

ACCUMULATION AND
COMPENSATION OF
INEQUALITIES



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Abstract book



Social
Stratification



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Parental labour market penalty I

12:15 - 13:45 Wednesday, 2nd June, 2021

Anna Erika Hägglund

440 Comparing the Motherhood Wage Penalty in Germany and Japan: Parity-specific Effects and their Long-term Dynamics

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Abstract

Research on motherhood wage penalties rarely addressed parity-specific effects of childbirth on women's career outcomes. In addition, the dynamic effects of childbirth on mothers' wage trajectories, which are contingent on women's changing labor market behaviors and time, are rarely examined. In this study, we compare the long-term wage penalties for mothers in Germany and Japan, two countries sharing institutional similarities yet diverging in family and gender norms. Drawing on panel data in Germany (SOEP) and Japan (JPSC), we use fixed-effect regressions to model women's ten-year labor force and wage trajectories since the first and the second motherhood transitions. Results show that women's labor market exit and reduced work hours accounted for the major share of wage penalties within the first four years after the first birth in both countries. Yet, the reduction in hourly wage rates was more significant and persistent for Japanese women compared to their German counterparts. After the second birth, mothers in both countries gradually resumed their employment rates to the pre-motherhood levels. However, while Japanese women tended to experience further wage rate reductions after the second birth, German women had minor wage rate compensation. Our findings show that women's career disadvantages are likely to intensify and accumulate over time after their motherhood transition. Additionally, country differences indicate that the long-term motherhood wage penalties could be buffered by stricter employment protections and more egalitarian gender division of labor in Germany, in contrast to the gender-asymmetric work and family norms in Japan.

526 A 'potential motherhood' penalty? A longitudinal investigation of employment and wage disparities based on gender and potential fertility in Britain and Germany.

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Abstract

Using German and British longitudinal microdata (SOEP, BHPS and UKHLS) for the period 1991-2018, we investigate the presence of employers' statistical discrimination based on gender and potential fertility. The latter is operationalized as the likelihood of having a child in the following three years, based on observable individual characteristics usually associated with parenthood. We analyse employment and wage penalties against potential mothers, compared to women not at risk of having a child, and then turn to the comparison of women and men within the group of potential parents. We draw different theoretical expectations concerning the presence and extent of statistical discrimination in different socioeconomic classes and in two contexts differing in their family policies constellations, labour markets, and skill regimes, namely Britain and Germany. Our empirical results suggest that potential fertility is not a significant signal leading to employer statistical discrimination. In fact, we do not find evidence of employment penalties against potential parents, while wage disparities against potential mothers seem to be entirely explained by different groups' composition based on observable characteristics. On the contrary, we find evidence of possible discrimination based on gender within the group of potential parents. Our findings also point to non-negligible differences between Britain and Germany, indicating a relevant moderating role of the macro-institutional context.

539 Gendered Parenthood Gaps in Employer-provided Training: The role of immediate supervisors

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Abstract

It is well established that powerful male actors secure workplace resources for themselves and other men, contributing to women's lower labor market outcomes. Parenthood increases gendered employment outcomes, but whether parenthood similarity can likewise trigger in-group favoritism has received less attention. This paper argues that, like gender, parenthood similarity in supervisor-supervisee dyads increases favoritism, specifically the likelihood of training participation. Applying an intersectional approach, we further argue that shared parenthood in supervisor-supervisee dyads can reduce gender differences in training participation. Hypotheses are tested with unique linked German employer-employee data and estimating gender-parental differences in training participation using workplace fixed effects regressions. Results show no same-gender favoritism, but that parenthood similarity is positively associated with parents' but not non-parents' training participation. In addition, male supervisors' parental status varies the training likelihood for both genders at the intersection with parenthood. Father supervisees are less likely to participate in training when reporting to childless male instead of father supervisors. Childless supervisees of both genders are less likely to participate in training compared to father supervisees when reporting to a father supervisor whereas mothers are no less likely. Hence, partial-group membership on parenthood decreases training differences for mothers. Concluding, outcomes of workplace power relations at the intersection of group memberships reflect more than additive (dis)advantage of status categories.

715 Tracing the Gender Wage Gap over the Life-Course: An Analysis for Western Germany using Hybrid Models

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Abstract

Analyses of the gender gap in hourly wages are usually based on a cross-sectional data methods to decompose the gender wage gap (GWG) into an explained and an unexplained part. The unexplained part remaining after adjusting for mechanisms (e.g., human capital, occupations) is then often interpreted as discrimination. However, this approach is possibly biased if the effects of explanatory variables are misidentified due to unobserved heterogeneity (non-cognitive characteristics, e.g., career preferences). In this paper, we take a different approach based on a panel design. Using Hybrid (Mundlak) models allows us to estimate the the GWG of any distorting biases by unobservables. We trace the unadjusted and adjusted GWG over life course of women and men, and for persons who never get married and persons who eventually get married. In addition, estimate the GWG for couples over the life course, and for couples around childbirth. For the analysis, we use SOEP data (waves 1985-2016) for Western Germany. Our results over the life-course indicate a much smaller adjusted GWG that only grow until 10 years of potential work experience. The GWGs for never marrieds are smaller overall and do not grow as strongly as for ever marrieds. The analyses for couples show that the partner market partly matches women and men with different earnings. The GWG arises partly after childbirth. This suggests that processes within couples (e.g., children, part-time) play the most important role in explaining the GWG.

Child development I

12:15 - 13:45 Wednesday, 2nd June, 2021

Tomás Cano

446 Direct and indirect effects of grandparents' education on grandchildren's cognitive development: The role of parental cognitive ability

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Abstract

Multigenerational mobility processes have increasingly become of interest to social stratification scholars. The literature addresses whether grandparents' education or class (G1) has a direct impact on grandchildren's cognitive development, education, or class (G3) net of parental resources (G2). Direct pathways by which G1 resources may influence G3 outcomes include financial aid or caregiving. One major concern when estimating the direct effect of G1 socio-economic characteristics on G3 outcomes is omitted variable bias on the G2 level. In this paper, we estimate direct and indirect effects of G1 education on G3 cognitive development and advance the literature on multigenerational social reproduction in several meaningful ways. First, in our analyses, we go beyond standard socioeconomic measures and condition on a large set of G2 characteristics, including parental cognitive ability. Second, we use causal mediation analysis and a regression-with-residuals approach to deal with issues of collider and overcontrol bias when estimating direct and indirect effects of grandparent education. Causal mediation analysis further allows us to estimate direct and indirect effects in the presence of an interaction between G1 education (exposure) and G2 cognitive ability (mediator). Using the British Cohort Study (BCS70), our results show that the direct effect of G1 education on G3 cognitive ability is small and statistically not significant once we condition on G2 cognitive ability in addition to other commonly used G2 socio-economic characteristics (education, class, family income, partner resources). G2 cognitive ability alone accounts for around half of the association between G1 education and G3 cognitive ability.

537 The effect of early childhood education on later achievements: a cross-country study from an endogenous treatment model

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Abstract

What is the impact of having attended the early childhood education system (ECE) on later learning outcomes? Are the learning benefits of ECE participation greater for children from less advantaged social backgrounds compared to those from more social affluent families? Although these questions are enduring ones in educational sociology, few are the studies which address this issue with comparative lenses in a counterfactual theoretical framework. We contribute to the literature by adding new evidence on an old question, focusing on possible long-lasting effects on skills of learning experiences lived in one of the most important periods for child development, i.e., the first five years of life. By adopting a linear regression models with endogenous treatment effects on PISA data from 2015 across six countries, we find that ECEC attendance has, regardless to the age of entry, a negative impact on reading skills at 15 years old while, on the contrary, preschool participation, has a positive impact, being this effect stronger the longer the time passed in this setting. Yet, when significant, ECE seems to be, in most countries, a complementary tool rather than playing a substitution role, thus favouring children who are already privileged in terms of social backgrounds

620 Food Insecurity, Parental Depression, and Preschool Children's Behavior Problems

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Abstract

This study examines how household food insecurity shapes preschool children's behavior problems using a recent national representative dataset—Singapore Longitudinal EARly Development Study (SG LEADS). Around 10% of SG LEADS children aged 3-6 experience household food insecurity. Using propensity score matching, we find that household food deprivation increases preschool children's externalizing and internalizing behavior. We further examine the mediating pathway of this effect. Multivariate regressions show that parental depressive affect and parenting behavior mediate the impact of household food insecurity on the children's behavior. Primary caregivers in food-insecure households are likely to have depressive affect which may correlate with less warm parenting and more punitive parenting practices. Warm parenting is inversely associated with children's internalizing and externalizing behavior problems, while punitive parenting positively contributes to both internalizing and externalizing behavior problems. This study underscores food insecurity as a potential source of preschool children's behavior problems and family stress as a pathway through which food insecurity affects children's behavioral outcomes.

707 Social inequality in school readiness: Children's non-cognitive dispositions at school entry and their effects on academic outcomes.

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Abstract

In recent decades, social inequality in early childhood and its effects on children's educational outcomes have come to the fore. Much of this research is concerned with how family factors influence children's readiness for school. However, most research on children's school readiness emphasizes children's cognitive skills and, though less often, children's anti-social behaviour. In contrast, the effects of non-cognitive dispositions at school entry on later academic outcomes remain largely unknown. While there are numerous studies on social inequality at school entry, there is less research on whether social disparities in school readiness can help explain the socioeconomic achievement gap at later stages in children's academic career. We address three questions: 1. Does family SES have an effect on children's noncognitive dispositions before

school entry? 2. Do non-cognitive dispositions before school entry affect educational outcomes later in the educational career (grade 3), independently of cognitive skills? 3. Do dispositions partially mediate the effect of family SES on education outcomes? Using data of the German National Educational Panel Study (NEPS) with N = 2,949 kindergarten children we explore the mechanisms that reproduce educational inequality beyond the well-known early disparities in children's skill acquirement. Mediation analyses show that non-cognitive dispositions before school entry have a long-term effect on children's mathematical skills in grade 4, independent of the mother's level of education. Methodological issues and implications for future research on early inequalities are discussed.

Cultural and social capital

12:15 - 13:45 Wednesday, 2nd June, 2021

Carlo Barone

723 Social Connectedness and Disparities in Education Outcomes

Ran Liu

University of Wisconsin-Madison, Madison, USA

Abstract

Rapid development of information and communications technology has dramatically transformed local and global connectedness. To effectively reduce inequality, it is crucial to develop a thorough understanding of how social networks can shape inequalities in education resources and outcomes among class, gender, and racial groups. However, it has been challenging to examine the effects of social networks on education inequality at scale. This is due, in part, to the absence of high-quality social network measures that can be linked to large-scale student assessment data. This study will be the first to link big data from Facebook, the largest online social networking website, to county-level student performance data in the United States. Utilizing a novel dataset, the *Social Connectedness Index (SCI)* based on Facebook friendship connections between all pairs of 3,136 counties in the United States, this study develops SCI-weighted measures of network-embedded socioeconomic resources and inequality structures for each county. Linking these measures to county-level data on student educational outcomes, the study asks: (1) To what extent are embedded social network resources at the county level associated with student educational outcomes? (2) To what extent are embedded network inequality structures associated with county-level educational disparities among class, gender, and racial groups? By answering these questions, this study dramatically expands our understanding of the role of social networks in reproducing or alleviating educational inequalities across demographic and socioeconomic groups. Findings will further inform the development of policies and initiatives to effectively address local education inequalities.

412 Libraries, Leisure and Learning: Inequality in Takeout of Children's Books

Ea Hoppe Blaabæk

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Abstract

Based on newly available population-wide registry data, this paper studies inequality in families' takeout of children's books – both in terms of amount and type. It asks: Is inequality related to selecting particularly books with a (perceived) higher learning potential or is it simply voraciousness in amount of takeout that matters? Libraries play an important role in making books available for children from disadvantaged backgrounds. However, it is likely that it is the more advantaged families who actually use libraries the most. Building on research on unequal home learning opportunities, I hypothesize that families with higher Socioeconomic Status (SES) and Scholarly (reading) Culture takeout more books for their children and takeout a higher share of books with a higher learning potential (based on books' age-level and LIX count). Drawing on Danish registry data on total takeout from public libraries, I find that families in which parents have more education, more income and more scholarly culture, takeout of children's books is higher. Nonetheless, takeout in these families is not substantially different in type – high SES families do not select a substantially larger share of books with a higher learning potential. A possible interpretation of this result is that inequality in takeout is driven more by a cultural preference for books as a leisure activity, and less by differential investments in particularly children's learning environments.

562 The Bourdieusian paradox: Teachers' cultural capital and educational reproduction

Eyal Bar-Haim¹, Guy Shani²

¹Ben Gurion University, Beersheba, Israel. ²Bar-Ilan University, Ramat-Gan, Israel

Abstract

Studies of social reproduction through the educational system draws much from Bourdieu's theory on cultural capital. However, while we have a concrete body of knowledge regarding the role of school in social reproduction, the implications of teachers' social background on social reproduction are rarely discussed. According to the cultural capital approach, teachers respond positively to students' affluent habitus and thus contribute to the social reproduction process. Following this logic, teachers who are coming from higher social backgrounds would be better at responding to similar habitus. This might result in an educational policy tragedy: Attracting teachers from a higher background ("quality teachers") would result in higher social reproduction. Our paper addresses this hypothesis through a comparative strategy. We extract information on

teachers' cultural capital in 27 countries using the PIAAC data and combine it with PISA data on student's cultural capital, school performance, and subjective perception of teachers' attitudes toward the students. We find evidence that such a paradox exists: higher cultural capital of teachers is associated with a higher effect of cultural capital on school performance and teachers' attitude. We argue that countries should invest more in training teachers from a lower background than attract higher background teachers.

495 With a little help from my peer clique: Mitigating the intergenerational transmission of poverty

Marion Fischer-Neumann¹, Petra Böhnke²

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Abstract

Driven by a risk and resiliency theoretical perspective, this longitudinal study examines the long-term compensatory and protective role of interacting with peers in late adolescence in inhibiting the intergenerational transmission of poverty into young adulthood. We suggest different compensatory and protective effects due to variations in the heterogeneity and stability of interaction patterns in different peer contexts, referring to dyadic best friendships and romantic relationships as well as group-based friendship networks (i.e., cliques). Using longitudinal data from the German Socio-Economic Panel (SOEP), we find different peer effects. The engagement with peer cliques in late adolescence relates to lower likelihood of poverty in young adulthood with increasing age as well as attenuates the association between youth and adulthood poverty. Further, the compensatory influences of peer clique interactions on adulthood poverty are specifically important for first-generation immigrant youth. In contrast to these resilience mechanisms of group-based peer interactions, intensive interactions in best friend and romantic dyads relate to higher risks of adulthood poverty for adolescent girls and increase the intergenerational poverty persistence for adolescent youth with migration experience. Thus, in summary, our findings support a protective and compensatory role of peer clique interaction in late adolescence against the intergenerational transmission of poverty.

Class & class mobility I

12:15 - 13:45 Wednesday, 2nd June, 2021

Meir Yaish

449 New evidences in the relationship between inequality and social mobility. A compassion among 10 counties from Europe and Latin America

Sandra Fachelli¹, Idefonso Marqués-Perales², Pedro López-Roldán³

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Abstract

The paper presents a review of the analysis of social mobility in the international sphere (Europe and Latin America), with a particular focus on the partner countries of the INCASI network, a European Project focused on the analysis of social inequalities. The country analysed are: Great Britain, France, Finland, Spain and Italy for the European side and Argentina, Brazil, Chile, México and Uruguay for Latin-American side.

To date, few studies have linked nations whose economic and social aspects are so dissimilar, Ishida research maybe is the most important example in this field.

As is usual in the specialized literature, the relationship between social origin and class destination is addressed. This is done by noting the comparisons made across the geographical areas. We review the analyses that have been made of the evolution of social fluidity as well as the distance between social classes within each country and the comparisons made between them.

We compare the main theories that have inspired the study of social mobility to date: modernization theory, which predicts an increase in relative mobility rates, and invariance theory, which postulates the constancy of social fluidity. We study the difficulties for social change, i.e. rising from one class to another, as well as the chances of reproduction in comparative terms.

592 Do the Impacts of Class Origin on Class Destination Persist throughout the Life Course? Gender Differences in Intergenerational Mobility in Japan

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Abstract

We discuss two main research questions in this study. The first question is whether the impacts of class origin on class destination are persistent across different stages of the life course. Our second research question focuses on gender: whether there are gender differences in the pattern of intergenerational mobility throughout the life course.

The data analyzed in this study come from the combined data of the 2005 and 2015 National Survey of Social Stratification and Social Mobility (hereafter SSM surveys). The sample targeted in our analysis comprises individuals born between 1935 and 1954 who started their first job before they were 30 years old: 4,911 cases (2,520 male and 2,391 female). We distinguished four stages of the life course in our analysis: entry into the labor market and when the respondents were 30, 40, and 50 years old.

The most striking finding from our analyses is that the impacts of class origin on class destination are robust across the life course for both men and women in Japan. The association between class origin and class destination is very stable regardless of life stage. No clear gender difference was observed in the stability in the association between class origin and class destination. However, among women who interrupt their careers, the effect of class origin is most apparent at the entry into the labor market but quickly weakens at later stages because many women in this cohort experienced withdrawal from the labor market, that is, for women from all class origins.

641 Structure and trend of status attainment in the Philippines, cohorts born 1905-1995

Harry Ganzeboom¹, Gerardo (Jay) Sandoval², Iremay Labucay²

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Abstract

The Philippines represents a very interesting and powerful datapoint for the cross-national analysis of social stratification and social reproduction. Like Torche (2014) has argued for some Latin American countries, the Philippines is a case of rather extreme economic and political inequality (CIA, 2017), as well as religious, linguistic and ethnic diversity (Fearon 2003), and with

a generally traditional value climate that supports ascriptive and particularist family values (WVS, 2017) – conditions that are generally conceived of as promoting strong intergenerational reproduction / low social fluidity.

In the early days of comparative stratification and mobility research, the Philippines was among the rare developing countries that were visible in the international research community. Since that time the Philippines seems to have disappeared from international comparative stratification research.

In our analysis we aim at mending this situation and bring the Philippines back into comparative perspective by combining the old NDS data with three smaller but newer datasets on intergenerational occupational mobility, from the International Social Survey Programme 1992, 1999, 2009 and 2019. Relative to the NDS 1968 and 1973, these datasets are small and of variable quality. However, they contain overlapping cohorts with the older NDS data, which allows us to construct a pooled cross-section design in which trends in intergenerational reproduction can be studied with respect to educational attainment and occupational attainment at entry into the labor market, while controlling for survey quality (Ganzeboom & Treiman, 1996; Ganzeboom, Kramberger & Nieuwbeerta, 2000), as well as measurement quality using double-indicator measurement.

596 Physical attractiveness and intergenerational social mobility in the United States

Grzegorz Bulczak¹, Alexi Gugushvili², Olga Zelinska¹

¹Institute of Philosophy and Sociology Polish Academy of Sciences, Warsaw, Poland.

²University of Oslo, Oslo, Norway

Abstract

Previous studies demonstrate that physical attractiveness plays an important role in determining numerous socioeconomic outcomes, yet there is scarce research on how it affects individuals' chances of experiencing social mobility. Using longitudinal data from the United States, in this study we show that physical attractiveness during adolescence plays a significant role in shaping social mobility outcomes when individuals are in their late 20s or early 30s measured in terms of educational, occupational and income attainment. Our findings provide new evidence that the effects of physical attractiveness on educational and occupational mobility differ with respect to gender. We show that being attractive matters more for males' than females' educational mobility; and that unattractive females do noticeably perform worse in occupational mobility in comparison to unattractive males. Further, we reveal that income mobility outcomes differ noticeably between very unattractive and unattractive individuals, suggesting that the relationship between physical attractiveness and income mobility is nonmonotonic; and that the two categories should not be collapsed into one unattractiveness category in this type of research. Similar patterns can be observed in the case of educational and occupational mobility, however, these effects become insignificant after additional controls, particularly initial IQ and health, are accounted for in empirical models.

Gender & education

12:15 - 13:45 Wednesday, 2nd June, 2021

Claudia Finger

573 Better close to home? Geographical and socioeconomic constraints on gendered educational transitions at the upper secondary level in Finland

Irene Prix¹, Outi Sirniö², Juhani Saari³

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Abstract

Geographical distance to educational institutions may affect young people's perception of the economic and psychological costs attached to particular educational pathways. As a consequence, geographical accessibility of education may not only affect the risk perceptions of educational upward mobility, but it may also tip the balance between pragmatic and other, potentially socialization-based motives affecting young people's educational aspirations. Drawing on register-based data comprising all 16-year old applicants to Finnish upper secondary education in 2009-2013, we examine the relevance of geographical distance for the choice of upper secondary track (high schools vs. vocational schools) and vocational applicant's preferred field of study. Preliminary results from binary logit models suggest that the probability of applying to the high school track decreases on average by 2-3 percentage points for each 10-minute increase in the driving distance to this type of upper secondary education. Applicants from advantaged social backgrounds are overall less sensitive to the geographical costs of education, yet the precise shape of socioeconomic heterogeneity in distance effects varies by gender. Boys, but not girls, from low-educated family backgrounds remain unaffected by changes in the geographical constraints to enter high schools, which may suggest that vertical pathways may differ also with regard to their respective cultural distance among boys from disadvantaged social origins. Utilizing both conditional logit and mother logit models, our next set of analyses in this paper will examine to which extent geographical constraints may for pragmatic reasons increase cultural openness towards gender-atypical vocational fields.

608 Not brought up for school success? The socioeconomic gradient of the gender gap in education

Mar Espadafor

European University Institute, Firenze, Italy

Abstract

Why are boys who grow up in socio-economically disadvantaged environments falling behind girls living in similar conditions? Although there is a growing literature showing the importance of family socioeconomic status (SES) for explaining the male disadvantage in education, the mechanisms underlying the observed SES-gradient within the gender gap in education remains unknown.

First, I document the interaction between family SES and gender for several school-relevant outcomes. Then, I test two different but complementary mechanisms that explain this pattern: the lower incidence of problem behaviours within high-SES families, and the higher incidence of school detachment within low-SES families.

To test these questions, I use the Millennium Cohort Study, a longitudinal panel from the United Kingdom, to focus on children's trajectories from age three to seventeen. Taking a life-course perspective, instead of focusing on a single point in time, allows this study to examine which characteristics are most influential at various stages of the children's schooling career by gender and how their influence changes with different family SES levels.

428 The STEM Momentum: STEM Courses during the First Year of College and Gender Differences in STEM BA Attainment

Dafna Gelbgiser, Oded Mcdossi

Tel Aviv University, Tel Aviv, Israel

Abstract

Women today receive over half of all bachelor's degrees in the US, but only a small share of degrees in science, technology, engineering and math (STEM) fields. The majority of research focused on choices students made prior to college entrance. In this paper we extend prior research by examining whether and how the composition of STEM courses men and women take during their first year of college impacts gender disparities in the attainment of STEM degrees. We analyze the detailed transcript information of a large, nationally representative sample of high school students who attended four-year colleges in the mid-2000s. Results show that gender differences in the share of STEM courses during freshman year is a strong predictor of disparities in STEM attainment, even net of pre-college factors. Further, although both men and women benefit from higher share of STEM courses, gender differences in the returns to STEM curriculum are largest among men and women who take nearly half of their first-year courses in STEM.

652 When Advantages Disappear: Long-term Trends in Gender and Class Inequalities and the Rise of Horizontal Stratification in Higher Education in South Korea

Subin Lee, Seongsoo Choi

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Abstract

Recent research pays attention to the importance of the intersectionality between gender and social classes in the attainment of higher education, but how it changes dynamically over time not just in quantitative dimension, such as years and enrollment/completion, but also in horizontal dimension, such as institutional selectivity and the field of study, has been rarely examined. Theories suggest that, when education expands to a nearly universal level quantitatively and so opportunities become widely available to traditionally disadvantaged groups like women and lower social classes, some horizontal domains rise as alternative arenas for the persistence of inequalities. We argue that, considering the dynamic intersectionality between gender and classes, college selectivity and major choice will interactively emerge as a socially preferred destination of college education. We test this thesis using data we constructed by harmonizing eight nationally representative survey samples in South Korea, covering Koreans born throughout the second half of the past century, which includes the country's exceptionally rapid and large-scale expansion of college education. We examine cohort changes in gender and social origin disparities in college completion and regarding institutional selectivity and STEM major choice. We find that male advantages disappeared, and class advantage began to decline in college completion after the college expansion, while a new gap favoring high-origin males is on the rise in the choice of STEM majors in elite universities. This finding demonstrates a new avenue of the inequality of educational opportunity by gender and social origin.

Educational performance I

12:15 - 13:45 Wednesday, 2nd June, 2021

Michael Grätz

540 Effort and equality of opportunity: Evidence from a laboratory study among primary school children

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Abstract

If opportunities were equal, effort would be the main driver of individual success. However, in real life, people do not start the “race of life” with the same endowments. Thus, the study of Inequality of Opportunity in the tradition of John Roemer is dedicated to measuring the share of achievements that is determined by effort – viewed as the only “legitimate” source that is under individual control – versus by circumstances – that is, the “illegitimate” sources of achievement beyond by the individual’s influence, such as socioeconomic background, race or gender. However, effort is often measured either merely as the residual that is left after controlling for a vector of circumstances or with imperfect proxies such as self-reported psychological traits or attitudes towards learning.

This study assesses the importance of “real effort” in contrast to various circumstances for determining academic performance in Math and Spanish. The “objective” measure of cognitive effort refers to performance in three incentivized real-effort tasks (i.e. the Simon, AX and Slider tasks). The sample comprises 386 students attending the 5th grade in different primary schools in Madrid, Spain. We also gathered information on various “circumstances” of the students – such as parental education, gender and IQ (Raven’s Progressive Matrices). Furthermore, we explore one of the mediating channels through which effort might determine academic performance, the teacher’ perceived effort of the student. Provisional results indicate that effort exerts a sizeable influence on student grades, similar to IQ in the magnitude of its predictive power.

595 What explains gaps in reading performance at age 15 across schools with different socio-economic composition? Evidence from PISA 2018 for five European countries

Yekaterina Chzhen, Julia Leesch

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Abstract

It is one of the best-documented findings in the social sciences that children from more privileged families tend to achieve better outcomes in education. The role of formal schooling, including that of student composition and school resources, over and above the effect of family background, is a subject of longstanding academic and policy debate at least since the 1966 Coleman Report. Although a growing literature has examined the role of school socio-economic status (SES) composition on student achievement, few studies explained the specific channels of influence. This paper investigates the extent to which family SES and home learning environment as well as school resources, teaching climate and academic aspirations culture mediate the effects of school SES composition on student reading performance. We use data on reading proficiency for five European countries from the latest round of the Programme for International Student Assessment. The results from multilevel (i.e. children within schools) regression models indicate sizeable effects of school SES on reading achievement even after accounting for student SES and their past and present home learning environment in each of the five European countries. School resources and teaching climate account for some of the effects of school SES

composition. Differences related to school academic aspirations culture, measured as the share of students who plan to attain a university degree, explain much of the remaining gap. This suggests that greater academic achievement in higher SES schools is at least as much due to their student composition as to their resources or instruction practices.

632 Heterogeneous Effects of Private Supplementary Education on Academic Performance across Quantiles and by Family Background: Does It Increase Inequality?

Sujung Lee, Seongsoo Choi

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Abstract

Increasingly more students rely on learning opportunities outside school across the globe. Does this growing popularity of private supplementary education (PSE) make the performance scores more dispersed? Does it make performance gap by family advantage wider? This question is challenging to answer because of the heterogeneous nature of PSE and its potentially heterogeneous effect. By utilizing a large representative sample with detailed information of ninth-grade students in South Korea and using unconditional quantile regression models with school-fixed effects, we evaluate how PSE is heterogeneously used by quantitative (enrollment and hours) and qualitative (price) aspects and how their effects on math and English score vary over the distribution of academic performance and across family origins. We find that enrollment in PSE has most remarkable but significantly heterogeneous effects. The effects were weaker among the lowest and the highest quantiles while strongest at the middle, suggesting PSE enrollment makes students more equalizing but leaving lowest achievers behind. Disadvantaged students benefit more than advantaged counterparts from enrolling in PSE, but the reverse is true among top performers. Additionally, PSE enrollment homogenizes performance scores among advantaged students, implying it works as a compensatory advantage, while it leads to a wider dispersion among disadvantaged students, paying off more to high performers. Overall, PSE matters largely quantitatively, and it tends to equalize by being disproportionately more effective to lower-middle and middle performers particularly from disadvantaged backgrounds, but it also polarizes by strengthening social origin gaps at the top of the distribution and leaving the lowest-achievers out.

