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Education and reproduction in low-fertility settings (EDUREP)

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Education, social classes and reproductive patterns in low fertility settings. Theoretical framework and empirical analysis with use of Polish GGS data.

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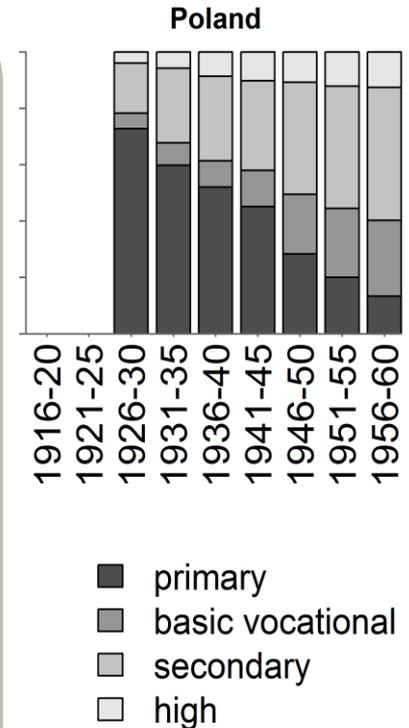
Level of education used as a proxy for:

- ▶ Values, norms
- ▶ Labor market performance, opportunity costs, income, human capital
- ▶ Time shifts in the individual life course (postponement)

Expansion might lead to change in what is captured by level of education as a proxy variable:

- ▶ **Values:** does educational expansion lead to change in values, norms, general mind-set as well as cultural capital?
- ▶ **Labor market performance:** does investments in education bring positive returns in terms of labor market performance or income? Does higher education leads to finding stable and secure unemployment?

How does expansion affects validity of „education level” as a proxy variable for ‘norms’ and ‘labor market performance’?





RESEARCH GOALS



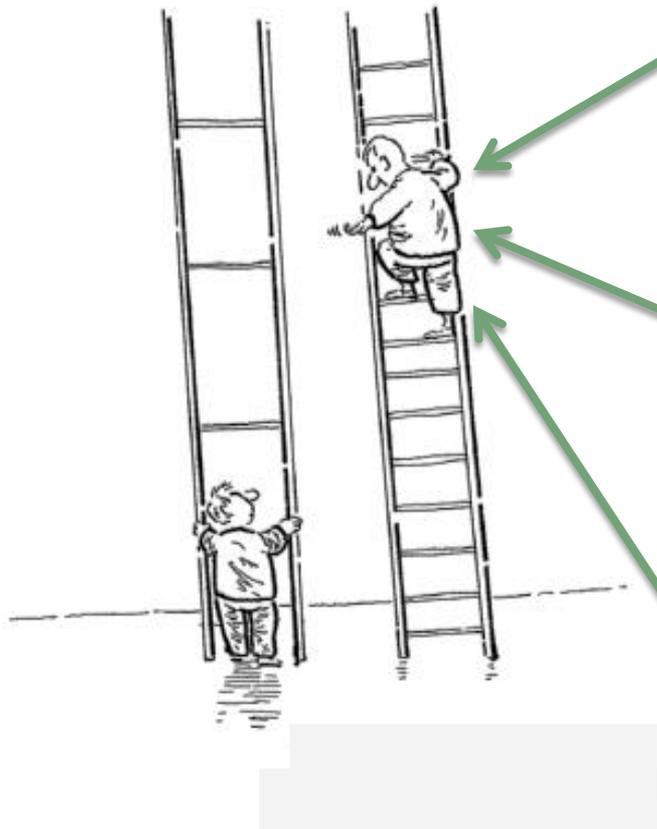
- ✧ Propose social class as a measure alternative to level of education
- ✧ Incorporate social class as an explanatory variable in statistical models
- ✧ How does “social class” variable performs in statistical models as compared to level of education
- ✧ Is there any sing that level of education might not be as good as social class as an explanatory variable
- ✧ Capturing heterogeneity among people with higher level of education

