Effectively maintain inequality: social inequality in a post-secondary trajectory choice
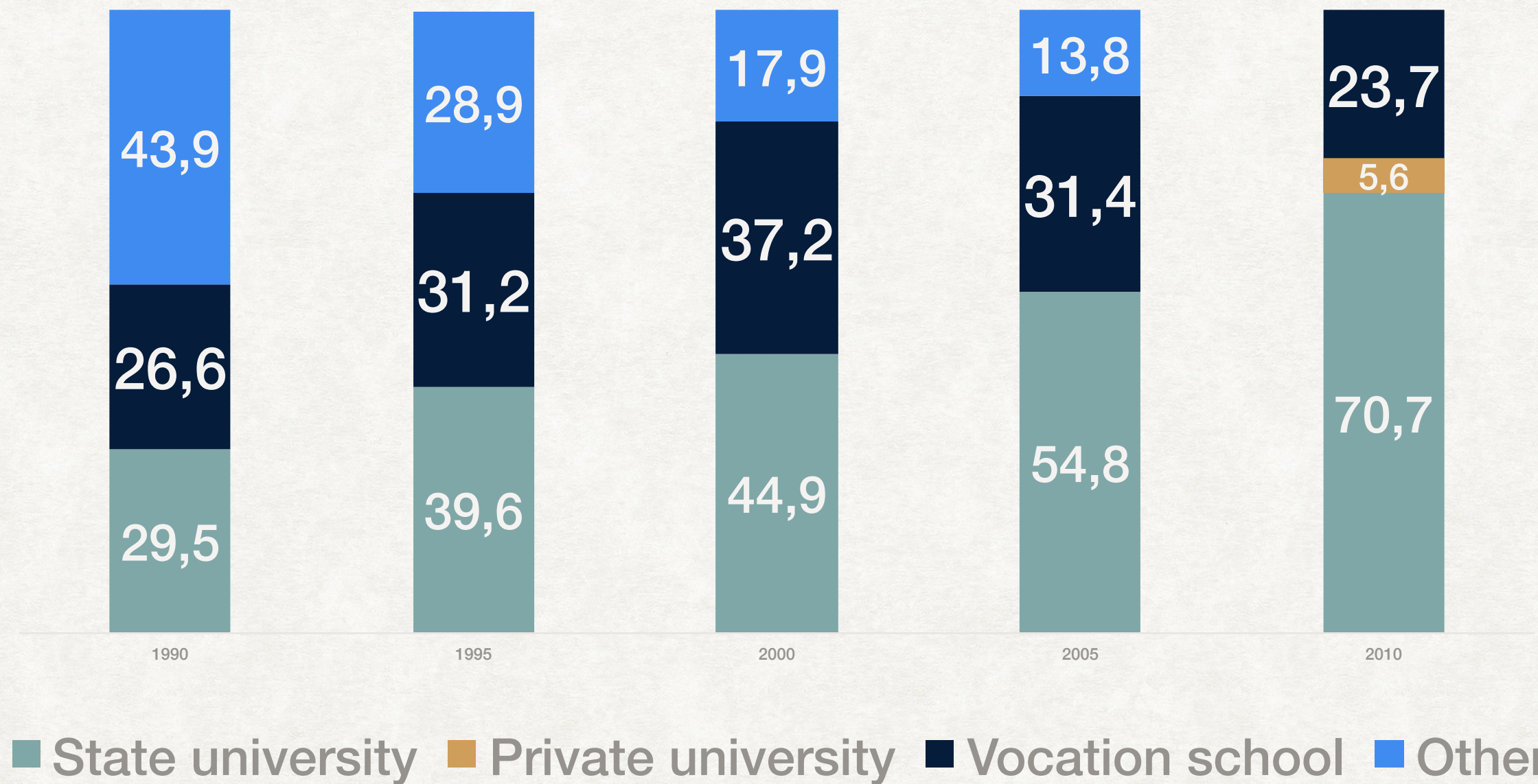
Tatiana Chirkina

Tatiana Khavenson

BACKGROUND

From 1990 to 2013:

Number of state universities has increased
(from 514 to 634)
Number of students also has increased
 (from 2824.5 thousand to 5453.9 thousand)

BACKGROUND

Distribution of high school graduates
on educational institutions, Russia, %

	1990	1995	2000	2005	2010
Other	43,9	28,9	17,9	13,8	
Vocation school	26,6	31,2	37,2	31,4	23,7
Private university					5,6
State university	29,5	39,6	44,9	54,8	70,7