470 Double (dis)advantage: Intra-school socioeconomic heterogeneity in primary education in the U.S. and Denmark

Anders Hjorth-Trolle^{1,2}, Anders Holm¹

¹ROCKWOOL Foundation Research Unit, Copenhagen, Denmark. ²Institute for Analytical Sociology, Linköping University, Linköping, Sweden

Abstract

It is well established that for a wide range of countries and welfare state types, children with high socioeconomic status (SES) do better in school than their peers. However, it is less documented how this academic achievement gap emerges and develops throughout school and whether its patterns differ by SES group. In this paper we use data from the U.S. and Denmark and present three findings: (1) There are substantial socioeconomic differences in academic achievement, (2) even among the top performers, high SES students are more likely than low SES students to retain their top position, and (3) these patterns do not differ substantially between the U.S. and Denmark, despite the considerable differences in school systems, welfare state policies, and overall inequality between the two countries. Furthermore, we address measurement error in academic achievement, account for non-Markovian longitudinal relationships in skill development, and analyze non-linearities in the relationship between SES and academic achievement.

Genes, twins, siblings I

14:30 - 16:00 Wednesday, 2nd June, 2021

Volker Lang

589 The impact of teacher discretion in student assessment on inequality of opportunity: genetic and environmental influences on educational attainment

Antonie Knigge

Utrecht University, Utrecht, Netherlands

Abstract

There are concerns that if student assessment relies relatively heavily on teacher's judgement instead of standardized tests, inequality of opportunity in education increases. However, it is not easy to assess whether less standardized procedures lower the importance of talent and increase that of family background because "talent" and "background" are difficult to distinguish. I use twin methods as they allow to disentangle genetic (~talent) from shared environmental (~family background) influences. If more teacher discretion leads to less equal opportunities, one would expect lower genetic and larger environmental influences on educational attainment. To test this expectation, I exploit having detailed administrative data on the educational careers of all Dutch twins (N ~ 22,000) entering secondary school between 2003 and 2020 and three types of variation in the way secondary educational track level was assessed. Primary school teachers give a secondary educational track recommendation that is based on their own judgement and on a standardized test. The first variation in this procedure is that, before the schoolyear 2014-2015, teachers gave their recommendation after the test, but since 2014-2015 it is the other way around. Second, since the policy change, schools are obligated to reassess their recommendation once the test scores are in, but they differ in the extent to which they do. Third, because of COVID-19, no test was taken in 2020, so recommendations were based *only* on the teacher's judgement.

Preliminary results show no clear differences in genetic and shared environmental influences before and after the policy change in 2015.

545 Causal Effect of Adult Children's Education on Parental Longevity in the US. An Intergenerational Mendelian Randomization Approach

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Abstract

Having better educated adult children is associated with living longer and being healthier. Yet, causal tests of this association are still rare. Using the Health and Retirement Study (HRS), we propose a novel, intergenerational Mendelian Randomization approach (IGMR) to investigate the causal relationship between the education of HRS respondents and their parents' longevity. We are able to show that children's education is indeed associated with greater longevity for parents. When we instrument the endogenous education variable using genetic dispositions for educational attainment conditional on parental education and genetic predispositions for various health outcomes, the education effect remains strong and statistically significant for mothers, suggesting a causal effect of children's education on parental health in the US. We discuss substantive implications of our findings and investigate potential limitations of our new approach, including biological pleiotropy and family size.

721 Horizontal stratification in genetic context

Fumiya Uchikoshi, Dalton Conley

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Abstract

Observing educational expansion across countries, stratification scholars have paid close attention to the role of qualitative differences within the same education level as they relate to the creation of inequality and social stratification. In particular, studies have been interested in whether class advantage among high SES families is preserved by parents helping their offspring to attain better educational attainment within the same educational level. We posit that few studies have examined the role of ability in this context and argue that the recent addition of genetic data to social science surveys provides important empirical tool through which one can examine how "innate" ability inherited through biological mechanisms from parents is associated with social origins, on the one hand, and contribute to the creation of educational inequalities, on the other. Results from analysis of the National Longitudinal Study of Adolescent to Adult Health show the following: First, the genetic potential for educational attainment is positively associated with the academic selectivity of colleges respondents attend and hourly wage in middle age. Second, we

found limited evidence for the interaction between parents' SES and the genetic measures associated with educational attainment with respect to these outcomes.

663 Detection before compensation: are parents from lower socioeconomic backgrounds less effective in detecting early differences in endowments?

Alicia García-Sierra

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Abstract

Parents' attempts to compensate or reinforce early differences in ability have been recurrently studied in the literature as a mechanism of intergenerational reproduction of inequalities. However, before responding to these initial inequalities, parents should be able to detect them. I suggest that parents with different levels of information could be unequally effective in detecting the *signals* that activate parental responses. Since higher educated parents have usually more access to information, both through formal training and informal networks, and information has been demonstrated to foster the skills needed to detect these early differences in abilities, I aim to capture if there is a stratification pattern in the way in which parents detect these initial endowments. Using data from the TwinLife study, I implement a twin fixed-effects model that allows me to capture whether (i) parental responses vary in terms of the intensity of the early differences in endowments and if (ii) these heterogeneous parental responses have an effect on children's academic performance. The findings suggest that whereas parents from higher SES are equally likely to react to almost every initial difference; parents from lower socioeconomic backgrounds react much more clearly to hard health shocks and explicit developmental milestones, which suggests that detection plays an important role in parental responses to early ability differences. This opens a new avenue to explore how socioeconomic inequalities could be playing a role even before compensation or reinforcing strategies are implemented.

Health inequalities I

14:30 - 16:00 Wednesday, 2nd June, 2021

Anja Leist

489 Parental unemployment and infant health: Evidence from Swedish register data.

Björn Högberg¹, Anna Baranowska-Rataj¹, Jonas Voßmer²

¹Umeå university, Umeå, Sweden. ²University Mannheim, Mannheim, Germany

Abstract

It is well established that circumstances in utero, and the health of infants at birth, can have long-lasting consequences for children's life chances. One potentially important socio-economic antecedent of infant health is parental employment status. In this study, we ask whether parental unemployment during pregnancy impacts on infant health at birth. To this end, we use intergenerationally linked register data from Sweden, combining labour market and earnings data on parents with data on 1.7 million births between 1990 and 2010. We use mother fixed effects models, which only rely on variation in parental employment status between siblings, for estimating the effect of parental unemployment on various birth outcomes.

We find that maternal unemployment increases the risk of low birth weight, and both maternal and paternal unemployment increase the risk of the child being small for gestational age. We find no consistent effects on the risk of preterm births. The effects are substantially smaller when adjusting for parity fixed effects. In preliminary analyses of mechanisms, we also find that household disposable income and parental mental health partly mediate the effects of unemployment, although their indirect effects only account for a small share of the total unemployment effects.

465 Neighbourhood Effects on Psychiatric Disorders in Adolescence: Moderating Impact of Family Background

Maria Vaalavuo¹, Sanna Kailaheimo-Lönnqvist², Timo Kauppinen¹, Outi Sirniö¹

¹Finnish Institute for Health and Welfare, Helsinki, Finland. ²University of Helsinki, Helsinki, Finland

Abstract

The spatial distribution of risks and resources is expected to affect children growing up in different neighbourhoods. Previous research on neighbourhood effects on adolescents has mainly concentrated on socioeconomic outcomes with less focus on health. To fill this gap, we study how childhood neighbourhood context affects mental health in adolescence. Secondly, we examine heterogeneous effects by family background. The study contributes to the debate on neighbourhood effects and origins of social inequalities.

We use register data for the entire population of Finland spanning from 2000 to 2015. The data set is comprised of socioeconomic and sociodemographic variables and of health care use. We use postcode areas as neighbourhoods and measure their socioeconomic advantage, disadvantage and instability. We include children born in 1994-2001 and follow their family and neighbourhood characteristics from age 7 to age 13, and mental health problems from the age of 14 till the age of 17. In the main analysis, we use linear probability modeling and compare sibling fixed effects models (FE) and random effects (RE) to examine the relationship between childhood neighbourhood and adolescent's mental health.

Our analysis shows that when family level unobserved constant characteristics that are shared by siblings are not taken into account (RE), neighbourhood instability and socioeconomic status are related to children's mental health problems, but when they are, there is no such as

connection. Moreover, we did not find evidence that the role of neighbourhood would differ by child's family income or parental education in the sibling models.

578 An immigrants' paradox in mental health? A life-course perspective

Claudia Brunori

European University Institute, Fiesole, Italy

Abstract

Recent literature on immigrants' mental health identifies a paradox. On the one hand, assimilation theories expect immigrants' mental health to increase with tenure in the destination country, with the improvement of social and economic position. On the other hand, recent studies found that immigrants have, on average, better mental health than natives upon arrival, but they gradually lose this advantage with tenure. While the former phenomenon can be explained by selectivity mechanisms, the latter has to do with cumulative exposure to disadvantage (labour market precariousness, economic fragility, discrimination), and failed expectations. However, previous literature has mostly relied on cross-sectional data, and the few longitudinal studies have not properly disentangled the effect of immigrants' tenure from that of ageing. In this article, using data from waves 1-9 of Understanding Society, I run random- and fixed- effects models to estimate immigrants-natives differences in mental health levels and trajectories, accounting for omitted variables bias and reducing selective attrition (and remigration) bias. Preliminary results indicate that ageing has a similar effect on mental health for immigrants and for natives, with its negative effect being even slightly stronger for natives. This would translate into a stable or increasing immigrants-native gap in mental health. This leaves us with an interesting puzzle: why is being an immigrant protective for mental health? In further developments of this paper, I will discuss the possible mechanisms leading to this result.

521 Do tenants suffer from status syndrome? Homeownership, norms and suicide in Belgium.

Joan Damiens, Christine Schnor

UCLouvain, Louvain-la-Neuve, Belgium

Abstract

Background: Homeownership is considered the most desired tenure status and relates to feelings of security, control and success. It also presents a social norm: being a tenant at a certain age and living arrangement can be perceived as a failure.

Objective: This study examines the varying effect of housing tenure on suicide risks across gender, adult ages and household composition

Methods: We used Belgian National Register data linked to 2001 Census and Death certificates to study suicide rates in the population aged 20 to 69 during the year 2002 separately by sex.

Results: We find a negative association of homeownership on suicide risk for both men and women, before and after controlling for age, housing quality, demographic and socioeconomic characteristics. Interacting age and housing tenure, we find that renting increases the risk of suicide among adults in their 40s and 50s, but not among younger and older adults. Looking closer on marital and parental status, foremost married fathers and single childless women face a suicide peak in mid-life when renting.

Conclusions: Our findings indicate that the impact of housing tenure on suicide risk depends on people's age, gender, and household composition.

Contribution: Self-harm-oriented policies need to account for the impact of social norms and gender norms on suicide risk.

Migration & ethnic inequalities I

14:30 - 16:00 Wednesday, 2nd June, 2021

Silke Schneider

556 Optimistic immigrants, disenchanting refugees? Educational plans among young adult refugees and other immigrant groups in Germany

Christian Hunkler, Zerrin Salikutluk

Humboldt University, Berlin, Germany

Abstract

Over the previous decades, international migration has become an increasingly diverse phenomenon. Push factors, e.g., wars or conflicts, grew in importance compared to pull factors, e.g., labor shortages in receiving countries, which prompted an increase in the movement of refugees. Previous research indicates that compared to other immigrant groups, refugees experience more struggles in accessing the labor market. Using data from the IAB-SOEP Study of Migrants and the IAB-BAMF-SOEP Study on Refugees, we investigate whether investments in host country-specific human capital are the reason. Specifically, we compare the educational plans of refugees with certain residence prospects, refugees with uncertain residence prospects, labor migrants, and family migrants in Germany. Our results reveal that refugees are more likely to plan to invest in host country-specific education and training than labor and family immigrants, even after taking compositional differences into account. However, their plans might not be solely based on economic reasons but be a strategy to extend their residence permit in Germany.

Therefore, we compare refugees' investment plans collected in interviews before and after the introduction of a new integration law granting a five-year toleration status to refugees who have taken up dual vocational education. We show that the new law increased vocational aspirations for refugees from countries with lower protection rates to just slightly above the levels of those who can expect a certain residence status. Hence, the incentives created by the new law, cannot explain refugees' higher motivation to invest in receiving country-specific qualifications in general.

535 Acculturation and Employment Trajectories after the Transition to Parenthood in Finland

Elina Kilpi-Jakonen¹, Sandra Buchler²

¹University of Turku, Turku, Finland. ²Goethe-University Frankfurt am Main, Frankfurt am Main, Germany

Abstract

Employing the transition to parenthood and the length of parental leave as a proxy, we examine how children of immigrants acculturate to the norms of the country of destination. In order to look at processes of acculturation and variations therein, we will analyse differences according to generational status, including age at migration, length of residence as well as country of origin. To explain differences between groups, we control for other correlates associated with the length of parental leave, including employment before birth and education level. We also examine intergenerational influences, in particular the influence of mother's employment status when their daughters were teenagers. Full population register data from Statistics Finland is used to analyse first births occurring between 1995 and 2015 to partnered women born between 1975 and 1995. Initial findings from linear mixed models show that while first and the second generation women appear to return to employment slower than their majority peers, once education and relationship status are controlled they in fact return to employment more quickly. Further analyses will examine this in more detail as well as examining associations for men.

466 How bright a boundary? Stronger discrimination against Muslims originating from authoritarian and gender-unequal countries

Anne De Vries¹, Valentina Di Stasio²

¹Vrije Universiteit Amsterdam, Amsterdam, Netherlands. ²Utrecht University, Utrecht, Netherlands

Abstract

Using data from a cross-nationally harmonized correspondence test, we examine how employers in Britain, Germany, Netherlands, Norway, and Spain respond to applications received from Muslim job seekers. Assuming that employers are, at least in part, driven by Islamo-prejudice, we test whether being a Muslim is a stigmatized identity that penalize all applicants similarly ('a bright' boundary) or whether employers differentiate between Muslim applicants depending on

characteristics of their origin countries. We focus on indicators that may signal to employers value incompatibility with secular societies of Christian traditions (a symbolic threat), the presence of authoritarian regimes or weak democratic institutions (a political threat) or the diffusion of radical Islamist terrorism (a security threat). We find that Muslims originating from countries with authoritarian regimes or very unequal gender relations receive lower callback rates than Muslims originating from countries with stronger gender democratic institutions and more equality between genders. We also leverage a subset of the data consisting of applications sent by Christians from the same 13 origin countries. We find that employers do not distinguish between Christian applicants in the same way as they do with Muslims, a sign that these symbolic, political and security threats are Muslim-specific.

670 Does Emigration Give Employment Benefits? A Quasi-Experimental Approach Applied to Poles and Romanians in Italy and UK

Stefano Cantalini, Nazareno Panichella

University of Milan, Milan, Italy

Abstract

This work studies the labour market integration of a single migrants group, the Eastern European immigrants, in two destinations: Italy and UK. The aim is to analyse whether the labour market trajectories of immigrants vary through institutional contexts or follow the same integration pathway across different receiving societies. We apply the so-called *single origin group in multiple destinations* design, where the integration of a single migrant group across different destinations is compared. Using a large dataset combining seven waves (2009-2015) of the European Labour Force Survey, the British Labour Force Survey and the Italian Labour Force Survey, this work a) stresses the importance of macro-features of the host society for studying migrants' integration process; b) highlights similarities and differences between a specific migration group in different destinations, empirically addressing the role of their different selectivity; c) compares the labour market opportunities (in terms of employment opportunities and social class achievement) of those who migrated (in Italy or UK) with those who remained in the country of origin (stayers) and with the natives of the host societies (natives).

Wages, income, wealth I

14:30 - 16:00 Wednesday, 2nd June, 2021

Aleksi Karhula

528 Life-Course Patterns of Educational Differentials in Early Labor Market Outcomes of Young People: Inter-Cohort Variation

Limor Gabay-Egozi¹, Park Hyunjoon², Meir Yaish³

¹Bar-Ilan University, Ramat Gan, Israel. ²University of Pennsylvania, Philadelphia, USA.

³University of Haifa, Haifa, Israel

Abstract

Literature on transition to adulthood highlights increasingly prolonged and uncertain processes of becoming an adult in the United States. With rising economic inequality and growing non-standard employment, young adults nowadays face challenges in making transition to stable and regular work, probably more than young adults in previous decades. Following two NLS cohorts who entered the labor market in 1980s and 2000s, respectively, we examine whether educational differences in early labor market outcomes (employability and earnings) narrow or widen over the life span aged 22 to 35 and how these cohorts differ therein. We find that college education yields positive economic returns in the early years since labor market entry for both cohorts, yet more among females and for the younger cohort. Nonetheless, educated workers gradually lose their economic supremacy by the age of 35. Also, economic well-being trajectories by level of education do not vary by parental education or race/ethnicity.

602 Intersectionality and Social Benefit Dependency: A Longitudinal Analysis of the Interplay Between Ethnicity, Sex and Age

Jos Slabbekoorn¹, Ineke Maas^{1,2}, Cok Vrooman^{1,3}

¹Utrecht University, Utrecht, Netherlands. ²Vrije Universiteit Amsterdam, Amsterdam, Netherlands. ³Netherlands Institute for Social Research, The Hague, Netherlands

Abstract

Intersectionality theory highlights the importance of the interplay of multiple social characteristics. This study examines the risk of getting into social benefit and the duration of social benefit dependency from an intersectional perspective. We test how disadvantages from multiple social characteristics cumulate and distinguish three potential effects: additive, multiplicative and compensating effects. We analyze Dutch administrative data, covering the entire population and

providing accurate and detailed information about social benefit receipt. We use multilevel regression models with a cross-classification of social characteristics (ethnicity, sex and age), comprising 18 separate intersectional strata. We perform Individual Heterogeneity and Discriminatory Accuracy analyses to assess the cumulative effects of disadvantage on social benefit dependency. Preliminary findings show ethnic, gender and age differences in social benefit receipt, and indicate multiplicative effects and compensating effects to underly the interplay of ethnicity, sex and age in social benefit dependency.

604 Materfamilias: The beneficial impact of mother's work on children economic mobility

Gabriel Brea-Martinez

Lund University, Lund, Sweden

Abstract

The intergenerational influence on social and economic mobility always attracted the interest of researchers, bringing evidences on that intergenerational mobility correlate positively with the generation of opportunities and low levels of inequality at the society level. Recent studies pointed an exclusive focus on the influence of fathers on child's outcomes, which neglecting the maternal influence. Nevertheless, studies developing a higher attention to mother's influence on intergenerational mobility usually focus only in periods after 1970. The main arguments for not extending back studies on maternal influence lie on a common belief that mothers would have a small impact on male breadwinner societies, when it was uncommon for mothers with school-aged children to work.

This paper studies the maternal influence on child's social mobility in a period when mother's gainfully work was far from being common. I look for a potential beneficial effect of forerunner mothers, working after motherhood between the end of 1940's and 1980's. I use rich longitudinal data from Southern Sweden with enough income and sociodemographic information that allows studying intergenerational income mobility in a consistent way.

My findings show that mother's income did not influence children directly. However, maternal working status and income similarity to fathers, a proxy to economic autonomy, during late childhood and adolescence had a substantial effect on upward economic mobility, especially for daughters. These results suggest that apart from the direct income influence, an active role model could be fundamental to promote social mobility and to narrow gender disparities.

498 Higher Education and the Black-White Earnings Gap

Xiang Zhou¹, Guanghui Pan²

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Abstract

Higher education can be a double-edged sword in shaping the black-white earnings gap. It may serve as an equalizer, if black youth benefit more from the experience of attending college and from attaining a bachelor's degree than do their white peers. It may also reinforce preexisting inequalities, given that black students tend to attend lower-quality institutions and, partly because of it, graduate at lower rates relative to white students. In this study, we employ a causal mediation framework and a debiased machine learning method to decompose the total effect of attending a four-year college on earnings into several direct and indirect components. By examining how each of the components varies by race and its correlates, we isolate the equalizing and disequalizing effects of higher education and unveil the sources of these effects. Analyzing data from the National Longitudinal Survey of Youth, 1997 cohort, we find that among men, the attainment of a BA degree has a strong equalizing effect on earnings, but this equalizing effect is counterbalanced by a disequalizing effect due to unequal likelihoods of BA completion. Moreover, a bachelor's degree narrows the male black-white earnings gap primarily by lessening the “unexplained” penalty of being black in the labor market, rather than by reducing the influence of class background and pre-college academic ability. Thus, while pre-college financial and academic resources are the primary contributor to earnings inequality among college graduates, labor market factors seem to play a dominant role in generating racial gaps among less educated men.

Higher education

14:30 - 16:00 Wednesday, 2nd June, 2021

Anne Christine Holtmann

427 A Big Fish in a Small Pond: Academic Undermatching and College Outcomes

Dafna Gelbgiser, Sigal Alon

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Abstract

Academic “mismatch”—the degree of incompatibility between students’ academic aptitude and the demands of their educational unit—is central to many streams of research on inequality in higher education. Yet, nearly all research on academic mismatch focuses on overmatched students, whose qualifications are lower than those of their classmates. In this paper we assess the implications of different types of academic mismatch on students’ retention, focusing explicitly on over- and under-matched students. We use complete administrative data on the applications, academic careers and outcomes of all students at four elite universities in Israel in 1998-2003 to accurately gauge academic mismatch and retention. Results from multinomial logit models suggest that academic undermatching is especially consequential for students’ retention, more so than overmatching: Undermatched students are more likely than their matched and

overmatched peers to transfer and graduate in another field, or to leave college without a degree altogether.

571 What's next? Educational and Vocational Reorientation after Higher Education Drop out and the Effect of Social Origin

Nancy Kracke¹, Sören Isleib²

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Abstract

The social background of individuals has proven to be a persistent and distinctive determinant in the German education and training system (cf. e.g. Becker 2003; Schindler 2017). It influences educational decisions, educational success and returns to education. Thus, it represents an important factor in the distribution of opportunities at every stage of the educational system. In this status quo, both past educational expansion and current reforms could change little.

The proposed paper extends the broad state of research on the influence of social background on educational decisions and transitions by a late stage in the educational process. The study examines the extent to which social background has an effect on the choice of educational and occupational options after dropping out of higher education and thus closes a research gap for Germany.

Based on the survey of exmatriculated students and using sequence and cluster analyses, six typical patterns of reorientation after dropping out can be determined. The social background proves to be an important influencing factor. Multivariate analyses manifest this finding. Persons with academically qualified parents are more likely to return to the university after dropping out. On the other hand, persons from non-academic families tend to choose vocational training or employment as a new option after dropping out, which indicates a higher risk aversion and the abandonment from academic education in the event of a formal failure. This paper thus demonstrates the persistence of social inequality in the education system at a late educational stage.

671 What do changes in origin inequalities in preparation among college entrants over time tell us about stratification in higher education?

Eric Grodsky, [Ang Yu](#), Felix Elwert

University of Wisconsin–Madison, Madison, USA

Abstract

We offer a novel decomposition method to understand how inequalities by social origin in prior academic preparation and effort among college attendees in general and at elite college in particular are influenced by differential marginal distributions of achievement and effort among high school students. We begin by reviewing the empirical literature on relevant changes by social background in (i) the population eligible to attend college and (ii) the process by which secondary school student are selected into college. Next, we propose a decomposition of the college distributions based on four parameters for each origin group, capturing the marginal mean and variance in high school, the sensitivity of attendance to achievement and effort, and the probability of attendance for the typical student. Based on survey and transcript data for two cohorts of high school students in the United States approximately a generation apart, we estimate parameters for the decomposition and conduct counterfactual simulations to evaluate the role of each parameter in producing the preparation and effort gaps. We find that the selection regime, as a whole, reduces disparities in achievement and effort across social origins for college attendees. Surprisingly, it is often the case that students from higher income background are *more* influenced by achievement and effort in their attendance probability, which plays a salient role in driving up the within-college gaps.

732 Educational Careers in Higher Education and Intergenerational Occupational Association among the Highest Educated in the UK

[Jung In](#)

University of Oxford, Oxford, United Kingdom

Abstract

In stratification research, the relatively strong intergenerational socioeconomic association among postgraduate degree holders has attracted attention because it casts doubt on the long-held belief in higher education's equalizing effect. Recent studies on US postgraduate degree holders have found that stratified postgraduate education accounts for most of this association. However, no study has examined comprehensively pathways in higher education, including both undergraduate- and postgraduate-level stratification. Furthermore, studies have focused largely on the US even though the pattern has been observed in other countries with different higher education systems. This study explores the mediating role of undergraduate- and postgraduate-

level stratification in the intergenerational occupational association among postgraduate degree holders in the UK. Results show that much of the association is indeed explained by undergraduate-level stratification even where postgraduate-level stratification seems to account for it. Unequal distribution at undergraduate-level education, a strong path dependency between undergraduate- and postgraduate-level stratification, and unequal sorting into postgraduate education jointly give rise to the unequal occupational outcome by social origin among postgraduate degree holders. Women from lower origins experience a double disadvantage by gender inequality and gender-specific pattern of class inequality. This study confirms that the source of social origin inequality among postgraduate degree holders goes beyond postgraduate education and reveals inequality-generating mechanisms in the transition from undergraduate to postgraduate education.

Educational tracking

14:30 - 16:00 Wednesday, 2nd June, 2021

Markus Klein

476 The Effect of School Tracking on Student Achievement and Inequality: A Meta-Analysis

Éder Terrin, Moris Triventi

University of Trento, Trento, Italy

Abstract

This meta-analysis examines the effects of sorting students in secondary education into different tracks (“between-school” tracking) or classrooms (“within-school” tracking) for the efficiency and inequality levels of an educational system. Efficiency is related to the overall learning achievement of students, while inequality can refer to “inequality of achievement” (dispersion of outcomes) and “inequality of opportunity” (how strongly students’ family background influences their educational performance). Selected publications range from analyses performed in the 1990s until 2020 and amount to a total of 40, yielding 164 estimates on efficiency and 190 estimates on inequality. Main findings include the fact that the mean effect size of tracking on efficiency is null, while on inequality it is significantly positive. We further set out to explain variation in effect sizes by (a) policy characteristics, (b) operationalization of main variables, (c) research design (d) quality of the study and publication status, and (e) set of controls.

590 Types of Tracking and Educational Success in the Netherlands

Per Bles¹, Melline Somers¹, Katarina Weßling^{1,2}

¹Research Centre for Education and the Labour Market (ROA), Maastricht, Netherlands.

²Federal Institute for Vocational Training Education and Training (BIBB), Bonn, Germany

Abstract

Contrary to dichotomous differentiation between tracked and non-tracked students, this paper examines the effect of three different types of secondary-school tracking on educational attainment. Moreover, we also examine the extent to which these effects are heterogeneous on socioeconomic background. Using rich registry data, we exploit the variation in the supply of schools that are offering different types of tracks in the local area and use that as an instrumental variable for track choice. Our results show that students with the same prior track recommendation are more likely to obtain a diploma that exceeds their track recommendation in a class combining more than two tracks (broadly tracked) than a class combining two tracks (partly tracked). The type of track does not affect student's likelihood to enrol in higher education. These effects are stronger for those with parents that have a higher income or are higher educated. While the empirical literature on tracking typically defines tracking as a dichotomous, we show that there are more fine-grained differences that matter for students' school career.

695 The Role of Parental Knowledge in the Transition to Secondary School

Andrea Forster

University of Amsterdam, Amsterdam, Netherlands

Abstract

The paper studies the role that parental knowledge of the educational system plays for a successful transition from primary to secondary education. Knowledge is necessary to make rational choices about education and to navigate institutions successfully. At the same time knowledge is related to socioeconomic status (SES): low SES families have on average less knowledge about education than high status families. I study whether knowledge helps families to reach higher track placements for their children and realize previous aspirations more often. Furthermore, I investigate if different levels of knowledge can explain educational inequality in the transition process from primary to secondary education. I investigate different aspects of knowledge: knowledge about the regulations concerning track placement, knowledge of the length of secondary school trajectories and knowledge of the diploma's required for certain occupations. I focus on the German educational system and use data from the National Educational Panel Study (NEPS).

524 Analysing diversion processes in German secondary education: School track effects on educational aspirations

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Abstract

Educational aspirations can be regarded as a predictor of final educational attainment, rendering this construct highly relevant for analysing the development of educational inequalities. In the context of the German tracked secondary school system, we analyse school track effects on the development of educational aspirations. Using data from five consecutive waves of the German National Educational Panel Study (NEPS), we select a sample of high-performing students with initially high aspirations at the start of secondary education. By tracing the development of these individuals over the course of the next five school years, we are able to investigate how aspirations change over time and how these changes are associated with social origin and the type of track attended in secondary education. Our results indicate that pupils in the non-academic track or with a low social origin tend to lower their aspirations significantly more often than pupils in the academic track or pupils with a high social origin. With mediation analyses, we demonstrate that these differences can be attributed to learning environments at the school-level. We also show that the downward adjustment of aspirations in the non-academic track is less pronounced for students from highly educated families than for student from low educated family backgrounds.

