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Differences, Inequalities and Sociological Imagination

Social mobility profiles in the transition to adulthood.

Results from a longitudinal study

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<http://epiteen.iscsp.ulisboa.pt/en/>

RN30S16 - Youth and Generation

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Outline

- 1) EPITeen24: *Reproducing or going against social destiny? A longitudinal study of a cohort born in the 90 of the XX century in Portugal.*
 - In this presentation exploring research questions concerning **social mobility profiles in the transition to adulthood.**
- 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.
- 5) Final Remarks.

1) EPITeen24: Reproducing or going against social destiny? Some research questions

Drawing on data from a cohort study of young people in Portugal (n=1707), based on survey questionnaires applied at 13, 17 and 21 years (preliminary findings from interviews at 24, the survey at 24 is not yet closed);

- 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

Discussing social mobility and reproduction theories with a gender perspective approach;

- Reproduction theories (P. Bourdieu & Passeron, 1977); Bourdieu economic and cultural capital (Bourdieu, 1979); differences and “distinctions” between middle and working classes;
- Social mobility, rational action theory (parents’ beliefs, expectations) (Ericson and Golthtorpe, 1992; Golthtorpe, 1996);
- New masculinities and femininities (Linda Macdowell, 2009, class and the growth of the service sectors; continuity and change (Janet Holland, 2009); Feminist perspectives on class and gender (Crompton, 2003, 2006);

- Class and gender patterns and inequalities comparing European countries (Almeida, Torres and Brites, 2014);
- Different impact of the different WS and of the different educational systems (Abrantes & Abrantes, 2014); generational contexts, capitalism crisis and other contextual effects, (Bukodi & Golthorpe, 2011); (Ken Roberts, 2009);
- Structural changes in the Portuguese context, namely, the huge increase in youngsters educational attainment in the last 20 years; (great generational gap – 6,3 years of difference between the oldest (60+ with 5 years of schooling in average) and the youngest (15-29, 11,3 years); differences of about 2 or 3 years in other European countries, with the exception of Spain (5).

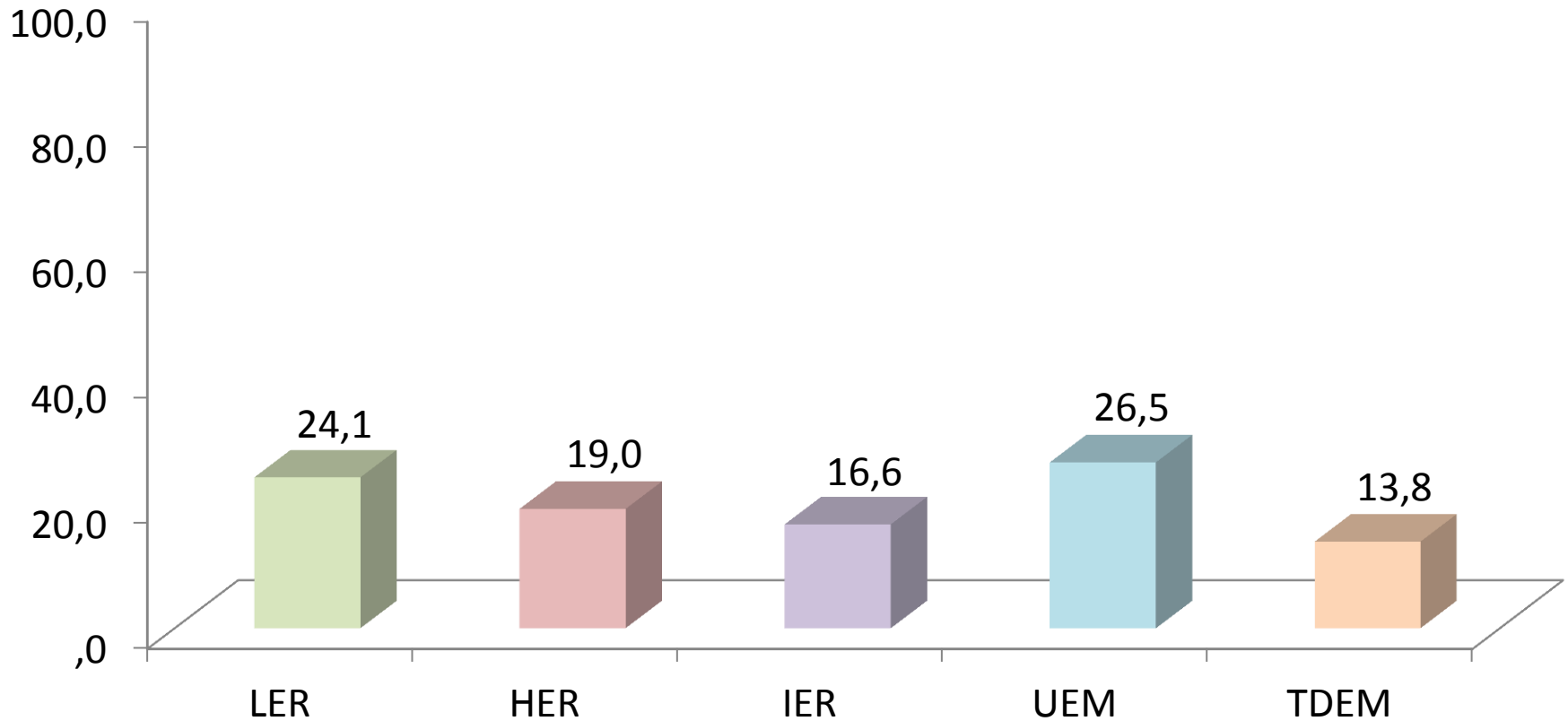
2.1) Methodological considerations

Using **descriptive** and **multivariate analysis** we identified **five educational mobility profiles** and related them to a set of different variables;

- (1) **LER, low educational reproduction** (n= 411)
- (2) **HER, high educational reproduction** (n= 325)
- (3) **IER, intermediate educational reproduction** (n= 283)
- (4) **UEM, upward educational mobility** (n= 462)
- (5) **TDEM, transitional downward educational mobility** (n= 236)

3. Educational mobility profiles and structural variables (family income, parents' occupation, school attendance; work situation).

