The intersection of gender and social origin in the labour market. Emerging differences over the educational trajectory

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Introduction

What leads to differences in occupational status by social origin and gender?

When in the educational trajectory do these differences emerge?
Inequalities by social origin and gender

— Primary and secondary effects of social origin (Bourdieu and Passeron 1971; Boudon 1974)

— Intersectionality (Crenshaw 1991; McCall 2005)
Intersectionality

— Origin: Black Feminism in the USA about 1990
— But: Idea already present in German educational research of the 1960ies with the artificial character of the «catholic working class girl from the countryside» (Dahrendorf, 1965)

— Considers multiple dimensions of inequality
— Not necessarily additive
Intersectionality in educational research

> Educational expansion is gender specific (Becker & Müller 2011)

> Reading skills: Gender more important than SES or migration
> Maths skills: SES more important (Gottburgsen & Gross 2012)

> Among low SES students white British achieve lower scores than ethnic minorities
> No interactions between gender and SES (Strand 2014)
Data & Research Design I

> Analytic model

1: Performance (Reading) → Gender

2: Educational Trajectory → Social Origin

3: Occupational Status

> Data

— PISA 2000
— TREE 1, Waves 1-9 (2001-2014)
Data & Research Design II

> Methods

— Linear regressions (for effects on skills and occupational status)
— Sequence- & cluster-analyses (for educational trajectories)
— Multinomial logistic regressions
  (for probabilities of belonging to a certain cluster)

— Example of an individual sequence

![Example of an individual sequence]

— A = Education  B = Employment  C = Unemployed
Results Step 1

Reading Skills at the End of Compulsory School

Math Skills at the End of Compulsory School
Results Step 2 (I)

Clusters of Educational Trajectories

- Vocational
- Voc. & Tertiary
- Specialized Sec. & Tertiary
- Academic
- Academic Mixed

Educational Trajectories: Predicted Probabilities, Net of Reading & Maths Skills

- Vocational
- Voc. & Tertiary
- Specialized Sec. & Tertiary
- Academic
- Academic Mixed

N per Cluster
- NEET
- Other educ., etc.
- Employment
- Secondary, vocational
- Secondary, specialized
- Secondary, academic
- Tertiary, vocational
- Tertiary, academic
Results Step 2 (II)

Vocational

Educational Trajectories: Predicted Probabilities, Net of Reading & Maths Skills

Parent's Highest Social Status (ISEI)

Predicted Probability

male
temale
Results Step 2 (III)
Results Step 3

Effects on Social Status (ISEI) in 2014 (Age ~30)

- **Total Effect**
- **Direct Effect, Net of Clusters**

- **Own Social Status (ISEI)**
- **Parent's Highest Social Status (ISEI)**

- Female
- Male
Conclusion

> Effects of gender and social origin on reading and mathematical skills.

> Men overrepresented in vocational and women in specialized and academic secondary tracks.

> Strong social origin effects on occupational status, mainly mediated through the choice of educational pathways.
Outlook & Discussion

- Why (not) using sequence analysis?

- Comparison between clusters and interaction of begin and end of education (highest degree)

- Expand intersectional approach to migration background

- Transformation of educational outcomes and social status in other labour market outcomes, such as leadership positions and income?
Literature


