

Educational and Occupational Decisions

First Results: Occupational and Educational Aspirations of 8th Grade Students

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Introduction

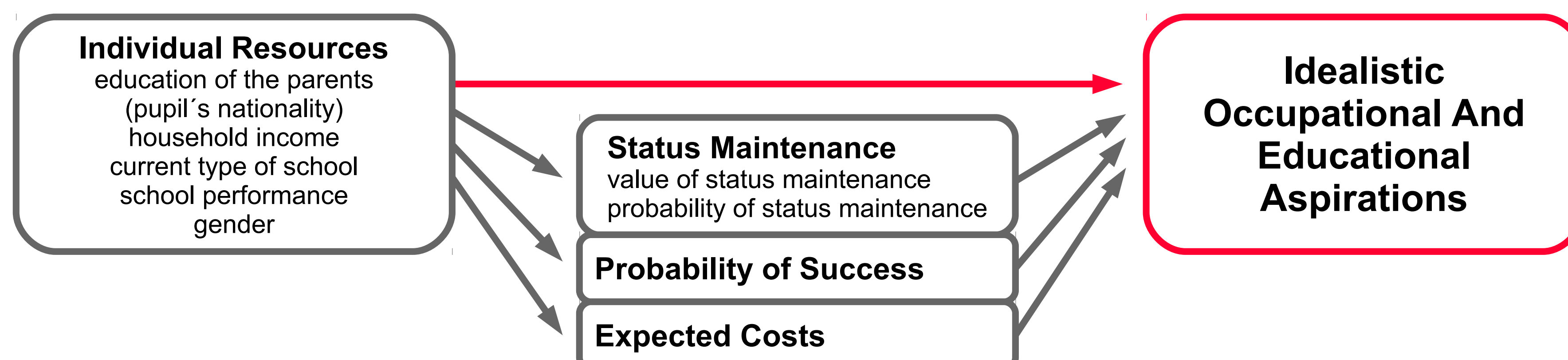
- Educational aspirations lead to educational decisions which are the result of both the individuals' choice and the institutional constraints of the VET system and the labour market.
- There is little research on the formation of career aspirations.
- In our project we focus on the theoretical perspective of *subjectively expected utility (SEU)* and *primary and secondary effects of social (and ethnic) origin* and on the first transition from compulsory education to upper secondary education.
- Educational aspirations are influenced by...
 - ...the socially distinctive evaluation of educational costs and benefits
 - ...the value and probability of status maintenance
 - ...the probability of successful attainment of a degree
 - ...different prerequisites for school performance
- Subjective perceptions, evaluation and expectation of these components depend on individuals' social origin and gender.

Research Questions and Theoretical Approach

Research Questions

- Which idealistic educational aspirations have 8th grade pupils depending on their social and ethnic origin?
- Do the subjectively expected costs and benefits differ between pupils depending on their and their parents' resources?
- In which extent could the variance of the juveniles' educational and occupational aspirations be explained by the assumptions of SEU theory?

Theoretical Approach



Results

Tab. 1: Determinants of Educational Aspirations

	Upper Sec School	VET	Other & Undecided
<i>Current Type of School (Ref.: intermediate level)</i>			
low level	1	3.227***	4.337***
upper level	1	0.397***	0.475***
no selection	1	2.497***	2.364***
<i>GPA German</i>			
GPA Math	1	0.454***	0.431***
female	1	0.690***	0.543***
female	1	0.659***	0.925***
<i>Nationality Pupils (Ref.: Switzerland)</i>			
Italy, Spain	1	0.739***	0.770***
Portugal, Turkey, former Yugoslavia	1	0.807***	0.739***
northern Europe	1	0.707***	0.784***
other	1	0.344***	0.697***
<i>Education Parents (Ref.: ISCED 4-6)</i>			
ISCED 3c	1	2.002***	1.723***
ISCED 3b	1	2.160***	1.949***
ISCED 3a	1	0.915*	0.696**
percentage of pupil in school level (in%)	23.95	52.81	23.24
N		3344	
F		336.99***	

* $p < 0.05$, ** $p < 0.01$, *** $p < 0.001$, controlled for missing values in ISCED, not declared