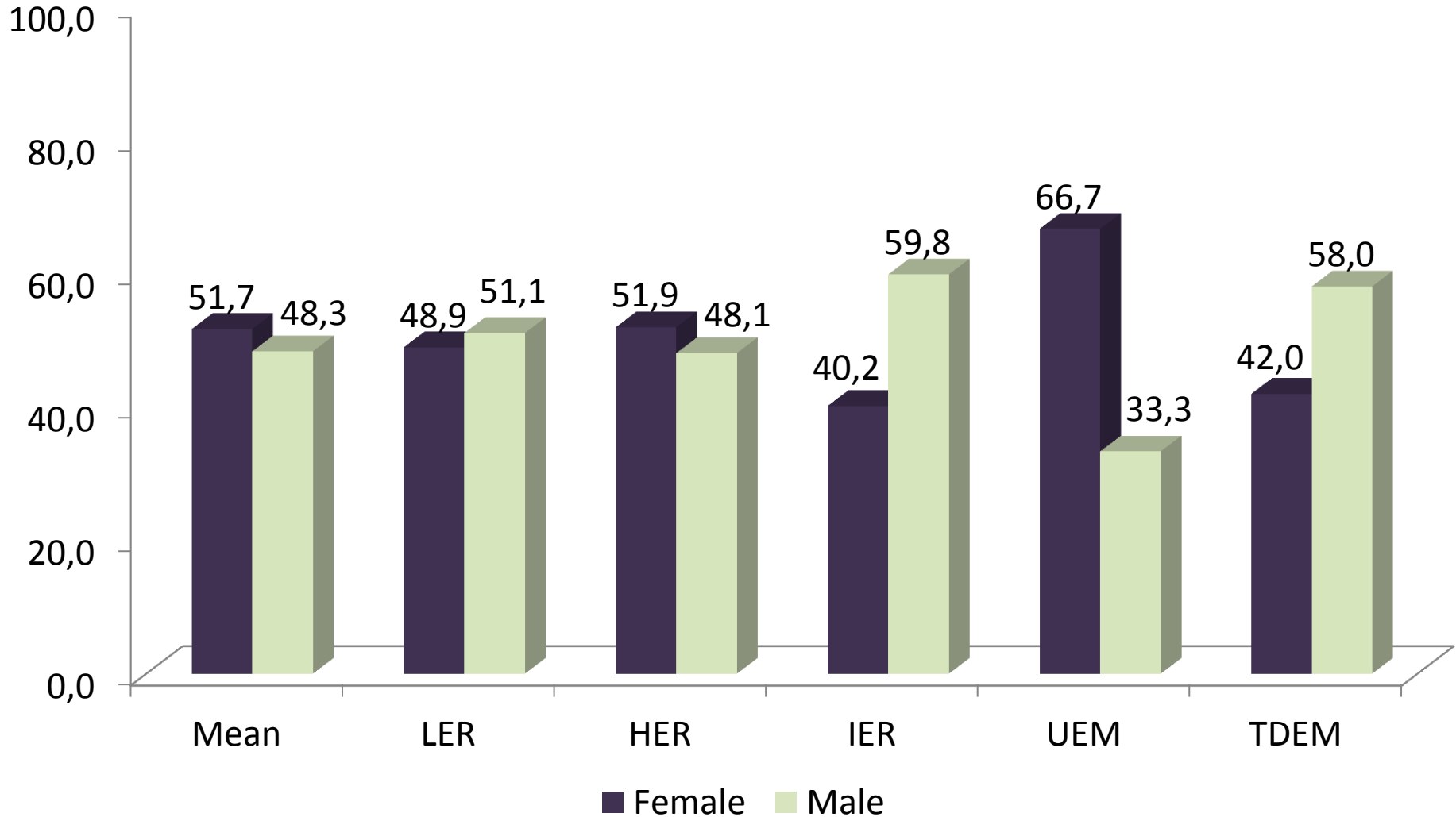
Educational mobility profiles (%)



N = 1707

UEM, Upward Educational Mobility is the modal category followed by LER, Low Educational Reproduction. Educational mobility, but also educational reproduction.

Youngsters' sex (%)



N = 1610

Feminization of the UEM, Upward educational profile and masculinization of the IER, Intermediate educational reproduction and the TDEM, Transitional downward educational mobility.