Social Class Theory by Pierre Bourdieu

- ▶ Each social class has its' **own habitus** defined as set of norms, behaviors and strategies, including available life course paths and individual choices
- ▶ Social class affiliation manifests itself in a set of predispositions and beliefs often called „**strategies**”
- ▶ These strategies are manifested through economic inheritance, transmission of symbolic values, norms and attitudes.
- ▶ Fundamental role of strategies related to childbearing and childrearing with respect to improvement of social position of family (upwards mobility).
- ▶ Investments and transmitted norms and values from parents to children are the way in which people maintain or question existing order – inter-class conflict

Social Class Theory by Pierre Bourdieu

- ▶ Bourdieu distinguishes three social classes: higher, middle and popular (lower)
- ▶ Relations between classes driven by the amount of owned capital. Bourdieu claims that level of capital is equivalent to coins that are used in social games



Economic capital – income, property

Cultural capital:

insitutionalized – level of education

embodied – dress code, parlance (vocabulary), manners, principles of taste, competence in legitimate culture (literature, painting, music)

Social capital – network of social relations, which links an individual with others, having access to social relations, trust, connections.

Reconstruction of social classes with use of the GGS survey

- ◆ Reconstruction of social classes with use of information on employment
- ◆ Use of ISCO-08 codes along with employment histories (3 digit codes)
- ◆ Preferred option would be use of 4 digit codes since that allows for more precise identification. *For instance: 111 - Legislators and senior officials -> higher class but it also includes code 1113 - Traditional chiefs and heads of village -> middle/popular class*

Number of subsequent jobs		1	2	3	4	5	6
173 Date of starting this job	month						
	year						
174 What was your occupation? ISCO CODE							

- ◆ Up to 12 employment episodes
- ◆ Either homogenous or heterogeneous class affiliation over the life course
- ◆ In case of heterogeneous class affiliation we took into account amount of time spent in class specific job

ISCO-08: Social class affiliation examples

HIGHER

- ❖ Legislators and senior officials
- ❖ Managing directors and chief executives
- ❖ Sales, marketing and development managers
- ❖ Physical and earth science professionals
- ❖ Mathematicians, actuaries and statisticians
- ❖ Life science professionals
- ❖ Architects, planners, surveyors and designers
- ❖ Medical doctors
- ❖ University and higher education teachers
- ❖ Authors, journalists and linguists

