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Outcomes at the Intersection of Gender The Relationship between Educational Pathways and Occupational and Social Origin

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Introduction

- > In various outcomes (e.g., educational attainment, occupational status, income, ...), differences by gender and social origin have been documented (Becker & Müller 2011, Blau & Kahn 2017, Mood 2017).
- > When do they appear in the life course? Do they intersect (Crenshaw 1991; McCall 2005)?
- > TREE-Data are especially suited to explore the emergence of such differences in the long term (age ~16-30)

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Research Questions

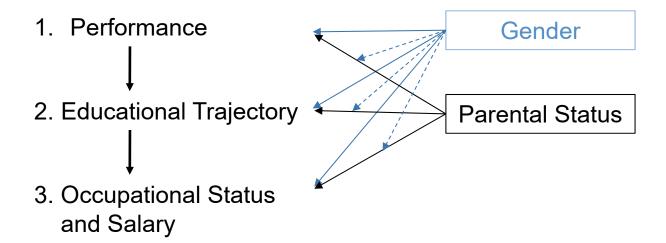
- 1. Are there differences in student performance by parental status and gender?
- 2. Are there differences in educational pathways by parental status and gender, overall and net of performance (primary and secondary effects of social origin (Bourdieu and Passeron 1971; Boudon 1974))?
- 3. Do these differences lead to unequal outcomes in young adults' early working life, namely occupational status and income?

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Data & Research Design I

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> Analytic model



> Data

- PISA 2000
- TREE 1, Waves 1-9 (2001-2014)