Household income at 21 (%)

| | Up to 1.000€ | 1.001€ - 2.000€ | 2.001€ - 3.000€ | More than 3.000€ |
|-------------|--------------|-----------------|-----------------|------------------|
| LER | 44,4 | 43,5 | 9,7 | 2,4 |
| HER | 3,3 | 15,3 | 33,6 | 47,8 |
| IER | 17,4 | 47,7 | 23,6 | 11,2 |
| UEM | 22,0 | 47,3 | 21,0 | 9,8 |
| TDEM | 10,9 | 30,7 | 30,2 | 28,2 |

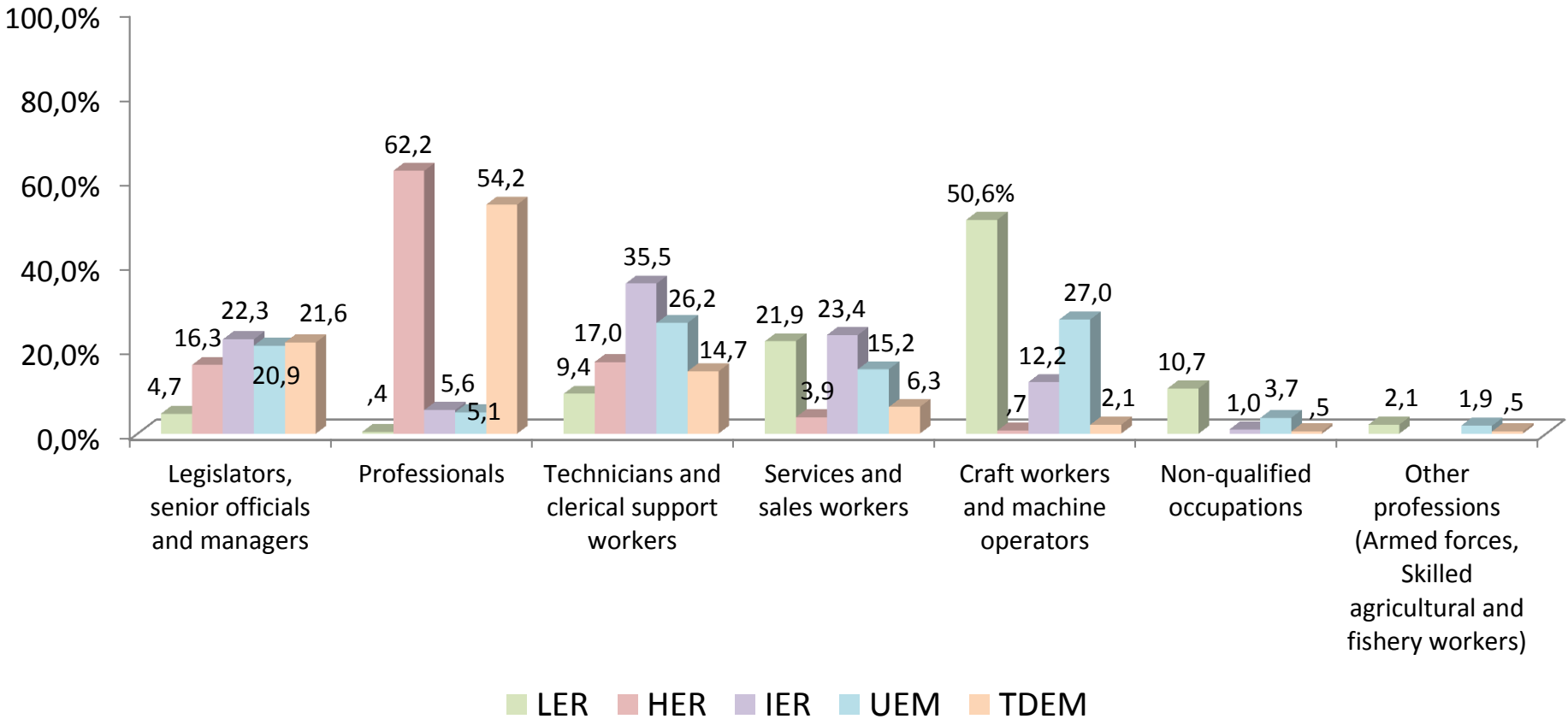
N = 1516

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

LER, Low educational reproduction and UEM, Upward educational mobility: Lowest household income. The former have lower income than the latter.

HER, High educational reproduction: Highest household income. Higher than TDEM, Transitional downward educational mobility.

Father's occupation (%)