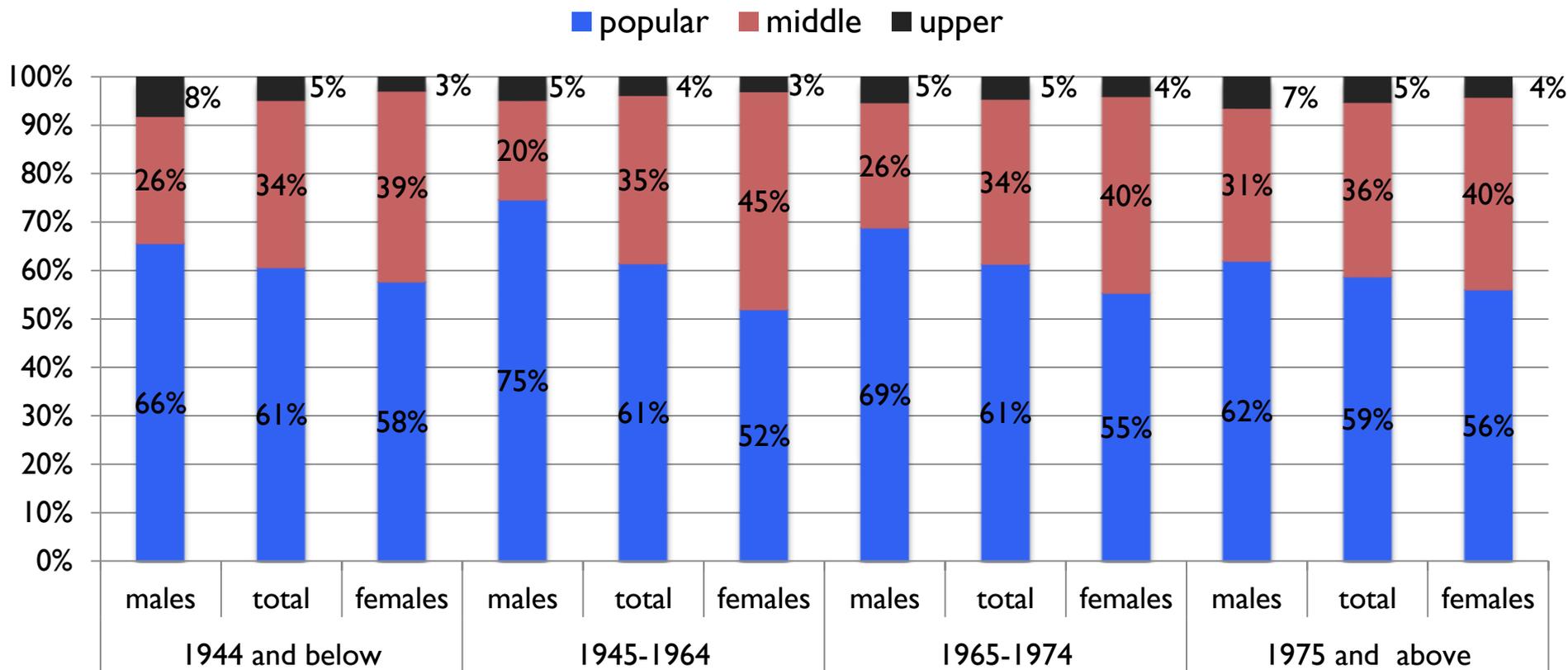
MIDDLE

- ❖ Hotel and restaurant managers
- ❖ Retail and wholesale trade managers
- ❖ Nursing and midwifery professionals
- ❖ Vocational and secondary education teachers
- ❖ Primary school and early childhood teachers
- ❖ Finance professionals
- ❖ Librarians, archivists and curators
- ❖ Sports and fitness workers
- ❖ Telecommunications and broadcasting technicians
- ❖ Street and market salespersons
- ❖ Child care workers and teachers' aides
- ❖ Personal care workers in health services

POPULAR CLASS

- ❖ Cooks
- ❖ Hairdressers, beauticians and related workers
- ❖ Shop salespersons
- ❖ Cashiers and ticket clerks
- ❖ Blacksmiths, toolmakers and related trades workers
- ❖ Machinery mechanics and repairers
- ❖ Electrical equipment installers and repairers
- ❖ Mining and mineral processing plant operators
- ❖ Heavy truck and bus drivers
- ❖ Domestic, hotel and office cleaners and helpers