Tab. 2: Determinants of Subjectively Expected Costs and Benefits

	Model 1.1 Costs (C)	Model 1.2 Costs (C)	Model 2.1 Prob. of Success (p)	Model 2.2 Prob. of Success (p)	Model 3 Imp. of Status Maintenance (SV)	Model 4 Prob. of Status Maintenance (c)
<i>Upper Sec. Education (Ref.: VET)</i>						
Vocational Baccalaureate	0.398***	0.398***	-1.198***	-1.198***		-0.851***
Upper Sec. School	0.761***	0.761***	-1.677***	-1.677***		-1.151***
<i>Education Parents (Ref.: ISCED 4-6)</i>						
ISCED 3c	0.006	-0.034	-0.267***	-0.240***	-0.146	-0.433***
ISCED 3b	0.110*	0.082	-0.081 ⁺	-0.070	-0.055	-0.129*
ISCED 3a	0.138	0.129	0.063	0.052	-0.328**	0.077
<i>Household Income (Ref.: high)</i>						
low		0.107 ⁺				
medium		0.051				
GPA German				0.138***		
GPA Math				0.087**		
Constant	2.827***	2.790***	4.395***	3.339***	2.565***	4.396***
Observations	6'501	6'501	6'501	6'501	2'167	6'501
Number of Clusters	2'167	2'167	2'167	2'167	-	2'167
adj. R ²	0.064	0.065	0.259	0.264	0.002	0.138

t-values in brackets; households as clusters; controlled for missing values in ISCED and household income, not declared.
⁺ $p < 0.10$, * $p < 0.05$, ** $p < 0.01$, *** $p < 0.001$

Tab. 3: Determinants of Juveniles' Educational Aspirations

	Modell 5	Modell 6 (additiv)	Modell 7 (multiplikativ)
<i>Vocational Baccalaureate vs. VET</i>			
<i>Education Parents (Ref.: ISCED 4-6)</i>			
ISCED 3c	0.485**	0.549	0.609 ⁺
ISCED 3b	0.560***	0.705 ⁺	0.714 ⁺
ISCED 3a	0.688	0.597 ⁺	0.617 ⁺
Imp. Status Maintenance (SV)		0.922 ⁺	
GPA German		1.235	1.239
GPA Math		1.221 ⁺	1.313 ⁺
Constant	0.657***	0.336	0.137***
<i>Upper Sec. School vs. VET</i>			
<i>Education Parents (Ref.: ISCED 4-6)</i>			
ISCED 3c	0.294***	0.483*	0.448**
ISCED 3b	0.350***	0.487***	0.549**
ISCED 3a	0.889	0.657	0.693
Imp. Status Maintenance (SV)		0.934	
GPA German		2.344***	2.546***
GPA Math		1.468**	1.536***
Constant	1.052	0.013***	0.005***
<i>Theoretical Parameters</i>			
Subjective Costs (C)		1.099 ⁺	
Subjective Prob. of Success (p)		2.211***	
Imp. Status Maintenance (c)		1.374***	
Educational Motivation (U + cSV)			1.207***
Investment Risk (C;p)			0.422***
Observations (Households)	6501 (2'167)	6501 (2'167)	6501 (2'167)
Wald χ^2	182.70***	687.68***	510.89***

Exponentiated coefficients: * $p < 0.05$, ** $p < 0.01$, *** $p < 0.001$
 Controlled for missing values in ISCED, not declared.

Results

- There are differences in idealistic educational aspiration with regard to gender as well as to social background and ethnic origin.
- Pupils from less qualified parents expect higher costs for continuing in upper secondary school. The expected financial burden is also higher for pupils from families with low household income.
- The subjectively expected probability of success is influenced by previous school performance and the parent's educational background. The value of status maintenance increases with the parental education.
- The expected probability of status maintenance for upper secondary school is in inverse proportion to the parental education.
- Idealistic aspirations concerning the transition from lower to upper secondary education is in line with the assumptions of the theory of subjectively expected utility as well as on the mechanisms of *secondary effect of social origin*.

Variables and Conclusion

Operationalization

Educational Aspirations I

upper secondary school (grammar school, specialized middle school) (0) vs. vocational education (1) vs. Other & undecided (2)

Educational Aspirations II

vocational education (0) vs. vocational baccalaureate (1) vs. upper secondary school (2)

Subjective expectations on educational costs and status maintenance

subjectively expected costs (C), probability of successfully realizing a degree (p), value of status maintenance (SM),

Conclusion

- Despite the fact that juveniles are more and more interested in tertiary education, VET is still a favoured choice after finishing compulsory school.
- Nevertheless, there are social inequalities concerning occupational aspirations and decisions as well as distinctive differences of these aspirations for pupils.
- VET seems to be perceived as a reliable and attractive option providing social status, stability of occupational career, and the safety of individuals' welfare.
- The chosen theoretical model makes a fundamental contribution to explain the social inequalities in occupational and educational decisions.

Outlook

- Further calculations including data concerning the economic situation as well as the employment situation of the communes and their impact on occupational choices.
- Analyses with data from a choice experiment in order to examine the effect of prearranged features (e.g. wage, distance to residence, working hours) of apprenticeship offers on the choice of an apprenticeship.
- Detailed analyses on individual level regarding the formation of final career aspirations of the individuals with respect to their self-reporting about interests, capabilities, and talents, as well as gender and ethnicity.
- Analyses at meso level considering characteristics of class context and proportion of foreigners at school.



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