N = 1277

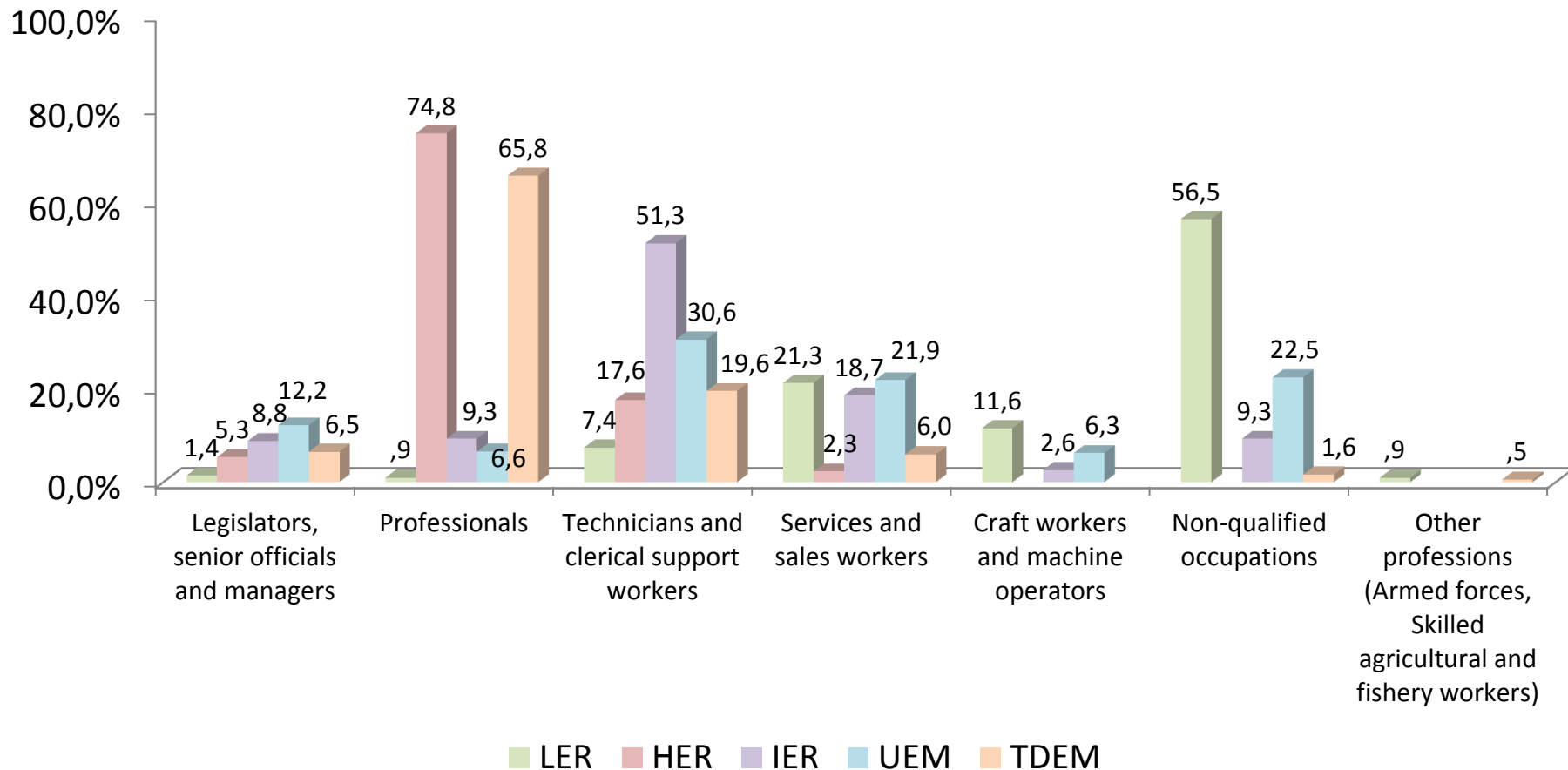
($\chi^2 = 784,533a$, $p < 0,001$)

More fathers than mothers as “Legislators, senior officials and managers” and “Craft workers and machine operators” (almost the double).

HER, High educational reproduction and TDEM, Transitional downward educational mobility: highest proportions of “Professional” fathers.

Majority of youngsters from LER, Low educational reproduction: craft workers or machine operators’ fathers.

Mother's occupation (%)