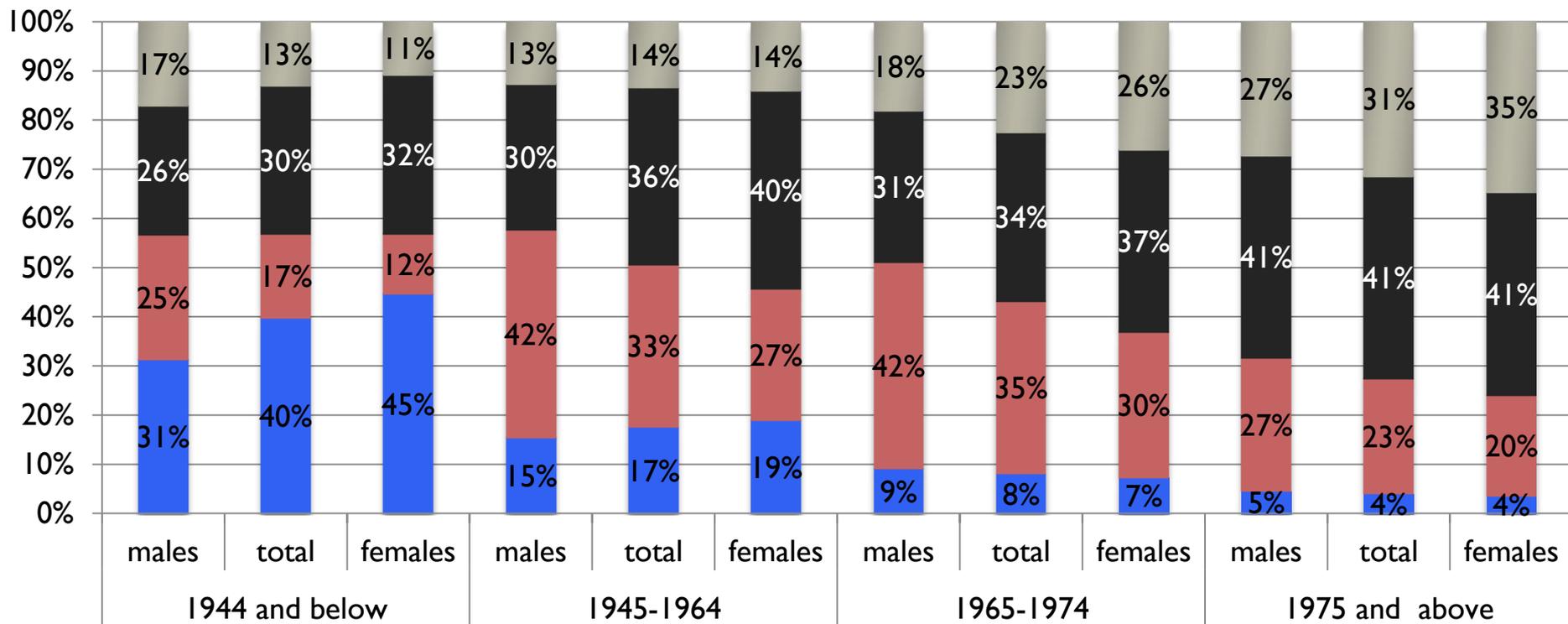
Class structure by gender and birth cohort: GGS Poland



Source: GGS Poland wave 1

Educational structure by gender and birth cohort: GGS Poland

■ primary ■ vocational ■ secondary ■ higher



Source: GGS Poland wave 1

Social Class vs. Level of education: Statistical Modelling

GGs-PL 2011 data (wave 1)



Outcome
variables

“Demographic”:
▶ Parity (0,1,2,3+)
▶ Intentions
ORDERED LOGIT

“Values”:

- ▶ When jobs are scarce, men should have more right to a job than women
- ▶ A woman has to have children in order to be fulfilled
- ▶ On the whole, men make better political leaders than women do
- ▶ Homosexual couples should have the same rights as heterosexual couples do

LOGIT MODELS

❖ Main explanatory variables:

- Highest level of education:
 - completed primary, non-completed primary, no formal education
 - basic vocational and gymnasium
 - secondary, secondary vocational, post-secondary
 - higher at least PhD, MA or equivalent, BA or equivalent
- Father’s level of education
- Social class (popular, middle, upper)

❖ Control variables: residence at age 15, age and age², educational & class mobility