■ State university   ■ Private university   ■ Vocation school   ■ Other

Source : D. Konstantinovskiy (2015). New Meanings in Educational Strategies of Youth: 50 years of research
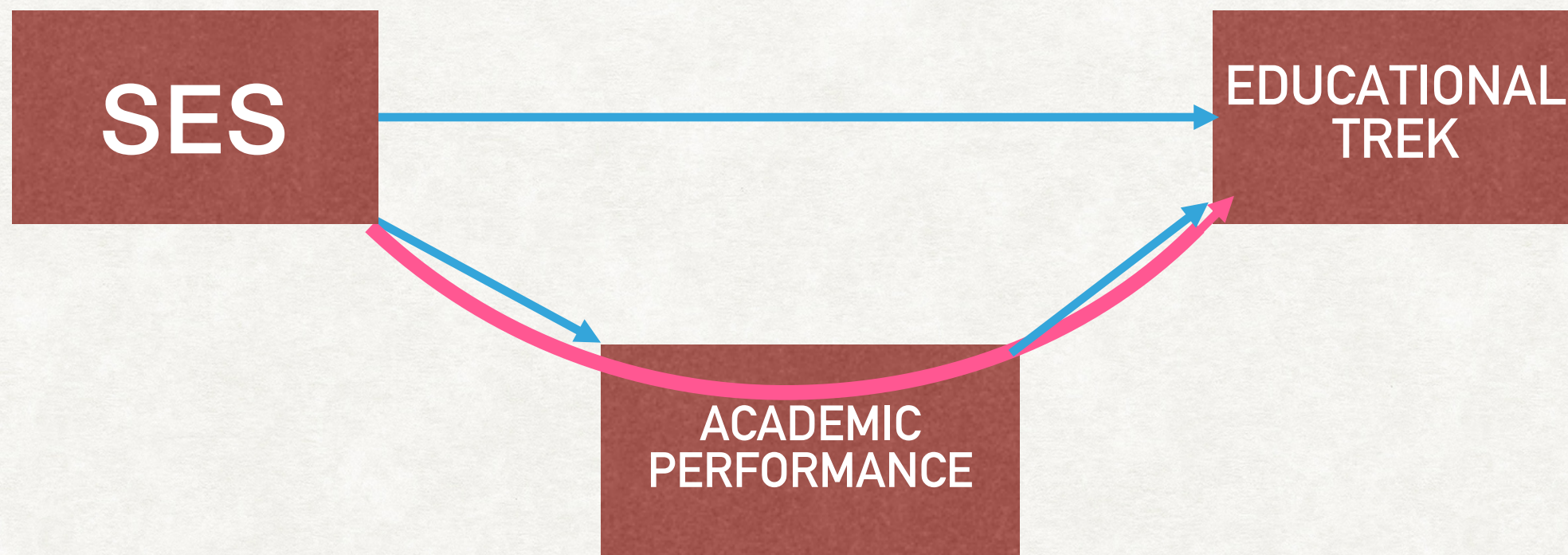
ANALYTICAL FRAMEWORK

‣ **Maximally Maintained Inequality [Raftery, Hout 1993]**

‣ **Effectively Maintained Inequality [Lucas 2001]**

RESEARCH GOAL

To identify to what extent is equal access to selective universities for students with different socio-economic status in Russia?

DATA AND VARIABLES

Data of longitudinal panel survey "Trajectories in Education and Career" in Russia. Wave 4. (3618 students)

