

Paper abstracts for the 2014 Social Stratification Research Seminar

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Katherin Barg (Univ. Glasgow)	
<i>Why are middle-class parents more involved in school than working-class parents? The role of cultural logics, family resources, status maintenance motives and personal experience</i>	
	<p>This study extends previous research on social inequality in parental involvement in school through a comprehensive analysis of mechanisms underlying social class effects on the involvement of parents of students in lower secondary school in France. In the theoretical part I show where sociological and economic approaches that emphasize either class culture, rational choices or family resources, and psychological approaches, overlap and where they compete. Using the Panel d'élèves du second degré (1995-2001) – a large-scale national data set documenting the secondary school careers of a cohort of French students entering lower secondary school in 1995 – I analyse social class effects on (i) parents' attendance at parents' evenings, (ii) membership in a parent-teacher association, (iii) being parent representative in the staff meetings, and (iv) initiation of meetings with teachers.</p> <p>The French case appears particularly interesting for this analysis as teachers have an important say in the institutional process at the end of lower secondary school that decides which upper secondary school track a student will attend. Also, parent representatives are involved in this process. In this institutional context, hypotheses on status maintenance motives can be tested. Moreover, testing hypotheses derived from cultural reproduction theory seems fruitful in France as the theory 'was born' there and promoted public discussions and education policies.</p> <p>The quantitative analysis consists of three parts. In the first part I test hypotheses on differences in the sizes of social class effects on the four types of parent-school interactions. The results provide evidence in favour of status maintenance motives driving social inequality in parental involvement. In the second part I find a significant negative interaction effect of social class and student school performance on parents' initiation of meetings which indicates that middle-class parents seek contact with teachers when the risk is high that their children will not be admitted to the upper secondary school track that leads to higher education. In the third part I apply nested logistic regression models to identify the extent to which different mechanisms explain social class effects on the different involvement types, whether they are able to explain all of the social class effects and which of them have considerable independent effects. Preliminary findings are that parents' educational resources or cultural capital explain by far the largest part of the social class effects; time resources, status maintenance motives and cultural logics are relatively important too but personal experience and economic resources have no or very little mediating and independent effects. Remaining significant social class effects indicate that more mechanisms than suggested in the literature may contribute to social inequality in parental involvement in school.</p>
Vikki Boliver (Univ. Durham)	
<i>Why are British ethnic minorities less likely to be offered places at Russell Group universities?</i>	
	<p>This paper asks why British ethnic minority applicants to Russell Group universities are so much less likely to be offered places than their white peers. Various representatives of these universities frequently assert that ethnic group differences in offer rates arise because ethnic minority applicants are less likely to have the right A-level grades in the right A-level subjects and because ethnic minorities disproportionately seek entry to heavily oversubscribed degree subjects such as Medicine and Law. The tacit claim is that discrepancies in offer rates are caused by the deficiencies of ethnic minority applicants; the admissions decision-making practices of universities, by contrast,</p>

	<p>are held to be beyond reproach. This paper explores ethnic group differences in offer rates empirically using data provided by the Universities and Colleges Admissions Service on applications to Russell Group universities in the early 2010s. Analysis of the data shows that after controlling statistically for applicants' A-level grades, their possession or otherwise of 'facilitating' A-level subjects, and the numerical competitiveness of their chosen degree subject area at their chosen institution, ethnic minorities remain substantially less likely than their White peers to be offered places at Russell Group universities. The analysis also shows that ethnic disparities in offer rates are greatest for degree programmes where the percentage of ethnic minority applicants is substantially higher than the percentage of ethnic minorities in the British population at large. This suggests the possibility that some admissions selectors at Russell Group universities may be unfairly (and also potentially unlawfully) rejecting a proportion of their ethnic minority applicants in an attempt to achieve a more ethnically representative student body.</p>
<p>Stella Chatzitheochari & Lucinda Platt (IOE / LSE)</p>	
<p><i>Disability, educational expectations, and educational outcomes: An analysis of the Longitudinal Study of Young People in England</i></p>	
