

Schooling and unequal outcomes in youth and adulthood: the long-term effects of private schooling in the 1970s and 1980s

Alice Sullivan*, Francis Green,
Samantha Parsons, George Ploubidis,
Dick Wiggins

*alice.sullivan@ucl.ac.uk

Project overview: Schooling and unequal outcomes

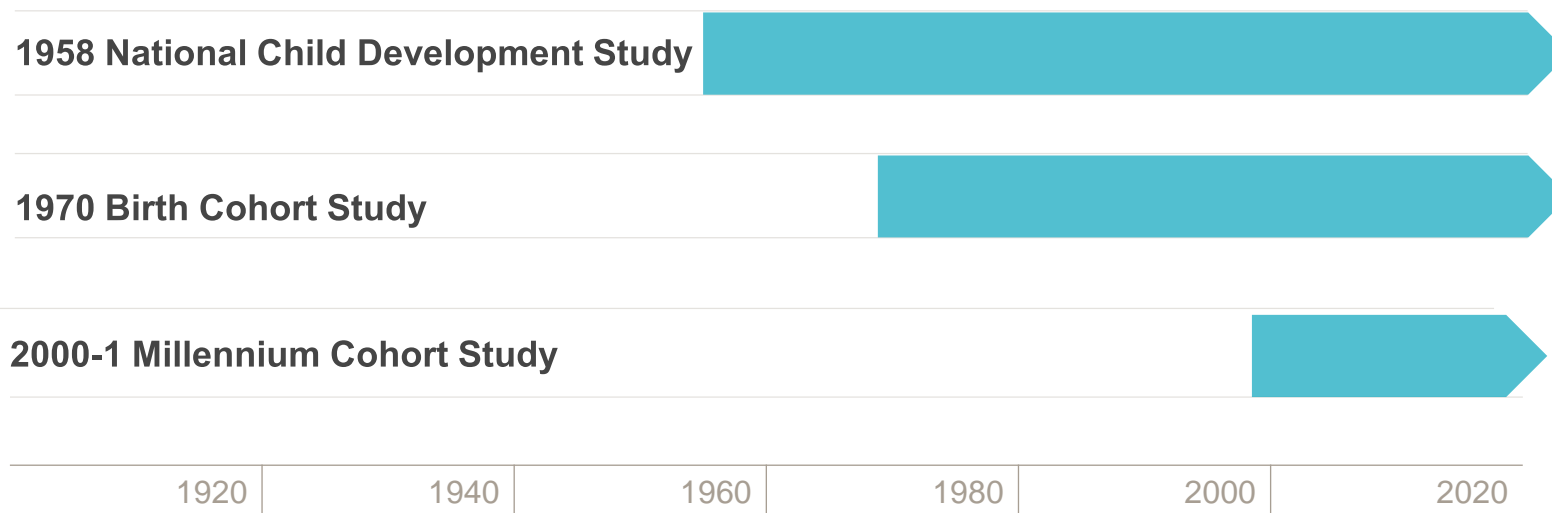


- Private schools unique role in UK social reproduction of elites
- Resource advantage, advantaged school composition, autonomy/ market responsiveness.
- Project also considers grammar and faith schools, and elite higher education
- Educational, economic, social and attitudinal outcomes.

Structure

- Overarching question: how do private schools and elite education mediate social reproduction?
 - [Social origins, school type and higher education destinations](#) Oxford Review of Education 40 (6), 739-763, 2014
 - [The path from social origins to top jobs: social reproduction via education](#) The British Journal of Sociology, 2017
 - Comparison of the 1958 and 1970 cohorts

Data



NCDS follows the lives of 17,000 people who were all born in England, Scotland and Wales in a single week of 1958.