Indicators of SES
- Number of books at home (1 - more than 100 books, 2- less than 100 books)
- Mother's education (1-higher education, 0 – no higher education)
- Parental occupational status (ISEI index)
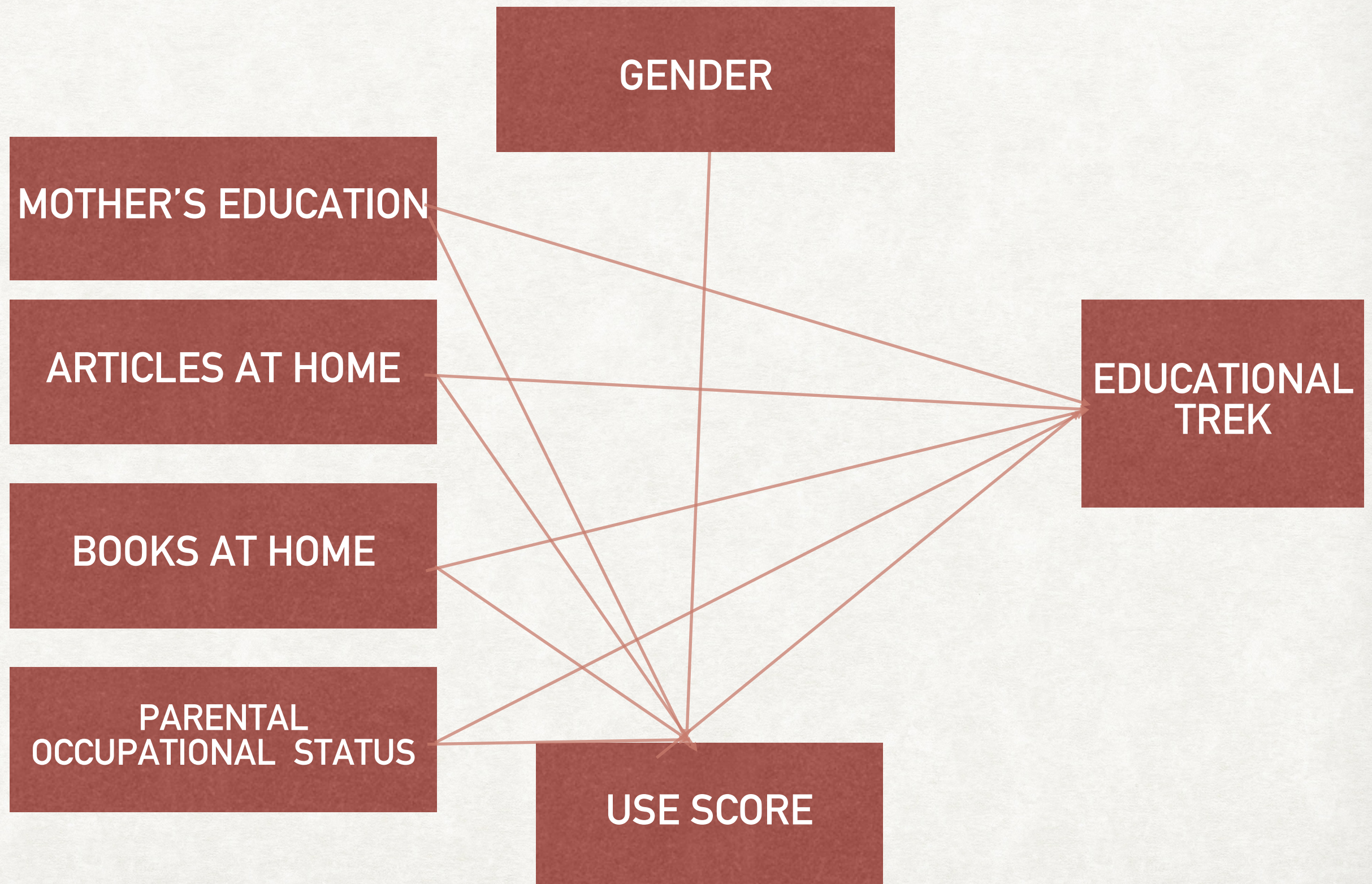- Articles at home

USE Student's score Russian language

Gender (1-male, 0 -female)