Data & Research Design II

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> Methods

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

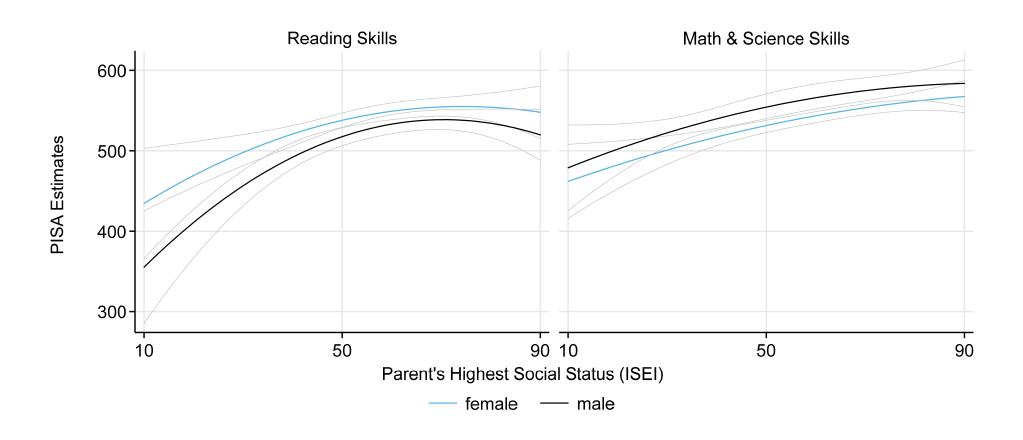
Example of an individual sequence

A A A B B B C B B A

— A = Education B = Employment C = Unemployed



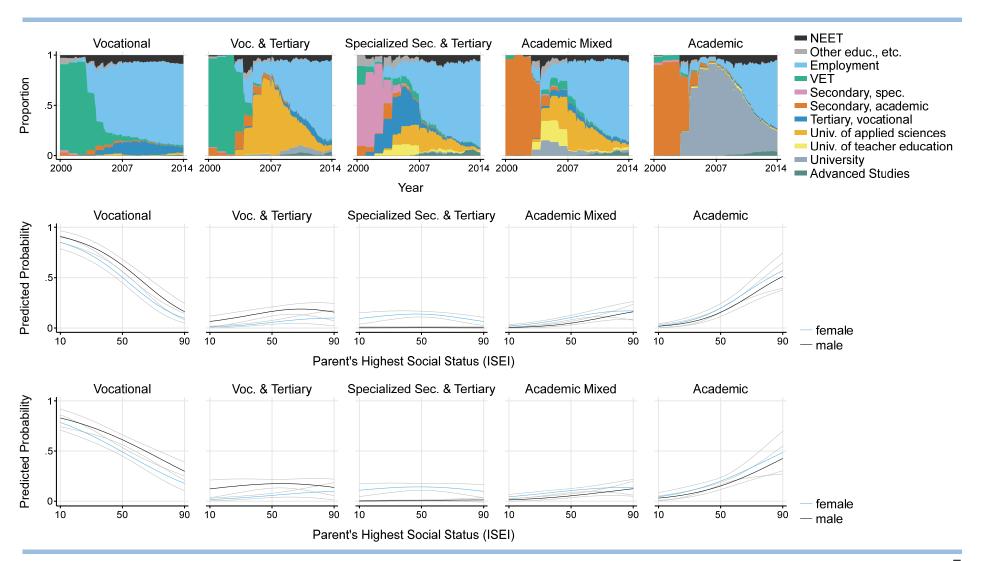
Results Step 1: Skills





Results Step 2: Educational Trajectories

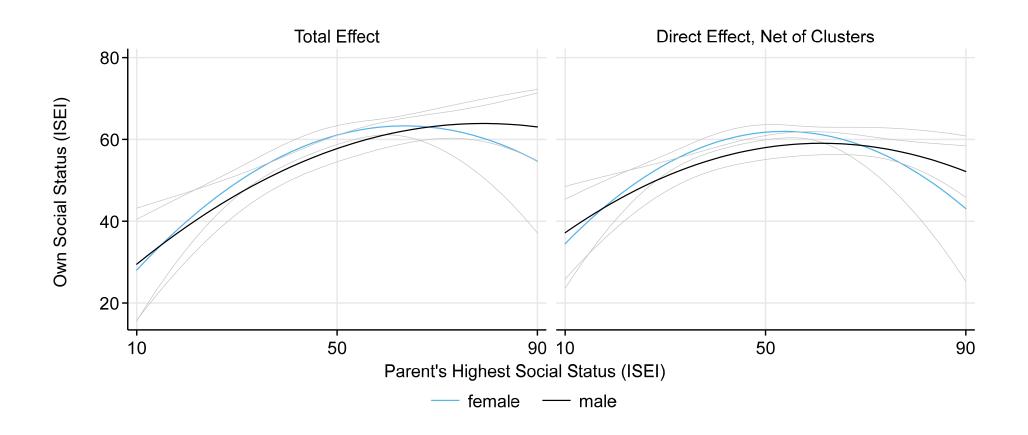
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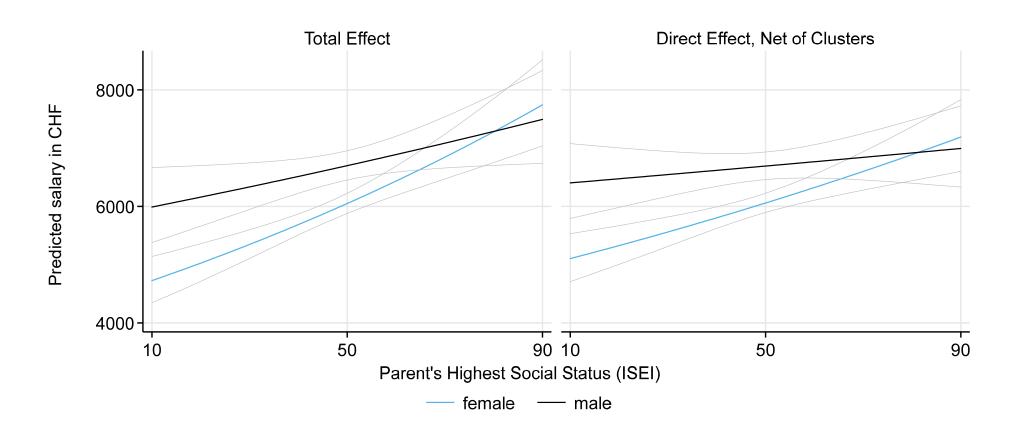
Results Step 3 (I): Own Social Status (ISEI)

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Results Step 3 (II): Salary



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Conclusions

- > Differences in reading and mathematical skills by parental status and gender.
- Men overrepresented in vocational and women in specialized and academic secondary tracks.
- Differences in own status and salary by parental status and gender.
- Interaction effect by social origin and gender in step 3 (salary).

