories (Bourdieu; Passeron)

Generational contexts, capitalism crisis and other contextual effects

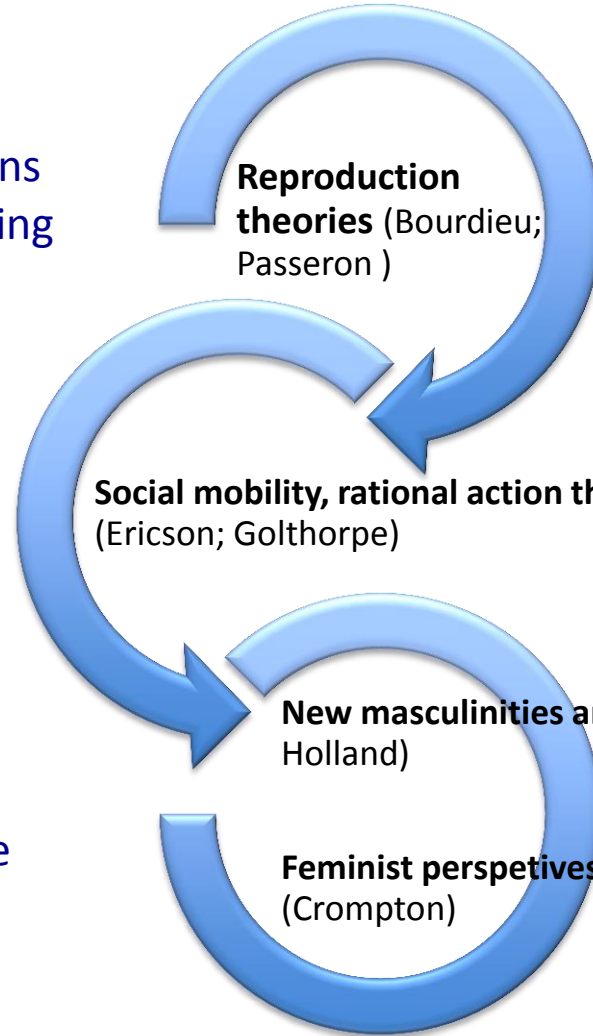
Social mobility, rational action theory (Ericson; Golthorpe)

Structural changes in the Portuguese context

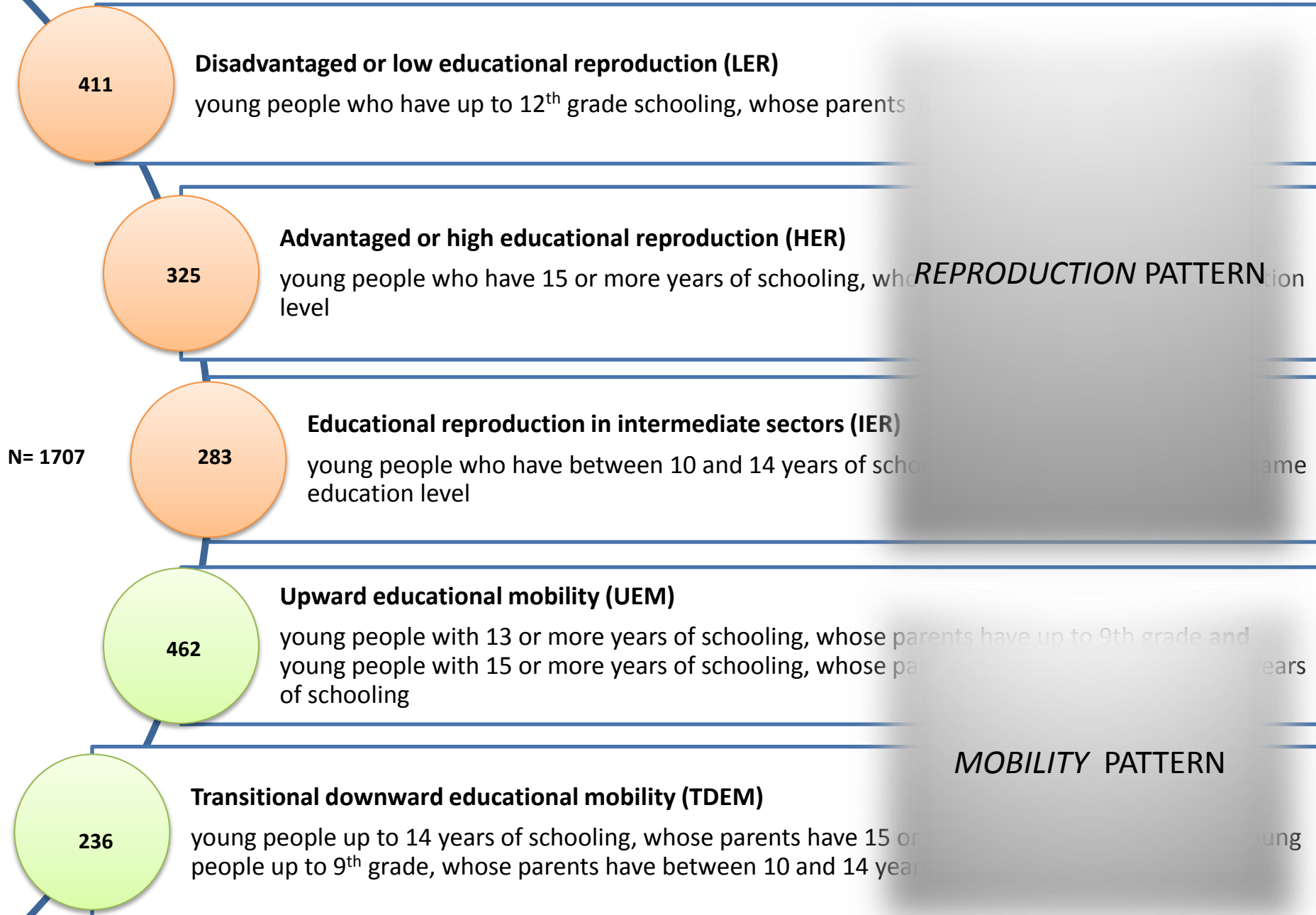
Different impact of the different WS and of the different educational systems