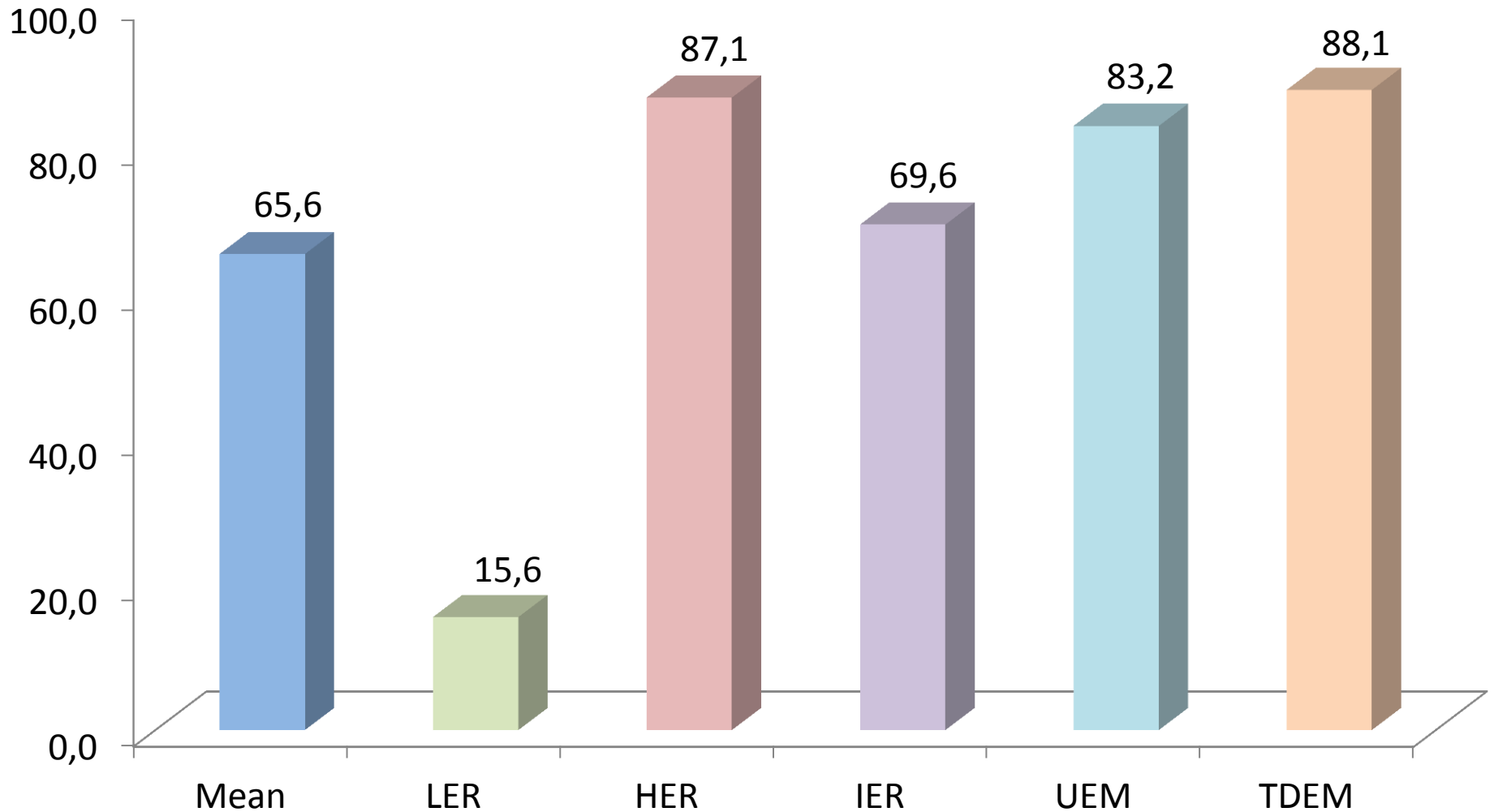
N = 1175

($\chi^2 = 883,543a$, $p < 0,001$)

More mothers than fathers as “Professionals” and “Non qualified occupations”.
 HER, High educational mobility and TDEM, Transitional downward mobility: Highest proportions of “Professional” mothers.
 Majority of youngsters from Low educational reproduction: mothers with “Non-qualified occupations.”

4. Educational mobility profiles, practices and perceptions.

Current school attendance at 21 (%)

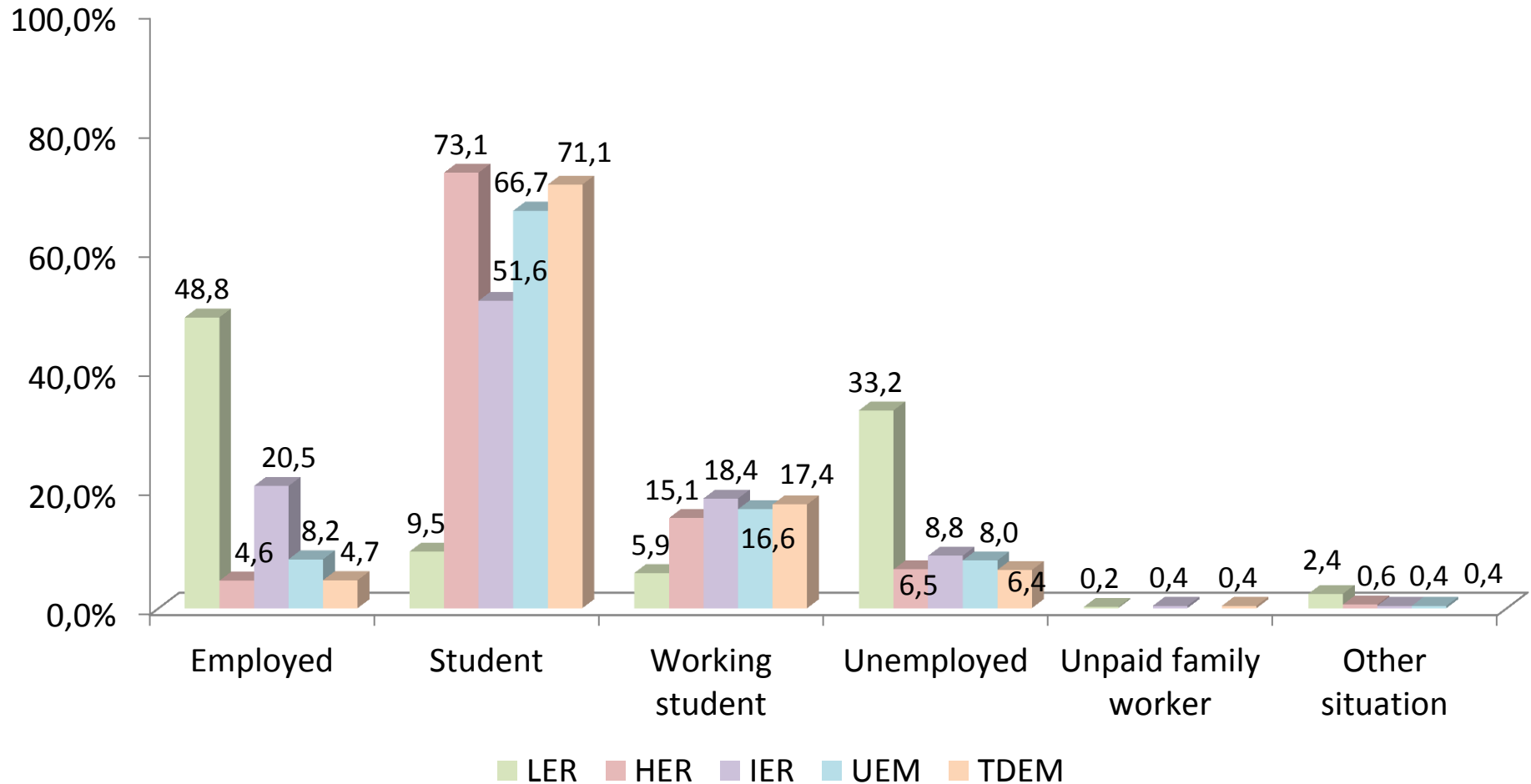


N = 1707

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

LER, Low educational reproduction: Lowest proportion of youngsters attending school at 21. Huge difference when compared to HER.