Dependent variable

- Educational trek (1-University, 0 - Vocational school)
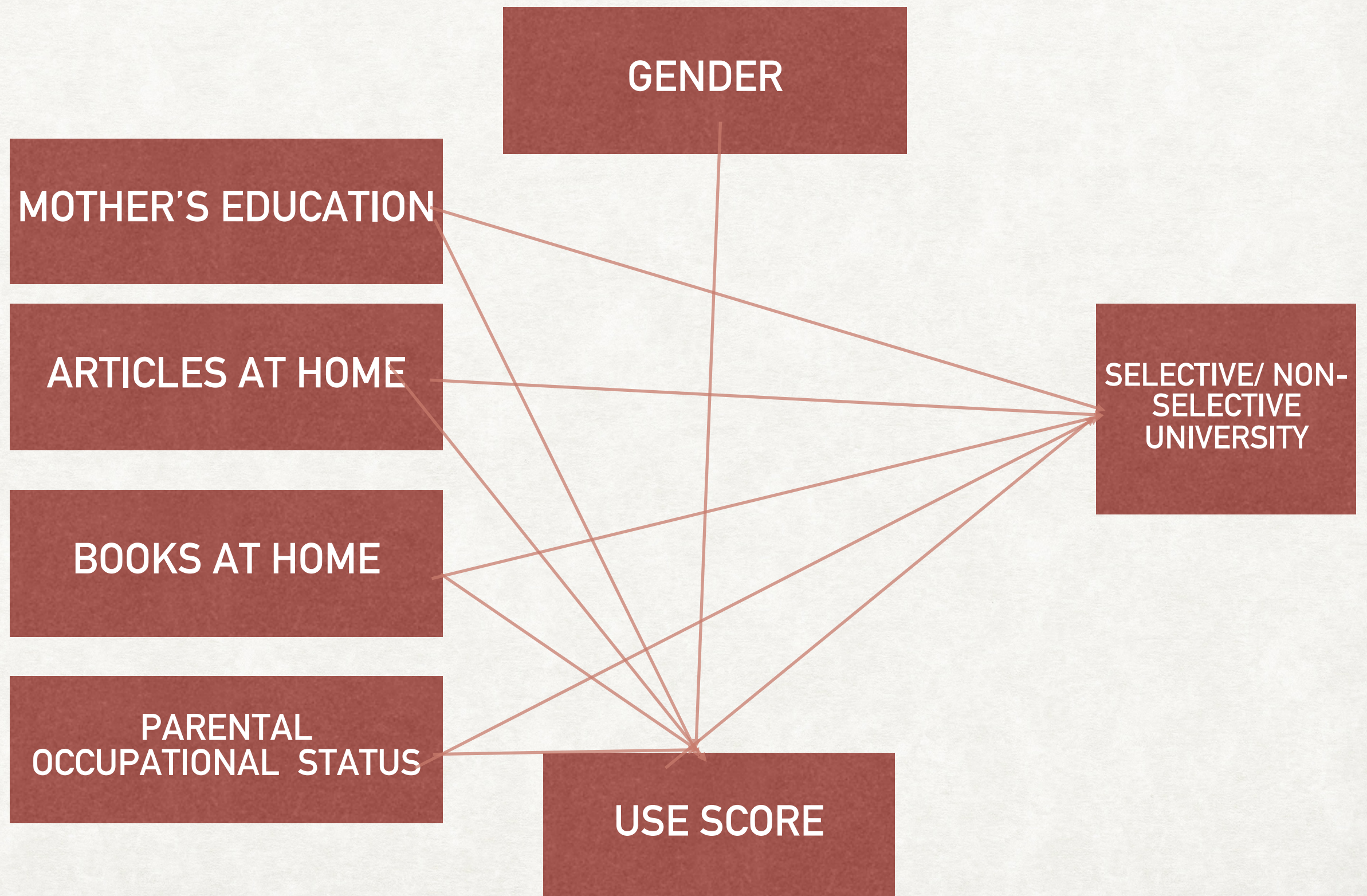- Selective/ Non-selective university (USE student's average score)

RESULTS.MODEL 1

	Total effect	Direct effect	Indirect effect	Effect on USE score
Mother's education	**0.264**	**0.156**	**0.108**	**0.198**
Articles at home	**0.337**	**0.252**	**0.085**	**0.169**
Parental occupational status	**0.155**	**0.078**	**0.078**	**0.138**
Number of books at home	**0.205**	**0.104**	**0.102**	**0.190**
USE score in Russian language		**0.543**		
Gender				**0.198**

DV – USE student's average score
Standardized coefficient, all coefficients are statistically significant

MODEL 2

GENDER

MOTHER'S EDUCATION

ARTICLES AT HOME

BOOKS AT HOME

PARENTAL OCCUPATIONAL STATUS

USE SCORE

SELECTIVE/ NON-SELECTIVE UNIVERSITY

RESULTS.MODEL 2

	Total effect	Direct effect	Indirect effect	Effect on USE score
Mother's education	**0.169**	**0.123**	**0.046**	**0.141**
Articles at home	**0.137**	**0.105**	**0.032**	**0.092**
Parental occupational status	**0.125**	**0.089**	**0.037**	**0.111**
Number of books at home	**0.165**	**0.116**	**0.049**	**0.144**
USE score in Russian language		**0.326**		
Gender				**0.186**

DV – USE student's average score
Standardized coefficient, all coefficients are statistically significant

RESULTS. MODELS WITH ADDITIONAL VARIABLES

Models with math score - similar results

Model 1 with additional variables :
A higher probability to go to college to students from elite and urban schools

Model 2 with additional variables :
Only student's SES is statistically significant

CONCLUSIONS

In Model 1 articles at home play the most important role in educational choice.

In Model 2 family's cultural capital (mother's education and number of books at home) makes the most important contribution in universities choice.

In both cases students with the same level of academic performance have different odds to go to university depending on social backgrounds.

THANK YOU!