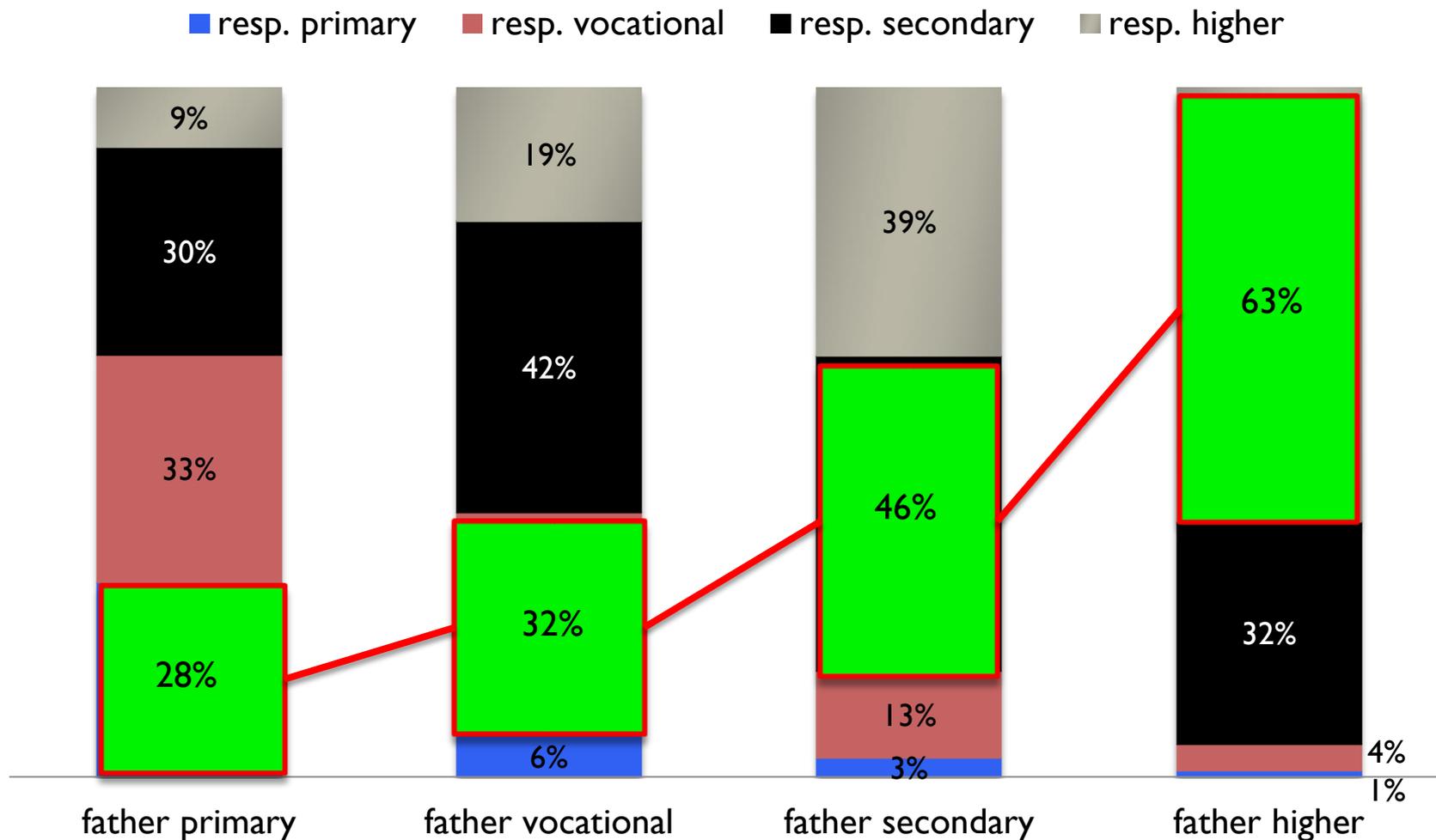
Results: “demographic outcomes I”

	PARITY (0,1,2,3+)	FERTILITY INTENTIONS (NEXT 3 YEARS [0,1])
Popular class	0,339 ***	-0,002
Middle class (ref.)		
Upper class	-0,034	-0,179
Primary education	0,609 ***	-0,397 **
Vocational education	0,290 ***	-0,243 ***
Secondary education (ref.)		
Higher education	-0,192 ***	0,512 ***
Upwards educational mobility	0,023	-0,007
No educational mobility (ref.)		
Downwards educational mobility	-0,172 ***	-0,330 **
Upwards class mobility	-0,070	0,074
No class mobility (ref.)		
Downwards class mobility	0,164 ***	0,095