Work situation at 21 (%)

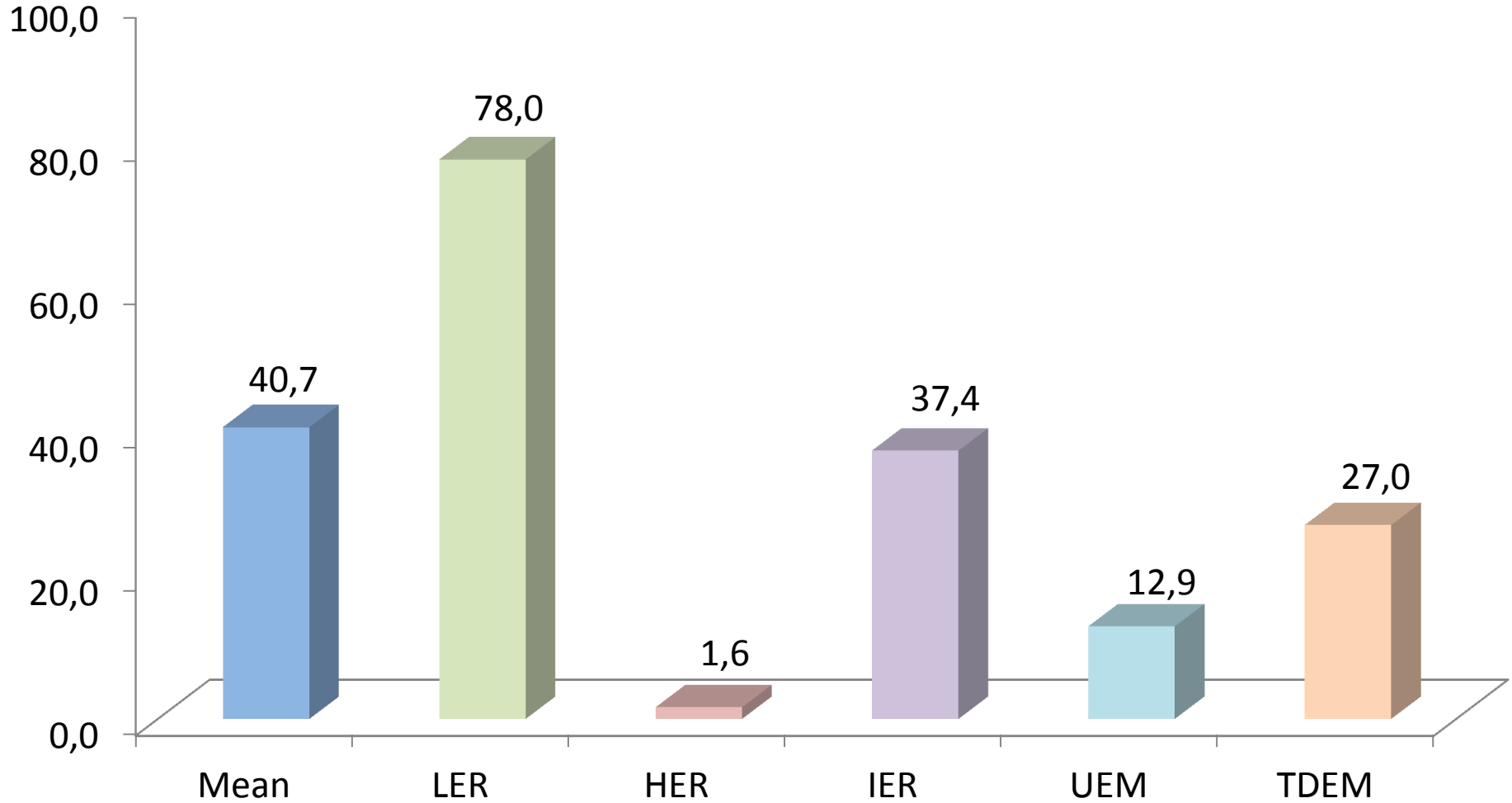


N = 1703

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

LER, Low educational reproduction: Majority are employed or unemployed.
 Majority of youngsters from all other profiles are still studying.

School Retention at 17 (%)



N = 1599

($\chi^2 = 572,495a$, $p < 0,001$)

LER, Low educational reproduction: Highest rate of school retention.

HER, High educational reproduction and UEM, Upward educational mobility: Lowest rates.

| | | 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 or playstation 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 ($X^2= 41,169a, p < 0,001$)

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**

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

UEM, Upward educational mobility

HER, High educational reproduction.

LER, Low educational reproduction and

UEM, Upward educational mobility.

- **TDEM, Transitional downward educational mobility**

- Similar hours **spent reading or doing sports** to youngsters from **LER** and **IER** (Low and Intermediate educational reproduction)
- Similar time spent **watching TV or playing video games** to youngsters from **HER**, High educational reproduction.