Family dynamics, structures and policies I

16:15 - 17:45 Wednesday, 2nd June, 2021

Berkay Ozcan

576 Losing Partners as a Process: A Matching Study on the Long Term Economic Consequences of Widowhood

Zachary Van Winkle¹, Thomas Leopold²

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Abstract

In this study, we assess the long-term economic consequences of widowhood and how those consequences vary by gender, race, and socioeconomic status. We used data from the Health

and Retirement Study and a new propensity matching approach to estimate how the point-in-time and cumulative economic wellbeing of individuals changes across the process of partner loss, relative to a group of comparable and continuously married individuals. We find evidence that the consequences of widowhood emerge up to eight years prior to bereavement and persist long after. However, we also find differences across subgroups, with women as well as Black and less educated individuals being particularly disadvantaged. For example, the cumulative cost of the process of bereavement in terms of lost income amount to \$380,000 for women and \$360,000 for Black individuals, compared to \$80,000 for men. Our results demonstrate that an intersectional perspective is essential for future research.

548 Parental Educational Homogamy and Intergenerational Educational Reproduction: Effects, Mechanisms and Racial Differences

Hanzhi Hu¹, Richard Breen^{2,1}

¹University of Oxford, Oxford, United Kingdom. ²Nuffield College, Oxford, United Kingdom

Abstract

Sociologists have a long-standing interest in educational assortative mating, yet studies of the consequences of parental assortative mating for children are surprisingly few. We seek to fill that gap. We use an innovative approach to estimate the effect of parental educational homogamy on the educational attainment of the next generation and apply it to the Panel Survey of Income Dynamics (PSID) data. We further explore how the effect of homogamy is transmitted by testing three potential mechanisms: the pooling of family resources via marriage, the different marital status of parents, and the differential fertility of parents. We then explore the differences in the homogamy effect and its mechanisms by race. We find an overall moderate homogamy effect driven by the most (dis)advantaged groups at the extreme ends of the educational distribution. The homogamy effect is positive at the top of the education distribution but negative at the bottom. The effect of educational homogamy is partly explained by the pooling of family resources and differential fertility rates; the latter explains around 40% of the homogamy effect for the least educated group. Compared with white Americans, black Americans suffer from a larger homogamy penalty at the bottom and a weaker gain from homogamy at the top. The proposed mechanisms play a less important role in explaining the homogamy effect for black Americans.

511 Family instability and educational transitions: explaining heterogenous effects across social backgrounds in Germany

Kristina Lindemann

Goethe University Frankfurt, Frankfurt, Germany

Abstract

This study explores how the effect of family instability on children's educational outcomes depends on parental education and tests mechanisms explaining this effect heterogeneity. Previous studies have mainly focused on the heterogeneous effect of parental separation, but little is known on how the effect of family instability, involving also family structure experiences after separation, depends on parental education. Using longitudinal data from the German Socio-Economic Panel (waves 1984-2018) for children born into two-parent families, I employ models with entropy balancing and siblings fixed effects to explore the heterogeneous effects of family instability on children's educational transition to academic secondary school, grades and aspirations. I also test the mediating role of family's financial difficulties, residential mobility, maternal work and childcare time and maternal wellbeing. The findings show that family instability reduces the likelihood to attend academic school track among children of lower-educated parents living in stable single-parent or stepparent family, mainly due to longer-term exposure to poverty after separation combined with residential mobility. Educational transitions of children from higher-educated families are not negatively affected, except for children of higher-educated fathers living in single-mother families, which is explained by reduced income after higher-educated father moves out.

617 Partner choice and parameter estimates: modelling the effect of preferences in assortative mating

Brendan Halpin

University of Limerick, Limerick, Ireland

Abstract

This paper uses simple agent-based models of partnership formation to assess the validity of inferences based on loglinear and other analyses of the table of existing partnerships. Inferring preferences from the basis of socially structured outcomes is problematic. A structure such as a table of spouse pairs, classified by a characteristic such as educational level, is the static outcome of a dynamic process, where the expression of preferences is constrained in many ways. Nonetheless a long tradition of research draws conclusions based on such data. As is well known, a variety of different processes may yield similar patterns of assortative mating. To address this problem, the paper simulates partnership formation under a range of different processes, and assesses the ability of models of the resulting spouse-pair table to estimate the strength of preferences (such as a female-hypergamy preference). Completely different logics yield similar patterns, meaning it is difficult to determine the process from the outcome, and under certain logics, loglinear models will detect excess female hypergamy in the absence of a female-hypergamy preference, as a result of the changing distribution of single people over time. Analysis of the table of completed marriages may thus be biased, and instead, if the data permit, time needs to be taken into account.

Health inequalities II

16:15 - 17:45 Wednesday, 2nd June, 2021

Alexi Gugushvili

588 Own and Parents' Schooling as Predictors of Cognitive and Physical Health at Older Ages: Findings from the Longitudinal Chilean Social Protection Survey

Irma T. Elo¹, Jere Behrman¹, David Bravo², Sneha Mani¹, Alejandro Sanchez Beccara¹

¹University of Pennsylvania, Philadelphia, USA. ²Universidad Católica de Chile, Santiago, Chile

Abstract

A large literature on predictive powers of own schooling, and increasingly one's parents' schooling, on cognitive and physical health of aging individuals focuses on high-income countries. There is a paucity of studies for other contexts, including Latin America and the Caribbean (LAC). We use data from the longitudinal Chilean Social Protection Survey to investigate associations between one's own schooling, one's parents' schooling, childhood family economic status and cognition, diabetes and hypertension in a country that differs substantially from the US and from other LAC countries. We further test whether these associations differ by gender. Our estimates suggest that own schooling significantly predicts cognitive and physical health indicators, and that parental (particularly maternal) schooling and childhood family socioeconomic status are significant predictors of cognition. We also find significant heterogeneity in associations between schooling and cognition for women and men.

541 Does Children's Education Improve Parental Longevity? Evidence from Two Educational Reforms in England

Joan Madia^{1,2}, Patrick Präg³, Christiaan Monden^{1,2}

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³CREST/ENSAE, Paris, France

Abstract

Parents of better-educated children are healthier and live longer. Is this a non-monetary return to education which crosses generational boundaries, or is this the consequence of unobserved factors (e.g. shared genes) driving both children's education and parental health? Using data from

the English Longitudinal Study of Aging (ELSA) and two educational reforms that raised the mandatory school-leaving age from age 14 to 15 years in 1947 and from age 15 to 16 years in 1972, we investigate the causal effect of children's education on parental longevity. Preliminary results suggest that an effect of better-educated children education can only be found for fathers, but not for mothers. Subgroup analyses reveal distinct effects of children's gender. Results are discussed against the backdrop of universal and free health care provision in England.

472 Does unemployment affect health through changes in health-related behaviors? Evidence from panel data

Gerhard Krug^{1,2}, [Sebastian Prechsl](#)²

¹Institute for Employment Research (IAB), Nürnberg, Germany. ²University of Erlangen-Nürnberg (FAU), Nürnberg, Germany

Abstract

Despite ample evidence on the causal effect of unemployment on mental and physical health, the process of how unemployment brings about health damages is still not well understood. As health behaviors seem to be a key aspect in this regard, our focus lies on the explanatory power of health-related practices for the well-documented health differences of employed and unemployed individuals. Are health-related behaviors a mechanism that helps to cause or suppresses the health-consequences of unemployment? As the literature provides overwhelming evidence that healthy (unhealthy) behaviors are crucial for positive (negative) health outcomes, we expect a causal chain from unemployment through health-related behaviors on health. In our analysis, we use the waves 3, 6, 9 and 12 of the German panel study "Labour Market and Social Security" (PASS). Furthermore, we apply fixed-effects panel regressions that account for unobserved time-constant confounders and estimate the indirect effects of unemployment via each variable of health-related behavior. Our results are as follows: First, more frequent sports activities after job loss partly suppress the negative effects of unemployment on physical and mental health. Second, BMI produces parts of the negative effect of unemployment on physical health. However, we find no mediation effect from unemployment via BMI on mental health. Third, unemployment effects on health behaviors vary over time, indicating that production and suppression of the adverse unemployment effect is time-varying as well. To address this issue, we also conducted a mediation analysis that takes into account the possibility of different mediation effects depending on unemployment duration.

426 The Long Arm of Childhood on Loneliness at Older Ages in the United States

[Shiro Furuya](#), Jia Wang

University of Wisconsin-Madison, Madison, USA

Abstract

Loneliness has been a growing concern in developed nations. Previous studies have examined the correlations between loneliness and sociodemographic characteristics, usually measured at mid-life. Yet, we know relatively little about whether and how individuals' early-life experiences may shape their loneliness at later life. This is an important limitation in light of the well-documented theoretical frameworks and empirical evidence suggesting that early childhood conditions could either directly or indirectly shape health inequality in later life. Using the HRS, we investigated how early-life experiences are associated with later-life loneliness in the preliminary analyses. In the subsequent revisions, we will (1) include more indicators of early-life circumstances; (2) evaluate how the association between early-life conditions and later-life loneliness depends on early-adult conditions; (3) use an isolation-adjusted loneliness measure; and (4) racial/ethnicity heterogeneity in the linkage between early childhood conditions and later loneliness.

Migration & ethnic inequalities II

16:15 - 17:45 Wednesday, 2nd June, 2021

Guillermina Jasso

624 Inequality in Immigrant Mental Well-Being Following the Brexit Referendum: A Triple-Difference Approach

Jing Shen, Irena Kogan

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Abstract

Based on data from a countrywide longitudinal survey in the UK, this study examines the causal effect of the Brexit referendum on mental well-being of the immigrant population, measured by GHQ scores. By adopting a quasi-experimental, triple-difference approach, we find heterogeneity in how the Brexit referendum impacts mental well-being of the immigrant population in the UK. While established EU immigrants' mental well-being improved after the referendum, all other immigrants experienced no referendum premium in terms of mental well-being. Moreover, recent EU and established non-Western immigrants felt significantly distressed about the UK leaving EU. By taking a closer look, these are the lowly-educated, those in gainful employment and the younger who bore the negative psychological consequences of the Brexit referendum.

468 From the ballot box to the workplace: Brexit and hiring discrimination of EU nationals

Valentina Di Stasio¹, Anthony Heath²

¹Utrecht University, Utrecht, Netherlands. ²Nuffield College, University of Oxford, Oxford, United Kingdom

Abstract

On 23 June 2016, more than 17 million voters cast their preference for the UK to leave the European Union (EU). Alarming, qualitative studies of EU nationals in the aftermath of the referendum pointed to episodes of bullying, harassment, verbal abuse and name-calling in several life domains, including access to employment. Moreover, EU nationals trying to gain long-term residence rights encountered a generally hostile environment when dealing with the UK Immigration Service. In this study, we examine whether EU nationals faced a similarly hostile environment when applying for jobs. We draw on a field experiment on hiring discrimination conducted in Britain between August 2016 and December 2017. As job applications were otherwise identical in terms of skills, qualifications and job-related characteristics, we interpret differences in the responses (callbacks) received by White British applicants and those received by applicants of European ancestry as evidence of discrimination. Our contribution to the literature is twofold. First, we provide causal evidence that both applicants from EU12 countries and applicants from Eastern Europe are less likely to receive a callback than White British applicants. Second, we show that only EU12 nationals, but not Eastern Europeans, were treated on par with the White British group in the Greater London Area, where support for Leave was at its lowest. The difference in treatment experienced by EU nationals facing the same administrative and legal uncertainty rules out the possibility that employers were refraining from calling back EU nationals merely out of concerns over their settlement status.

659 The structural integration of ethnic minorities in Western Europe

Silke Schneider¹, Anthony Heath²

¹GESIS - Leibniz Institute for the Social Sciences, Mannheim, Germany. ²Nuffield College, Oxford, United Kingdom

Abstract

Previous cross-national research on structural integration has found that the second generation of European origins tend to fare relatively well in the destination labour markets, in many cases not experiencing any significant ethnic disadvantage. However, most non-European groups do experience ethnic penalties with respect to unemployment, and in some destination countries experience substantial penalties with respect to occupational attainment as well. We will revisit these findings with the new ESS data and will also be able to extend them to the third generation for some ethnic groups as well. We focus on the structural integration of second and third generations in the nine European countries (Austria, Belgium, France, Germany, Great Britain, the Netherlands, Portugal, Spain and Switzerland). Educational attainment, precarious work situation, reliance on benefits, occupational attainment and household income are used as

indicators of structural integration. We use two measures of immigrant background: generational status and ethnic origin. Using the pooled samples of ESS rounds 7, 8 and 9, we first compare patterns of structural integration of broad ethnic groups across different European destination countries. We secondly explore potential explanations for the variations across ethnic groups and destination countries in the size of the ethnic penalties experienced by the second and third generations. We use the 'slopes as outcomes' method to explore the relationship, at the group level, between the estimated structural disadvantage, the degree of selectivity, and the extent of discrimination.

681 Understanding Immigrant Assimilation in Organizational Contexts: Occupation, Establishment, Job Level Pay Gaps for 1st and 2nd Generation Immigrants in Norway, 1997-2018

JooHee Han, Are Skeie Hermansen

University of Oslo, Oslo, Norway

Abstract

Immigration literature points that immigrants assimilate better into the mainstream in destination countries over time and generations. One limitation of current survey-based individualistic approaches is that it is difficult to understand the detail dynamics that prohibit or promote immigrants' mobility beyond observed immigrant-native wage gaps. Studies analyzing linked employer-employee show that sorting of workers into firms of different wage levels explains a large share of overall inequality. Immigrants' status in the labor market and native-immigrant wage gaps are also closely tied with workplace and organizational contexts. Few studies, however, examine how workplace dynamics influence immigrant incorporation longitudinally, scarcer in comparison of immigrant generations. Analyzing the Norwegian register data from 1997 to 2018, which cover the entire employments in Norway, we find considerable sorting effects on the first-generation immigrant-native wage gaps. The wage inequality between natives and first-generation immigrant is increasingly driven by sorting of immigrants to low-paying establishments, occupations, and jobs whereas that between natives and second-generation immigrants is decreasingly driven by sorting effects. Despite the decreasing sorting effects on the second-generation immigrant-native wage gap we find a considerable variation of workplace-specific wage gaps. Building upon these preliminary findings, we plan to analyze further how organizational contexts shape first- and second-generation immigrants' wages.

Class & class mobility II

16:15 - 17:45 Wednesday, 2nd June, 2021

Jani Erola

672 Why Are Adults' Lives Persistently Unequal? The Intergenerational Effects Behind the Process of Persistent Inequality

Rona Geffen

Goethe University, Frankfurt am Main, Germany

Abstract

Why is social inequality persistent within and across generations? While earlier research mainly documented intergenerational mobility processes by exploring the transmission of advantages and disadvantages between parents and children, later studies have focused on intragenerational mobility processes. Using panel data for Germany and the UK (1991-2016) and mediation analysis that combines sequence analysis, cluster analysis and growth curve multilevel models, this study integrates both mobility processes by examining the role of the parents' social class in persistent inequality among adults through the formation of the role behaviors of men and women. The results show that children of parents from upper social classes tend to have an equal division of labor in their family of procreation. Similar to their partners, they also hold standard jobs which lead to greater economic attainments. In contrast, children of parents from lower social classes tend to have the most precarious pathways in both their career and co-residential lives, with the lowest economic attainments. The opportunity structure as well as the gender of the parent and that of the child are also important. In the UK, the economic mechanism explains the transmission of advantages and disadvantages between parents and their children in their life pathways and economic attainments. However, in Germany, it is cultural gender norms that shape the transmission of gender roles between fathers and sons and mothers and daughters.

622 Reassessing class hierarchies in postindustrial societies: a criterion and construct validation of EGP and ESEC across 31 countries

Carlo Barone¹, Oscar Smallenbroek¹, Florian Hertel²

¹Sciences Po, Paris, France. ²Hamburg university, Hamburg, Germany

Abstract

We assess the criterion and construct validity of EGP and ESEC using data from the European Working Conditions Survey (EWCS) for 31 countries. For the criterion validation, we identify indicators of employment relations and assess whether social classes follow the patterns predicted by the theory. For the construct validation, we contrast social classes on five indicators (earnings, socio-economic status, permanent vs. fixed-term contracts, work autonomy and decision autonomy). We use principal component analysis for data reduction and specify OLS models regressing summary scores of employment relations or outcome variables on class categories, controlling for socio-demographic confounders.

We make four contributions. First, we assess the homogeneity of the salariat class, showing that lower professionals are in a disadvantaged position relative to managers and higher professionals. Our second contribution involves the supposed gender-neutrality of EGP-like schemes, which is fundamental to apply EGP-like schemes to both genders. We find that class-based employment relations are similar among men and women. Our third contribution involves the validity of EGP-like schemes for comparative research. Studies implicitly assume that EGP and ESEC measure employment relations equally well across countries. Our validation exercise covers 31 countries showing that EGP and ESEC measure employment relations equally well across nations that differ markedly in terms of economic development, occupational structures and institutional arrangements. Finally, we compare the validity of EGP and ESEC, showing that these two class schemes are highly interchangeable measures of employment relations and perform similarly in predicting socio-economic outcomes.

648 Occupational status attainment and intergenerational mobility of ethnic groups at entry into the labour market, Suriname 1960-2010

Tamira Sno¹, Harry Ganzeboom²

¹Anton De Kom University Of Suriname, Paramaribo, Suriname. ²Free University Amsterdam, Amsterdam, Netherlands

Abstract

We analyse the influence of the parental occupational status and respondent's own educational level on the occupational status of men and women at entry into the labour market in Suriname between 1960 and 2010, using data from the nationwide representative survey "SURMOB2012: Status Attainment and Social Mobility in Suriname 2011-2013" (N=3929). Because the status of the first occupation, as well as the highest attained education and parental occupations do not change after entry into first job, this design allows us to identify trends in the period 1960-2010 by cohort comparisons.

Using OLS regression models, parametrized as proposed by McClendon (1977), we make a distinction between structural (or *collective*) mobility and relative (or *individual*) mobility. The models indicate strong upward structural mobility between parents and offspring, in particular between mothers and daughters: this is due to a general upgrading of the occupational structure

of Suriname. Upward collective mobility is strongest for ethnic groups at the bottom (Maroons and Natives).

At the same time there has been a general trend in the past 50 years towards more relative mobility, or 'social fluidity': the occupations of the parents have become less decisive for the occupation at entry into the labour market. The level of relative social mobility varies between ethnic groups, and is the strongest for the two groups that also have experienced the highest collective upward mobility: Natives and Maroons. Their increased urban representation largely explains the overall trend towards more social fluidity.

655 Social Origin and Female Occupational Careers. The Role of Education and Family in Shaping Social Inequality among Italian Women

Gabriele Ballarino, Stefano Cantalini, Nazareno Panichella

University of Milan, Milan, Italy

Abstract

This paper studies in longitudinal perspective the direct effect of social origin on labour market participation and occupational destinations among women in Italy over the career. It aims at studying how much of the association between social origins and social destinations among women is explained by factors related to the family sphere (e.g. marriage, parenthood, socio-economic condition of the partner, etc.), and whether the latter are as important as education in accounting for this association. Moreover, it asks if there are differences in the association between social origin and social destination according to education and family behaviours. Using Multipurpose Survey data (2009) and estimating growth curve models with random effects, we study: a) the magnitude of the effect of social origin on the probability of being employed and occupational prestige, examining how much of this effect is explained by educational attainment and family related variables; b) if the effect of social origin changes over the female life course; c) whether the effect of social origin on occupational destination changes according to education as well as according to family related variables, such as number of children.

Work & occupations I

16:15 - 17:45 Wednesday, 2nd June, 2021

Nancy Kracke

474 Closure Through Occupational Standardization? - Testing a Central Assumption of Occupational Closure

Marvin Bürmann

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Abstract

Neo-Weberian theorists argue that standardized credentials are a central mean to ensure advantages for employees within occupations (Weeden 2002). This works either because only certificate holders have the relevant skill set or employers simply just believe that this is the case (Weeden 2002, p. 61 f.). Hence, it is assumed that occupational standardization makes it more difficult for employees to access higher positions without the necessary certificates. Although the concept of occupational closure is well established, this central assumption has never been directly tested. Consequently, this paper investigates if the standardization of occupations reduces the vertical mobility of employees without respective credentials. This is done by analyzing the effect of standardized credentials within occupations on the probability of getting into higher positions without higher credentials, i.e. the probability of being undereducated. Based on the German Socio-Economic Panel (SOEP), it is shown for the first time that such formal undereducation becomes more unlikely, the more standardized an occupation is. But contrary to theoretical expectations, this effect is not observed among employees without any credentials beyond schooling. When they access highly standardized occupations despite lacking the credentials, they are equally as frequently employed in higher positions as in occupations with low standardization. Although the effects of occupational closure about the same for immigrants and natives, immigrants are less likely to gain access to standardized occupations in the first place. This suggests that for immigrants, occupational closure additionally works through a more difficult access to standardized occupations.

523 Longer Working Lives, Increasing Social Inequality?

Mark Visser

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Abstract

Against the background of policies that promote longer working lives, this study focuses on differences between social groups in retirement timing and performing paid work after the

retirement transition. Also, what can be said about people's motivation to retire? It can, for instance, be expected that lower educated older people more often have difficulties in making ends meet and therefore return to the labor market because of financial reasons. Yet, higher educated older people are probably better able to 'unretire', for example when they miss their job. Data from the Family Survey Dutch Population, collected in 2018, are used. This study is therefore able to provide a timely view of the situation of older workers in the Netherlands. Higher educated people retire at younger ages than the lower educated, and women work almost a half year longer than men. As expected based on the policy shift from early retirement to longer working lives, younger generations retire at older ages than older generations. Moreover, educational and sex differences in retirement timing have not grown over time. Furthermore, the lower educated have a lower likelihood to perform paid work after they retired compared to the higher educated. Higher educated retirees more often mention work pleasure as a reason to go back to work. They also seem more sensitive to requests of their previous employer to return to the work floor. In contrast, lower educated people more often state that financial necessity is a primary reason to engage in paid work again.

555 Investigating the wage penalty of temporary workers across 30 countries using LIS data: How much and for whom does the institutional context matter?

Sophia Fauser, Michael Gebel

University of Bamberg, Bamberg, Germany

Abstract

In this study, we analyze the hourly wage gap between temporary and permanent employees across 30 countries using the most recent data from the Luxembourg Income Study (LIS) supplemented by EU-SILC and national panel data. Controlling for exogenous socio-demographic characteristics we find wage penalties for temporary workers in all included countries. However, results also reveal large cross-country differences, with the wage gap ranging from -3.63 percentage points (Lithuania) to -39.41 percentage points (Spain). Across all countries, the wage penalty is on average higher for workers in high-skilled occupations, full-time workers, and older workers. However, this subgroup analysis again reveals a lot of cross-country variance. In a next step, we thus utilize a two-stage multilevel approach to relate the revealed cross-country differences to country level characteristics such as employment protection legislation (EPL), collective bargaining coverage and minimum wage setting. For certain subgroups (but not for all), results indicate a larger wage gap if the country level unemployment rate is higher, if the subgroup-specific temporary employment rate is higher, if there is a minimum wage (in some sectors) and if collective bargaining coverage is higher. Overall, findings especially stress cross-country variance in the rate and distribution of temporary employment as well as the magnitude of wage gaps for different subgroups, with labor market institutions only providing a limited explanation for these differences. Our results challenge some of the assumptions made by previous literature and contribute to the scarce empirical evidence on the impact of country-level factors on wage penalties of temporary employment.

520 Living the dream? Job aspirations in student essays: social disparities and de facto occupation

Maximilian Weber

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Abstract

Studies indicate that children have different educational and social aspirations depending on their social background. For example, children from better-off families tend to have higher career aspirations than their more disadvantaged peers. At the same time, career aspirations in children are guided by occupational stereotypes. It could be possible, that children from higher social strata have more realistic job aspirations than less privileged children as they may hold different stereotypes. The aim of this study is to analyse early occupational aspiration in regards to the actual occupation. The analysis reveals significant social and gender-specific differences in mentioned job aspirations from children in the 70s. The match of job aspiration at age 11 with the de facto occupational outcome shows that career aspirations are more likely to be met by girls. Students from better-off families did not differ significantly from their less privileged peers in predicting their actual career but did for the social position match.

Intergenerational transmission of education I

16:15 - 17:45 Wednesday, 2nd June, 2021

Andrea Forster

656 The effects of disadvantageous parental origins, early home leaving, and early parenthood on secondary education attainment in Finland

Niko Eskelinen^{1,2}, Johanna Kallio¹, Timo Kauppinen²

¹University of Turku, Turku, Finland. ²Finnish Institute for Health and Welfare, Helsinki, Finland

Abstract

The level of educational attainment is the key component in determining individual's adulthood social positions. To date, extensive number of studies has indicated that disadvantageous parental origins and parental socio-economic disadvantages, such as parental poverty, unemployment and receipt of social assistance, are related to probability of a child completing secondary school. However, surprisingly little is known about how the non-material factors, including critical transitions, such as early home leaving and early parenthood, are associated with educational attainment of a child.

We analyze how parental socio-economic disadvantages together with a child's critical transitions, early home leaving and early parenthood, are associated with the probability of a child to accomplish secondary education by the age of 30. We use high-quality register-based data from Statistics Finland. Data covers 25 per cent sample of persons born between 1980 – 1986 including information on their biological parents and siblings born in the same period. Data clustered according to families is analyzed with sibling methods using random effect linear probability models.

Results show that parental disadvantages, early home leaving and early parenthood are negatively associated with the probability to complete secondary education. With regard to the transitions under examination, our findings suggest that early home leaving is more harmful for men and early parenthood for women. We also conclude that maternal education can act as a protective factor against negative effects of early home leaving and early parenthood. Suggestions for further research and policy relevance are discussed at the end of the paper.

611 The reform of secondary compulsory schooling in Turkey and its effect on intergenerational educational inequality

Felix Weiss¹, Sedat Gümüs¹, Melis Cin²

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Abstract

A reform in 2012 prolonged compulsory schooling in Turkey from 8 to 12 years. We analyze how intergenerational educational inequality with regard to attendance of secondary school changes after the reform was implemented. Since not all families complied with the reform, we analyze which groups were still excluded from secondary education. Our focus is on low skilled working class and (subsistence) farmer families as well as families in which at least one parent is illiterate. Using Household Labour Force Survey Data we first describe the development of absolute and relative social class inequality in school attendance of 15-17 year olds over the reform period for both genders. Second, we make use of the reform-induced change in educational participation and evaluate in how far education reduces full-time work as dependent family worker in the age period between 15 and 17 years using a regression discontinuity design around the reform. Overall, we find that the reform clearly contributes to a reduction in absolute educational inequality. Its benefits, however, are smallest for children in less economically developed eastern parts of the country.

404 Inequality of Educational Opportunity Differentially Impacts Women's and Men's Later-life Cognitive Performance

Anja Leist¹, Eyal Bar-Haim², Louis Chauvel¹

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Abstract

Introduction. Our understanding of how societal conditions and educational policies influence cognitive reserve across the life course is improving. Incorporating sociological theory into the cognitive reserve framework, we tested the extent to which inequality of educational opportunity (IEO), the country- and cohort-specific correlation of parents' and their offspring's length of schooling, offers systematically different opportunities to build up cognitive reserve, which in turn influence cognitive abilities up to older ages in men and women.

Material and methods. A total of 46,972 individuals of three cohorts born 1940-63 from 16 European countries and Israel provided ≥ 2 cognitive assessments and information on covariates in the SHARE survey 2004-2017. Individual-level data were linked to indicators of IEO at time of schooling, and economic, health, and human development, provided by World Bank, WHO, and the UN.

Results. In longitudinal mixed (random-effects) models, adjusted for a large set of confounders, higher IEO was associated with lower levels of cognitive functioning. This association was driven by lower cognitive levels of women who were schooled in higher IEO contexts, particularly those with lower education. Associations with cognitive decline were present only in women in delayed recall and verbal fluency. Result patterns were mostly consistent after including additional contextual indicators, and in a subsample with childhood information.

Conclusions. Findings suggest that educational practices are able to substantially influence cognitive abilities with long-lasting impacts particularly for women. Lower-educated women of the cohorts under investigation may have been particularly vulnerable to high inequality educational contexts.