	<p>Recent years have witnessed an increased awareness of the importance of educational expectations in shaping educational trajectories. However, there is little extant research that investigates the determinants of and influences on educational expectations and their influence on educational outcomes. This paper makes a contribution to the emerging literature on educational expectations by focusing on disabled young people, a group that has been largely neglected in previous research. We analyse data (n=8,115) from the Longitudinal Study of Young People in England (LSYPE) in order to investigate whether disabled young people have different expectations to non-disabled young people and how this relates to University attendance at age 19. Our analysis makes use of two different longitudinal disability measures: special educational needs and long-standing limiting illness. We hypothesize that 1) disabled children will have 'lower' educational expectations than non-disabled children by age 15, and that these will be partly explained by prior attainment (Key Stage 2 scores) and parental expectations, 2) controlling for GCSE attainment, disabled young people will have lower probabilities of transitioning to University at age 19, and that part of this will be explained by earlier differences in educational expectations. Our analysis confirms a disparity in educational expectations. Lower educational expectations are driven by prior educational attainment for all disabled groups, but parental expectations only have an influence on the educational expectations of teenagers with special educational needs. Additionally, we find that earlier expectations have an influence on the educational outcomes of teenagers with special educational needs, but this is not the case for children with long-standing illness whose transition to University is driven by their GCSE attainment.</p>
<p>Roxanne Connelly & Vernon Gayle (IOE / Univ. Edinburgh)</p>	
<p><i>Are there changing socio-economic inequalities in childhood cognitive test performance across three British birth cohort studies?</i></p>	
	<p>There is a large international literature that identifies links between parental social class and cognitive test scores in early childhood. Examining the relationship between parental characteristics and filial attainment on cognitive tests is not a popular area of inquiry within British sociology. There are however suitable large-scale birth cohort studies available in the UK which contain early cognitive test measures, and this paper is a preliminary exploration of these data. We undertake analyses of three of the major British birth cohort studies, The National Child Development Study (1958), The British Cohort Study (1970) and The Millennium Cohort Study (2000/02). Each of these three studies contain some broadly comparable measures of early childhood cognitive skill, in addition to information about the child and their parents. The design and structure of the 1958 and the 1970 cohort studies are comparable and they have been used</p>

	<p>for stratification and social mobility research, and more generally in cross-cohort comparative research projects. The design and the structure of the Millennium Cohort Study are radically different to the earlier birth cohorts, and therefore comparisons with the earlier two studies are methodologically challenging. A central aspect of this paper is that we develop a strategy for analysing the three cohorts of data within a multivariate framework that appropriately accounts for variation in the design and structure of the datasets. In line with existing research we identify clear links between parental characteristics and cognitive test scores in early childhood. A key feature of the analyses is that by using data from multiple birth cohorts we have been able to investigate temporal changes in this association. The statistical modelling results lead us to argue that the role of cognitive skills, measured by test performances, should be considered in analyses of the routes and trajectories that children embark upon on the way to educational and occupational outcomes in early adult life.</p>
<p>Andrew Cullis & Patrick Sturgis (Univ. Southampton)</p>	
<p><i>The intergenerational transmission of cultural capital</i></p>	
	<p>Recent attention in the social stratification literature has emphasised the potentially key role of cultural consumption in the production and reproduction of class inequalities (Chan and Goldthorpe, 2007, Savage et al 2013). However, while the class-based differentiation of cultural taste is now well-established, less is known about how such differences emerge and, in particular, whether they are fostered at an early stage in the life-course. In this paper we analyse data from the 2005/6 sweep of the Taking Part survey to assess the extent to which engaging in cultural activities during childhood and adolescence is predictive of patterns of cultural consumption in adulthood. Our empirical approach is to fit latent class models to self-reports of cultural activities and to then regress the derived latent classes on to measures which gauge the degree of cultural participation an individual reports undertaking during childhood. Our results show a robust effect of childhood participation on patterns of adult cultural activity, net of a range of potential confounders, including the social class of an individual's parents during childhood.</p>
<p>Jani Erola, Sanni Jalonen & Hannu Lehti (Univ. Turku)</p>	
<p><i>Fathers first, mothers more? The Intergenerational influence of parental socioeconomic status during childhood and youth in Finland</i></p>	
	<p>Description: We compare the contribution of mothers' and fathers' socioeconomic status (education, occupational class and income) at different ages of children to children's status in adulthood [further details available]</p>
<p>Dave Griffiths (Univ. Stirling)</p>	
<p><i>Similarities between and within social connections</i></p>	
	<p>Homophily suggests that people are often similar to the people they interact with. Individual characteristics often correlate with each other (e.g. Guardian readers are often left-wing and university educated). Using social network analysis, this paper explores the structure of correlations between socio-economic and socio-cultural characteristics, both for individuals and for social relations (i.e., the correlation between husband's socio-economic position and wife's cultural tastes). Mapping correlations between variables at an individual level can demonstrate characteristics which identify social groups, offering an alternative to correspondence analysis. This approach has not previously been applied to examining correlations in behaviour and outcomes across pairs of individuals. This paper will analyse the structure of correlations for individuals and compare this with the structure observed for various social dyads (partners, fathers and sons,</p>

	flatmates) to explore the processes of homophily.