New masculinities and feminities (Maddock; Holland)

Feminist perspectives on class and gender (Crompton)

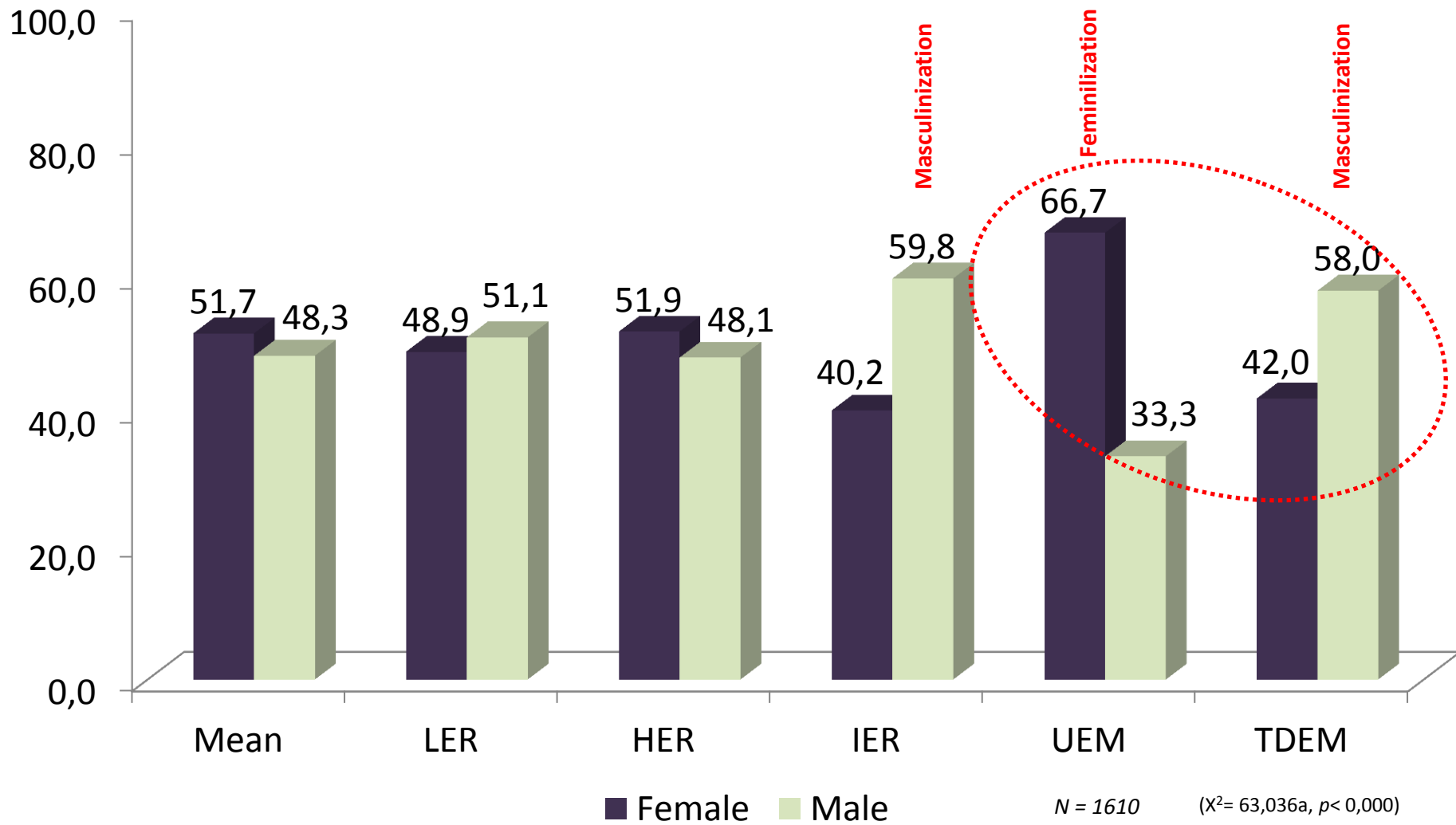


Approach: the profiles of intergenerational educational mobility



3. Family income, parents' occupation, school attendance; work situation

Youngsters' sex (%)