653 Meritocracy for whom? Socioeconomic status and performance in access to postsecondary education

Adriano Senkevics¹, Flavio Carvalhaes², Carlos Costa Ribeiro³

¹University of Sao Paulo, Sao Paulo, Brazil. ²Federal University of Rio de Janeiro, Rio de Janeiro, Brazil. ³State University of Rio de Janeiro, Rio de Janeiro, Brazil

Abstract

Recent research has shown that despite the expansion of postsecondary education in Brazil, a pattern of persistent inequality is prevalent. To date, most studies have described the effect of socioeconomic inequalities with little or no attention to the interaction between SES and performance. In contrast, our goals are: (i) to present for the first time for Brazil the direct and indirect effects of socioeconomic background on the transition to higher education, and (ii) to measure the extent that students from privileged backgrounds are able to compensate low academic performance. Our data comes from a panel of high-school graduates followed between 2012 and 2017, and allow us to describe three main findings. First, the probability of entering postsecondary education is always higher among candidates from privileged background. Second, there is a remarkable convergence in the probabilities of admission along the performance scale. Third, the curve of admission is way steeper among candidates with low SES. These are signs of the operation of compensatory advantages and indicates that trajectories of individuals from affluent background are less dependent on their previous educational outcomes. We suggest that students from privileged socioeconomic backgrounds possibly benefit from alternative entry strategies, such as paying tuition fees at less competitive private colleges. However, among candidates with low SES, the main alternative to entering postsecondary education is through high academic performance. Therefore, those with low socioeconomic origins have greater bonus for their academic performance, but also greater burden when they do not perform so well.

Genes, twins, siblings II

10:00 - 11:15 Thursday, 3rd June, 2021

Antonie Knigge

563 Neighborhood socioeconomic composition: Effects on standardized tests in a polygenic scores design

Nicolai T. Borgen, Henrik Daae Zachrisson

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Abstract

Sizeable variation in socioeconomic compositions of neighborhoods and schools, along with the apparent developmental influences of these characteristics, have led to claims that inequality is maintained and reproduced across generations and race partly via spatial dimensions. However, skeptics have long pointed out that unobserved confounders are lurking in the background; families may cluster together in neighborhoods based on unobserved characteristics that affect their children's outcomes. This paper contributes to the literature by leveraging genetic data to solve the selection problem. Using polygenic scores, we show that children are sorted into neighborhoods by their genetic predisposition for education. However, these genetic differences are fully accounted for by parental characteristics such as education and earnings. Thus, the

estimated neighborhood effects are unaffected by controls for children's polygenic scores, indicating that genetic confounding is not a major concern in neighborhood effect studies.

731 Social and Genetic Effects on Educational Achievement in Early Adolescence

Torkild Lyngstad¹, Martin Isungset¹, Henrik Zachrisson¹, Eivind Ystrøm¹, Dalton Conley²

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Abstract

Sociological research into intergenerational transmission of educational achievement has long been criticized for ignoring genetic confounding. Integrating genetic data into traditional sociological models may alleviate this. We use genomic data from Norway on about 25 000 children and their parents to create polygenic scores for educational attainment for parents and children. This allows us to estimate effects of genes transmitted from parents to children, effects of parents' untransmitted genes ("genetic nurture"), and phenotypic (social background) effects of parents' educational level on children's test scores from 5th to 9th grade, along with gene-environment interactions between child genetics and parents' traits. Four main findings are that the intergenerational correlation is only weakly confounded by genetics, that there are genetic nurture effects on educational achievement, social and genetic effects on educational achievement are additive, and there are no genotype-genotype interactions. Our findings thus support the idea that there are two systems of ascription, one genetic and one social, and these seem only barely related.

691 Genes and equality of opportunity in an egalitarian context

Jani Erola¹, Tina Baier², Hannu Lehti¹

¹University of Turku, Turku, Finland. ²University of Oslo, Oslo, Norway

Abstract

In the case of advantageous forms of attainment (e.g. the highest achieved level of education), where innate positive factors such as cognitive skills matter for achievement, the genetic potential is expected to unfold more freely when the obstacles for such development are being removed. Consequently, more equal opportunities are expected to strengthen the role of genes in attainment. However, genes also contribute to social disadvantages, and egalitarian policies often aim at reducing inheritance of such disparities. In this study, we consider the following research questions: 1) to what extent do genetic influences play different roles across the advantaged and disadvantaged socioeconomic outcomes, and 2) are they moderated similarly by family background?

We analysed administrative register data on Finnish twins born 1975–86 and applied ACE-models where gender was used to approximate twins' zygosity. We compared results across several advantaged and disadvantaged outcomes in education, labour market and income.

Parents' socioeconomic status was measured with a composite index of education, occupational status and income.

According to results, in the case of the advantageous outcomes (acquiring at least a Master's level degree, higher service class position and highest income decile) genetic influences were highest among the children of the high-SES families. For three of the disadvantaged outcomes (not acquiring a secondary education, being in an unskilled manual labour occupation, unemployment), genetic influences were highest among the children of the low SES parents. In the case of low income, genetic influences were weak among the children of all families.

Myth of meritocracy

10:00 - 11:15 Thursday, 3rd June, 2021

Limor Gabay-Egozi

649 Beauty and meritocracy: the unsolved puzzle

Outi Sarpila

University of Turku, Turku, Finland

Abstract

Beauty is increasingly recognised as a source of inequality among sociologists. Simultaneously, it is widely argued that in contemporary Western societies there might be a tendency to consider beauty as an 'achieved' characteristic. However, little is known about how belief in beauty as a source of success is associated with meritocratic beliefs. Studying these general beliefs is important because it makes it possible to assess the extent to which beauty is used as a meritocratic reasoning to legitimise inequality. Drawing on nationally representative surveys, I show how there is a subtle increase in explaining success in terms of beauty, as well as hard work, during the past ten years. However, belief in beauty and belief in hard work do not seem to correlate. Belief in beauty is associated with gender and education, whereas belief in hard work is related to gender, age and social class. Moreover, the association between concern about income inequality and belief in hard work is clear. In terms of beauty, this is less the case, suggesting that beauty falls in between the 'ascribed' and 'achieved' characteristics and making it difficult to recognise beauty as a source of inequality.

615 The Dark Side of Meritocratic Beliefs: is believing in meritocracy detrimental to individuals from low socio-economic backgrounds?

Alicia García-Sierra

University of Oxford - Nuffield College, Oxford, United Kingdom

Abstract

Individuals' perceptions of how the path towards success is built might affect their choices and behaviors. Particularly, meritocratic beliefs have been shown to influence the level of tolerance for inequality, support for redistribution, or even health outcomes. However, it remains unexplored how believing in meritocracy could affect the socio-economic trajectories of individuals. This paper examines if holding meritocratic beliefs during the adolescence period has asymmetrical long-term effects on the occupational outcomes of adult individuals from different socio-economic backgrounds. A sibling fixed-effects model is implemented using data from the German Socio-Economic Panel (SOEP). The findings show that holding strong meritocratic beliefs in the late teenage period increases the odds of becoming unemployed and decreases the chances of finding a full-time job for those adult individuals from lower socio-economic backgrounds. Nevertheless, these beliefs have a positive effect on those from more privileged families. These results open a new avenue to explore how believing in the meritocratic discourse could be detrimental when it clashes with the barriers that disadvantaged individuals find during their life trajectories.

551 Whose goal striving is rewarded?: The social psychological processes of status attainment

Hye Won Kwon, Jani Erola

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Abstract

Contrary to the popular belief that hard work will eventually pay off, many scholars have documented evidence for the declining intergenerational mobility in income and occupational status for young adults. However, recent studies showed a rising trend of meritocratic belief (e.g., hard work pays off) among U.S. adults. Does hard work towards achievements make a difference in real life? While prior studies have examined the power of adolescent beliefs (i.e., expectations and aspirations) that potentially contribute to goal-oriented action, we know little about the role of an adult's persistent goal striving, which is more closely linked to hard work, in status attainment. Using the MIDUS (Midlife Development in the United States) data (1995-6 and 2004-6), we examine the role of adults' goal striving in status attainment and how it is conditioned by family backgrounds and life stages. Our results show that changes in goal striving are positively associated with changes in status among young adults, but this association is not found among middle or old adults. The role of goal striving in status attainment is far more limited than what the popular meritocratic myth describes.

Migration & ethnic inequalities III

10:00 - 11:15 Thursday, 3rd June, 2021

Nazareno Panichella

666 Secondary effects of an immigrant background in the transition to upper secondary education in Germany. The role of immigrant optimism, anticipated discrimination and information deficits

Carlos Palomo Lario

Universitat Pompeu Fabra, Barcelona, Spain

Abstract

This study analyses secondary effects of an immigrant background in the transition from lower to upper secondary education in Germany and decomposes differences between natives and second-generation immigrants in track placement using the Karlson-Holm-Breen (KHB) method. Using data from the German part of CILS4EU (n = 1,159), I show that second-generation immigrants are more likely to attend the academic track (mainly, Gymnasium) instead of school-based vocational education and, especially, dual vocational education, net of the effect of social background and academic performance and ability. Controlling for measures of three potential mediating factors, immigrant optimism, anticipated labour discrimination and information deficits about the education system, immigrant secondary effects decrease considerably, especially for attendance to the academic track. Results of the application of the KHB method indicate that immigrant optimism —namely, parental educational aspirations— seems to be the main mediating factor of the gap in attendance to dual and school-based vocational education compared to academic education, followed by the importance given to university education for getting a good job, a measure of anticipated labour discrimination. The number of contacted sources of information about future studies, a proxy of information deficits, is the factor that seems to contribute the least to the emergence of secondary effects of an immigrant background. Immigrant optimism and anticipated discrimination are marginally stronger mediators for attendance to dual VET than for attendance to school-based VET. The opposite happens in the case of information deficits.

424 Timing of citizenship acquisition and immigrants' children educational outcomes: a family fixed-effects approach

Marie Labussière¹, Maarten Vink², Mark Levels¹

¹Maastricht University, Maastricht, Netherlands. ²European University Institute, Florence, Italy

Abstract

During recent decades, the educational outcomes of the children of immigrants have been extensively studied, with a growing emphasis on the heterogeneity of the so-called second generation. Yet, the impact of host country citizenship on children's educational outcomes has only received limited attention so far, although children of immigrants do not get automatic birthright citizenship in most European countries. While existing studies suggest a positive effect of host country citizenship on educational outcomes, previous work rarely emphasises challenges related to causality identification despite great potential for endogeneity, with parents acquiring host-country citizenship being positively selected for income and education. Focusing on the Netherlands, this paper takes a causality-oriented approach to analyse the potential effect of parents' naturalisation on their children's scores at the primary school year-end exam. We use data from central population registers to identify full cohorts of second-generation siblings finishing primary education between 2008 and 2015, and we exploit variation in their exposure to naturalisation to net out the effect of time-constant parental characteristics. Sibling fixed-effects estimates indicate that children who naturalised before taking the year-end exam received scores that were about 0.1 standard deviation higher than those who were still foreign citizens at that date. These results are robust to use of a novel bounding estimator that gauges the sensitivity of the estimates to omitted variable bias. Overall, our findings provide new evidence that the relationship between citizenship and education is not only driven by selection.

445 Naïve or persistent optimism? - Changing Vocational Aspirations of Children of Immigrants at the Transition from School to Work

Sara Möser

University of Bern, Bern, Switzerland

Abstract

Children of immigrants are found to have higher aspirations than their native peers while showing lower educational outcomes and disadvantaged opportunities on the labour market. Analysing the development of vocational aspirations at the transition from school to work this contribution shows that students with a migration background not only aim high when still enrolled in compulsory education, they also stay optimistic. This persistent optimism indicates, that the high aspirations are not the result of a naïve misconception of labour market opportunities, but that children of immigrants are inherently more ambitious than their native peers.

Political trust & voting

10:00 - 11:15 Thursday, 3rd June, 2021

Mark Visser

557 We have been left behind, haven't we? Economic status loss, class voting and the populist radical right

Giuseppe Ciccolini

European University Institute, Fiesole, Italy

Abstract

A growing body of research attempts to reconcile economic and cultural explanations of populist radical right (PRR) voting by highlighting citizens' resentment against their gradual marginalisation within society. Nonetheless, widespread speculations about the deteriorating relative economic position of PRR voters are not supported by proper empirical evidence. This is likely because extant research has chiefly focused on absolute income loss and individual-level disadvantage, both theoretically and methodologically. To address this shortage, the present study first provides a theoretical discussion of the electoral consequences of economic status loss by bridging multidisciplinary literature on relative economic inequality and group deprivation; subsequently, it assesses such consequences empirically, by means of a novel measure of economic status which we term positional income. This allows to track changes in the relative economic position of one social class within the social hierarchy. By drawing on data from EU-SILC and ESS on 19 elections across 9 Western European countries, our multilevel model shows that PRR parties are most successful among social classes facing a collective decrease in economic status, that is those having moved farther away from the affluent than from the poor. This result is robust across several model specifications and is not driven by any specific electoral alternative (neither the left nor the center-right). Furthermore, we do not find evidence that the experience of material deprivation favours PRR voting, consistently with prior studies. This result is consequential for scholarly debates on the reasons for class PRR alignment and on the electoral repercussions of economic inequalities.

710 Bridging the representation gap: does offering a better descriptive representation to the working class boost Sweden Democrats?

Juta Kawalerowicz^{1,2}, Satu Helske³

¹Stockholm University, Stockholm, Sweden. ²Institute for Analytical Sociology, Norrköping, Sweden. ³University of Turku, Turku, Finland

Abstract

Radical right parties often claim that their emergence is a result of a larger problem with political representation, where working class voters are feeling that their views and life experiences are not adequately represented. The issue of descriptive representation, of how well the characteristics of politicians reflect characteristics of the electorate has been studied in some depth with reference to women and immigrants, but less with respect to socio-economic standing. Indeed, some researchers note “an almost total middle class takeover of political institutions” (Childs and Cowley 2011). What are the potential consequences of political takeover by the middle-class? In this study we use Swedish register data combined with register of political candidates in local elections. We use days in unemployment during the last 5 years and educational attainment to create a novel measure of gap in descriptive representation for 290 Swedish municipalities in 2014 local elections. To do this for each municipality we calculate the distance between mainstream parties and the mean voter and then the distance between Sweden Democrat candidates and the mean voter. We find that where Sweden Democrats “close” the representation gap. i.e. put forward candidates who are much closer in terms of life experiences to the mean voter than candidates from mainstream parties, Sweden Democrats see a boost in their electoral performance.

542 Unemployment and Political Trust Across 24 Western Democracies: Evidence on a Welfare State Paradox

Carlotta Giustozzi, Markus Gangl

Goethe University Frankfurt, Frankfurt, Germany

Abstract

Set against the backdrop of the Great Recession, the paper explores the interplay of unemployment experiences and political trust in the United States and 23 European countries between 2002 and 2017. Drawing on harmonized data from the European Social Survey and the General Social Survey, we find that citizens’ personal experiences of unemployment depress trust in democratic institutions in all countries. Using multilevel linear probability models, we show that the relationship between unemployment and political trust varies between countries, and that, paradoxically, the negative effect of unemployment on political trust is consistently stronger in the more generous welfare states. This result holds while controlling for a range of other household and country-level predictors, and even in mediation models that incorporate measures of households’ economic situation to explain the negative effect of unemployment on trust. As expected, country differences in the generosity of welfare states are reflected in the degree to which financial difficulties mediate the relationship between unemployment and political trust. Besides economic deprivation, however, cultural mechanisms of stigmatization or status deprivation also create negative responses to unemployment experiences, and these render the effect of unemployment on political trust increasingly negative in objectively more generous welfare states.

Family dynamics, structures and policies II

11:30 - 13:15 Thursday, 3rd June, 2021

Torkild Lyngstad

439 Economic development, women's education, and their fertility – a study across and within European countries

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Abstract

Country-level contextual factors are proposed to affect the fertility behavior of women differently depending on their parity and educational level. Recent research documents variation in women's educational gradient in fertility across sub-national regions within countries, suggesting differential responses by women also depending on regional context. This study aims at bridging between the national and sub-national layer to enhance understanding of the susceptibility of women's childbearing to contextual conditions, particularly from the perspective of economic development. Utilizing register, census, and large-scale survey data from 15 European countries, the study measures women's education, region of living linked to GDP, and fertility at the end of the reproductive career. Our findings show that, conditional on having entered motherhood, fertility of the women with higher education associates less negatively with economic conditions at the country and sub-national regional level. Well-developed contexts may be less detrimental to the continued childbearing of the more highly educated.

408 Family Structure and Child Well-being: Roles of After School Activities

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Abstract

This study explores through what mechanisms family structure (i.e. two-parent families vs. single-parent families) influences well-being of children by focusing on roles of after school activities. For this study, we use data come from Panel Study of Income Dynamics (PSID), merged with Child Development Supplement (CDS-2014). As the world's longest running household panel survey based on a nationally representative sample of adults, the PSID offers detailed socioeconomic, health status/behaviors, and demographic data from individuals and their families since 1968. The CDS-2014 survey collected detailed information on time diaries for a representative sample of children aged 0-17. The PSID-CDS provides a unique opportunity to look at information from both the CDS-2014 with various measures of well-being and time diaries among 1,566 children and their families. For analysis, first, we use latent class analysis to identify patterns of children's after-school activities (i.e. concerted studiers; sedentary studiers; and sedentary non-studiers), and then estimate multinomial regression models for children's cognitive development and behavioral outcomes. Our results indicate that children of two-parent families are more likely to be in concerted studiers group, while children of single-parent families are more likely to be in sedentary non-studiers group. Additionally, the differences in the group identifications are also associated with children's cognitive development and behavior problems. We discuss the findings, and offer implications in an effort to design and implement community level programs for children of single parents.

512 Process and event: parental separation and youth well-being

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Abstract

The associations between parental separation and several adverse child outcomes are well known, but there is still an ongoing debate on whether the former has a causal impact on the latter. Overview studies conclude that parental separation does have a (average) causal effect, but that the effect is weak to moderate and heterogeneous across individuals and groups. Understanding the trajectories shaping child outcomes throughout the separation process, however, remains an open empirical question. In this study, we employ different specifications of fixed-effects regression models and panel data from the UK to estimate the effect of parental separation on the life satisfaction of children aged 10-15. We contribute to the literature by focusing on the separation *process* — that is, the trajectory during the years before and after separation — both in a descriptive sense as well as in terms of source of bias for estimating the

effects of the separation *event*. Our results show that the impact of parental separation begins well before the event occurs. This pattern represents a source of bias for estimating the effect of separation effect. Consequently, once we take into account the outcome trajectory before parental separation, we do not find any effect of the event on life satisfaction. Our results suggest that divorce consequences can be better understood if divorce is conceptualized as a *process*, and modelled accordingly.

683 Economic Privatization and Son Preference in Post-Socialist China

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Abstract

Whether parents exhibit a preference for boys over girls is crucial to understanding gender inequality in many developing societies. At the household level, it predicts the welfare of daughters. At the society level, it affects vital macro statistics such as the sex ratio at birth. Sociologists and demographers have long studied how employment affects son preference, but prior research rarely examines the specific role of private vs. public sector employment. This paper aims to fill the gap by investigating son preference in the context of economic privatization in post-socialist China. When family names are still generally inherited through male lines, the desire of passing wealth, especially the means of production, from one generation to another within family could lead to parents' preference for sons over daughters. As such, we hypothesize that in the process of privatization in China, a job transition from the public sector to the private sector will increase son preference in fertility behavior. Using a nationally representative longitudinal survey spanning 29 years and exploiting variation in the timing of urban adult respondents' exit from the public sector, we show that being employees or employers in the private sector has positively significant impacts on fertility behavior favoring sons. Further analysis suggests that these effects are only present among male respondents, which is consistent with the patrilineal inheritance story. Our findings demonstrate an unintended consequence of China's economic reform --- the reemergence of son preference even in urban areas.

621 Can It Be (Truly) Equal? Attitudes Towards Shared Earning and Parenting in Postindustrial Europe

Sinn Won Han

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Abstract

Studies indicate that *egalitarian marriages*, in which mothers and fathers share caregiving and breadwinning responsibilities, are now widely accepted in many societies. This paper seeks to identify the implications of this phenomenon by addressing the following questions: (1) Is a fully egalitarian attitude supporting both *maternal employment* and *paternal childcare involvement* a

dominant gender-role ideology in current societies? (2) What sociodemographic groups endorse the egalitarian gender-role attitude? (3) Can mothers and fathers realize their egalitarian ideals in the real world? Utilizing data from the 4th wave of the European Values Study, I used latent class analysis to explore different constellations of gender-role attitudes in 29 high-income countries. Results showed that while the fully egalitarian group, who supports the idea of shared earning and caretaking, constitutes a significant portion of the respondents (43.6%), the majority of the respondents held gender-role attitudes that were not fully egalitarian. Moreover, respondents with female gender and higher socioeconomic status are more likely to endorse fully egalitarian marriage. Finally, despite their stated support for egalitarian earner-caretaker relationships, egalitarian mothers were more likely to prefer family-friendly jobs, whereas egalitarian fathers reported stronger preferences for financially rewarding jobs and were more likely to be work-oriented than mothers, suggesting the possibility that the endorsement egalitarian gender ideology may be ceremonial.

COVID-19 and inequality

11:30 - 13:15 Thursday, 3rd June, 2021

Satu Helske

587 Gender Inequalities in Working Conditions and Well-being during the COVID-19 Pandemic in Germany

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Abstract

The COVID-19 pandemic has changed the conditions of employment and family work very differently for men and women. Thus, it is suspected to jeopardise the slowly and hard-won reduction of gender inequalities in labour division over the last decades. Using novel data from two independent panel surveys of the National Educational Panel Study (NEPS) and its supplementary COVID-19 web-survey for Germany, we analyse gender differences in (1) the working conditions and (2) related changes in well-being during the first months of the pandemic. Preliminary results from multivariate regression models accounting for pre-corona satisfaction show that well-being has decreased for all respondents but particularly strong for women. The gap remains persistent when controlling for differences in household composition and care obligations. Conversely, we find no gender differences for a sample of highly educated respondents with more favourable working conditions. From a general perspective, our results illustrate that the daily working conditions substantially altered well-being during the pandemic. Gender inequalities in well-being, however, seems only to arise for less privileged groups on the labour market pointing to the assumption that the crisis acts as a reinforcer of inequalities.

452 Mind the gender gap: COVID-19 lockdown effects on gender differences in academic research

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Abstract

Women under-representation in scientific publications is well established in the literature. In addition, recent studies point to a decrease in productivity among female academics during the Covid-19 lockdowns. Assessing the magnitude of this new gap in academic production is crucial to design and implement effective actions that prevent an increase of gender inequality in future recruitment and promotion processes in academic work. Yet, empirical evidence remains limited. Our research contributes to prior studies in several ways. First, we examine the trends in preprint submissions from 2017 to 2020, which allows to discern what part of the observed change in 2020 corresponds to the effect of lockdown. Second, our analysis covers a total of 10 major academic fields and 235 subfields (309021 research articles deposited in 5 major repositories: arXiv, MedRxiv, BioRxiv, PsyArXiv and SocArXiv). This level of disaggregation is crucial to avoid incurring a Simpson's paradox, where group trends disappear or reverse when data is aggregated. Third, our model captures effects on COVID-19-related research as compared to general research during the lockdown. Finally, we pay detailed attention to authorship order, distinguishing among solo authors, first authors, and last authors. Results indicate that 1) over time, the number of female authors in online repositories has increased, 2) men are slightly more likely than women to submit preprints during lockdown. Yet, the difference becomes non-significant once we control for authorship position, and 3) men are significantly more likely than women to submit COVID-related research, particularly as solo and first authors.

462 The Impact of COVID on Skill Differences in UK Gender-Parenthood Hiring Discrimination

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484 Inequality in employment trajectories and their socio-economic consequences during the COVID-19 pandemic in Germany

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Abstract

We evaluate the inequalities in employment trajectories during the first COVID-19 pandemic lockdown in Germany based on individual-level panel data collected weekly between 20 March and 25 June (N=2,297), which allows us to examine the risks of short-time work, furlough, and job loss, as well as changes between working on-site and from home. Using sequence analysis, we detect typical patterns of employment trajectories and analyse how these vary between socio-demographic groups. Finally, we relate the types of employment trajectories to changes in income, subjective job security (compared to values in January and February 2020), and COVID-19 infection risks. Our results show clear gradients in employment risks: low-wage workers were severely affected by furlough and job loss, while highly qualified employees were able to work from home. Furthermore, in contrast to previous crises, service sector and female employees were more affected by short-time work; however, its timing and duration differs compared to male workers in manufacturing. Income loss was pronounced among those who became unemployed and those continuously in short-term work, while everybody—including employees continuously working from home—experienced a significant reduction in subjective job security compared to employees whose employment hours or location have not changed. The infection risk was only increased for individuals who changed from furlough to working on-site. The analysis will be updated with survey information for January and March 2021.

646 Countries Embracing Maternal Employment Have Opened School Sooner after COVID-19 Lockdowns

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Abstract

Covid-19 pandemic related school closures have affected the majority of the world's students and remain a contentious issue. Leveraging simultaneous school closures as a natural experiment during first-wave Covid-19 lockdowns, we show that societal gender ideology has affected school reopening policies. Societies with more supportive attitudes toward maternal employment have reopened schools significantly sooner, and at higher intensities, than societies with less supportive attitudes toward maternal employment, relative to other reopening measures, and net of infection rates. School closures impair not only children, but also parents, and mothers in particular, who provide the majority of additional housework, homeschooling and care tasks. Our findings suggest that school closures and their implications for gender inequality are likely perceived as less problematic in countries where more people support the ideal of a stay-at-home mom, a perception which has likely affected policy-decision making. Our study contributes novel evidence on the role of attitudes on policy-decision making and unveils the presence of a potential *gender ideology bias* in policy-makers' ad-hoc decision-making. The epidemic threat remains high and questions about the operation of schools continue to be a pressing matter. Considering attitudinal bias in decision-making can improve further policy-measures during the remainder of the pandemic, and beyond.

Migration & ethnic inequalities IV

11:30 - 13:15 Thursday, 3rd June, 2021

Elina Kilpi-Jakonen

684 Leaving or staying? Workplace demographics and employee turnover

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Abstract

While workplaces can be important drivers for the integration of immigrants and their descendants, they can also constitute sites where the salience of minority group membership can lead to stereotyping and prejudice. Understanding labor market inequality between different groups requires careful attention to the organizational context in which inequality is produced. While some studies have examined the organizational determinants of wage-gaps between the majority and minorities, little research have considered how organizational demographics might influence turnover rates – which in turn might reinforce patterns of ethnic segregation. Taking relational inequality theory as our theoretical starting point, we examine how the demographical composition of workplaces impact worker turnover rates for the native majority, immigrants, and descendants of immigrants in the Norwegian labor market. We use high quality linked employer-employee administrative data from 2010 to 2018, covering the full working population of Norway. A key novel contribution is the exploration of variation across immigrant generations in how minority workers' turnover behavior is related to the workplace immigrant share. Our tentative findings indicate that in general, worker turnover is higher in firms where immigrants and their descendants constitute a majority. However, this increased probability of mobility is higher for the majority population and for descendants of immigrants, than for immigrants. In workplaces where immigrants and their descendants are a very small minority, turnover rates are generally similar between each group.

583 A family issue? A comparative analysis of migrants' economic assimilation at the individual and family level

Debora P. Birgier

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Abstract

Immigration literature focuses on individual immigrants' economic assimilation, yet theories of family migration claim that the migration decision-making process and labor supply after migration are shaped by family status. Therefore, the current study asks: How does the assimilation in employment and income of immigrant families differ from those of individuals? And to what extent do gaps in individual and family assimilation processes differ between Sweden and the U.S.? In order to answer these questions, two data sources were used: the 2012-2014 American Community Survey, and the 2014 Swedish Register. Preliminary results suggest that family assimilation is mainly shaped by women migrants' labor supply and that while in the U.S. immigrant families experience a slower rate of earnings assimilation than individuals, in Sweden families assimilation resembles more that of individuals. This implies that looking at individual data for assessing immigrants' assimilation might not reflect the well-being of immigrants.