Alexander Janus (Univ. Edinburgh)	
<i>Understanding the decline in family caregiving for disabled older Americans, 1982-2012</i>	
	In this paper I document the substantial decline in family caregiving for disabled older Americans that occurred from 1982 to 2012 and seek to explain this trend. I use data from the 1982-2005 waves of the National Long-Term Care Survey and the 1998-2012 waves of the Health and Retirement Study to obtain nationally representative estimates for disabled older people 65 and over. I find that hours of family caregiving declined by more than half during the 1982-2012 period. Using the Blinder-Oaxaca decomposition for tobit models, I examine the relative importance of factors related to older people's needs for caregiving (e.g., functional limitations), family caregiver availability (e.g., children's proximity to parents), and ability to access alternatives to family caregiving (e.g., household economic resources) in explaining this trend. I discuss my findings with reference to other changes families are undergoing and long-term care policy.
Nabil Khattab (Univ. Bristol)	
<i>The influence of aspirations, expectations and school achievement upon future educational behaviour</i>	
	Using the Longitudinal Study of Young People in England (LSYPE), this study examines how different combinations of aspirations, expectations and school achievement can influence students' future educational behaviour (applying to university at the age of 17-18). The study shows that students with either high aspirations or high expectations have higher school achievement than those with both low aspirations and low expectations. Furthermore, complete alignment between high aspirations, high expectations and high achievement is the most important predictor of future educational behaviour amongst students. However, it is also found that low expectations do not negatively impact students' future behaviour when they have high aspirations accompanied with high school achievement. Additionally, the study finds significant ethnic differences in favour of white students at GCSE level, but that these differences are reversed in relation to applying to university at the age of 17-18.
Daniel Laurison (LSE)	
<i>Social connections and class identity in the Great British Class Survey</i>	
	Although the "Death of Class" has been widely announced and hotly debated (e.g. Clark and Lipset 1991; Hout, Brooks, and Manza 1993), class differences are still clearly important in British life, as demonstrated by the national conversations generated by the release of results from the "Great British Class Survey" (Savage et al. 2013). In this paper, I ask who is more likely to claim a class identity, and what shapes the class categories people place themselves in, whether or not they claim to identify with a particular class. Specifically, I look at the social ties respondents reported, in conjunction with their answers to more standard class indicators such as occupation, income, and education, to understand the role social networks play in class identification. I test the proposition that more homogenous ties should lead to less class identification (I find the opposite to be the case), and show how networks of ties shape people's reported class identities, above and beyond other aspects of class position.