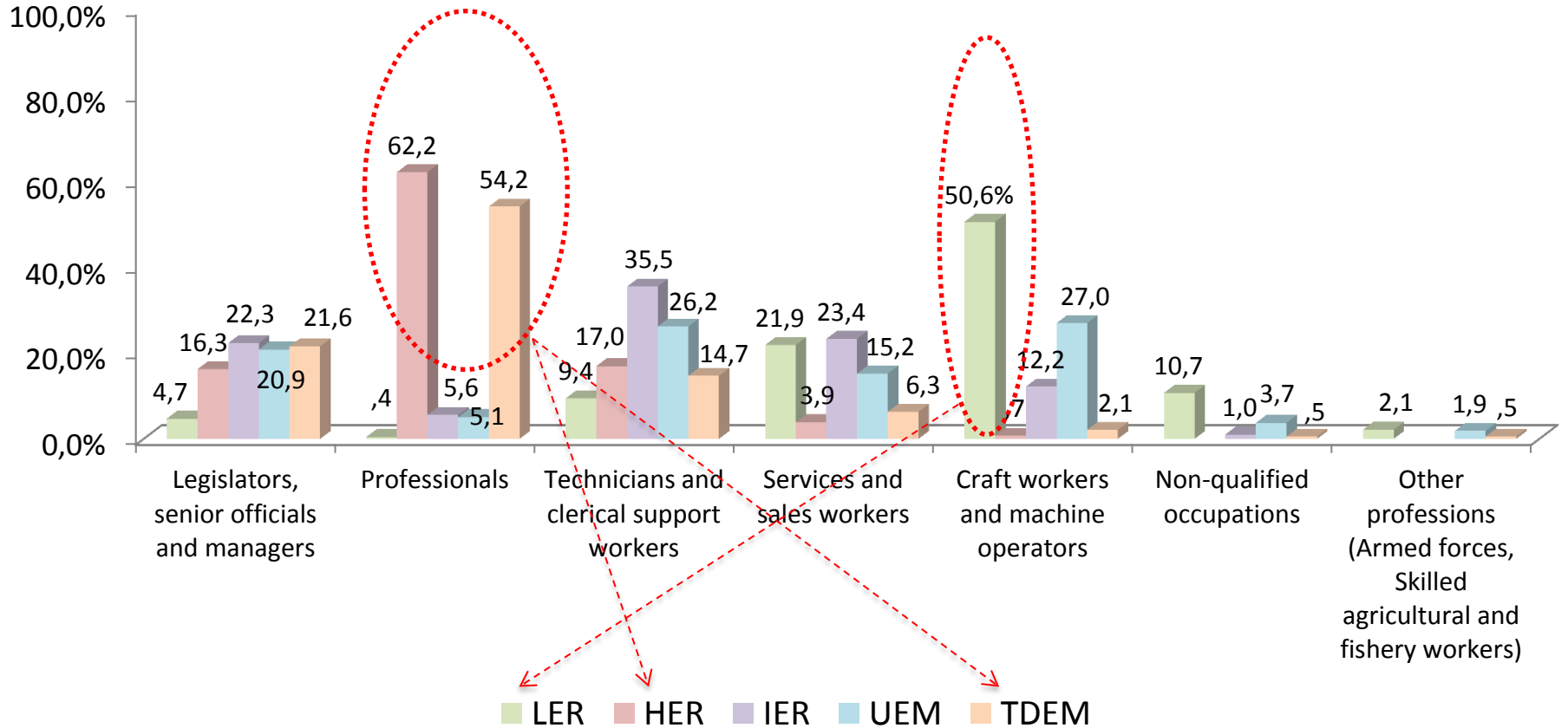
Household income at 21 (%)

	Up to 1.000€	1.001€ - 2.000€	2.001€ - 3.000€	More than 3.000€
LER Low educational reproduction	44,4	43,5	9,7	2,4
HER High educational reproduction	3,3	15,3	33,6	47,8
IER Intermediate educational reproduction	17,4	47,7	23,6	11,2
UEM Upward educational mobility	22,0	47,3	21,0	9,8
TDEM Transitional downward educational mobility	10,9	30,7	30,2	28,2

N = 1516

($\chi^2 = 506,135a$, $p < 0,001$)