584 Multigenerational Social Mobility in Migrant and Non-Migrant Families: Turkish Origin Grandsons and Granddaughters in Western Europe

Joonghyun Kwak, Ayse Guveli

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Abstract

International migration has been considered as a critical event that could break the chain of reproduction of socio-economic disadvantages and drive migrants to achieve better life chances for themselves and their descendants. However, social mobility and migration literature little focuses on the effect of migration on intergenerational social mobility. Capitalizing on multigenerational data from the *2000 Families* survey, this study examines whether migration dampens or amplifies occupational mobility across three generations by comparing migrant families of the Turkish guest workers in Western Europe with their 'counterfactual' non-migrant families left behind in Turkey and whether the effect of migration differs between grandsons and granddaughters. Three-level multilevel models show that migrant families experience higher levels of multigenerational social mobility than their comparators in Turkey. We also find that migrant granddaughters gain greater mobility chances than non-migrant granddaughters, whereas migrant grandsons are more locked in social immobility than non-migrant grandsons. These findings suggest that migration reduces the effect of family background on occupational status, especially for female descendants in Western Europe.

668 Effects of contextual differences between sending and receiving countries on intergenerational stability in labor force participation of female immigrants

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Abstract

We study the intergenerational stability of employment in families of immigrants cross-nationally by investigating to what extent contextual differences between sending and receiving countries affect the transmission of labor force participation from mothers to daughters. Low levels of labor force participation in female immigrants are often said to reflect gender norms inherited from sending countries. We use individual level data from the European Social Survey (ESS) for 35 countries for over 14 years (2004 – 2018) in combination with contextual data for 172 sending countries from 1960 to 2018. We provide an overview of employment rates and intergenerational employment stability for different combinations of sending and receiving contexts with respect to their labor force participation rates and corroborate our descriptive findings with multilevel models. Our paper shows changes in intergenerational employment stability for immigrants depending on the gap in female labor force participation between sending and receiving country. While migration from countries with low to countries with high female labor force participation generally leads to an increased probability of labor force participation in line with assimilation theory, we also find especially strong intergenerational stability in this group. Intergenerational stability seems responsive to contextual differences between sending and receiving countries. We observe the strongest intergenerational stability in employment between mothers and daughters in those families that migrate from countries of low to countries of high female labor force participation. This finding is in line with a diaspora thesis according to which notable contextual changes experienced by families foster intrafamilial stability.

Wages, income, wealth II

11:30 - 13:15 Thursday, 3rd June, 2021

Louis Chauvel

401 Unequal but just? Experimental evidence on distributive justice principles in parental inter vivos transfers

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Abstract

This study examines perceptions of distributive justice in the context of inter vivos transfers from parents to their children. By experimentally manipulating the children's characteristics (employment status, age, child-provided help) in a multifactorial vignette experiment, we test the relative importance and the gendered application of four prominent justice principles (equality, need, entitlement, equity). The experiment was conducted with a convenience sample within the opt-in German "SoSci Panel" (N = 2,142 evaluations of 714 respondents). Most respondents allocated inter vivos equally between the fictitious daughter and son, irrespective of the children's characteristics, indicating that the equality principle is widespread. While we found no evidence for the entitlement principle overall, respondents aged above 65 years and male respondents believed that male firstborns were entitled to a higher share of inter vivos. The principles of need and equity were used to legitimise an unequal distribution of inter vivos to the same extent. Moreover, both principles seem to be gendered in that being unemployed weighed more for daughters and helping in the parents' household more for sons. These results suggest that gendered fairness perceptions of unequal parental transfers are one possible mechanism explaining observed gender inequalities in inter vivos transfers.

609 Does wealth open the gates of university? The role of parental wealth in the transition to higher education in Italy

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Abstract

Recent research has documented the relevance of parental wealth for children's achievement in education, while minor attention has been paid to parental wealth as a dimension influencing children's educational choices. This study aims at contributing to this literature by investigating the role of parental wealth in producing 'secondary effects' in university access in Italy. First, we examine the ceteris paribus association between parental wealth and children's enrolment in tertiary education. Second, we investigate whether and to what extent financial and real assets are associated with a higher enrolment rate. Third, we explore whether parental wealth has heterogeneous effects on children's choices to enrol in tertiary education, depending on the educational level of parents. We use the most recent 6 waves (2006-2016) of the Survey on Household Income and Wealth (SHIW) and logistic regression models with piecewise splines to account for non-linearities. Preliminary results document a positive significant association with a higher likelihood to enrol at university only for the bottom part of the wealth distribution, while for higher levels of wealth the relation is moderated by other dimensions (i.e., parental SES, children's educational track and graduation mark). In particular, the financial component shows a stronger positive association with a higher enrolment rate compared to real assets. Finally, the interaction between parental wealth and parental education has a positive slope only for children of parents with lower secondary degrees or less, while for children of parents with at least upper secondary degrees the interaction slope is flat.

503 Wealth 2-D – What we can learn about wealth effects when we do not collapse wealth to net worth

Jascha Dräger, Nora Müller, Klaus Pforr

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Abstract

Recent research shows that wealth is a unique dimension of social stratification with substantial intra- and intergenerational effects. Wealth is usually measured as net worth, i.e., gross wealth minus gross debts. Therefore, researchers implicitly assume that it does not matter which combination of gross wealth and gross debts produced a certain value of net worth. In the light of previous research, this assumption seems highly doubtful. Therefore, we suggest evaluating wealth effects on the gross wealth \times gross debts surface instead of using net worth. We evaluate this measure by analyzing wealth differences in university attendance in Germany using Generalized Additive Models. We find substantial differences in university attendance by parental wealth net of other characteristics of parents. Children in households with very high gross wealth and little or medium levels of gross debts are almost twice as likely to attend university compared to children in households with zero gross wealth but medium levels of gross debts. Moreover, our results imply that wealth effects cannot be appropriately captured by net worth or other one-dimensional measures of wealth. Most importantly, when using net worth, it remains hidden that children in households with zero gross wealth and zero gross debts have a much lower probability to attend university than children in households with high gross wealth and equally high gross debts. Besides, considering wealth effects on the gross wealth \times gross debts surface can give further insights on which mechanisms drive wealth effects.

643 How much does the life course matter? Assessing the contribution of social stratification determinants and biographies to persistent economic inequality.

Jan Brülle, Markus Gangl

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Abstract

We study to what extent persistent income inequality is explained by social origin, class and education of individuals on the one hand, and characteristics of their individual life courses on the other hand. We propose a new method to decompose income inequalities using the random effect parameters of panel regression models and apply this to data from the German Socio-Economic Panel (SOEP). Using models with person-specific random intercepts, we assess the contribution of different variables to the explanation of between-person variance of logs of household disposable income. We extend this to assess inequalities at different ages, by using latent growth models for the same outcome and analyse gender differences in the importance of different characteristics.

Our results show that life course variables contribute not only to within-person fluctuation in income, but also explain a larger share of between-person inequality than traditional social stratification determinants. Furthermore, demographic aspects of biographies like the number of children and partner characteristics add more to the explanation of income inequalities than labour market trajectories. Looking at gender differences, we find that structural characteristics are more important for men than for women, while labour market careers are more important for explaining income inequalities for women than for men, probably reflecting a higher standardization of male careers. Finally, we find that social stratification determinants are most important in the middle of the observed age range, i.e. for individuals between 35 and 40 years, whereas individual biographies matter more at younger and older ages.

642 How do poverty trajectories interact with employment and family histories? Combining the individual and household level using multichannel sequence analysis

Miriam Gohl

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Abstract

Analyzing the domains employment and family jointly by observing individuals in their household context is important to understand the interdependences between individual and household causes of poverty, especially regarding in-work poverty. Such a joint analysis considers that human life takes place across different life domains and in collective contexts. It is even important to study poverty trajectories over the life course, as previous research has shown that poverty is dynamic and prior life history impacts on later life outcomes. Using data from the German Socioeconomic Panel, I perform multichannel sequence analysis (MCSA) on a sample of 17,360 individuals aged 16 to 64 in 11,111 households. I study the unfolding of household poverty experiences in conjunction with individual employment trajectories, trajectories of household labor market participation, and family history. I use Germany as a representative case for Western industrial economies with a highly dualized labor market and low levels of means-tested benefits in a well-established social security system. Preliminary results confirm that the life domains employment, household labor market participation, and family are interrelated with each other and with poverty. Using MCSA for the combined analysis of the domains provides a holistic understanding of poverty and its causes among the working age population, in particular regarding the role of the household as central collective context surrounding individuals. The clusters of typical interrelated trajectories resulting from MCSA can inform policy decisions aiming at preventing or reducing poverty, by illustrating how and why poverty experiences accumulate over the life course.

Work & occupations II

11:30 - 13:15 Thursday, 3rd June, 2021

Andreas Haupt

500 Work and welfare-state trajectories of the unemployed under different institutional circumstances: a comparison of Germany and Norway

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Abstract

In light of trends in reforming social protection of the unemployed in recent decades which have been characterised as decreasing status protection to different degrees in the individual countries, it is an important question how prevalent the different benefit systems are.

In this project, we aim to gain insights in the role of different tiers of social protection for the unemployed and their employment trajectories and mobility patterns in two countries, Norway and Germany, representing different welfare state regime types.

We aim to identify the role of both tiers of benefits (earnings-related insurance benefits and means-tested basic income) for the protection of the unemployed in a longitudinal perspective focusing on their relevance when becoming unemployed and for subsequent employment trajectories. Special attention is paid to the quality of employment before, during and after benefit receipt. Applying sequence analysis we can identify typical patterns of unemployment, benefit receipt and employment in both countries.

536 Career prospects of young apprenticeship graduates from households receiving unemployment benefits in Germany

Sandra Dummert

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Abstract

The transition from Vocational Education and Training (VET) to regular employment is an important step in the occupational biography of apprenticeship graduates in Germany. In the last years, training firms retained a high proportion of apprenticeship graduates. Despite this positive circumstance, not all graduates succeed in the direct transition from VET to regular employment

and are affected by unemployment, temporary or low-paid employment. Young apprenticeship graduates are unequally exposed to risk factors of becoming unemployed or transitioning to atypical employment. This study considers the labour market entry and risk of long-term unemployment of a special group of apprenticeship graduates, namely those living in households receiving unemployment benefits. These young people are usually considered to be disadvantaged in terms of their career prospects, as the socioeconomic background of their parents is assumed to influence their employment outcomes due to processes of intergenerational transmission and cumulative disadvantage. Based on the administrative data of the Sample of Integrated Welfare Benefit Biographies (SIG) of the Institute for Employment Research (IAB), this analysis provides deeper insights into socioeconomic and individual factors that affect the transition from VET to regular employment and the duration of unemployment in case of an unsuccessful transition. First results confirm the assumption of the status-attainment model, which postulates that the influence of initial socioeconomic background plays a smaller role with every educational attainment during the transition from school to the regular labour market. Training graduates seem to be more able to compensate for inequalities in social origin than individuals without vocational qualification.

658 General education, vocational education, and skills use across career stages

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Abstract

Vocational education enhances smooth transitions into the labor market. However, this initial advantage might vanish over the career and eventually turn into a disadvantage because the skills of vocationally educated employees become outdated faster. So far, research has examined this potential vocational trade-off by assessing labor market outcomes such as employment and income, with mixed results. In contrast, this study provides a direct test of how differentials in skills used at work between vocationally and generally educated employees vary across different career stages, and how career events shape these differentials. With data from the German National Education Study (NEPS), we examine five skills use dimensions based on job-tasks measures. We find that vocational vs. general education differentials in skills use are less pronounced than previously thought. The clearest differences relate to analytical and manual skills. Differentials in the use of interactive, creative, and managerial skills are much less pronounced. Looking across career stages, we find diverging patterns of interactive and converging patterns of manual skills use, and mostly stable differentials for the other skills dimensions. Occupational mobility and unemployment contribute to observable changes, whereas job-related further training does not. Our results thus challenge purely skill-based explanations of a vocational trade-off.

713 Linking education to the labor market: educational degrees, (mis)matches and wages

Ana Santiago Vela

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Abstract

This paper analyzes education to job matches and wages focusing on the meso level. Since educational degrees act as a structuring nexus between the education system and labor market positions, this study characterizes educational degrees depending on their function in this linking process. Two main characteristics of educational degrees are developed: the occupational specificity of training skills and the linkage strength (Bol et. al 2019). The linkage strength is interpreted as an index of "vocationality" at the meso level. The analyses are based on data from the BIBB/BAuA Employment Surveys 2018, 2012 and 2006, representative surveys of more than 20,000 workers in Germany with a focus on the relationship between education and employment. The results show that linkage strength is positively associated with making a vertical and horizontal match, but negatively associated with horizontal mismatches (be it in combination with a vertical match or mismatch). Occupation-specific skills are positively associated with making a horizontal mismatch, but negatively associated with the probability of workers being horizontally and vertically matched. Regarding wages, linkage strength does not seem to determine wages once accounting for mismatches, workplace and workers characteristics. Whereas horizontal and vertical mismatches are associated with higher wages, specificity is associated with lower wages. This paper sheds more light on how education functions in the matching process of individuals to occupations. Directing the attention to the effects of occupational structures on labor market outcomes, the relevance for stratification and social inequality is highlighted.

422 Extending working life in Germany – A cohort perspective on inequalities in the length of working life

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Abstract

Little is known about how the length of working life, or working life expectancy (WLE), has developed in Germany, and how it differs by socio-economic group. In this paper, we use data from the German Microcensus 1996-2019 to calculate WLE by birth cohort. Results are further stratified by gender, region, education, and occupation. Overall, WLE has increased in Germany. For instance, for German men WLE during ages 55 to 64 increased from 5.4 years (cohort 1941) to 7.4 years (cohort 1955). However, there are strong differentials in WLE by socio-economic group, and some of these differentials have been widening. Men and women in east Germany with low educational attainment and men working in elementary jobs are at risk of falling behind.

Gender & labour market I

11:30 - 13:15 Thursday, 3rd June, 2021

Marie Evertsson

728 Changes in couple's division of paid work after male job loss and re-employment in Europe

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Abstract

As the 2008 recession led to greater job loss for men than women, countries hit hardest by the recession experienced a decrease in male breadwinner and an increase in female only breadwinner households. It remains an open question to what extent these gender-atypical couple employment patterns have persisted after the economy started to pick up. This paper aims at assessing if and how couples rearrange their division of paid work during and after an unemployment spell. There is ample empirical evidence for the family labor supply model whereby unemployment of one partner increases the labor supply of the other, the so-called added worker effect. Less is known, however, about what happens in the couple's division of paid working hours when the male partner re-enters employment after job loss. This paper investigates the changes in the couple's division of paid work during and after an unemployment spell of the male partner. Using the EU Statistics on Income and Living Conditions covering 21 European countries from 2007 to 2018, we employ a difference-in-difference design and propensity score matching to examine whether women's share in the couple's total work hours increased during and after unemployment of the male partner, compared to a control group of similar couples without unemployment spell. Unsurprisingly, we find that women increase their share of paid work hours while their partner is unemployed. Interestingly, however, we find evidence of a remaining significant increase in women's share of work hours even after their partner regained employment.

418 Why are there so few Women CEOs? Gender biases in the careers of executives

Benjamin Elbers, Thomas DiPrete

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Abstract

Despite the reversal of the gender gap in the education system, the top ranks of the U.S. business world are still predominantly a male domain. In 2018, only around five percent of the CEOs of large, public U.S. companies were women. This suggests that the main selection effects occur in the businesses themselves. In this paper, we focus on the last steps in the pipeline to become a CEO: the relationship between the board, the C-Suite, and the CEO position. We study the conditions that determine the hiring of women directors and top executives by situating the hiring decision in the firm's context. We propose that gender biases apparent in a firm are the product of past experiences of directors. When directors have been employed in the past at firms with a high share of women directors and executives, they will bring gender-egalitarian attitudes with them, thus influencing hiring decisions in favor of women. We find evidence of such an effect, especially in terms of board appointments. In isolation, this effect would lead to a rapid increase in women's appointments. However, the analysis also shows the consistent effect of tokenism: Once the number of women on the board reaches 10-20%, the probability of appointing another woman declines rapidly. We thus show that the number of women in executive positions is determined by the effect of a positive feedback loop (past gender experience) and a negative, constraining feedback loop (tokenism).

718 Variation in the Gender Gap in Workplace Authority Across Workplaces

Dragana Stojmenovska

University of Amsterdam, Amsterdam, Netherlands

Abstract

This article studies variation in the gender gap in workplace authority across workplaces, as well as workplace-level explanations of this variation. Using linked survey and administrative data from a large sample of employees and workplaces from the Netherlands, I find large variation in the gender authority gap across workplaces, including workplaces where women have an advantage in holding positions of authority over men. The multi-level models with random slope gender effects suggest that the gender composition of the workplace and the prevalence of part-time work are particularly important for explaining this variation.

692 Declining occupational gender segregation in the Swedish labour market?

Karin Halldén

The Swedish Institute for Social Research (SOFI), Stockholm, Sweden

Abstract

Occupational segregation is one of the lingering gender inequalities in Nordic labour markets. In addition to allocating men and women to different occupations, industries and sectors, it has consequences for persistent gender gaps in pay and career progression. The purpose of this study is to examine the change in the level of occupational gender segregation in the Swedish labour market between 2000 – 2016 using data from the Swedish Labour Force Surveys. The results show a steady, but small decline in occupational gender segregation across time in the Swedish labour market. However, the occupations most segregated by gender - with strong male overrepresentation - have changed the least across time and thus seem to be resistant to occupational gender desegregation. The levels of occupational gender segregation are higher among part-time working employees, individuals having permanent contracts and older workers, while the levels of segregation do not diverge from the general trend if self-employed are included. The decline in segregation has though been relatively equivalent across these different groups with 5 - 9 percentage points decrease in segregation levels over time. Finally, managerial occupations became gender balanced in the time period studied.

494 The Causal Effect of Exposure to Female-Dominated Occupations on Men's Occupational Choices: Evidence from the Suspension of the Civilian Service in Germany

Maik Hamjediers

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Abstract

Occupational segregation is one of the primary mechanisms for gender inequalities in labor market outcomes and persists partly because men rarely enter female-dominated occupations. Social Cognitive Career Theory explains occupational segregation via a lack of learning experiences in gender-atypical tasks and several programs have been proposed to foster occupational integration by exposing individual to gender-atypical learning experiences. However, research on men working in female-dominated occupations revealed towards positive as well as negative experiences made within them. Moreover, most studies do not account for potential self-selection into them. Whether and how exposure to female-dominated occupations affects men's occupational choices is thus an open question.

In response, I exploit exogenous variation due to the suspension of Germany's civilian service in 2011. The civilian service was a social sector alternative to a compulsory military service and in a first step, I assess selection into it based on cross-sectional survey data for men aged 18-32 in 2009. Additionally, this data highlights the treatment's importance via a robust association of serving and subsequently working in female-dominated occupations. Second, I apply a difference-in-difference design to German social security insurance register data. Comparing birth cohorts of men who had to serve with those who did not and employing two control groups (women and foreigners who were not eligible for the service) yields an intention-to-treat effect. The analyses contribute a causal effect of the suspension of the civilian service on men's occupational choices

for Germany and moreover, provide insights into a mechanism for facilitating occupational integration.

Parental labour market penalty II

14:00 - 15:30 Thursday, 3rd June, 2021

Zachary Van Winkle

510 Penalties or Premiums? – The Role of Parenthood in Explaining Inequalities in Job-related Training

Gundula Zoch

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Abstract

The prevalence of gender inequalities in paid and unpaid work is well documented, but patterns of advantage or disadvantage linked to participation in further training have been less explored. However, family obligations and mothers' discontinuous employment are likely to reduce women's demand but also employers' supply for job-related training more. Focusing on Germany, the study investigates whether gender differences in job-related non-formal training are related to parenthood. It contributes to the literature by (a) examining whether previous, exclusively cross-sectional, results on gender differences are reproducible with large-scale panel data; (b) analysing whether the transition to parenthood explains observed gender differences, and (c) investigating effect heterogeneity by respondent's education and regional childcare provision.

The analysis combines individual-level data from the National Educational Panel Study (SC6-Adults) with annual administrative records on county-level state-subsidised childcare (2009-2019). Results from linear probability models suggest small but statistically insignificant training premiums for fathers and robust training penalties for mothers, particularly for highly- and medium-skilled. However, baseline linear probability models in a distributed fixed-effects framework indicate a statistically significant parenthood penalty for both. When including time-varying controls, only mothers' training penalties remain substantial and statistically significant, particularly for highly-educated. Additionally, results indicate smaller penalties in regions with higher public childcare levels for under-threes. So far, the findings confirm gender inequalities in the parenthood training penalty while highlighting employment-oriented family policies' critical role in reducing these inequalities. Future analyses will shed more light on the importance of childcare policies and parental leave length.

610 Strong push or gentle nudge? Are parenthood wage effects influenced by changes in leave policies in Germany and Finland?

Anna Hägglund¹, Rossella Icardi², Lynn Prince Cooke²

¹Population Research Institute, Helsinki, Finland. ²University of Bath, Bath, United Kingdom

Abstract

Having children predicts gender wage inequalities. In contrast to the well-known motherhood wage penalties, fatherhood is associated with wage premiums. Yet penalties and premiums are not equal, and their magnitude varies across institutional contexts and over time. Parental leave entitlements are important for explaining this variation. So far, few studies have examined whether reforms of parental leave schemes alter wage responses to parenthood among both men and women. Using the 1998 to 2018 waves of the German Socio Economic Panel (GSOEP) and Finnish register-based data (FOLK) in a difference-in-difference design, we analyse how three parental leave reforms, which differ both in magnitude and scope, impact parental wage inequality in two different country settings. Germany has historically been a male breadwinner regime. In 2007 the country introduced a Nordic-style parental leave scheme, aiming to balance caring responsibilities within couples. Finland established a dual-earner and dual-carer model early on, and has during the 2000s and 2010s extended fathers' leave entitlements. First results show that motherhood wage penalties in Germany have decreased after the reform, whereas no major impact is noticeable among mothers in Finland. While fatherhood premiums are insignificant in Germany, the greater availability of father-only leave seems to hamper Finnish men's wages.

631 Gendering parenthood? Comparing income trajectories of same-sex and different sex couples in four Nordic countries.

Marie Evertsson, Ylva Moberg, Maaïke van der Vleuten

Stockholm University, Stockholm, Sweden

Abstract

This paper analyzes the child penalty by comparing same-sex couples (SSC) to different sex couple (DSC) in Norway, Sweden, Denmark and Finland. These countries were among the first to legally recognize same-sex parenthood. They are known as family-friendly, enabling for parents to take long, job-protected leaves to care for a new-born child. By comparing income trajectories of partners in DSC to SSC, we are able to test theories such as *specialization*, *identity formation*, and the *social construction of gender*. Based on population register data, we follow the income trajectories of parents 2 years before to 5 years after they transition to parenthood in the period from 2002 to 2018. We use an event study approach to estimate changes in *yearly labor market earnings* associated with entering parenthood. Results show that specialization theory receive some support in DSC. The birth parent in DSC couples experience the largest reduction in income, followed by the birth parent in SSC, the social mother and, lastly, the father. However,

in Sweden, fathers also experience a notable child penalty. Given that income gaps are smaller in SSC, we also use Coarsened Exact Matching to compare a group of DSC as similar as possible to the SSC. In these models, the doing of gender and identity theory receives support as birth mothers in both groups experience the largest income penalty (cf. identity theory), whereas the income gap, even in the sample matched on income and age before birth, remains the largest in DSC.

485 A Family Leave Length Trade-off? Women's Labour Force Status in Comparative Perspective

Kathrin Morosow

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Abstract

A frequently cited aim of parental leave policies is to provide parents with the opportunity to combine work and family. The availability of additional childcare leaves is prolonging mothers' time out of the labour market, however, and thus may counteract women's labour market participation. This study is the first to differentiate between the whole range of labour force status outcomes: employment, unemployment and inactivity. Using data for 20 countries from the Luxembourg Income Study, this study examines the relationship between paid family leave length and mothers' labour market status. Calling on multinomial logistic regression with country fixed effects, this study finds that the provision of comparatively long paid family leave is associated with increased unemployment risks among mothers of 0 to 15 year olds. A slight peak when children are 4 to 6 years old and leave is longer than two years suggests that mothers are most vulnerable when they re-enter the labour market after a longer leave. These results are in line with prominent theories of human capital depreciation, signalling or statistical discrimination. Leaves of over one year, on the other hand, are associated with reduced inactivity among mothers. Hence, results indicate a trade-off when it comes to leave length. Shorter leaves are associated with mothers dropping out of the labour market, especially when children are young, while longer family leaves are associated with increased unemployment risks.

Child development II

14:00 - 15:30 Thursday, 3rd June, 2021

Nicolai T. Borgen

492 Is early formal childcare a potential equalizer? How attending childcare and education centres affects children's cognitive and socio-emotional skills in Germany

Gaia Ghirardi¹, Tina Baier², Moris Triventi³, Corinna Kleinert⁴

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Abstract

This study examines the role of formal early childcare under the age of three in tackling the early social inequality in children's cognitive and socio-emotional competencies in Germany, by drawing on the new-born sample of the National Educational Panel Study. First, we investigate whether the exclusive access to formal childcare (i.e., early childhood education and care, ECEC) differs by parents' socio-economic status (SES), by means of logistic regressions. Second, we look at the main effect of attending ECEC institutions. Third, we examine to what extent attending ECEC institutions can boost social equality in children's competency outcomes. Therefore, we ask whether the associations between these two forms of early childcare and children's competencies are moderated by SES. To answer these questions, we perform OLS regression with inverse probability weighting to address confounding bias possibly arising from the marked selection into care forms. Moreover, we compare the SES gradient in children's competencies observed with two different scenarios (one without ECEC, and one of universalistic access to ECEC). Findings show the presence of social inequalities in the access to ECEC and suggest a potential equalizing power of ECEC institutions. We conclude that ECEC can play a compensatory function on social stratification, by making the expansion of formal childcare expenditures a fruitful investment for more equal opportunities.

618 Maternal education, prenatal and postnatal depressive symptoms, and early language development

Sanni Kotimäki, Laura Salonen

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Abstract

Early language ability predicts educational outcomes and is regarded as a potential driver of intergenerational processes. We examined how maternal education is associated with early language development and whether maternal education has cumulative effects with maternal prenatal and/or postnatal clinically significant depressive symptoms on language. Using the observational FinnBrain Cohort Study linked to Finnish longitudinal registers, we applied linear regression to examine 1,050 mother-child pairs. Language development was assessed with vocabulary size at the age of 30 months using the MCDI. Information on maternal educational level was obtained from the registers. Maternal clinically significant depressive symptoms were measured using the EPDS scores during pregnancy and postpartum. Our results showed a positive association with maternal educational level and early vocabulary size. The vocabulary development was particularly delayed, if the lower educated mother experienced probable postnatal depression, compared to when the lower educated mother did not report probable depression. This delay in vocabulary was substantial, but not statistically significant. Our findings indicate that low maternal education is reflected in delayed language development, and if it coincides with postnatal mental health problems, the delay might be more severe.

696 Gender Inequality in the Consequences of Parental Separation: A Longitudinal Study on Parents' and Children's Time Investments

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Abstract

A large body of research shows that parental separation leads to declines in child development, social disadvantage and poverty. However, we have a gap in knowledge when it comes to the mechanisms explaining why. This study sheds light on one key mechanism: time investments. Using longitudinal time-diary data from 3,719 children aged 4 to 14, and a research design that controls for omitted variable bias, this study reports four main findings. First, separation does *not* reduce total parental time with children. Instead, mothers compensate for the loss of two-parent time children suffer after separation. On the contrary, separated fathers devote very little time to their children, before *and* after separation. Therefore, separation multiplies by more than two the gender gap in childcare time: From mothers tripling fathers before separation to mothers doing seven times more after separation. Second, when parents separate, children slightly reduce time devoted to educational activities (e.g. studying, reading), and significantly increase time in unstructured activities (e.g. watching TV, playing videogames). Third, mothers' and boys' time are hit harder by separation than fathers' and girls'. With separation, mothers take the bulk of childcare responsibility, and boys see a steep increase in time devoted to playing video games, watching TV, or scrolling social media. The later should be a key channel explaining underachievement of boys from single-mother families. Finally, mothers manage to return to similar pre-separation levels of time use within two years after separation. The effects are robust to different panel regressions modelling strategies.

664 Exit Fatalism- Mentoring reduces disadvantaged children's fatalistic views. Evidence from a randomized control trial.

Sandra Bohmann¹, Fabian Kosse², Armin Falk³

¹DIW, Berlin, Germany. ²LMU, Munich, Germany. ³BRIQ, Bonn, Germany

Abstract

Locus of control - i.e., the degree to which individuals feel that they can influence their own outcomes, rather than being subjected to fate, luck or powerful others - is robustly associated with a number of outcomes of individual and societal relevance, including employment, income, educational attainment, physical and mental health, but also political participation, volunteering, and environmental behavior. At the same time, locus of control is not distributed equally across the socio-economic spectrum. The social chasm opens up early in life and persists into adulthood, leaving individuals from lower socio-economic strata at a double disadvantage.