Yaojun Li & Anthony Heath (Univ. Manchester)	
<i>Ethnicity and intergenerational social mobility in Britain</i>	
	A great deal of intergenerational mobility research is available from economic and sociological perspectives (Blanden et al, 2004, 2005; Lambert et al 2007; Heath and Payne 2000; Paterson and Iannelli 2007; Goldthorpe and Mills 2008; Li and Devine, 2011, 2014; Devine and Li, 2013), as is some limited work on the main effects of ethnicity on social mobility (Platt 2005, Heath and McMahon 1997; Li and Heath, 2014 as presented in the House of Lords) but there is, to our knowledge, no research on the intersectionality of ethnicity and the OED relations, let alone in the trends. This paper aims to do that. As the mainstream population tend to have more socio-cultural and economic resources than do visible ethnic minority groups, it is generally found that whites are more advantaged in educational and occupational attainment, and that is so even when parental class position is taken into account. In this paper we look at the intersectionality between ethnicity and the OED relations in the last four decades in Britain. [Further details available]
Oxana Morgunova (Univ. Glasgow)	
<i>Listening to Tchaikovsky over a pint: post-Soviet migrants in search for the recognition of their cultural capital</i>	
	This paper is concerned with the dynamics of social and cultural capital of migrants during the process of their settlement. I focus on post-Soviet migrants settling in the UK and examine them as external elements in pre-established social hierarchies of the host country. I shall expand on a number of strategies employed by the migrants to achieve the recognition of their "home grown" cultural capital and to secure their belonging to a specific social niche. I argue that on-line communication is instrumental in this process as it produces network capital which can be seen as a vehicle of symbolic and social capital production during the process of settlement. In this paper I attempt to demonstrate that network capital facilitates the growth of the cultural capital and that groups police the use of this capital. I will use on-line and off-line data, collected during a number of years, and examine the impact of changing migration tendencies on internet networking. This article adopts Bourdieuvian theory of social capital as a theoretical framework for the study of migration and identity dynamics. This framework is not often used in mainstream migration research, where developments tend to be interpreted either through the lens of 'external' to migrants political circumstances, economic conditions and/or legal provisions.
Alita Nandi & Lucinda Platt (Univ. Essex / LSE)	
<i>Gendered income inequalities in the UK: Evaluating differences across ethnic group and socio-economic position</i>	
	Individual income inequalities between men and women are substantial and persistent. However, among working age men and women, the analysis of gendered income inequalities focuses predominantly on labour income, in most cases gender pay gaps among full-time employed workers. Since both labour market participation and women's overall command over resources varies across ethnic groups for a variety of reasons, the story told by analysis of pay gaps alone may be particularly partial for comparisons of inequalities across ethnic groups. In this paper we therefore evaluate the extent and nature of gendered income gaps in the UK, across different ethnic groups. Using pooled data from the Family Resources Survey 2003/4-20012/13, distinguishing pre- and post-recession periods, we compare individual incomes of ethnic minority women both with those of men of the same ethnic group and with white majority men to measure the dual impact of ethnic group and gender. We also measure gender income gaps across socio-economic position for all groups. We decompose inequalities into within-group/within-sex and between-group components. Our paper makes three main contributions. First, it focuses analysis of (within-group) gendered inequalities on within-household financial control and independence, by exploring the relative balance of individual incomes within couples, rather than simply looking

	<p>at aggregate labour market inequalities. Second, it takes into account heterogeneity among women and thus compares gender gaps in individual income across different ethnic groups (between-group analysis of inequalities). Third it investigates and compare incomes inequalities faced by women of different income classes, hence identifying at which points in the overall socio-economic structure gendered inequalities are most acute (within- and between-group cross-distributional analysis).As well as providing detailed information on inequalities across the distribution of women's income, rather than simply focusing on means, our analysis allows some disentangling of whether ethnic patterns of gendered income inequalities are more the product of the relative income position of men and women of different ethnic groups than of ethnic differences in within-household relativities.</p>
<p>Caner Ozdemir (Univ. Stirling)</p>	
<p><i>Determinants of equity and excellence in the Turkish education system</i></p>	
	<p>This study aims to track inequalities in receiving quality education in Turkey. The first research question is "Are equity and excellence in education in Turkey correlated?". Despite the claims of various economists that there is a trade-off relationship between equity and excellence, analysis of the data from international student attainment tests shows that there may even be a positive relationship between equity and excellence in education. Currently, I am working on the data from PISA exams and trying to explore relationships between educational excellence and both educational and social inequities. The second research question is "What are the social determinants of excellence in education in Turkey?". Social determinants of educational excellence and equity in Turkey are studied via multilevel models. Related to the first question, I try to explore the role of the education system in Turkey in reproducing/abolishing existing inequalities in the society, and I aim to find out ways to acquire excellence and equity in the Turkish education system.</p>