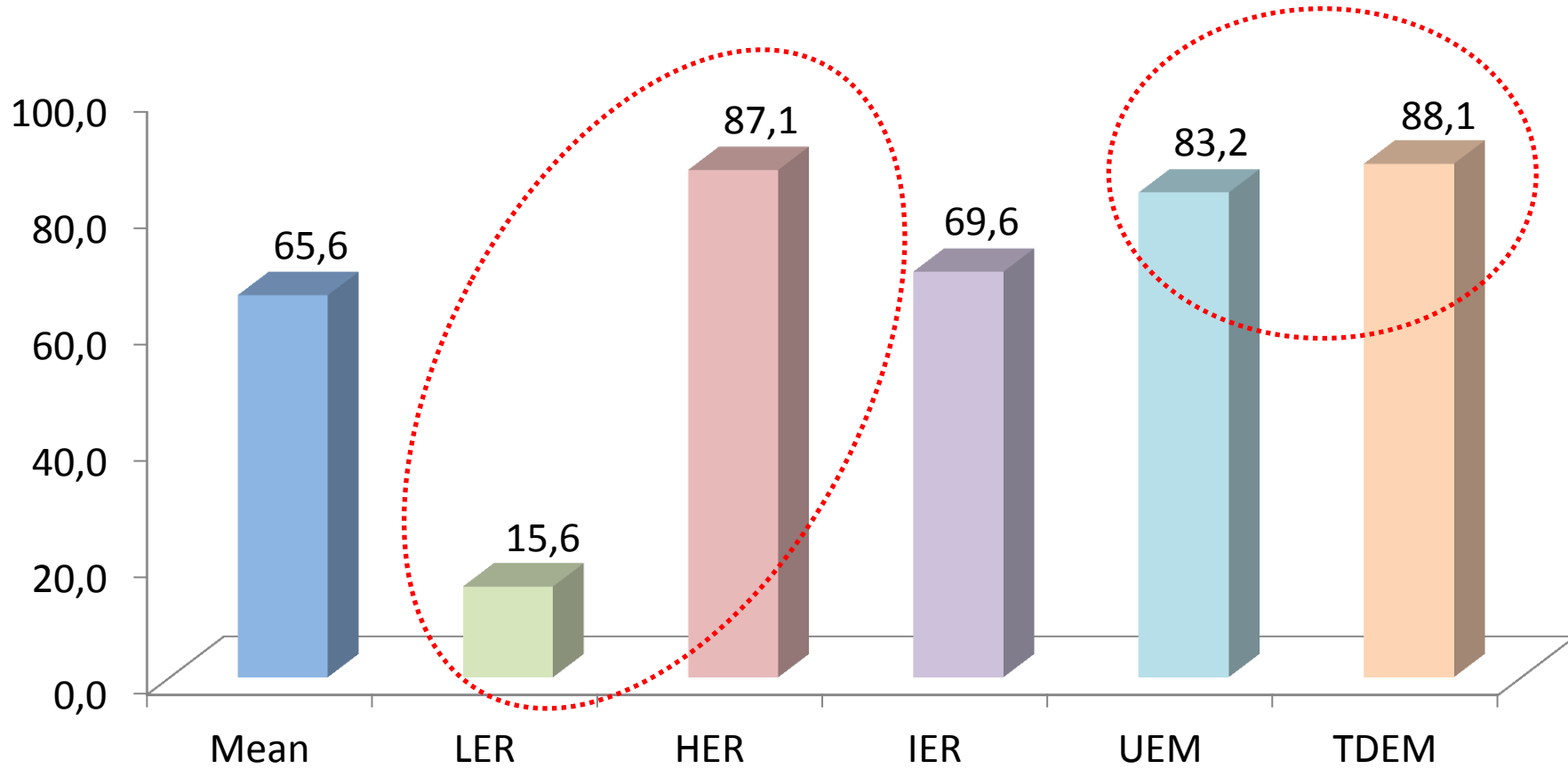
Father's occupation (%)



N = 1277

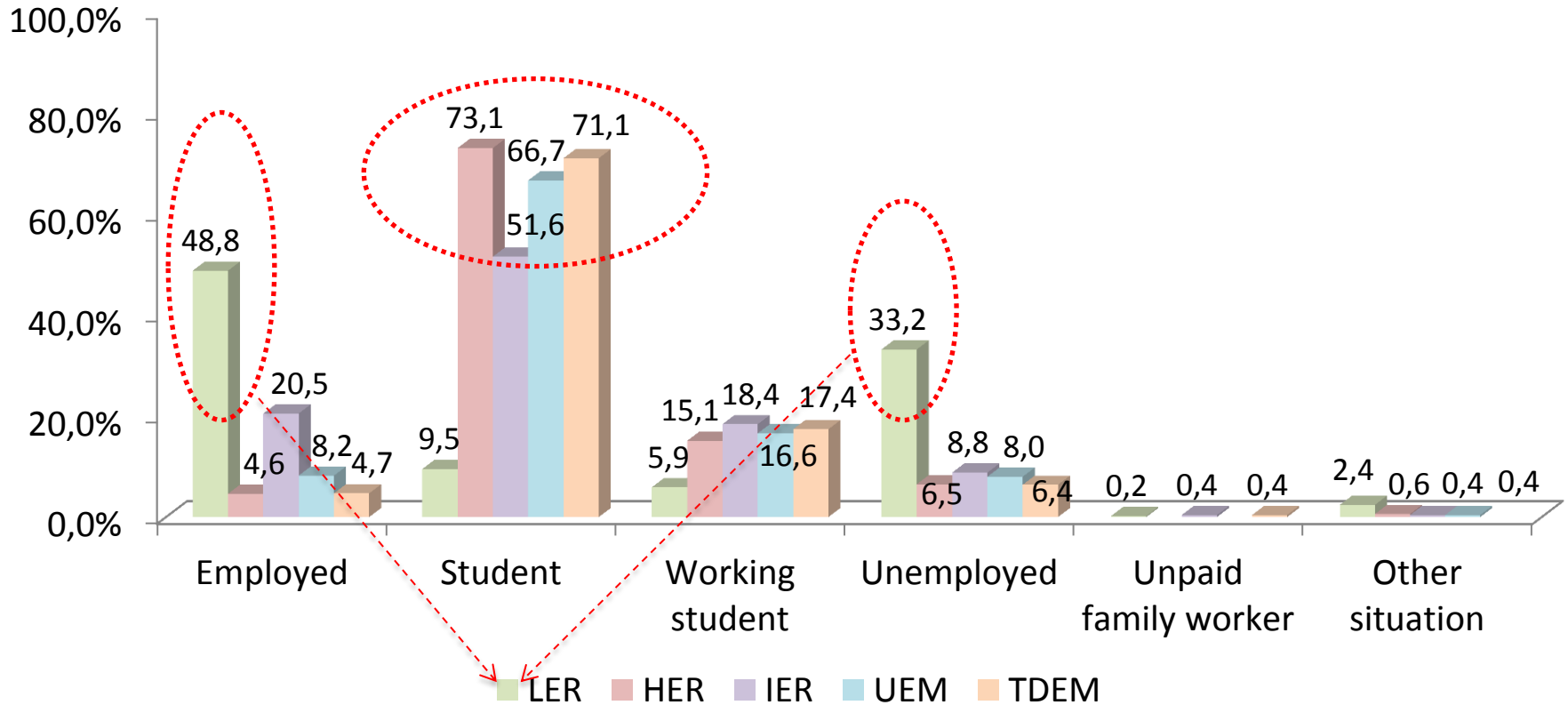
($\chi^2 = 784,533a$, $p < 0,001$)