While parental influences on locus of control have been abundantly studied, evidence on extra-familial influences on locus of control is scarce. This study utilizes data from a randomized, controlled, one-year mentoring intervention to test the degree to which low-intensity mentoring in middle childhood can alleviate the observed social-gradient in locus of control. While no significant effect on overall locus of control is found, the evidence suggests that the mentoring program effectively reduced disadvantaged children's fatalism even seven years after the intervention. Mentoring thus causally affects locus of control.

The study thus suggests that the preoccupation with internal locus of control in the academic, as well as the public debate, might be misleading, as there are hardly any differences in internality when locus of control is considered as a multi-dimensional construct. The real gap appears to concentrate on the external dimension, and the good news is that the gap can be effectively reduced.

Migration & ethnic inequalities V

14:00 - 15:30 Thursday, 3rd June, 2021

Christian Hunkler

569 Immigrant selectivity and the 'immigrant drive' among descendants

Solveig Topstad Borgen¹, Are Skeie Hermansen^{1,2}, Caroline Calero Jacobsen³

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Abstract

Parental socioeconomic status explains much of the gap in educational outcomes between immigrant descendants and native-born descendants in OECD-countries. For some immigrant descendants, a negative gap even turns positive when adjusting for parental education. Scholars have suggested that this 'immigrant drive' is an artefact of immigrants being a selected group compared to their origin peers and that parental education as measured in the host country fails to take this selectivity into account. Using Norwegian administrative data combined with data from the Barro-Lee Educational Attainment Dataset, we investigate whether parental selectivity explains the 'immigrant drive'. In this preliminary extended abstract we find indications of an 'immigrant drive' in academic achievements, and an increased gap in educational attainment, once we control for parental years of education. We demonstrate descriptively that the selectivity of immigrant parents varies across origin countries. Adding this measure of educational selectivity – parents relative ranking in their origin country – explains part of the 'immigrant drive'. Stratified analyses show that the explanatory power of selectivity varies across origin countries. These findings calls for further investigations of whether, and to what degree, selectivity explains the 'immigrant drive'.

676 International migrations, class achievement and social origin in Europe

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Abstract

Both the research on social stratification and mobility and studies on migration and geographical mobility deal with the issue of inequality and the influence of ascribed characteristics on life

chances. However, the study of migration ceased being a core topic for stratification research, therefore the interrelation between stratification and migration studies are still limited and poorly theorized. First, migration studies focus on the penalization of ethnic minorities, but they often undervalue the role of migrants' social origin. Second, research on social stratification and mobility often neglect that international migration has been the main driver of social change in many European countries, making contemporary societies more ethnically heterogeneous than in the past.

From this standpoint, the research aim is twofold: 1) we want to compare class achievement and intergenerational social mobility of migrants and natives in Europe, quantifying and describing the ethnic penalty on these two outcomes. More precisely, differently from the previous literature, we provide a more encompassing definition and measure of ethnic penalty, including in the model detailed controls for the social origin; 2) we study the heterogeneities by social class of origin of the two aforementioned outcomes, showing to what extent the origin from a certain social class can affect the ethnic penalty. In both cases, a comparative analysis perspective will be adopted at the European level, in order to verify whether, and to what extent, the outcomes expected differ according to the socio-economic context of insertion, overcoming the limits of studies focusing on single national cases.

581 Selectivity in emigration: the case of migration from Sweden

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¹University of Gothenburg, Gothenburg, Sweden. ²Centre for Economic Demography, Lund University, Sweden. ³Department of Labor Studies, Tel Aviv University, Tel Aviv, Israel

Abstract

One of the standard propositions in the migration literature is that emigrants are not a random sample drawn from their source population but represent a positively self-selected group in terms of labor market characteristics. This positive self-selection refers to observed characteristics, such as education, work experience, occupation, and unobserved characteristics. Due to data limitation, most previous studies on selectivity look at immigrants' characteristics at destinations rather than using source countries' data. The current paper assesses emigrant selectivity patterns by looking at the full-risk population of natives and following them over a long time (over 20 years). It also uses an innovative measure of selectivity patterns on unobserved characteristics by looking at individuals' performance in high school as a proxy for their motivation and cognitive abilities and compare it to the widely-used measure of earnings residuals. We used the Swedish Register, which includes information on individuals' emigration year and destinations. We focus on men and women born in Sweden between 1972 and 1977, follow them between 1990 and 2014, and assess their relative risk of leaving Sweden. The finding suggests that emigrants are positively self-selected in terms of their observed characteristics, whereas selectivity patterns in terms of unobserved characteristics are somewhat more complex. When we assess unobservable characteristics by using high school grades as their proxy, emigrants were found to be positively self-selected, while when using earnings residuals, we find that the effect is U-shaped. We discuss these findings and their implications in light of economic and sociological theories.

552 Up and Down the Legal Immigration Escalator: The Case of U.S. Conditional Legal Permanent Residence

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Abstract

Of the million green cards granted each year, almost one-fifth are conditional (17.4% in FY2017), and, unless the new legal permanent resident (LPR) files for removal of the conditionality restrictions and gains approval, the conditional green cards expire in two years and the LPRs become deportable. The green cards are conditional because eligibility for LPR was based on either (1) a marriage of less than two years' duration (at 95%, by far the larger share) or (2) an employment-based investor visa. Among the marriage-based conditional visas, the largest share goes to spouses of U.S. citizens (91.7% in FY 2017, or 87% of all conditional visas), the remainder going to minor children of U.S. citizens, plus spouses and children of LPRs. The number of conditional visas is not trivial, and neither is the consequence of failure to remove conditionality. Yet little is known about the numbers and the underlying behaviors. DHS publishes the number of approved and denied applications in the spouse case – yielding a percent denied ranging from 4% to 11% in 1992-2006 and from 3.3% to 6.7% in 2013-2019. But the figures pertain to actual forms filed and do not reflect failure to file. Moreover, DHS data do not include information pertinent to the filing decision. This paper overcomes these shortcomings by estimating for one cohort – the New Immigrant Survey 2003 cohort – both failure to file, the proportion who became unauthorized, and the behavioral circumstances, such as the desire to naturalize and confer derivative citizenship on children under 18.

Class & class mobility III

14:00 - 15:30 Thursday, 3rd June, 2021

Harry Ganzeboom

464 Firms and Intergenerational Earnings Transmission

Per Engzell^{1,2}, Nathan Wilmers³

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Abstract

Social scientists have long sought to understand how economic advantage is transmitted from parent to child. Most research on intergenerational earnings persistence focuses on the

transmission of individual traits like human capital. Yet earnings are a function not only of individual worker characteristics, but also of which workers successfully match with high-paying firms. We use Swedish administrative data to decompose the intergenerational earnings correlation into fixed effects attributable to firms and individual workers. This allows us to disentangle earnings transmission that is due to worker productivity versus the benefit of working in a high-paying firm, net of stable individual characteristics. Approximately half of intergenerational earnings transmission is attributable to individual-level processes, not mediated by firm advantage. The next most important pathway is parents with high individual earnings helping their children find jobs in high-paying firms. A smaller share is attributable to direct transmission of firm advantage: parents in high-paying firms passing on a similar labor market advantage to their children. Firm-mediated transmission turns out to matter throughout children's earnings career and appears partly explained by children of high earners sorting into firms with co-workers of similar parental backgrounds.

505 Unpacking social class mobility: a microclass analysis of social mobility in France

Cyril Jayet

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Abstract

Most classical research in quantitative sociology has examined the evolution of social mobility using social class schemas that describe macroclasses. This research proposes to develop a microclass approach to study social mobility in France using waves of the Labor Force Survey conducted between 2013 and 2019. The paper has three main objectives: (1) to propose a synthesis of the microclass approach (Weeden, Grusky 2005) and the factors of mobility approach (Bukodi, Goldthorpe 2020); (2) to assess the importance of the intergenerational social reproduction of microclasses; and (3) to understand the variation in this microclass reproduction by means of the factors of mobility approach. It first shows that although microclass reproduction appears to be low in absolute terms, it is in fact at least as important as macroclass reproduction when the size of the different classes is taken into account. The microclass approach also allows us to identify the different factors of mobility that explain the mobility flows between occupations and social classes. We thus identify the respective roles of sector of activity, employment status, type of employer and the socioeconomic status. Finally, by examining separately the impact of the mother's and father's occupation on the destinies of women and men, we highlight an important structural effect: women are more likely to have their mother's social position than their father's, but once the effect of the gendered segregation of the labor market is controlled for, they reproduce their father's position more often.

729 Is professional regulation a highway to social immobility at top? Social closure and gendered outcomes in Italy

Lucia Ruggera¹, Jani Erola²

¹UTU, Turku, Finland. ²UTU - INVEST, Turku, Finland

Abstract

This article examines how processes of social closure promote persistence at the top of the occupational hierarchy and how it varies by gender. We focus on the link between professional closure strategies and intergenerational immobility in professional employment in Italy. Since Italian professions display the highest levels of service market regulation across Europe and are the largest occupational group within the upper class, analyzing the link between professional closure and social inequality is crucial. ISTAT's survey on Italian graduates (SPL, 2011), the Origin-Destination association is investigated at big-, meso- and micro-level with log-linear nested models. This sample offers in analyzing social mobility at the beginning of professionals' careers and provide in-depth explanations of micro-level dynamics of social reproduction. The analyses indicate that children of regulated professionals have a higher propensity to follow in their parents' footsteps (micro-classes). Self-employment functions as an independent dimension, which strongly increases intergenerational immobility at top similarly for professionals and larger entrepreneurs (meso- and micro-classes). Finally, it demonstrates that the combination of specific parental resources strongly facilitates professionals' children to avoid social demotion (big-classes).

709 Job vacancies, economic growth and sectoral expansion: What have been the drivers of upward social mobility during the trente glorieuses in West Germany?

Reinhard Pollak^{1,2}, Sabine Hübgen³

¹GESIS - Leibniz Institute for the Social Sciences, Mannheim, Germany. ²University of Mannheim, Mannheim, Germany. ³WZB Berlin Social Science Center, Berlin, Germany

Abstract

Research on intergenerational social mobility has been focusing extensively on relative mobility rates and their potential drivers. Research on absolute mobility rates have often been related to structural changes, without paying much attention to the forces that represent these structural changes. Especially for the decades after World War II, the increase in absolute mobility rates and upward mobility rates has been linked to rapid economic growth in conjunction with postwar recovery, recovery from earlier periods of protectionism, the decline in agriculture and technological innovation (Breen/Müller 2020: 278). Especially in Germany, the first 25 years after World War II were marked by high economic growth rates, high numbers of job vacancies and full employment. This long-lasting economic boom – so the conventional wisdom – created many job opportunities and a surge of upward social mobility. However, this is a largely untested hypothesis. For West Germany, we analyze the association between upward mobility rates and four sets of macro indicators (developments in the labor market, economic indicators, female labor force participation, and educational expansion). Our results show that – against conventional wisdom – economic indicators like economic growth or job vacancies have *not* been the main drivers of upward social mobility. The association between economic conditions and

intergenerational upward mobility seem more complex. Educational expansion and the growth of the service sector do show associations with more upward mobility in West Germany.

Educational inequalities

14:00 - 15:30 Thursday, 3rd June, 2021

Anders Hjorth-Trolle

469 Wait or hurry? The effects of the early school enrolment on the school outcomes of Italian students

Giovanni Abbiati

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Abstract

In Italy the law allows families to enroll their children in primary school one year in advance, mainly letting families to enroll to the 1st grade children who turn six by the 30th of April of the reference school year. Despite the diffusion of this phenomenon – affecting roughly the 10% of Italian students – and its patterning by province and social origins, little is known about the reasons or institutional constraints that push the families to use this option and whether early enrollment is beneficial for children's school career.

This paper addresses this issue by studying the diffusion of early enrollment in Italy and its impact on students' careers (disciplinary competences, grade repetition, choice of secondary school track). To do so I aggregated yearly Italian national math and language competence surveys on grades 2 and 5 for the period 2010-2019, and merged them with regional indicators on the (pre-primary) school system.

Impact estimates of early enrolment are retrieved by comparing the language and math scores of the students who took advantage of early enrolment with the peers (selected via matching) of their birth cohorts born in May, that were subject to regular enrollment and took the test one year later.

Preliminary results show that a) among the higher educated in the South, early enrolment acquired the status of a tacit social norm but b) early enrolment affects negatively every indicator of school career. For highly educated individuals, resorting to this norm partly nullifies their social advantage in school environment.

607 School entry age and parental strategic behaviour: A tale of two mechanisms of social inequality in early achievement

Mar Espadafor, Giampiero Passaretta

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Abstract

Previous literature shows that children who enter school at a younger age under-perform when compared to older classmates throughout school and adulthood. Yet whether and why the effect of school entry age is unequal across family socioeconomic status (SES), remains unclear.

In this article, we analyse whether families differently engage in strategic behaviours directed towards younger-for-grade children, and to what extent this accounts for the uneven effect of school entry age. We propose and test two mechanisms involving parental strategic behaviours *before* and *during* school which ultimately contribute to social inequality in achievement.

We find a negative effect of school entry age, which is substantially greater for low-SES children. High-ses families drive this result by over engaging in remediation strategies: they avoid and compensate for, an early school entry at above-average rates. Overall, we show that semi-strict rules for school admission, which allow for parental discretion, widen the school entry age gap in achievement.

463 The realisation of educational aspirations: Direct and indirect effects of social origin at successive stages in a stratified school system

Katarina Wessling^{1,2}, Andreas Hartung³, Steffen Hillmert⁴

¹Federal Institute for Vocational Education and Training (BIBB), Bonn, Germany. ²Research Centre for Education and the Labour Market (ROA), Maastricht, Netherlands. ³Institute for Housing and Environment (IWU), Darmstadt, Germany. ⁴Department of Sociology, University of Tübingen, Tübingen, Germany

Abstract

This paper focuses on social inequality in the realisation of educational aspirations. In a first step, we describe the formation of educational aspirations and the stages towards realising them across the educational career. In a second step, we separate direct effects of social origin on attainment from indirect effects, which work through aspirations. Making this distinction is particularly interesting in a tracked education system because aspirations and the chances of realising them may be predetermined by an early selection into secondary-school tracks. The empirical data stems from two Starting Cohorts of the German National Educational Panel Study (NEPS). We apply sequential-logit models and corresponding effect decompositions. We find a persisting relevance of aspirations along educational careers. Prior to selection into secondary-school

tracks, we find social origin effects on aspirations but no direct effects on the transition to secondary school, conditional on prior aspirations. After track placement, we find considerable differences between tracks. Social origin affects both aspirations and attainment in the intermediate-level secondary track as well as in comprehensive schools. Yet, there are no effects for upper-level secondary school. Our findings draw a more differentiated picture of the role that school tracking plays for social inequality in education. We show that upward deviations from initially assigned tracks, which reinforce social inequality operate mainly through the channel of educational aspirations.

685 Intergenerational transmission of educational attainment: How important are children's personality characteristics?

Anne Christine Holtmann¹, Laura Menze¹, Heike Solga^{1,2}

¹WZB Berlin, Berlin, Germany. ²FU Berlin, Berlin, Germany

Abstract

This study examines the role of a wide range of personality characteristics—such as the Big Five personality traits, self-esteem, goal pursuit/adjustment, social behavior, and educational aspirations—for the intergenerational transmission of educational attainment in Germany, and compares their relative importance to that of cognitive skills. We use information on more than 8,000 students from the German National Educational Panel Study (NEPS). We find that personality characteristics do not mediate the association between parents' and children's attainment of the university entrance qualification (the *Abitur*) by age 19/20. Only educational aspirations are a strong mediator for intergenerational educational transmission. A few personality characteristics moderate intergenerational educational transmission, and they do so in favor of children with higher-educated parents either as Matthew effects or compensatory advantages. In contrast to personality characteristics, cognitive skills act as strong mediators, while moderation is rather weak when accounting for personality characteristics—but again, they work in favor of privileged children. Our German study reveals similarities but also differences compared to the mostly US and UK based research and inspires to rethink the importance of personality characteristics and cognitive skills for intergenerational education attainment.

Educational performance II

14:00 - 15:30 Thursday, 3rd June, 2021

Irene Prix

733 The Linkage between School Autonomy and Inequality in Achievement Differs by Countries' Development Level: Evidence from 69 Countries

Mobarak Hossain

University of Oxford, Oxford, United Kingdom

Abstract

This study examines the association between school autonomy and the inequality in math achievement of 15-year-olds by socioeconomic status (SES), and whether the effect differs by countries' level of development. We construct a country-level panel using six waves of Programme for International Student Assessment (PISA) from 69 countries in 322 country-waves, involving 2,180,440 students. We first estimate the gradients of SES and math achievement and country-mean of covariates including autonomy. Results from weighted mixed-effects models suggest that the 'effect' of academic autonomy on increasing achievement inequality is greater in high- and upper-middle-income countries compared to low- and lower-middle-income countries. Budget and personnel autonomy are not found significant. The results suggest not to simplistically apply autonomy reforms regardless of contexts.

431 Can Non-Cognitive Skills Explain the Learning Gap between Rich and Poor Children? Evidence from PISA

Rob Gruijters¹, Isabel Raabe², Nicolas Hübner³

¹University of Cambridge, Cambridge, United Kingdom. ²University of Zürich, Zürich, Switzerland. ³University of Tübingen, Tübingen, Germany

Abstract

Empirical evidence suggests that children's non-cognitive skills—an important determinant of school achievement—vary by socio-economic family background. In this study, we assessed the extent to which non-cognitive skills contribute to the achievement gap between rich and poor children. We use data on 80 countries from the 2018 Programme for International Student Assessment (PISA), which contains an extensive set of non-cognitive measures, including growth mindset, self-efficacy, and attitudes towards school. We develop a conceptual framework that distinguishes between differences in the level of non-cognitive skills between rich and poor

children (compositional effects) and differences in the effect of these skills on learning outcomes (returns effects). We find that, although high-SES children have somewhat higher non-cognitive skills than low-SES children, this explains less than 9% of the achievement gap. The effect of non-cognitive skills on learning outcomes is similar for rich and poor children. Based on these findings, we argue that initiatives to improve social and emotional learning (SEL) are unlikely to substantially reduce educational inequalities.

443 School absenteeism and academic achievement: Is missing-out on school more detrimental to students from lower socioeconomic backgrounds?

Markus Klein¹, Edward Sosu¹, Shadrach Dare²

¹University of Strathclyde, Glasgow, United Kingdom. ²University of Dundee, Dundee, United Kingdom

Abstract

Studies consistently show a detrimental impact of school absences on students' academic achievement. However, the literature does not sufficiently differentiate between specific reasons for absenteeism. Investigating associations between precise reasons for school absence and academic achievement can help us understand the underlying mechanisms of how absences decrease academic achievement. School absences may also not be equally harmful to all students. There is reason to assume that the detrimental impact of school absences on academic achievement is moderated by family socioeconomic status (SES). Low-SES families may not have the economic and educational resources to compensate for school absences by supporting their children in catching up with the content of missed school lessons. Using the Scottish Longitudinal Study (n = 4,419), we investigated whether the impact of absenteeism on achievement in high-stakes exams at secondary school varies by reason for absence and whether it is moderated by SES. We found that truancy, temporary exclusion, and sickness absence had adverse effects on academic achievement, while absences due to family holidays and exceptional domestic circumstances did not. Our results suggest that, in addition to lost instruction, there are other mechanisms such as behavioural, health-related, and psychosocial pathways that explain the relationship between absenteeism and achievement. Contrary to our expectations, the detrimental impact of school absenteeism is stronger among students from higher socioeconomic backgrounds than among students from lower socioeconomic backgrounds. They suffer a greater loss in academic achievement when being absent from school than their socioeconomically disadvantaged peers.

627 Children left behind. New evidence on the (negative) impact of grade repetition on educational careers

Guido Salza¹, Dalit Contini²

¹Trento University, Trento, Italy. ²University of Turin, Turin, Italy

Abstract

Grade repetition occurs when pupils are held in the same grade for an extra year rather than being promoted to a higher grade along with their age peers. To date, research on the causal impact of grade repetition has reached inconclusive findings. This paper aims at contributing to the literature by supplying new evidence of the causal effect of grade repetition on children's future schooling careers in Italy, based on a rich longitudinal data set constructed ad hoc for this research, with the collaboration of the Ministry of Education and the National Institute for Institute for the Evaluation of the Educational System. To the best of our knowledge, this is the first attempt to evaluate the impact of grade retention in Italy, and one of the few in Europe. Due to this data archive's richness, our study represents an innovative development in grade repetition research at a more general level. Our identification strategy combines perfect matching and propensity score matching and limits the search to the least severe school within an acceptable range of the probability to get retained. Our findings reveal that grade repetition raises the probability of future failure, in terms of changes to less prestigious school tracks and dropout from the school system. Moreover, we find that children with low parental education and with a migrant background suffer most from the experience of school failure. Overall, grade repetition appears as an inadequate remedial policy for students' poor academic performance, and it worsens social segregation.

Genes, twins, siblings III

10:00 - 11:30 Friday, 4th June, 2021

Patrick Präg

572 Does school quality decrease educational inequality? Evidence from gene-environment interaction analysis.

Kim Stienstra¹, Antonie Knigge¹, Ineke Maas^{1,2}

¹Utrecht University, Utrecht, Netherlands. ²VU, Amsterdam, Netherlands

Abstract

Providing equal opportunities to children from different backgrounds is one of the central tasks of schooling. High-quality schools have the potential to reduce educational inequality. In this study we investigate whether this is the case and which school characteristic play a role. Stratification researchers typically measured (in)equality of opportunity by measures for opportunity for achievement (ability measures, e.g., IQ) and ascription (family background variables, e.g., parental SES), but it is difficult to do that accurately. Therefore, we rely on twin models and use larger relative genetic variance (A) and smaller shared environmental variance (C) as an

indication for equality of opportunity. Deriving from the bioecological model and Scarr-Rowe hypothesis, we expect that higher quality schools provide more opportunities to actualize genetic potential, whereas in low-quality schools genetic potential for greater achievement is left unrealized and performance depend more on the shared environment. We test this using Dutch administrative data on 18,810 same-sex twin pairs and 11,323 opposite-sex twin pairs

633 What determinants to include and when? The interrelationship between economic, occupational and educational origins and destinations

Aleksi Karhula^{1,2}, Hannu Lehti², Outi Sirniö³, Sanni Kotimäki², Jani Erola²

¹University of Helsinki, Helsinki, Finland. ²University of Turku, Turku, Finland. ³Finnish Institute for Health and Welfare (THL), Helsinki, Finland

Abstract

For many different research fields the information on intergenerational transmission of economic, occupational and educational positions is important. It is essential to know how social origin affects the socioeconomic outcomes in adulthood both to study these connections in detail and while studying different research questions control efficiently for the influences of social origin. However, comparative research on interrelated predictive power of different origins on different destinations is scarce. Here we show the predictive power of parental income, social class and education on corresponding outcomes using sibling framework with Finnish register data for cohorts born in 1966 to 1972. We especially discuss the implications of our results for two specific research situations: examination of intergenerational relationships and controlling for intergenerational influences in other research setups. First, our results show that for education and earnings, corresponding social origin measures are best predictors. Occupational status is predicted slightly better by parental education than occupation. Second, all the parental characteristics do have independent predictive power in all cases. Third, however, shared predictive power between indicators was high in all cases, and the independent predictive power was weak relative to whole variation in outcomes and even overall social origin effect. This indicates that especially in the case of control variables one or two origins indicators are sufficient. Overall, our results agree with previous studies that using similar origin indicators is the safest strategy for researchers and in most situations using only one or two indicators is sufficient.

662 The links between political participation, IQ, and education: An analysis of the related genetic and environmental components

Volker Lang¹, Tina Baier², Sascha Huber³

¹University of Tübingen, Tübingen, Germany. ²University of Oslo, Oslo, Norway. ³University of Mainz, Mainz, Germany

Abstract

Skills and cognitive resources are at the center of various theories explaining social inequalities in political participation, yet we know very little about the effects of IQ on political participation apart from education related effects. Furthermore, recent research shows that large parts of differences in political participation are due to different genetic endowment, pointing to the possibility that effects of IQ and education on political participation are driven by genetic heterogeneity between individuals. To address these gaps in research, we examine the links between political participation, IQ, and education in a genetically sensitive design using the population-register based sample of the German Twin Family Panel (TwinLife). We conduct an ACE-beta analysis of twins aged 16 to 25 ($n=1,680$ twin pairs). In our preliminary analysis for this abstract we focus on the effect of IQ on political participation. Our results show, first, a large genetic variance component for both political participation (57%) and IQ (58%), and second, that IQ has a substantial effect on political participation: twins with a one standard deviation higher IQ participate about a fifth of a standard deviation more in politics. Third, our analysis finds that almost all of this effect is due to genetic differences in IQ. In the next steps of our study we look into possible effects of education related indicators on political participation over and above IQ, and assess to what extent these effects can also be traced back to genetic differences.

459 Gender, Family Background, and Occupational Status in a Developing Welfare State: Evidence from Danish Monozygotic Twins born 1931–1979

Kristian Bernt Karlson, Mads Meier Jæger

University of Copenhagen, Copenhagen, Denmark

Abstract

In this paper, we use data on monozygotic (MZ) twins from Denmark born 1931–1979 to analyze the extent to which the development of the Scandinavian welfare model shaped the intergenerational association in occupational status for men and women, respectively. We use the Origin-Education-Destination (OED) triangle and MZ twin fixed effects models and find that the OD association (measured by ISEI) declined by about one-third for women but did not change for men across almost 50 birth cohorts. Moreover, for men education became less important, in relative terms, as a mediator of the OD association, while this was not the case for women. Finally, the OE association remained stable for women but declined for men. These results suggest that the development of the Scandinavian welfare model lowered inequality for women via expanding institutions (principally education) rather than via a higher return to education. By contrast, for men inequality remained stable despite a decreasing return to education. We use the results to argue that mobility regimes create a mix of institutions (e.g., education) and opportunities (e.g., labor market structures) that differ between men and women.

Health inequalities III

10:00 - 11:30 Friday, 4th June, 2021

Laura Salonen

417 The relationship between education and health: Does social capital matter?

Jacqueline Lettau¹, Sebastian Prechsl²

¹Leibniz Institute for Educational Trajectories, Bamberg, Germany. ²University of Nuremberg, Nuremberg, Germany

Abstract

This paper contributes to the scarce literature examining the intervening relationship of education on health through social capital. Based on social network theories and the literature linking social capital to health, we argue that the number and quality social contacts play a role for explaining the link between education and health. Using data of the German panel study “Labour Market and Social Security” (PASS), we deploy random effects panel regressions as well as a statistical test proposed by Sobel to identify the mediating effect of number and quality of social contacts in the link between education and individuals’ self-rated overall health status. First results show that individuals with higher education tend to report better health and number and quality of social relationships partly explain the positive link of education on health.

509 Horizontal educational disparities in daily smoking in 17 European countries

Juho Härkönen¹, Matti Lindberg²

¹European University Institute, Florence, Italy. ²University of Turku, Turku, Finland

Abstract

Educational disparities in smoking are well-established. Most researchers measure education hierarchically—as years of education or educational levels—without taking into account horizontal differentiation in education that characterizes many educational systems. This study examined disparities in daily smoking by educational level and orientation (vocational vs general) in seventeen European countries. Data on 23,382 women and men aged 18-65 years from the seventh (2014/2015) wave of the European Social Survey was used. A binary variable of daily smoking was the outcome variable. Education was measured both by its level (low, medium, high) and orientation (general, vocational). Country-wise logistic regression models were estimated, which adjusted for age, sex, parental education, and immigration background. Between-country variation was summarized using meta-analysis. Bi-variate associations between characteristics

of the national context and adjusted odds ratios for vocational educational orientation were examined by estimating meta-regressions. The adjusted odds ratio for vocational educational orientation (compared to general orientation) was significant and above unity in eight countries. The association between vocational educational orientation and smoking was the strongest in Finland. Meta-regressions did not reveal significant associations between the horizontal educational disparities in smoking and the type of education system nationally or overall smoking prevalence. Research on educational disparities in smoking—and in health in general—should take into account horizontal educational disparities in addition to vertical ones, and develop theories to understand them. Our analysis contributes to the understanding of educational disparities in smoking and to the debate on how socioeconomic status should be measured in health inequality research.