Results: “values outcomes I”

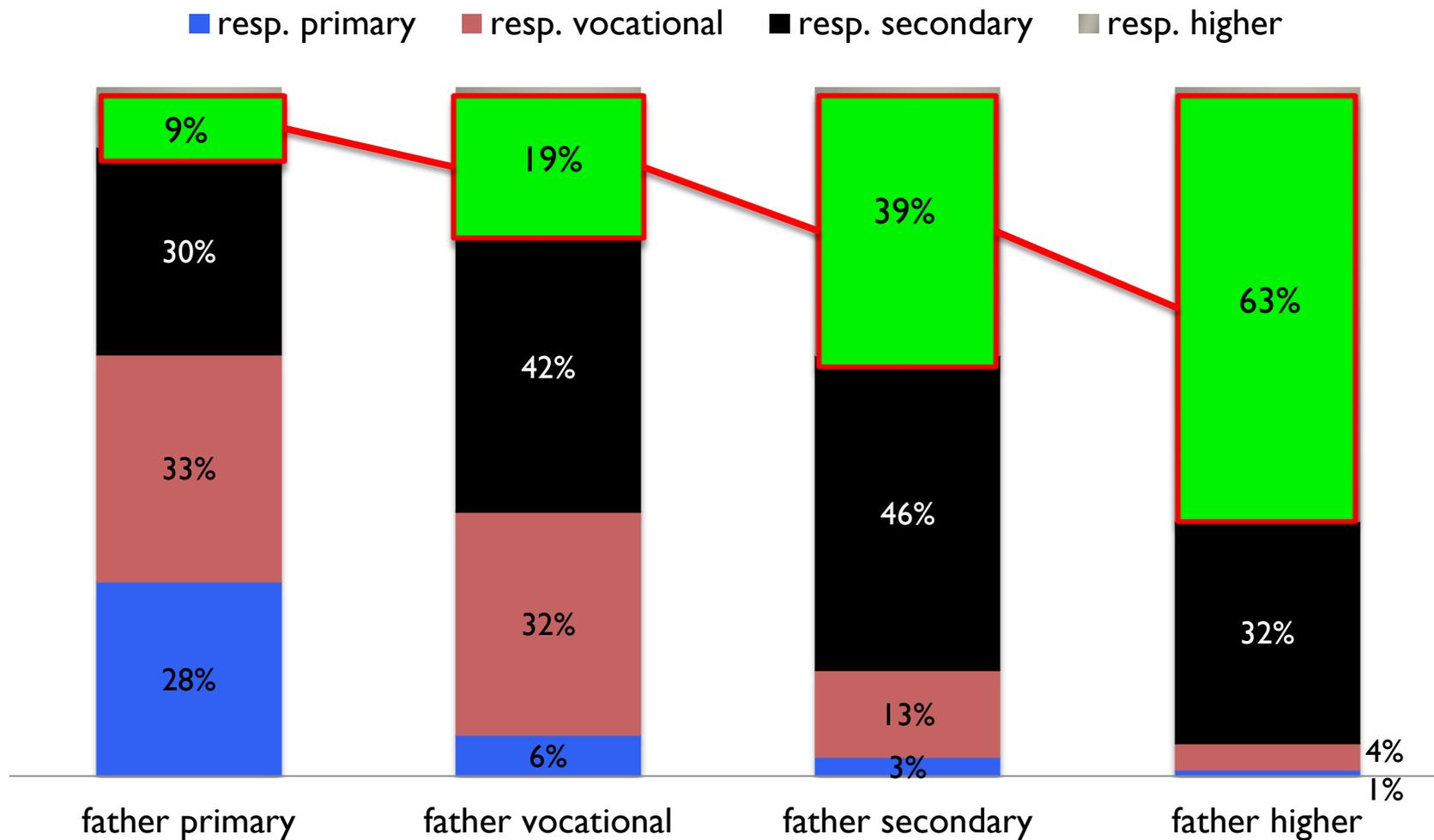
	When jobs are scarce, men should have more right to a job than women [0->no ; 1 -> yes]	A woman has to have children in order to be fulfilled [0->no ; 1 -> yes]	On the whole, men make better political leaders than women do [0->no ; 1 -> yes]	Homosexual couples should have the same rights as heterosexual couples do [0->no ; 1 -> yes]
popular class	0,220 ***	0,196 ***	0,113	0,003
middle class (ref.)				
upper class	-0,117	-0,042	-0,040	0,201 **
Primary education	0,683 ***	0,690 ***	0,406 ***	-0,765 ***
Vocational education	0,415 ***	0,435 ***	0,127 **	-0,338 ***
secondary education (ref.)				
Higher education	-0,675 ***	-0,421 ***	-0,110 *	0,054
upwards educational mobility	0,115 **	0,121 **	0,088 *	-0,220 ***
no educational mobility (ref.)				
downwards educational mobility	-0,166 **	-0,180 **	0,008	0,181 *
upwards class mobility	-0,103	-0,005	0,039	-0,055
no class mobility (ref.)				
downwards class mobility	0,116	0,102	0,032	0,036