Current school attendance at 21 (%)



$N = 1707$ ($\chi^2 = 643,510a$, $p < 0,001$)

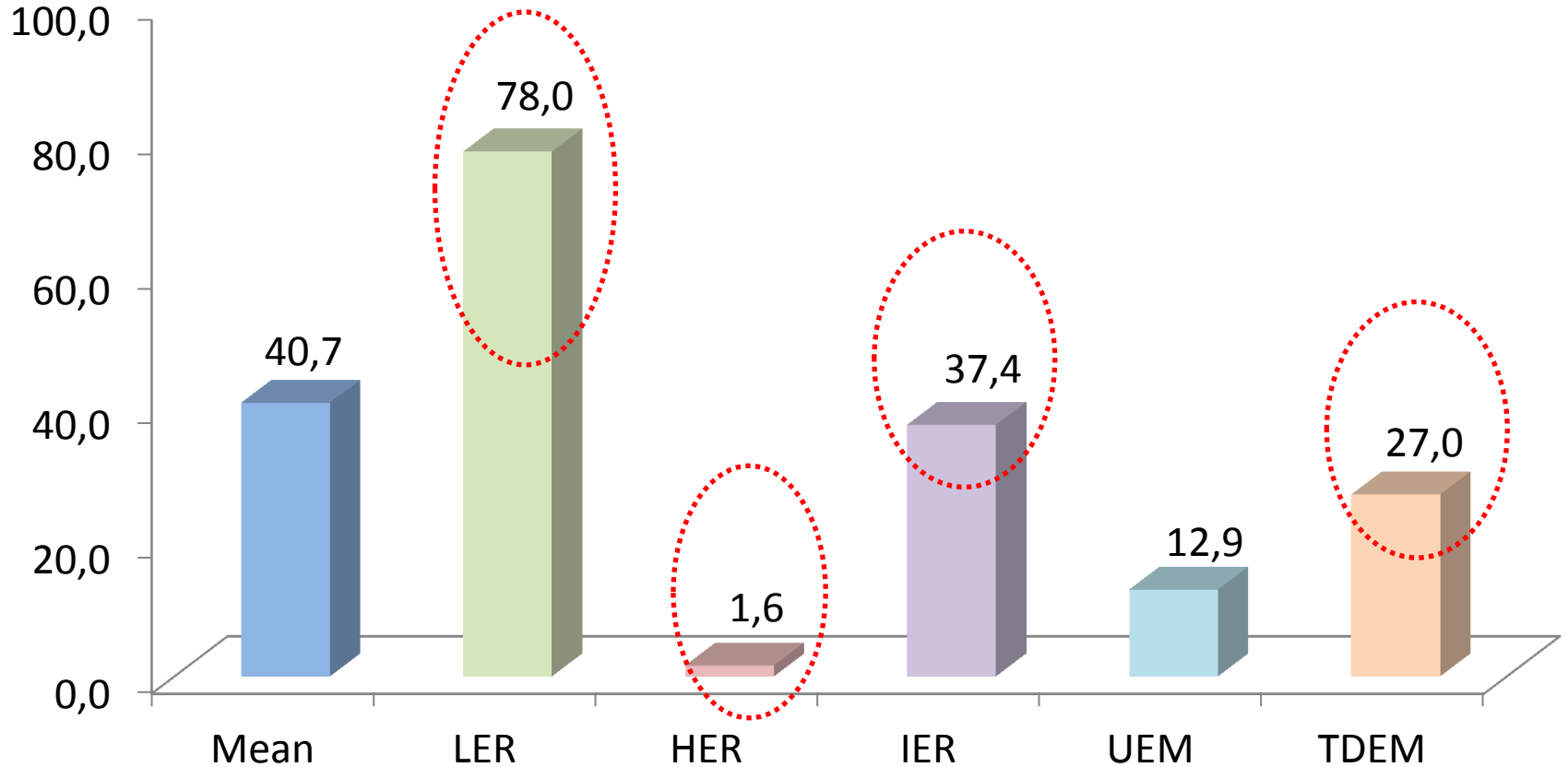
Work at 21 (%)