Subjective perception of health at 21 (%)

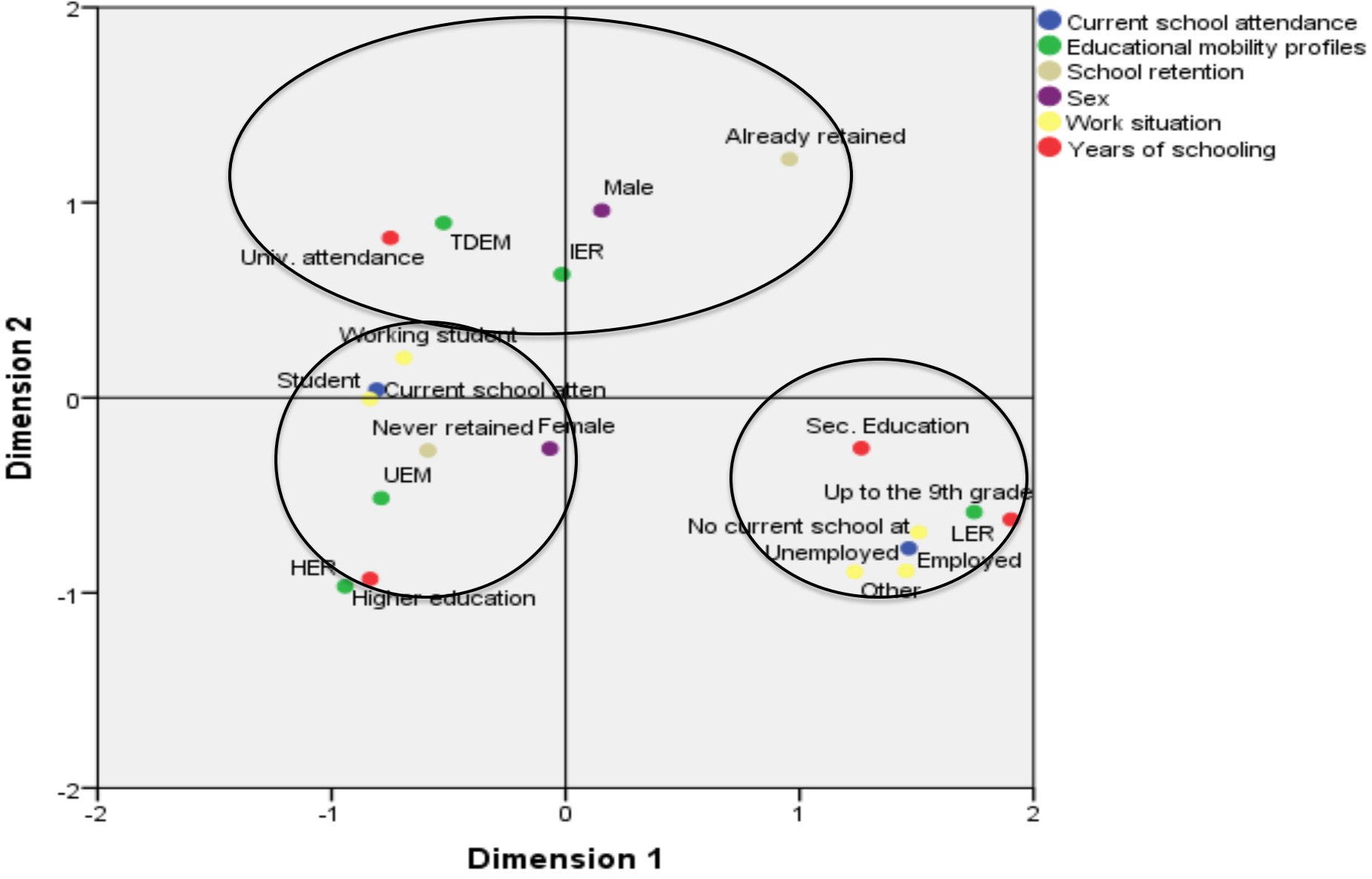
| | Great | Very good | Good | Acceptable | Weak |
|------|-------|-------------|-------------|------------|------|
| LER | 17,1 | 24,4 | 41,8 | 15,4 | 1,2 |
| HER | 21,0 | 47,8 | 26,5 | 4,6 | 0,0 |
| IER | 14,8 | 32,5 | 38,9 | 13,4 | 0,4 |
| UEM | 15,1 | 42,6 | 34,1 | 7,1 | 1,1 |
| TDEM | 16,2 | 33,2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