560 Does subjective social mobility predict health outcomes? Evidence from a fixed effects approach

Alexi Gugushvili

University of Oslo, Oslo, Norway

Abstract

Recently scholars began to be interested in subjective perception of mobility, its determinants and its consequences. In terms of the consequences of subjective social mobility, one of the reasons why it is a promising area of research is that studies on the consequences of objective social mobility could not produce consistent and systemic evidence if there is any relationship between social mobility and health. Main sociological and social psychological theories of the consequences of social mobility assume that mobility has an effect on individuals via psychological channels when individuals are well aware how far they moved socially from their origins. A few recent studies have demonstrated that there might be an association between subjective perception of mobility and health outcomes, but these studies use cross-sections datasets which prevents researchers making any conclusions on causal associations. In the present study we use an alternative approach of accounting for unobserved heterogeneity by utilizing panel data from Poland and fixed effect regression models in which central predictor of changing physical and mental health is changing subjective perception of social mobility. If we want to identify any possible effects of subjective social mobility on health, empirical models should also account for time varying variables which are known to be associated with health such as income, social connections, subjective social status, economic development.

705 The long arm of wealth: Health and the effects of intergenerational wealth resources in the U.S. over the last three decades

Louis Chauvel, Francisco Ceròn, Emily Murphy, Jason Settels

University of Luxembourg, Esch/Belval, Luxembourg

Abstract

Health inequalities result from multidimensional, cumulative socioeconomic inequalities (income, education, wealth,...) of this generation and prior ones. Our aim is to assess the role of wealth in being an often hidden promotor of health (inequality) from an inter-and intra-generational life course perspective: does the wealth of today's mid-aged adults, alongside that of their parents', impact cumulatively on perceived personal health status as individuals age? Using a longitudinal sample of 7,031 individuals from the PSID 1999-2015, we focus on a measurement of health relative to one's age (aged-adjusted self-assessed health status (AASAHS)). We compare hierarchical and nested OLS regressions and then multilevel random-slope models (MRSM), first to assess the importance of parents and of children's wealth on AASAHS, and second to observe their life course dynamics. We show how wealth has its own specific important role -one which sits additively with education and income in the prevention of age-related health deterioration. Estimates for parental resources (education, class ...) show a systemic cumulative advantage of all the best situations possible in terms of the health of the next generation. This means everything counts but parental wealth plays a prominent role for children's health promotion. Health gradients by wealth also increase over the life course in the working-age population of the US. Beyond education-income-class definitions of socioeconomic status, wealth and transmitted wealth exhibit strong, increasing effects over the life course: lack of wealth accelerates declining AASAHS and parents' and children's higher wealth generally brings better health in later life.

Migration & ethnic inequalities VI

10:00 - 11:30 Friday, 4th June, 2021

Valentina Di Stasio

410 Moving to the City: An Audit Study Examining the Consequences of Racial/Ethnic Discrimination on Residential Segregation

S. Michael Gaddis¹, Nicholas DiRago¹, Raj Ghoshal²

¹UCLA, Los Angeles, USA. ²Elon University, Elon, USA

Abstract

This study uses experimental methods to investigate covert racial discrimination in "roommate wanted" ads on Craigslist and the subsequent residential segregation that follows from the disparate choices sets presented to individuals of different races. We consider whether racial dimensions of roommate choice can cumulate into a pattern of widespread discrimination, fueling social and spatial segregation and undercutting equality. We focus on the following questions: (1) Does race affect response rates to roommate requests, and if so, how does this effect vary for different racial groups? (2) How do perceptions of "American-ness" or cultural assimilation interact

with cues of race for groups whose members include many recent immigrants, such as Hispanic and Asian Americans? (3) Does race affect the type of neighborhood in which room-seekers receive responses?

To examine these questions, we conduct an online audit study using the website Craigslist. We reply to over 1,500 “roommate wanted” advertisements in the Boston, Chicago, and Philadelphia metropolitan areas, using 28 email accounts linked to racially-distinctive names. Our findings support four conclusions: (1) Social discrimination trumps equal qualifications (a college education and a full-time job) for African Americans and many Latinos seeking incorporation into social networks; (2) Asian Americans are increasingly incorporated within the boundaries of “whiteness,” as are some Latinas, but this inclusion has important qualifications; (3) Cues of “American-ness” impact different non-white groups differently; and (4) Patterns of racial bias by neighborhood yield unequal access to upward mobility pathways for different groups of color.

554 Graduates’ labor market entry abroad. The payoff to international early career migration

Nils Witte, Nico Stawarz

Federal Institute for Population Research, Wiesbaden, Germany

Abstract

The question how spatial relates to social mobility has been identified as relevant for socio-structural research a while ago. The scarcity of border-crossing socio-structural survey data, however, has often confined the investigation of the spatial-social mobility nexus to the national realm. Less is known about the impact of international migration on social mobility. Research that does address this nexus in international contexts is usually concerned with immigration from less to more developed countries taking a destination perspective or with wage effects of international student mobility. We take the origin country perspective and examine how wages at labor market entry vary between emigrants from a high-income country compared with graduates who stay in the country of origin. We draw on novel data from the German Emigration and Remigration Panel Study (GERPS) to identify early career movers and analyze their wages at labor market entry abroad. For reference, we draw on the Graduate Panel of the German Centre for Higher Education Research and Science Studies (DZHW) to determine graduates’ wages at labor market entry in Germany. Preliminary findings suggest that international career starters come from more privileged backgrounds. Moreover, multivariate findings indicate a short-term hourly wage benefit of about 17 per cent compared with graduates who enter the German labor market. Overall, these preliminary findings suggest that international labor market entries potentially exacerbate existing social inequalities because there is positive self-selection of graduates from privileged social backgrounds into international job entries.

496 Dynamics of Environmental Inequality in Germany

Christian König

WZB Berlin Social Science Center, Berlin, Germany. University of Konstanz, Konstanz, Germany

Abstract

The association between social inequality and health is well established in the scientific literature. Differential exposure to environmental hazards might partially explain these health inequalities. Facilities emitting noxious substances are one important source of environmental hazards. Firms might tend to site hazardous facilities where property is cheap and public resistance is low. Post-siting selective migration could further segregate neighborhoods along ethnic and socio-economic characteristics. Previous research on environmental inequality in Germany has often been based on subjective measures of exposure and mainly focused on static presence of environmental inequality. Using geo-referenced socio-economic data at the neighborhood level together with industrial pollution data from the European Environmental Agency, this study starts with a particularly fine grained nation-wide assessment of inequality in exposure. It then turns to the dynamics that cause environmental inequality by exploiting openings and closings of large facilities. My predictions are that socio-economically disadvantaged groups and ethnic minorities are exposed to disproportionate levels of industrial pollution, and, that these same groups also dynamically sort into more polluted areas. These mobility processes should lead to changes in neighborhood composition after the siting or closure of noxious facilities. First results show that ethnic minorities in Germany face disproportionate levels of pollution at their place of residents as compared to their majority counterparts.

675 Sending the (Right) Signal: Experimental Analyses. Formal recognition of foreign skills and labour market chances of immigrants in Germany.

Angelina Springer

MZES, Mannheim, Germany

Abstract

In 2012 Germany introduced the so-called Recognition Act. The Recognition Act is a “law to improve the assessment and recognition of professional and vocational education and training qualification acquired abroad”. It gives immigrants the option to have their professional qualifications obtained outside of Germany reviewed and compared to German requirements set for a specific profession. The aims of the act are, on the one hand, to secure the demand of skilled worker and on the other hand, to facilitate the labor market integration of immigrants in Germany. However, it is unclear how German employers rely on these signals. To answer this question, we conduct a correspondence study. We compare chances of positive response (callback) with and without foreign education approval. We found that the chances of invitation to an interview decrease when the candidate sends the recognition letter. We assume, the reason for those results might be the cheaper labor force, as candidates without the recognition letter are expected to be cheaper. To prove this assumption, we conducted a further discrete choice experiment. We found the recruiter prefer candidates with recognition letter, while the information on salary expectation has no effect.

Class & class mobility IV

10:00 - 11:30 Friday, 4th June, 2021

Reinhard Pollak

667 Making smart economic choices? Experimental Evidence of a Social Class Gradient in Economic Decision-Making in England.

Joan Madia

Nuffield College, University of Oxford, Oxford, United Kingdom

Abstract

Using rich experimental data on portfolio investments, a social class gradient in economic decision-making is observed. Participants who grew up in working-class families are more likely to make worse and less ambitious economic choices even when the risk of failure is very low. These findings remain robust after accounting for respondents' own educational attainment, numeracy, and different model specifications. Moreover, extending past research on the effects of ROSLA, I also tested whether this educational reform might have mitigated these social class disparities in economic decision-making by increasing the number of years in formal education and students' competencies. In line with existing evidence, I found that ROSLA has reduced inequality in educational attainment and increased numeracy. However, it has had no impact on economic decision-making. Socioeconomic disparities in childhood and adolescence seem to be pervasive over the life course and in spite of policy interventions.

504 “Dual-DESO”: Intersecting ascriptive and institutional inequalities over the early career in Italy and Germany

Filippo Gioachin, Paolo Barbieri

University of Trento, Trento, Italy

Abstract

This paper investigates how the labour market flexibilisation strengthens the role of social origins in conditioning inter- and intragenerational mobility chances. Drawing on the top-class aversion to downward mobility, we explore mechanisms through which upper classes directly compensate the socioeconomic penalty that arises from initial contractual instability over the career. Conversely, we examine whether a bad start for fewer socially privileged entrants represents a source of cumulative disadvantages. The Italian and German labour markets are optimal national cases since they share a partial and targeted deregulation process, but they differ in their LM institutions and mobility regimes. We combine propensity score matching and growth curves to

counterfactually compare in the two countries the career development of service- and working-class entrants who began with a similar socioeconomic status. We show that social origin contributes to unequal trajectory developments in both contexts, especially for the low- and middle-educated. No significant DESO over the career emerges among degree holders in either country. Finally, attending university entirely reduces the flexibility penalty in Italy, whereas, for German graduates, initial instability serves as a gateway to more-prestigious jobs.

724 Career Mobility of the European Working Classes

Dirk Witteveen¹, [Zachary Van Winkle](#)², Marii Paskov³

¹Nuffield College, Oxford, United Kingdom. ²Sciences Po, Paris, France. ³University of Oxford, Oxford, United Kingdom

Abstract

In this study, we concentrate on the applicability of the modernization thesis and the meritocratization thesis on the progress of individuals from working class backgrounds from different European birth cohorts and countries. Starting with the latter, we predict two trends in successive cohorts across all countries: (1) an increasingly higher occupational career attainment of individuals from working class backgrounds (*modernization*) and (2) an increasingly smaller gap in occupational career attainment between individuals from working class backgrounds vis-à-vis upper class backgrounds (*meritocratization*). We use rich retrospective life history data from the 7th wave of the Survey of Health, Ageing, and Retirement in Europe (SHARE) collected in over 20 European countries and growth curve modeling to study the employment histories of men and women. In contrast to the meritocratization thesis, and despite substantive overall occupational upgrading and educational expansion throughout the lifetimes of our respondents, we find no evidence that the structural working class disadvantage in terms of occupational attainment has diminished across birth cohorts in any of our countries.

644 Trends in Intergenerational Class Mobility and the OED (Origin-Education-Destination) Triangle in Japan

[Hiroshi Ishida](#)

University of Tokyo, Tokyo, Japan

Abstract

This study examines the long-term trend in intergenerational class mobility, that is, the association between class origin (O) and class destination (D), within the framework of Origin-Education-Destination (OED) triangle in Japan. The results of this study show that the extent of fluidity in class structure (OD association) has remained fairly stable throughout the post-war period, and there is no clear of trend of increased closure in class structure in recent periods. The results are consistent with the “stability hypothesis,” and we did not find any evidence of continuous societal openness predicted by the industrialism thesis.

The long-term stability in the OD association is the product of stability in both the OE and ED associations. Despite the transformation of class structure and the expansion of educational system, the pairs of association (OD, OE, and ED) are remarkably stable in postwar Japan. Although more people completed high school education and attended college, the access to higher levels of education has not become more equal (OE association). The trend in the occupational returns to education (ED association) has been stable as well. Because of the shrinking 18-year old population, the number of college graduates did not increase even though the college enrollment rate went up.

Finally, this study evaluated whether the OD association is absent or weaker among the college educated. Unlike some European nations and the US, there was no evidence that the extent of OD association among college graduates is weaker than that among those with only high school education in Japan.

Work & occupations III

10:00 - 11:30 Friday, 4th June, 2021

Wiebke Schulz

625 'Different forms of harassment at the workplace – effects of social class and gender in Europe'

Stephanie Steinmetz¹, Conny Roggeband²

¹University of Lausanne, Lausanne, Switzerland. ²University of Amsterdam, Amsterdam, Netherlands

Abstract

Workplace violence is a global phenomenon encompassing multiple forms of interpersonal aggression, affecting people across the lifespan and occurring across nations regardless of the level of economic and social development. Men are exposed to violence within the contexts of their workplace. However, studies (predominantly for the US) frequently have shown that working women are at a higher risk for, in particular, sexual harassment. Feminist theories link sexual harassment to issues of inequality, power and privilege. Despite this emphasis on gendered inequalities as underlying mechanisms, women's socio-economic status ('social class') is hardly ever explicitly addressed, theorized and used as an analytical category. Therefore, this study has two aims: first we want to examine whether social class is, besides other individual and workplace-related characteristics, an important determinant for different forms of workplace harassment of women in Europe; second we want to understand in how far different workplace characteristics support or hinder the occurrence of class-specific workplace harassment of women. Using pooled data of the European Survey on Working Conditions 2010 and 2015 and applying country-fixed

effects models, we examine the association between social class, further individual factors as well as workplace characteristics on different types of gender-based workplace harassment. Findings reveal that the risks of workplace harassment for women differs by social class and across countries. For most countries, it is either a matter of the upper or working class, but rarely a concern for the middle class. Moreover, sexual workplace harassment is more dominant among working class women.

460 Ideational change of work-life balance and the rise in almost-full-time job offers 1993-2017

Helen Buchs, Marlis Buchmann

University of Zurich, Zurich, Switzerland

Abstract

Work-life balance ideas have been on the rise since the early 1990s across the Western World. This study proposes that employers increasingly offer almost-full-time (AFT) jobs (80-to-95% employment level) because they are sensitive to changing social norms. Using time-series job advertisement data of the Swiss Job Market Monitor, covering the period between 1993 and 2017, this study assesses the spread of AFT job offers. It applies multilevel models with random intercepts and random slopes. The results show that the growth of AFT employment coincides strongly with ideational change towards work-life balance. Public-sector employers lead this spread. The study further reveals that differences in the extent to which employers offer almost-full time jobs in female- and male- dominated occupations have declined. Finally, privileged groups of workers have the highest growth in opportunities to access AFT jobs. Employers' selective offering of AFT jobs thus increases non-pecuniary inequalities in the labor market.

719 Formalized company structures and their associations with the well-being of women and men

Timothy Rinke

University of Duisburg-Essen, Duisburg, Germany

Abstract

The paper investigates the extent to which certain formalized company structures affect employees' job satisfaction and possibly buffer the negative effects of unfavorable working conditions on well-being. Possible gender-specific effects are examined. On the one hand, formalized company structures, such as e.g. works councils, can be assumed to have negative effects on the well-being of employees. For example, from a neo-institutionalist perspective, measures can be copied from the example of other successful establishments, but not consistently implemented in company practice. In addition, formalization can have a negative impact on job satisfaction because such company structures might restrict employees' autonomy

of action. On the other hand, formalized company structures can also have positive effects on well-being. For example, they can reduce stereotyping and the resulting discrimination. In addition, formalization can be assumed to increase the ability of employees to assert their interests. It can also be assumed that formalized company structures indirectly act as a buffer against unfavorable working conditions. These theoretical assumptions are tested on the basis of the linked employer-employee data set of the Establishment Survey of the Socio-Economic Panel (SOEP-LEE). Initial results of the regression models show that the negative association of working conditions and job satisfaction is stronger for men in establishments without collective bargaining agreements, the negative association of working conditions and job satisfaction is stronger for women in establishments with bureaucratic structures, and the negative association of working conditions and job satisfaction is stronger for women in establishments without guidelines on equal opportunities.

522 Employer motives, firms' flexibility practices and the outcomes of non-standard employment

Lucille Mattijssen¹, Dimitris Pavlopoulos¹, Wendy Smits^{2,3}

¹Vrije Universiteit, Amsterdam, Netherlands. ²Centraal Bureau voor de Statistiek, Den Haag/Heerlen, Netherlands. ³Research Centre for Education and the Labour Market, Maastricht, Netherlands

Abstract

This paper investigates how employers' practices of using employment flexibility (i.e. share of non-standard employment contracts, transition rate from non-standard to permanent employment and excess worker mobility) affect the careers of individual workers with non-standard contracts. These practices reflect employers' motives of using non-standard employment: screening good applicants, achieving workforce flexibility or cost reduction. Employer motives are expected to play a pivotal role in the outcomes of non-standard employment, as employers in the end decide whether the non-standard contract is meant to be converted to a permanent contract, or not. To study careers, we produce a typology of non-standard employment trajectories and classify the career types in terms of employment and income security. For this purpose, we employ multichannel sequence analysis on unique Dutch register data containing six years of information on the employment status and income for all individuals who entered the labour market with a non-standard employment contract in 2010. Afterwards, we investigate to what extent firms' flexibility practices can predict the type of employment trajectory that workers follow. We find that flexibility practices related to screening motives result in careers with high levels of employment and income security, while flexibility practices related to flexibility and cost saving motives increase the likelihood of experiencing careers characterized by long or repeated spells of non-standard employment or non-employment.

Intergenerational transmission of education II

10:00 - 11:30 Friday, 4th June, 2021

Rob Gruijters

568 Revisiting the Historical Trend of Educational Stratification in Soviet and Post-Soviet Russia

Gordey Yastrebov

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Abstract

Previous research found that social inequality in educational attainment in Russia was invariant to the changes in socio-political and economic context. This was a striking conclusion when judged against the narratives of the educational policy reforms, the demographic change and the radical regime change in the early 1990s, all of which suggest that inequalities may have been affected to a non-trivial extent. I hypothesize that the failure to attest corresponding changes has to do with insufficiently small statistical power of previous analyses and specific inference strategies. By pooling and analyzing relevant harmonizable data from multiple sources I identify previously overlooked details in the long-term trend of inequality of educational opportunity in Russia such as (a) a heightened level of inequality in the cohorts that received education during Stalin's era; (b) some success of Khrushchev's reforms that aimed to equalize access to higher education by introducing mechanisms (e.g. university quotas) explicitly favoring students with rural and working-class origin; (c) the return towards more elitist trends following the reversal of Khrushchev's reforms during Brezhnev's era; (d) modest equalization in the final phase of state socialism under Gorbachev sustained until the first years after market transition in the 1990s. As far as the general trend is concerned, I find that the inequality continuously declined from the early Soviet cohorts to the post-Soviet ones, which seems to be consistent with the theoretical and empirical arguments that link educational expansion to equalization of educational opportunity.

467 Parental criminality and children's educational attainment

Sanna Kailaheimo-Lönnqvist^{1,2}, Ralf Kuja-Halkola², Paul Lichtenstein², Antti Latvala^{1,2}

¹University of Helsinki, Helsinki, Finland. ²Karolinska Institutet, Stockholm, Sweden

Abstract

Many negative experiences during childhood are predictive of lower educational attainment. However, it is poorly known how exposure to parental criminality is related to offspring education, especially, at different educational stages and with different crime types of parents. This study aims to fulfill this gap by using Swedish total population data with offspring-of-siblings fixed effects models that allow taking into account family-based unobserved heterogeneity. Our preliminary results suggest that parental criminality is differently related to offspring's education at different stages, and that the strength of the association varies both by the crime type and the gender of the parent.

635 Hartz IV and educational attainment: Investigating the effect of social benefit reform on intergenerational inequalities in Germany

Nhat An Trinh

University of Oxford, Oxford, United Kingdom

Abstract

This study examines how far radical and still contested changes to Germany's unemployment and social benefit system in 2005 affected the intergenerational transmission of disadvantage among children of benefit recipients. Using difference-in-differences estimation and data from the Socio-Economic Panel, I examine whether inequalities in secondary school track attainment have changed after the implementation of the so-called 'Hartz IV' reform. The findings suggest that children whose parents receive the newly created scheme *ALGII* instead of *Arbeitslosenhilfe* for unemployment assistance are less likely to enter the academic school track. Net of differences in employment status and unfavourable socio-economic characteristics, children from unemployment assistance backgrounds have in fact the lowest chances to attend the *Gymnasium* after the reform compared to children whose parents receive benefits from unemployment insurance, social assistance, or no benefits at all. Reductions in benefit generosity leading to lower household incomes are likely to account for these changes in the stratification of educational opportunities. By contrast, reductions in parental life satisfaction due to increased benefit conditionality and stigmatisation are unlikely to mediate the reform's documented effects. Focussing on an important outcome in Germany's highly stratified educational system, the study is hence the first to provide evidence on the intergenerational effects of Hartz IV, shedding light on the role of social security and welfare institutions in the transmission of inequalities from parents to their children.

420 Parental Ages and the Intergenerational Transmission of Education: Evidence from the United States, Germany, and Norway

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³University of Oslo, Oslo, Norway. ⁴Oslo Metropolitan University, Oslo, Norway

Abstract

The diverging destinies hypothesis predicts that educational inequality increases in contemporary societies due to higher educated parents postponing birth. Some studies support this hypothesis in showing that advanced parental ages improve children's educational outcomes. The consequences of parental ages for the intergenerational transmission of education depend, however, also on the variation in the associations between parental ages and child education by parental education. We use data from three different welfare regimes, the United States, Germany, and Norway, to test whether the intergenerational transmission of education varies by parental ages. We show that, in all three countries, parental ages only matter for children's educational attainment in families with low educated parents. Due to this variation in the consequences of parental ages across socioeconomic groups, the intergenerational transmission of education is stronger for younger than for older parents. Our findings redefine the diverging destinies hypothesis, as they imply that increasing parental ages among the lower educated will increase educational mobility more than decreasing parental ages among the higher educated. These findings vary surprisingly little across the countries we study, suggesting that societal institutions are not main moderators of the associations between parental demographic behavior and intergenerational mobility.

Family dynamics, structures and policies III

11:45 - 13:30 Friday, 4th June, 2021

Juho Härkönen

525 Cumulative inequality or equalization? The consequences of union dissolution for women's incomes

Bram Hogendoorn

University of Amsterdam, Amsterdam, Netherlands

Abstract

Women experience sizeable income losses following union dissolution. Moreover, union dissolution is more prevalent among women in low-income unions. This has raised concerns about income inequality. Despite these concerns, little is known about the consequences of dissolution for inequality. Existing studies have faced difficulties in disentangling ongoing income declines from those following dissolution as well as in understanding how those declines translate to the income distribution as a whole. In this study, therefore, I examined the consequences of union dissolution for income inequality. The central idea was that dissolution could drive cumulative inequality or act as an equalizer. To test this idea, I used administrative data from the Netherlands, following women in cohabiting unions formed between 2001 and 2003 over a period of ten years. Fixed-effects individual-slopes regressions and recentered influence functions were used to estimate the differential consequences of union dissolution and its effect on the income distribution. The results show that the majority of women, and particularly women from high-income unions, experienced large income drops. At the same time, a substantial minority that experienced income gains. Consequently, the income distribution as a whole became more unequal. This demonstrates that, although union dissolution increased inequality between separated women, inequality did not accumulate over women's life courses.

429 Mothers' Employment Trajectories, Divorce, and Economic Well-Being

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Abstract

Women's discontinuous employment trajectories are frequently mentioned as an explanation for high rates of poverty among single mothers in Japan. Our goal is to provide empirical evidence with which to confirm, or refute, this conjecture. Using data from a national survey with an oversample of single mothers, we ask: (1) Is discontinuous employment negatively associated with the economic well-being of single mothers? (2) Is discontinuous employment related to the risk of subsequent divorce? (3) To what extent is discontinuous employment associated with economic disadvantage among mothers (both married and unmarried)? Preliminary results show that, among women who have divorced, economic well-being is significantly lower for those with discontinuous work trajectories and that discontinuous employment is associated with a significantly lower risk of divorce. These findings are important in light of growing concern about economic inequality in Japan and policy efforts to promote married women's continuous attachment to the labor force.

433 Age at Marriage and Divorce: Causal Evidence from a Legal Reform in China

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Abstract

Many studies showed that marrying younger is associated with a higher risk of divorce. For the first time, we investigate the causal effect of marrying at an earlier age on divorce risk for women. We exploit the introduction of the reform in 1982, which facilitated legal marriage for women younger than 25 years old in urban China. We show that the reform generated a kink in the mean age at marriage for women, which we use in a fuzzy regression kink design (RKD) to assess the causal effect of marrying younger on the probability of divorce. First, we confirm, using the Chinese Census data, the strong negative correlation between age at marriage and divorce risk, which is commonly observed in the previous literature in the USA. Then, we show that this negative association disappears in our causal analyses based on RKD. This finding suggests unobservable factors explain both marriage timing and the likelihood of divorce in this well-known association.

650 Childhood family re-organizations and intergenerational educational mobility

Satu Helske¹, Jani Erola¹, Jouni Helske²

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Abstract

There is a large body of literature considering the relationship between childhood family structure and the association between parents' and children's education. While higher parental education is typically associated with positive educational outcomes of the children, this association seems to vary by the family environment.

In this paper, we make an effort of disentangling the effect of different kinds of family structural changes from each other. We provide causal estimates of different kinds of family re-organization patterns during childhood and youth, using high quality Finnish register data, covering both marriages and cohabitations and separations from both, also taking the timing of changes into account.

We use directed acyclic graphs (DAGs) for defining the causal relationships of our variables of interest and use Bayesian parametric models for estimating the effect of different types of family re-organization patterns during childhood, adjusted for parental education. We do this separately for children who were born to a family with two parents and one parent.

Preliminary analyses on children born to two-parent families suggest that there is variation in the effects of childhood family re-organizations depending on the number and type of changes and that these effects vary by family background.

487 Explaining Long-Term Trends in The Gender Income Gap Within Couples. The Case of West Germany, 1976-2011

Andreas Haupt¹, Susanne Strauss², Anna-Theresa Saile²

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Abstract

Over the past few decades, women in Western societies have increased their level of education and their participation in the labor market. Nevertheless, they continue to contribute significantly less to the couple's income than their male partners. We discuss why women's contributions have not risen to the same extent as their income potential. Increasing the former but not only the latter depends on women's opportunity structures within a society to generate income inside and outside the labor market. Our analyses are based on the case of West Germany that underwent strong changes regarding women's opportunities. We discuss whether access to well-paid jobs, the increase of public childcare options, increasingly more generous parental leave regulations, and the increasingly better opportunity to generate income through unemployment benefits have led to changes in the income gap within couples. Our decompositions based on German Microcensus data underline the importance of available public childcare, especially for mothers with a child aged between three and seven. In addition, women's increased receipt of unemployment benefits is a major source of narrowing the gap over time. Focusing on earned income or employment relationships alone therefore overestimates women's economic dependence in the context of a relatively generous welfare state.

Subjective well-being

11:45 - 13:30 Friday, 4th June, 2021

Yekaterina Chzhen

538 Growing educational inequalities in subjective wellbeing across the life course: The role of differential risks and consequences of couples' unemployment.

Jonas Voßemer¹, Anna Baranowska-Rataj²

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Abstract

Disparities in subjective wellbeing between education groups increase with age. This paper investigates the role of two distinct mechanisms that may contribute to this gap: differential risks and differential consequences of negative life events. Specifically, we focus on the role of unemployment among individuals and their partners. We use data on cohabiting couples from the German Socio-Economic Panel for the time period 1995-2017, and apply longitudinal methods.

Our results indicate that lower educated individuals not only face a higher risk of becoming unemployed, but also are more often exposed to unemployment of a partner. At the same time, unemployment – whether experienced by an individual or his/her partner - exerts stronger negative effects on subjective wellbeing among lower educated individuals. We also show that social policies such as unemployment insurance can reduce the negative consequences of unemployment within couples, but do not affect inequalities, because the buffer effects tend to be weaker for the lower educated. Thus, overall, both differential risks and differential consequences of unemployment can lead to growing educational inequalities in subjective wellbeing across the life course. Our results highlight the importance of the concept of „linked lives“ for understanding how interdependence of labour market careers within partnerships contributes to accumulation of risks and shapes wellbeing trajectories.