N = 1703

($\chi^2 = 683,222, p < 0,001$)

School Retention at 17 (%)



N = 1599

(χ^2 = 572,495a, $p < 0,001$)

4. Practices and perceptions

(a selection...)

		Educational mobility profiles (%)				
		LER	HER	IER	UEM	TDEM
Book reading at 13 (last 3 months)	Yes	17,7	23,1	17,5	26,1	15,7
Time spent reading or studying at 17 (Weekends)	Less than 2 hours	31,0	12,5	19,2	22,6	14,7
	From 2 to 4 hours	12,2	23,0	14,3	36,5	13,9
	More than 4 hours	17,7	29,4	9,3	30,4	13,2
Time spent playing computer games at 17 (Weekends)	Less than 2 hours	20,8	20,7	13,7	30,4	14,4
	From 2 to 4 hours	22,4	23,3	16,3	24,9	13,1
	More than 4 hours	26,9	15,5	20,2	23,8	13,6
Time spent watching TV at 17 (Weekends)	Less than 2 hours	18,9	26,0	18,9	23,8	12,3
	From 2 to 4 hours	19,6	22,3	15,6	26,3	16,2
	More than 4 hours	28,1	14,3	16,6	28,3	12,7
Sporting activities at 21	Yes	18,4	22,5	18,3	25,8	15,0

N Book reading at 13 (last 3 months) = 1230

N Going to the cinema at 13 (last 3 months) = 1229

N Time spent reading or studying at 17 (Weekends) = 1453

N Time spent playing computer or playstation at 17 (Weekends) = 1610

N Time spent watching TV at 17 (Weekends) = 1362

N Sporting activities at 21 = 1706

Book reading at 13 (last 3 months) ($X^2= 111,091a, p < 0,001$)

Going to the cinema at 13 (last 3 months) ($X^2= 85,679a, p < 0,001$)

Time spent reading or studying at 17 (Weekends) ($X^2= 111,011a, p < 0,001$)

Time spent playing computer or playstation at 17 (Weekends) ($X^2= 27,425a, p < 0,001$)

Time spent watching TV at 17 (Weekends) ($X^2= 32,673a, p < 0,001$)

Sporting activities at 21 ($X^2= 41,169a, p < 0,001$)

Upward educational mobility

High educational reproduction

Highest rates of **book reading at 13** and **sport activities at 21**

Highest number of **hours spent reading and/or studying at weekends at 17**

Low educational reproduction

Highest number of **hours spent playing computer games and watching TV at weekends at 17**

Transitional downward educational mobility

- Similar hours **spent reading or doing sports** to youngsters from Low and Intermediate educational reproduction
- Similar time spent **watching TV or playing video games** to youngsters from High educational reproduction