N = 1702

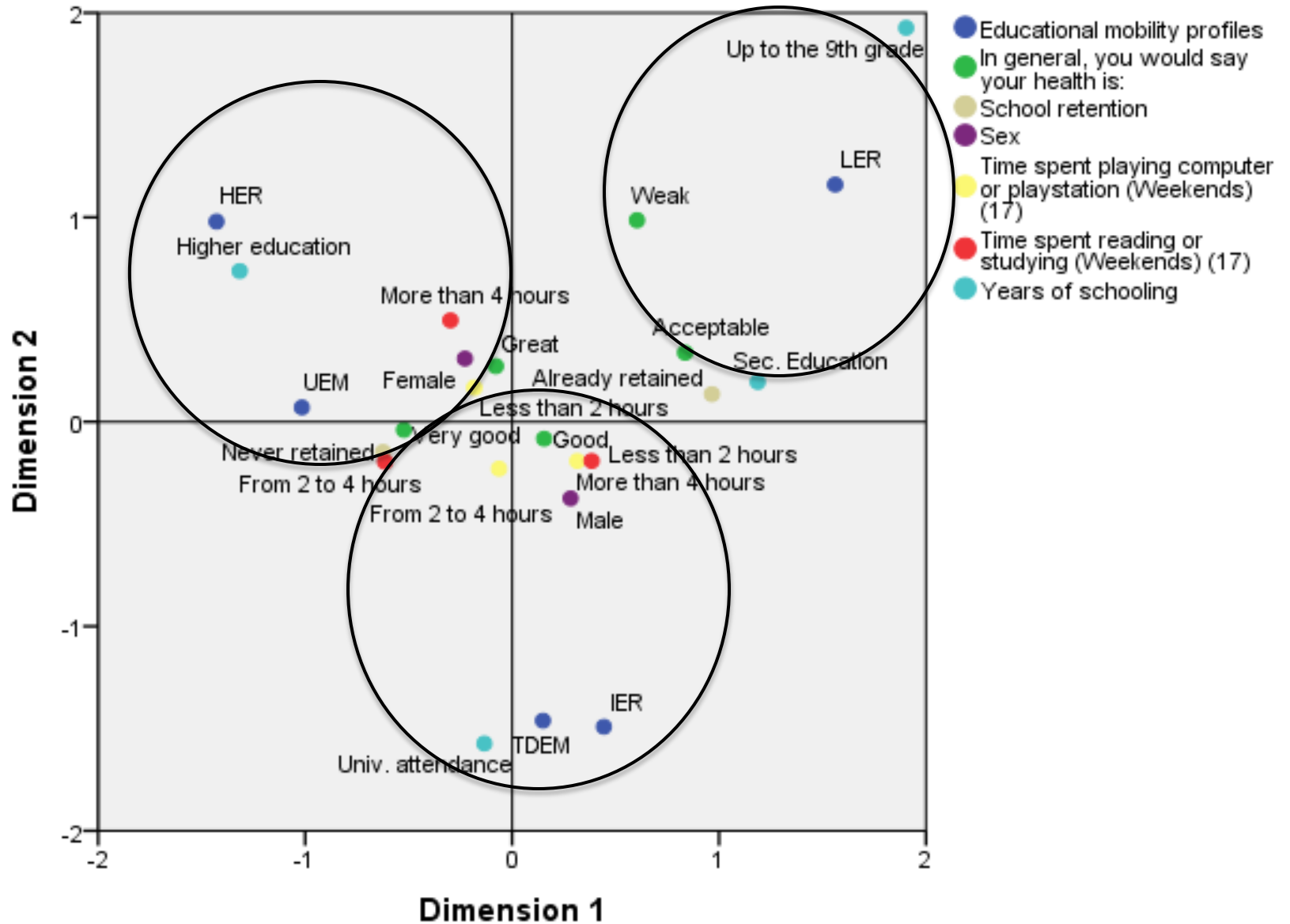
($\chi^2 = 86,598, p < 0,001$)

Better perceptions of health in HER, High educational reproduction and UEM, Upward educational mobility.

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

1) Strong educational and social reproduction but also upward educational mobility.

- **Social reproduction:** youngsters from LER have mothers and fathers with low income and low qualified occupations, are a minority **studying at 21 (15,6%)** and a **majority employed (48,8%)** or unemployed (33,2%). The opposite happens with youngsters from HER.
- **Upward educational mobility:** from the same social background (mothers and fathers with low income and low qualified occupations) youngsters' from UEM are a huge majority **still studying at 21 (83,2%)** and only 8,2 are employed or unemployed (8%). Can this educational mobility be “transformed” in upward social mobility?

2) Strong young women's agency (2/3 of the youngsters with UEM mobility are women), but also **inequalities** (namely, when entering the labour market);

3) Practices – time spent reading, doing sports, playing games, watching TV - of youngsters with **UEM**, upward educational mobility, follow very closely the practices of youngsters with **HER**, high educational reproduction.

Youngsters with **UEM (and especially women)** seem to have a **very focused strategy** and are using **academic qualifications** and **cultural capital** to reach a **higher social and economic class and status**. Will they succeed?

4) Even perceptions of health and well being are heavily associated to **class and status**.

5) Confirming social reproduction theories (Bourdieu, Bourdieu & Passeron), but also theories that insist on accounting for **combining class, gender and structural change** (McDowell, Crompton, Holland, Abrantes & Abrantes, Roberts), **but also theories emphasizing agency** and the role of parents and youngsters investments and expectations (Ericson, Golthrophe).

Annexes

2) Methodological considerations

Using descriptive and multivariate analysis we identified **five educational mobility profiles** and related them to a set of different variables;

- (1) **LER, low educational reproduction** (n= 411) – young people up to 12th grade including and higher parental education up to 9th grade including ;
- (2) **HER, high educational reproduction** (n= 325) – young people with 15 or more years of schooling and higher parental education at the same level;
- (3) **IER, intermediate educational reproduction** (n= 283) – young people between 10 and 14 years of schooling and higher parental education at the same level;
- (4) **UEM, upward educational mobility** (n= 462) – 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) – 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 9th grade including and higher parental education between 10 and 14 years of schooling (21).

Anos de escolaridade completos

(ESS, 2012) (população com mais de 15 anos, por grupos de idade)

(médias)