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Literature

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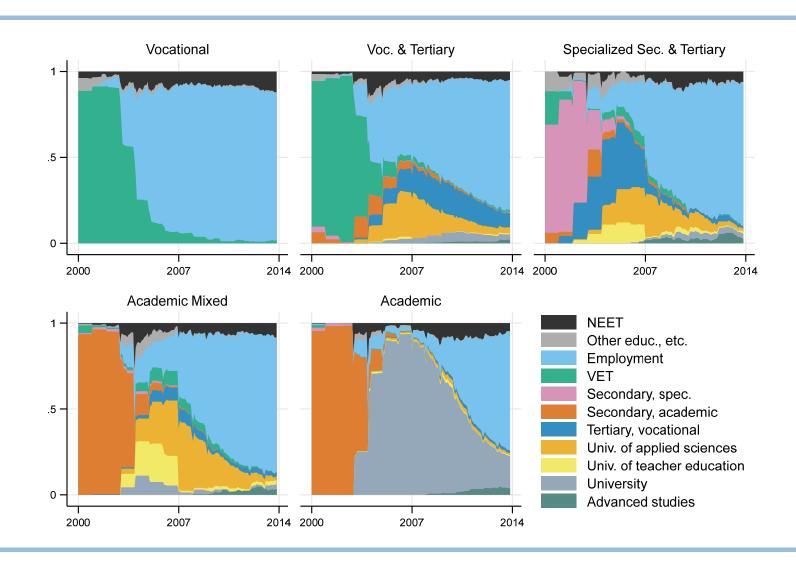
Acknowledgments

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Robustness Checks (I)

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Robustness Checks (II)

	Log std. monthly gross salary							
	End of education at least 2 years ago				Exclusion of the lowest and highest 1%			
Women	-0.362***	(0.0856)	-0.350***	(0.0778)	-0.245**	(0.0751)	-0.243***	(0.0699)
Highest parental ISEI	0.00151	(0.00121)	-0.000286	(0.00106)	0.00228*	(0.00109)	0.000824	(0.00106)
Women*Highest parental ISEI	0.00496**	(0.00163)	0.00458**	(0.00146)	0.00295*	(0.00138)	0.00278*	(0.00125)
Self-employed	-0.0800	(0.0888)	-0.0618	(0.0896)	-0.0577	(0.0781)	-0.0408	(0.0796)
Voc. & Tertiary			0.176***	(0.0254)			0.170***	(0.0236)
Specialized Sec. & Tertiary			0.0656*	(0.0310)			0.0786*	(0.0316)
Academic Mixed			0.150***	(0.0339)			0.143***	(0.0307)
Academic			0.202***	(0.0299)			0.144***	(0.0303)
Constant	8.744***	(0.0689)	8.762***	(0.0609)	8.689***	(0.0625)	8.701***	(0.0587)
Observations	1591		1591		1829		1829	

Standard errors in parentheses p < 0.05, p < 0.01, p < 0.01, p < 0.001



Theory I

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> Inequalities by social origin and gender

- Primary and secondary effects of social origin (Bourdieu and Passeron 1971; Boudon 1974)
- Intersectionality (Crenshaw 1991; McCall 2005)

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Theory II

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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

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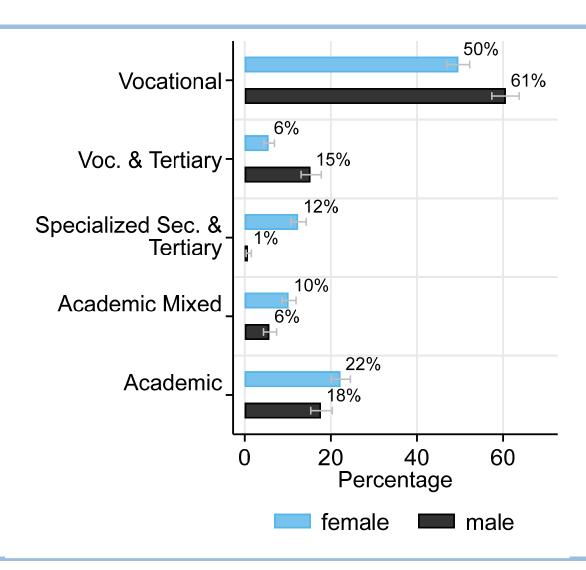
> Educational expansion is gender specific (Becker & Müller 2011)

- > 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)



Results Step 2 (II)





Results Step 3 (III)