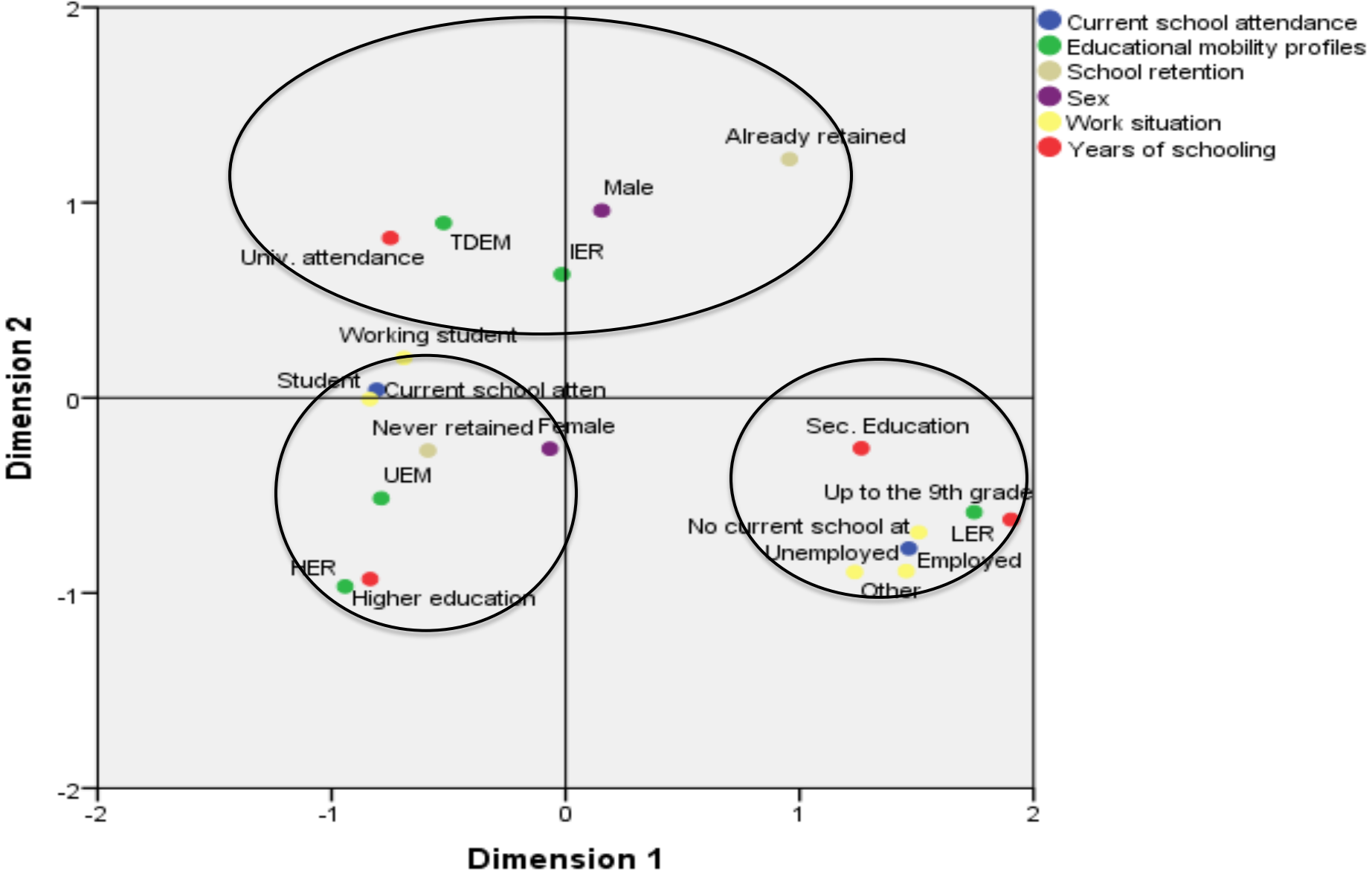
Subjective perception of health at 21 (%)

	Great	Very good	Good	Acceptable	Weak
LER	17,1	24,4	41,8	15,4	1,2
HER	21,0	47,8	26,5	4,6	0,0
IER	14,8	32,5	38,9	13,4	0,4
UEM	15,1	42,6	34,1	7,1	1,1
TDEM	16,2	33,2	39,6	9,8	1,3