<p>Roger Penn & Damon Berridge (Queens Univ. Belfast / Swansea Univ.)</p>	
<p><i>The changing determinants of top tier league position in English football between 1888 and 2014: A structural analysis</i></p>	
	<p>There has been considerable debate about the increasing oligarchic nature of Top Tier English football. Researchers have argued that the current era is characterized by the dominance of a very small number of major clubs. This paper examines such conjectures in the light of the 'longue durée' of English league football. Previous research suffers from two methodological difficulties. It reduces data on league position to a single summary measure and it focuses exclusively on the recent conjuncture since 1945. The paper will propose a range of measures that include concentration ratios, concentration indices and odds ratios of being in the top 4 positions conditioned on presence in either the previous season or the previous two seasons. These various measures will be triangulated with each other. The overall analysis will reveal that the underlying pattern takes a W - curve [best approximated by a quartic function]. This indicates that a different interpretative account needs to be constructed that is consistent with such empirical results. The paper will propose such an explanation which will be rooted in assessing the similarities between the current era and the pre-1914 conjuncture and the differences in the period between these two chronological poles. The data are not based upon individual inequalities but rather assess structural inequalities between clubs themselves.</p>

Marina Shapira (Univ. Stirling)	
<i>Measuring race prejudice in contemporary Britain</i>	
	<p>Measuring race prejudice can be methodologically challenging since any comprehensive measure should encompass different aspects that manifest the multifaceted phenomena. This paper attempts to measure race prejudice in contemporary Britain using the British Social Attitudes Survey (BSAS) data. A number of alternative measures of race prejudice are developed, these measures are compared against each other as well as with the self-reported measure of race prejudice which is also used in the BSAS. The findings show that self-reported prejudice is weakly related to race prejudice measured through other indicators, and cannot be used alone as a reliable measure of race prejudice.</p>
Michael Smith (McGill Univ.)	
<i>Turbulent transitions and labour market outcomes</i>	
	<p>There has been considerable interest in the transition from school to work, some of it reflected in discussions of the NEET concept (those not in employment, education, or training). This interest has been consecrated in the OECD's decision to publish NEET estimates for member states. Statistics Canada's Youth In Transition Survey provides unusually high quality information on transitions. It sampled high school students who were 15 in 1999 and gathered annual data on them until the end of the survey in 2008. The data provide ten years of monthly information on the following: whether or not employed, whether or not unemployed, whether or not in education, and whether or not out of the labour force for reasons other than education, as well as earnings when employed and a number of potentially relevant issues (performance in high school, parents' education and occupation, and so on). In this paper (with Laurence Lessard of the University of Manchester) we: i) assign cases to five transition categories that vary in the amount of turbulence that characterises them; ii) estimate the effects of different transition categories on earnings; iii) estimate the determinants of sample members presence in different transition categories; iv) determine the extent to which more turbulent transitions are associated with poorer outcomes, independent of the background factors (school performance, parents background, etc.) that tend to lead to turbulence.</p>
Tamira E. Sno & Harry B.G. Ganzeboom (Free Univ. Amsterdam)	
<i>The occupational stratification of Suriname: A comparison of international & country-specific scales</i>	
	<p>We examine the long-held claim that occupational hierarchies are cross-nationally broadly similar for the case of Suriname, a developing country distinct by its complex migration flows, unique ethnic, religious and linguistic diversity, and dynamic economic and political history, for which recently large-scale social mobility data (N=3939) with detailed occupational categories has become available. The occupational hierarchy of Suriname is represented by a classification of 38 micro-classes that derives from 2-digit ISCO, but is sensitive to Suriname's specific situation by separating out groups such as gold miners, paddy workers, security personnel and tribal authorities. We argue that occupational hierarchies can be scaled by three criteria: prestige, social distance and socio-economic status, and use each of these in our research design, by comparing an international scale (SIOPS, ICAM and ISEI) with a country-specific scale (SR-PRES, SR-SDS and SR-SEI). We then test the validity and reliability of each of the scales using a multi-trait, multi-method model, involving occupations that were not used in creating the country-specific scales (for SR-SDS and SR-SEI). Our general finding is that although some occupational groups receive country-specific scale scores widely inconsistent with the international scales, these do not generally add to greater validity of the country-specific scales. A striking example would be the case of gold-miners, who receive a relatively high SEI score (due to their high income); this does not translate into a favourable position in the marriage market or social reproduction.</p>