Educational mobility: respondent's education vs. education of father



Source: GGS Poland wave 1

Educational mobility



Source: GGS Poland wave 1

Results: “demographic outcomes 2”

	PARITY (0,1,2,3+)	FERTILITY INTENTIONS (NEXT 3 YEARS [0,1])
popular class	0,233 ***	-0,014
middle class (ref.)		
upper class	-0,029	-0,178
Primary education	0,559 ***	-0,535 ***
Vocational education	0,302 ***	-0,295 ***
secondary education (ref.)		
higher education-> father primary	-0,150 **	0,534 ***
higher education-> father vocational	-0,139 **	0,505 ***
higher education-> father secondary	-0,232 ***	0,585 ***
higher education-> father higher	-0,155 **	0,536 ***

Results: “values outcomes 2”

	When jobs are scarce, men should have more right to a job than women [0->no ; 1 -> yes]	A woman has to have children in order to be fulfilled [0->no ; 1 -> yes]	On the whole, men make better political leaders than women do [0->no ; 1 -> yes]	Homosexual couples should have the same rights as heterosexual couples do [0->no ; 1 -> yes]
popular class	0,124 *	0,146 *	0,096 *	-0,077
middle class (ref.)				
upper class	-0,113	-0,046	-0,060	0,239 **
Primary education	0,615 ***	0,471 ***	0,332 ***	-0,462 ***
Vocational education	0,434 ***	0,363 ***	0,137 ***	-0,277 ***
secondary education (ref.)				
higher education-> father primary	-0,402 ***	-0,378 ***	-0,064	0,098
higher education-> father vocational	-0,601 ***	-0,224 ***	-0,042	-0,251 **
higher education-> father secondary	-0,768 ***	-0,500 ***	-0,077	-0,202 **
higher education-> father higher	-0,823 ***	-0,419 ***	-0,205	0,337 ***

Conclusions

- ▶ Need for more detailed operationalization of social class (measure of embedded cultural capital!) -> Need to be carefully explored with qualitative and quantitative data
- ▶ Qualitative research: reconstruction of class specific reproductive strategies. Importance of individual decisions concerning childbearing and childrearing in the context of class specific values, norms, aspirations
- ▶ Use of alternative social class measurement (more categories)
 - ❖ International Socio-Economic Index (Ganzeboom, de Graaf, Treiman 1992).
 - ❖ Standard International Occupational Prestige Scale; (Treiman, 1977)
- ▶ How to measure heterogeneity of individuals with higher education: how does it translates to values and economic/social performance
- ▶ Taking into account educational expansion we may expect that other forms of capital will matter as competitive advantages.