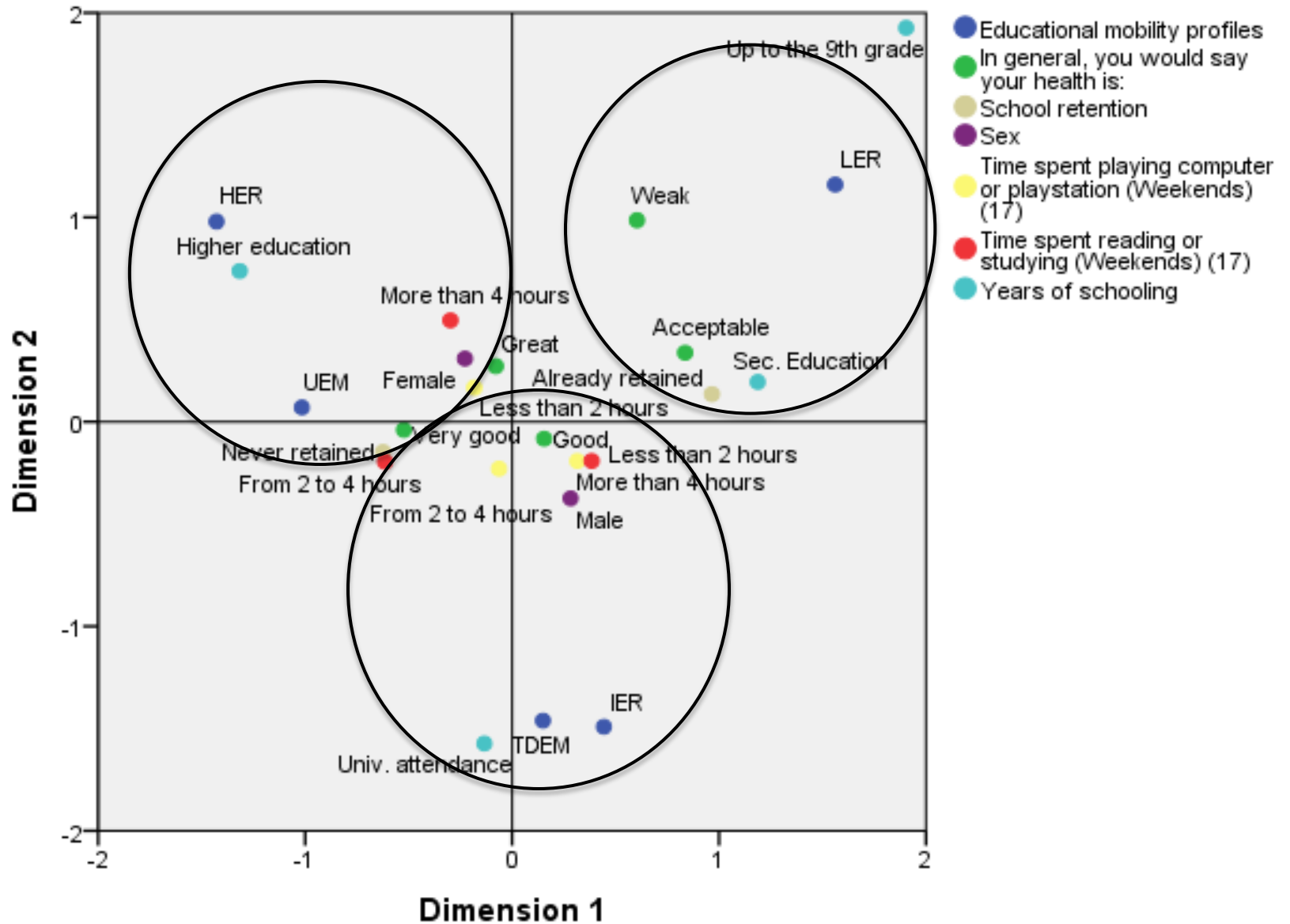
N = 1702

($\chi^2 = 86,598, p < 0,001$)

Correspondence Multiple Analysis, CMA – three clusters combining profiles and structural variables



Correspondence Multiple Analysis, CMA – three clusters combining profiles practices and perceptions



5. Final remarks

Concluding remarks



Disadvantage

REPRODUCTION PATTERN

Advantage

Youngsters from **Low Educational Reproduction** have:

- parents with low income and low qualified occupations
- Lower rates of schooling
- Not focused on culture capital practices

The opposite happens with youngsters from **High Educational Reproduction**

Concluding remarks



REPRODUCTION PATTERN

Intermediate

- Youngsters from **Intermediate Educational Reproduction** exhibit
- some incidence of school failure
 - high reported risk behaviors (relation to authorities and health)
 - weak association with cultural capital practices

Concluding remarks



Upward mobility

MOBILITY PATTERN

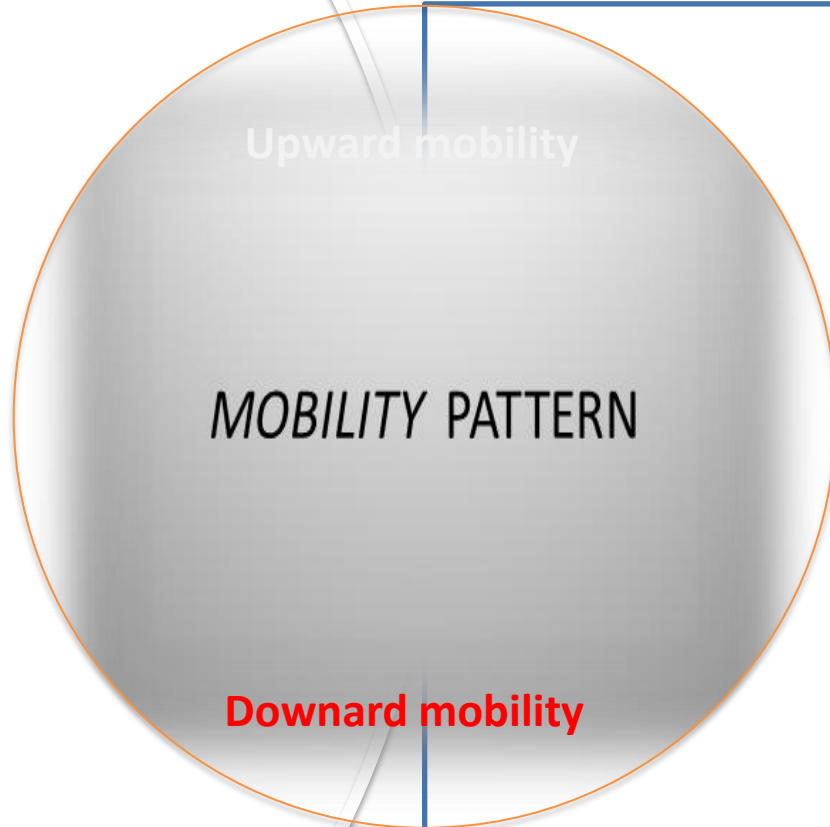
Downward mobility

Youngsters from **Upward Educational Mobility:**

- parents with low income and low qualified occupations
- a huge majority were still studying at 21
- Focused on cultural capital practices

Strong young women's agency (2/3 of the youngsters in this group are women)

Concluding remarks



Youngsters from **Downward Educational Mobility:**

- parents with high income and qualified occupations)
- Some incidence of school failure
- Relatively high presence of cultural capital practices
- Higher values of risk behavior
- Strong male predominance