686 The impact of migrants' knowledge about their social rights on their subjective well-being

Verena Seibel

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Abstract

Previous research linking integration and welfare policies to migrants' subjective well-being has overlooked that migrants might vary in their knowledge of their social rights which is likely to influence the effectiveness of these policies. I approach this gap by examining the role of migrants' knowledge about their social rights for their subjective well-being, arguing. I argue that by increasing migrants' integration chances, knowledge about social rights positively impacts their general subjective well-being. To test this assumption I make use of the Migrants' Welfare State Attitudes (MIFARE) data which provides information on migrants' knowledge about their rights within five welfare domains: Healthcare, childcare, unemployment benefits, social assistance, and pension. The data include migrants from nine different origin countries (EU and non-EU) living in three European receiving countries (Denmark, the Netherlands, and Germany). Results indicate that migrants indeed differ extensively in their social rights knowledge. Moreover, the more migrants know about their social rights, the higher their subjective well-being. This is particularly true if migrants know their rights regarding healthcare, unemployment benefits, and pensions. Policy advisors should therefore pay special attention to migrants' access to information about social rights policies since this significantly affects their well-being.

703 Children's subjective psychological and physical well-being in school and beyond: Variations by social class, gender, and immigration background.

Frederick de Moll, Andreas Hadjar

University of Luxembourg, Esch-sur-Alzette, Luxembourg

Abstract

In recent years, there has been a growing interest among policymakers and administrators in the education sector to address young people's well-being in general, and in educational institutions in particular. Inequalities in children's well-being have gained increased attention in the social sciences, especially in high-income countries such as Luxembourg. Multiple studies revealed inequalities in children's well-being, which need to be better understood to be able to draw policy implications. However, for Luxembourg, it is still too early to consider ways of compensation as little is known about whether children experience school and out-of-school life differently regarding gender, social and ethnic background. We are interested in how children's social position in Luxembourgish society affects their subjective general and health-related well-being. The data are based on a three-wave panel study conducted between 2016 and 2018 with four- to six-graders attending primary school in Luxembourg (SASAL-study "School alienation in Switzerland and Luxembourg"); N = 346 children participated in all three waves. We used mixed-effects models to test for individual background effects on children's well-being, while at the same accounting for the nested data structure. The findings show relevant inequalities in different levels of children's well-being. Despite the absence of deep social and economic cleavages in Luxembourg, our findings point to sincere social inequality in self-perceived health. They show effects of immigration background and gender on children's general well-being: children of foreign origin and boys are less content at school than autochthonous and female children.

518 Does Fixed-Term Employment Have Spillover Effects on the Well-Being of Partners? A Panel Data Analysis for East and West Germany

Sonja Scheuring¹, Jonas Voßemer², Anna Baranowska-Rataj³, Giulia Tattarini⁴

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Abstract

This paper answers three research questions: What is the impact of fixed-term employment on the well-being of partners? How do these spillover effects differ by gender, and do gender differences depend on socialization in East or West Germany? Do individual well-being, perceived job insecurity, and financial worries mediate the spillover effects? We use longitudinal data from the Socio-Economic Panel (SOEP), 1995–2017, and a sample of heterosexual couples living together, to estimate fixed-effects panel regression models. In contrast to previous studies, we consider asymmetric effects of entering and leaving fixed-term contracts by focusing on transitions from unemployment into fixed-term and fixed-term into permanent jobs. Confirming previous research on spillover effects of unemployment, we find that fixed-term re-employment increases partners' well-being and that these effects are larger in case of re-employment by men and partners' socialization in West Germany. We also show that transitions from fixed-term to permanent jobs do not substantially increase the well-being of partners with little differences by gender and place of socialization. While the spillover effect of re-employment is mediated by changes in the well-being of the individual re-entering the labor market, changes in job insecurity and financial worries due to transitions from fixed-term to permanent jobs are too small to produce meaningful effects on well-being. Although fixed-term contracts have been referred to as a new source of inequality, our results show that they cause little difference in the well-being of individuals and their partners and that finding a job matters more than the type of contract.

623 Where Is Inequality of Life Satisfaction Greater?: A Comparative Study of 15-Year-Old Students in 69 Countries

Youngshin Lim¹, Hyunjoon Park²

¹Seoul National University, Seoul, Korea, Republic of. ²University of Pennsylvania, Philadelphia, USA

Abstract

Students' academic performance has long been of critical focus of sociologists who attempt to identify sources of cross-national differences in educational inequality. However, cross-national studies have increasingly expanded their interest to various indicators of students' well-being, particularly non-cognitive outcomes beyond educational achievement. However, comparative research on students' life satisfaction is fairly limited and existing studies focus only to the average

level of life satisfaction. In this study, we fill in this research gap with focus on cross-national differences in inequality of life satisfaction. Specifically, we tried to figure out the degree of inequality of life satisfaction across three key aspects of individual students and their families: family socioeconomic status, students' academic performance, and gender. We also questioned whether the inequality of life satisfaction is moderated by country-level characteristics. By using individual-level data of 15-year-old students in 69 countries from PISA 2018, the results of two-level linear hierarchical models reveal that the within-country relationship between family SES and students' life satisfaction is steeper in socioeconomically more developed countries. The relationship between students' math scores and life satisfaction becomes steeper in socioeconomically more developed countries. In more socioeconomically unequal countries, math scores seem to wield a more substantial influence on students' life satisfaction. The gender gap in life satisfaction is larger in socioeconomically more developed countries. In other words, the negative relationship between being a female and life satisfaction is more negative in more developed countries.

Novel methods

11:45 - 13:30 Friday, 4th June, 2021

Kristian B. Karlson

564 A New Framework for Estimation of Unconditional Quantile Treatment Effects: The Residualized Quantile Regression (RQR) Model

Nicolai T. Borgen¹, Andreas Haupt², Øyvind Wiborg¹

¹University of Oslo, Oslo, Norway. ²Kalsruhe Institute of Technology, Karlsruhe, Germany

Abstract

The identification of unconditional quantile treatment effects (QTE) has become increasingly popular within social sciences. However, current methods to identify unconditional QTEs of continuous treatment variables are incomplete. Contrary to popular belief, the unconditional quantile regression model introduced by Firpo, Fortin, and Lemieux (2009) does not identify QTE, while the propensity score framework of Firpo (2007) allows for only a binary treatment variable, and the generalized quantile regression model of Powell (2020) does not allow for high-dimensional additive fixed effects. This paper introduces a two-step approach to estimate unconditional QTEs where the treatment variable is first regressed on the control variables followed by a quantile regression of the outcome on the residualized treatment variable. Unlike much of the literature on quantile regression, this two-step residualized quantile regression framework is both transparent and conceptually easy to understand. It also fills a gap in the literature by allowing for high-dimensional fixed effects.

594 Origin, Destination or Mobility? A Monte Carlo Simulation of the Diagonal Reference Model.

Alessandro Procopio, Robin Samuel

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Abstract

The net effects of social origin, destination, and mobility cannot be estimated using conventional statistical techniques due to an identification problem. Sobel's classic diagonal reference model (DRM) has (re)emerged as the most popular tool to address the issue. Many empirical studies employing DRM presented weak or null evidence of mobility effects on a wide range of sociologically relevant outcomes, often in contrast to theoretical expectation. These findings may be seen to cast doubt on the model's ability to disentangle the effects of social origin, destination, and mobility. We attempt to contribute to a better understanding of the DRM using Monte Carlo simulation. Our data generation process employs a theoretically guided approach to produce a mobility table. The experimental design explores two scenarios: a) when the dependent variable is continuous and b) when the dependent variable is dichotomous. We focus on bias and coverage assessment of the mobility estimates. Our findings suggest that the DRM does not yield substantially biased estimates. We find that the DRM does not perform well, however, in detecting statistically significant effects correctly. Further research should probe into the model's behavior in the context of additional types of dependent variables and longitudinal data.

727 Is the Motherhood Wage Penalty strongest for Highly Skilled Women?

Volker Ludwig

TU Kaiserslautern, Kaiserslautern, Germany

Abstract

This study re-evaluates the U.S. evidence on heterogeneous wage penalties associated with motherhood. A series of recent papers addressed the question which women bear the highest opportunity costs for motherhood in terms of foregone wages. Although these studies used data from the same panel survey (National Longitudinal Survey of Youth 1979, NLSY79) and similar methods (Fixed Effects regression models, FE), the results are mixed. For example, the strongest penalties have been found for low earners (Amuedo-Dorantes and Kimmel 2005; Budig and Hodges 2010), average earners (Killewald & Bearak 2014), or high earners (England et al. 2016; Wilde et al. 2010). I argue that earlier results may be driven by misspecification of the statistical model. Existing studies only partially controlled for heterogeneous wage trajectories of women. I propose to use the more general FE model with Individual Slopes (FEIS) because it controls for heterogeneity of wage trajectories that is due to (any) unobserved variables. The empirical results for NLSY79 data show that FE results on the interaction of motherhood and level of skills heavily depends on the specification of the wage profile. While the size of the average effect of motherhood seems to be rather robust across models (6 percent per child), the estimated effects by skill varies strongly across specifications with standard FE. The FEIS estimator yields

motherhood penalties that do not depend on skill level. Identification of variation in the effect of motherhood from variation of time-constant skills between women is a tedious strategy, when heterogeneous outcome trajectories are ignored.

501 Lagged Dependent Variables, Measurement Error and Bias: Markov and semi-Markov Social Processes

Anders Holm^{1,2}, Anders Hjorth-Trolle¹, Robert Andersen³

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Abstract

OLS estimates may be biased when studying the effect of lagged dependent variables when there is classical measurement error (CME) and when fixed effects are present. Little is known about the relative merits of various solutions. We fill this void by comparing four estimators: 1) standard OLS estimator, 2) the average of past measures of the dependent variable (AVG), 3) instrumental variables using one time period before (IV) and 4) instrumental variables using information lagged further (IV2). We further a first difference instrumental variable estimator that accounts for fixed effects and measurement error (FDIV). We demonstrate that both the IV and IV2 estimators are unbiased for a Markov process with CME, whereas the LDV estimators and AVG estimators are downwardly biased. Results differ for a semi-Markov process. Here only the IV2 estimators are unbiased. When fixed effects are present, only the FDIV estimator is unbiased. We end with empirical applications.

413 Representing Cumulative (Dis)Advantage with Life Course Sequence Data

Tim Liao¹, Matthias Studer²

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Abstract

This research aims to study the Matthew Effect in life course research: the presence of cumulative (dis)advantage over the life course. In this project, we focus on the process of life course cumulative (dis)advantage represented by socioeconomic achievements. Sequence analysis provides an ideal method for studying cumulative (dis)advantage over the life course. However, the method for assessing and analyzing cumulative (dis)advantage with sequence data is underdeveloped in the rich range of sequence analytic methods. In this research, we view cumulative (dis)advantage in life course sequences as a change in the value or level of a “state” variable S_{it} that records an i th person’s socioeconomic (such as education, income, and occupational prestige) or health status (including subjective health) at time t . Here “state” is in quotes because, unlike in typical sequence analysis, a sequence here may record metric values

in addition to qualitative states. The trend of this “state” variable can be summarized by an autoregressive parameter, $AR(p)$, where p is determined by the data analyst. In the current research, we analyze cumulative (dis)advantage as an $AR(1)$ process. To illustrate the method, we present two applications. The first involves a set of nine ideal-typical situations from a clear case of cumulative advantage to a clear case of cumulative disadvantage. The second employs income data for a single birth cohort from the first 10 waves of the British Household Panel Survey. The real-world data example is also illustrated by metric-based and quantile-based visualization. The two applications demonstrate the usefulness of the proposal.

Wages, income, wealth III

11:45 - 13:30 Friday, 4th June, 2021

Maria Vaalavuo

516 The link between career stability and earnings mobility in Finland: Are there changes across cohorts?

Aart-Jan Riekhoff

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Abstract

Despite changes in the economy and labour market, there are no signs of drastic destabilisation of employment and careers. Still, it is possible that the outcomes of having a stable or instable career have changed. In this study, I look at the link between career stability and earnings mobility across the life course in Finland. My main research questions are: 1) What are the size and direction of the relations between various indicators of career stability and earnings mobility in different stages of the life course, and 2) Have these relations has changed across cohorts? The study uses longitudinal register data of earnings and employment from the Finnish Centre for Pensions, covering cohorts born between 1940 and 1980 for the years 1963 to 2019. A series of multilevel regression models are applied where repeated observations are nested within individuals. Earnings are regressed on three types of career stability indicators: cumulative work experience, tenure with the same employer and cumulative job changes. To account for different rates of earnings growth in earlier and later careers, analysis is split into two parts: the first for the ages 23 to 39 including all cohorts and the second for the ages 40 to 54 including only the cohorts born 1940-1965. Preliminary results show positive associations of earnings with years worked, tenure and job transitions, but these are stronger for early careers than for later careers. Overall, there is no strong evidence that the impact of career stability on earnings mobility has changed across cohorts.

626 Wage inequality in Europe: The role of pay setting by firms.

Wouter Zwysen

European Trade Union Institute, Brussels, Belgium. University of Essex, Colchester, United Kingdom

Abstract

Increasing wage inequality is disproportionately driven by increasing differences between firms in their pay setting. While this partly reflects increased homogeneity in skills within firms, there are also increasing firm differences in the wage of similar workers – reflecting differences in rents and the extent to which these are shared with the workforce. In this paper I use cross-nationally representative European data – the Structure of Earnings Survey and the European Working Conditions Survey – to study the role of pay setting by firms in growing wage inequality. First, I analyse the drivers of different components of wage inequality – compositional changes, variation within firms, and differences in firm premia – over time. Preliminary results indicate that wage inequality has indeed mainly increased between firms, to a large extent this is due to increased sorting. Technological change, trade openness, and a decline in worker representation are important drivers; especially of the changes between firms. Second, I focus on the use of performance pay and especially linking bonuses to firm performance as a channel through which firms can differentiate pay. This is very unequally distributed, more so over time. These varying types of payment have been increasingly used in sectors where union power and collective pay agreement coverage decreased, and where technological change and free trade have led to larger differences between firms in their productivity. This paper highlights the growing inequality between otherwise similar workers depending on firm differences, which can indicate growing polarization.

533 Learning to be taxed fairly? Preferences for redistributive taxation and status quo bias.

Fabian Kalleitner¹, Licia Bobzien², Réka Szendrő¹

¹University of Vienna, Vienna, Austria. ²Hertie School of Governance, Berlin, Germany

Abstract

While laboratory results repeatedly show that concerns for income maximization affect tax preferences, empirical results outside the laboratory remain mixed. Thus, we are missing information why and when rising inequality (fails to) trigger this net-income maximizing mechanism. Recent studies have indicated that perceived illegitimacy of inequality is an important precondition for demanding redistribution and thus accepting increasing levels of tax progression. Focussing on fairness, we argue that the status quo is a central source of tax legitimacy and suggest that individuals tend to base their tax preferences on the status quo of taxation. To test this proposed mechanism, we adopt a three-step approach. First, we use data from the European Social Survey (ESS 9) to show correlational evidence that individuals' perceived fair tax levels are affected by macro level differences in average tax rates. Second, results from a survey

experiment conducted in Austria 2018 show that informing individuals about the existing tax system leads respondents to adapt their attitudes of fair tax shares towards the rates currently in place. Third, we test the status quo bias in a laboratory experiment. This approach enables us to vary the progressiveness of taxation in an income game and allow us to test the status quo mechanism in a situation that involves voting decisions with actual monetary consequences.

475 Wage Hierarchies Revisited: How Productivity and Labour Market Institutions Shape Occupational Wage Hierarchies

Matthias Haslberger

Nuffield College, University of Oxford, Oxford, United Kingdom

Abstract

Routine-biased technological change (RBTC) is usually associated with the polarisation of employment and wages. However, recent research has found that systematic differences in occupational wage hierarchies mean that RBTC is linked with polarisation only in countries where routine occupations cluster around the middle of the wage distribution. Where they are towards the bottom, occupational upgrading is the likely result. This paper goes one step further and argues that these systematic differences in the wage hierarchy reflect countries' structural and institutional characteristics.

The study uses data from the Luxembourg Income Study and the European Structure of Earnings Survey, as well as data on industrial robots and labour market institutions. I show that higher robot density is associated with an increase in the relative wages of routine workers compared to other occupational groups. This suggests that more technologically advanced societies are more likely to experience polarisation, in line with previous findings. Inclusive labour market institutions, on the other hand, tend to coincide with a lower position of routine workers in the wage hierarchy. As a consequence, strong labour market institutions are associated with an upgrading manifestation of RBTC. These findings contribute important nuance to the debate about technological change and suggest new opportunities for policy to shape labour market trends.

480 Financial accumulation from a linked lives perspective: Couples' life-courses and old age wealth and poverty in Europe

Katja Moehring, Andreas Weiland

University of Mannheim, Mannheim, Germany

Abstract

Despite an increase in the labour market participation of women in Europe over the last decades, gender inequalities in care, employment, and retirement are persistent. From a life course perspective, old age income risks of women are rooted in gender-unequal employment trajectories. Exchange and accumulation of income and the reproduction of inequalities in couples' life courses are therefore central to understand the link of life course and later life well-being. The traditional division of labour in couples may be successful in alleviating poverty risks on the household level, however, to the detriment of women's financial autonomy. In times of growing instabilities in male dominated industrial sectors and rising female employment, women's contribution to the household income in couples in fact is of growing importance. The link of life course and later life financial well-being is furthermore dependent on the institutional and normative framework related to family policy, gender norms, and the pension system. Therefore, we address two main research questions: (1) How are couples' life courses linked to financial well-being in old age? (2) What differences between countries and over time can be identified? To answer these questions, we use multichannel sequence analysis to generate types of couples' life courses in 26 European countries (N=16,419). Then, we link these types to old age poverty risks and estimate how much they explain financial well-being in different regional and temporal contexts. Here, we apply a multidimensional perspective on financial well-being in later life by looking at wealth and income poverty.

Admission to higher education

11:45 - 13:30 Friday, 4th June, 2021

Florian Hertel

701 Class differences in ambition? Social class differences in application patterns for study programmes with GPA-requirements and students own scholastic performance in a centralized admission system.

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Abstract

In this article, we explore socioeconomic inequality in applicants' preferences for different study programmes paying special attention to applicants risk aversion. Specifically, we analyze the gap between applicants' high school GPA and different study programmes GPA-admission thresholds. Moreover, we analyze students' application profiles in more details in order to test hypotheses about the application strategy inherent in these choices. First analysis confirm that especially those applicants with a higher educational background apply more ambitiously, i.e. with a higher positive distance compared to their own GPA. We do not, on the other hand, observe differences by parental income once parental education is included into the model. This points,

as a very preliminary result, more towards a cultural as dominant mechanism than financial restrictions, e.g. for prolonging the search for one year.

634 Test participation or test performance: Why do men benefit from test-based admissions to higher education?

Claudia Finger, Heike Solga

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Abstract

This study illuminates the male advantage in test-based admissions to higher education by examining whether this advantage is due to gender differences in test performance or, rarely studied, female avoidance of test situations (i.e., gender differences in test participation). We use register data for the whole population of more than 300,000 applicants to highly selective and prestigious medical programs in Germany. In contrast to many other countries, admission tests in Germany are optional. This fact offers the unique opportunity to disentangle the two mechanism of test performance versus test participation on gender differences in admission chances. Our study reveals that men demonstrate better test performance and female applicants are more likely to withdraw from admission tests. This pattern, however, varies with applicants' high school grade point average (GPA): the male advantage in test performance emerges only among test takers with lower GPA and female applicants' test avoidance only among female applicants with medium GPA. Together, both mechanisms generate a male advantage in test-based admissions (*ceteris paribus* of GPA), with better test performance being the major source for male applicants' higher admission chances. As the final outcome, we observe that this male advantage in testing is somewhat neutralized by on average higher GPA of female candidates. Implications of this test-optional policy for other social stratification dimensions, such as social background, are discussed in the concluding section.

444 Social selectivity on the (vocational) path to higher education

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Abstract

The Swiss education system is characterised by a high degree of horizontal and vertical stratification. Thereby track allocation at the end of primary education and the choice between vocational and general education at upper secondary level are not determined only by academic achievement, but strongly influenced by social background and parental expectations. Resulting from these selective educational choices, access to the institutions of tertiary education, via both the academic and the vocational pathway, is unequally distributed across social classes. Building on this prior research, that focuses on single transitions, this contribution approaches educational

trajectories as a sequence of linked educational choices. The process of educational attainment is thereby disaggregated into a series of consecutive transitions.

The aim of this article is not only to assess the effect of social background on the three defining transitions in the Swiss system. But also to put these socially selective transition probabilities into relation to the overall level of stratification, by taking into account the systems' distribution structure, specifically the share of a cohort at risk of each educational transition, the differentiating capacity and the expected gains.

To disaggregate the selectivity of pathways and thereby quantify the contribution of transitions for the overall stratification of the educational system the Multiple Pathways Sequential Logit Model is used (Härkönen and Sirniö 2020). This approach allows to quantify the weight of a separate transition for the educational system and make a substantial assessment of the structural factors and allocative mechanisms driving social selectivity.

546 Short-term expansion of university entrance qualifications in Germany—diminishing social inequalities? The role of primary and secondary effects in the transition to secondary and to tertiary education

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Abstract

Educational expansion is related to diminishing, persisting, and even amplifying social inequalities—depending on the educational transitions and the analytical perspective. Starting out from a short-term expansion of university entrance qualifications (*Abitur*) in Germany, this paper adds to the state of research on the causes and consequences according to the theory of primary and secondary effects of social origin by Boudon. Educational inequalities are analyzed—as a factor of educational expansion—in the transition to the academic school track after primary education and—as a consequence of the risen graduation rates—to tertiary education after upper secondary education. The cohort study is based on data of two student achievement studies in the Hamburg school system which assessed all students across secondary education between 1996 and 2012. Employing the KHB decomposition method, the total effect of social background is differentiated into the relative importance of achievement differentials (primary effects) and educational decisions (secondary effects). Findings reveal no changes in the total effects, and thus persisting educational inequalities by social origin at both studied transitions alongside the reported expansion. The comparison of both full cohorts further showed a clear decrease of secondary effect proportions regarding transition to the academic track. At the same time, a slight increase of the relative importance of secondary effects can be observed for transitions to tertiary education.

519 Does extensive guidance counselling of high school students affect their educational success? Experimental evidence for Germany

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Abstract

Strong educational inequalities characterize the transition to higher education of young adults in Germany. In recent years, public debate and scientific research increasingly focused on educational interventions as a tool to foster the educational success of low-SES students and, thereby, to reduce educational disparities. However, research on the impact of interventions on educational success is still scarce in Europe. Against this background, the study “Future and Career Plans Before High School Graduation” (University of Cologne and WZB) investigates how a broad long-term counselling program, which targets students without college-educated parents in particular, affects the educational pathways of high-school students by means of a randomized controlled trial. The study is carried out in 31 comprehensive and academic oriented high schools in Germany. Students who attended the upper secondary level were randomly assigned to one treatment group and one control group without treatment. The program’s impact on enrolment at a higher education institution (primary outcome) and on further indicators of educational success was investigated by a set of linear regressions with the intention to treat (ITT) strategy. Furthermore, effect heterogeneity across different groups (i.e., educational background, initial study intention, initial academic achievement) was scrutinized. The results show no positive effect of the program on educational success neither overall nor for any specific subgroup immediately after high school graduation. The presentation closes with considering institutional characteristics that might hinder a positive impact of high-school counselling on the educational success in Germany.

Gender & labour market II

11:45 - 13:30 Friday, 4th June, 2021

Karin Halldén

527 Working for a female manager: Who benefits in terms of experienced support and perceived career prospects, and under which circumstances?

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Abstract

This paper aims to advance insights in the relationship between female managers and gender differences in the workplace by examining (1) how working for a female manager is related to subordinates' experienced managerial support and perceived career prospects – two factors that are presumed to link having a female manager to improved career outcomes – and (2) to what extent these relationships depend on workplace gender composition. We draw on different theoretical perspectives to derive original predictions regarding who will benefit from having a female manager (female subordinates, male subordinates, both, neither) and under which conditions (in which workplaces). We use pooled data from the European Working Condition Survey 2015 (n=29,132). Results show that women experience more managerial support but at the same time perceive slightly worse career prospects when they have a female instead of a male manager. This pattern is consistent across female dominated, male dominated and balanced workplaces. Men's perceptions of managerial support are mostly unrelated to their manager's gender, but their perceived career prospects - like women's - are generally worse when they have a female manager. These findings seem most in line with the perspective that women in management positions may want to help other women (in particular), but sometimes lack the power to do so. As both perceived managerial support and perceived career prospects are thought to boost career outcomes (e.g. wages), this may help us understand mixed results from prior research on female managers and gender inequality in workplaces (e.g., wage gaps).

636 Double standards? Co-authorship and gender bias in early stage academic hiring

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Abstract

This article studies the hiring intentions of tenured professors with regard to early career researchers. In particular, it examines gender bias in evaluations of academic hiring in Italy and investigates whether this bias depends on collaborative work and its related conventions across academic fields. We rely on status characteristics theory to test our hypotheses via a factorial survey (vignette) experiment of 2,098 associate and full professors employed in Italian public universities in 2019. This is one of the few experiments of the hiring process in academia conducted on a nationally representative population of university professors. Our article focuses specifically on three academic fields: humanities, economics, and social sciences. The results indicate that female academics in Italy are penalized for co-authoring. They receive less favorable evaluations of their qualifications, but only when the evaluator is a man. As hypothesized, this gender bias is found in economics, a field where conventions of co-authorship allow for more uncertainty about individual contributions to a joint publication.

458 Outsiders on the Inside? Gender Segregation in Online Communities

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Abstract

The exclusion of women from male networks where power and information are amassed has been identified as one of the main factors limiting equality at the workplace. Nowadays, social interactions not only occur through traditional means but also through online platforms like social media. Do online communities foster gender integration, or do they instead reproduce the inequalities of the offline-world? The scarce literature that touches upon this topic portrays two alternative scenarios. On the one hand, social networks represent an unprecedented way to diversify social capital and amplify visibility in personal and professional circles (*Opportunity Window Scenario*). On the other hand, some researchers suggest that the online world not only reproduces the inequality of the offline world, but also creates new forms of discrimination (*Virtual Glass Ceiling Scenario*). This paper examines these two competing predictions for gender integration. First, using data collected through the public REST APIs provided by Twitter and *Natural Language Processing* techniques, we create a network of men and women working in STEM-related occupations, a typically male-dominated sector. Second, we study the level of sex-segregation in STEM online communities. Third, we evaluate men's and women's popularity and influence within these communities to determine whether online spaces facilitate female integration and visibility in the STEM occupations or, on the contrary, women continue to be outsiders on the inside. Preliminary results suggest that popularity reduces segregation and reveals partial homophilic behavior: while men are more likely to follow men than women, gender differences are attenuated among women.

716 The part-time career penalty for men: Do occupational opportunity structures explain disadvantages of reduced working hours?

Agnieszka Althaber

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Abstract

Although being central for reconciling work and family, part-time employment has clear adverse consequences for occupational careers. Research on the part-time career penalty focusses on women so far and it has been argued that the negative effect of reduced working hours on career progression can be attributed to a lower accumulation human capital. However, it has been given little attention to men and the possible mediating effect of structural factors at the occupational level on the part-time career penalty. Therefore, I examine the disadvantage of men in part-time employment for reaching a supervisory position and the importance of occupational gender segregation and occupational working-time arrangements in the explanation of the part-time career penalty between 1992 and 2015 in Germany. The theoretical considerations follow Acker's

approach of gendered organizations and Krüger's institution approach to gendered life course. The analyses are based on data from the National Education Panel Study (starting cohort 6) merged with aggregated occupational characteristics based on the German Microcensus. The results of the discrete-time exponential models show very clear disadvantages for men resulting from part-time employment that are independent of human capital factors and occupational opportunity structures for career progression.

603 Managing the Gender Wage Gap – How Female Managers Influence the Gender Wage Gap among Workers

Florian Zimmermann

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Abstract

Previous research shows that female managers reduce gender inequality by narrowing the gender wage gap among workers, but it does not disentangle two general underlying mechanisms. First, female managers might use their organizational power to change organizational practices and make organizations more gender equal. Second, female workers might benefit from interacting with a female manager, for example, through homophily and mentoring. To disentangle these two mechanisms, I distinguish between female managers at the upper management level, i.e., executives, who are mostly responsible for organizational practices, and at the lower management level, i.e., supervisors, who mainly interact with workers. Additionally, I consider practices enhancing gender equality, such as work-life balance practices. Using German linked employer-employee panel data and a firm fixed-effects regression, I find that female executives narrow the gender wage gap slightly. This influence is not affected by the consideration of organizational practices. Hence, female executives do not affect workers' gender wage gap by changing organizational practices. On the other hand, female supervisors considerably narrow the gender wage gap among workers. In summary, female managers substantially reduce the gender wage gap among workers, and this effect works via the manager-worker interaction mechanism. Hence, increasing the share of female second-level managers might close the GWG.