BCS70 follows more than 17,000 people born in England, Scotland and Wales in a single week of 1970

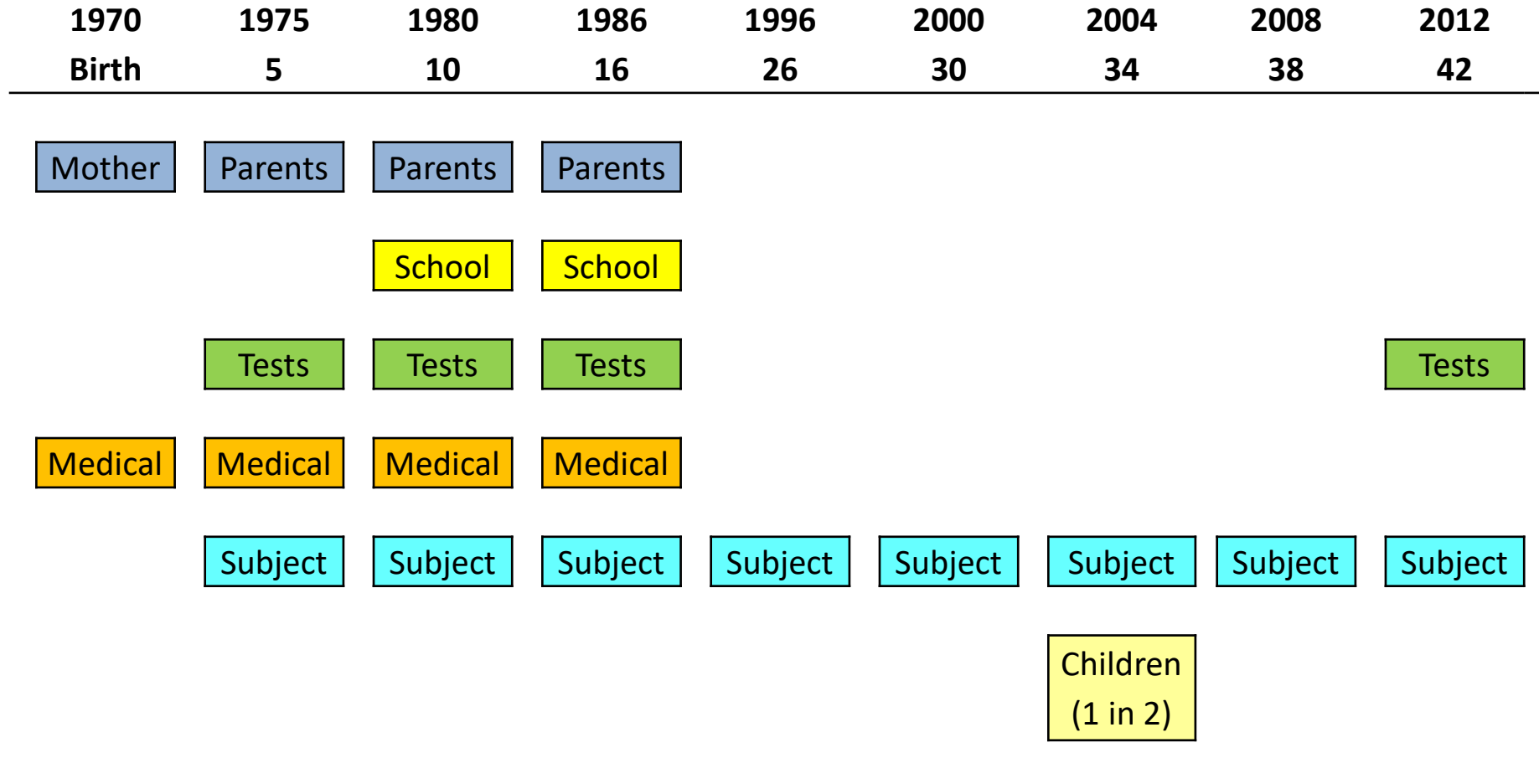
MCS follows around 19,000 children born in the UK in 2000-01.

Data: BCS70

- Data collected about births and families of just over 17,000 babies born in England, Wales, Scotland and Northern Ireland in one week in 1970
- 9,841 cohort members in study aged 42
Multiple Imputation used throughout project to 'fill in' missing values (conditional on birth characteristics, school type and outcome: n for analyses $\approx 8k$).
- This project repaired 1986 secondary school type variable, previously only available for 40% of sample.



Sources of information



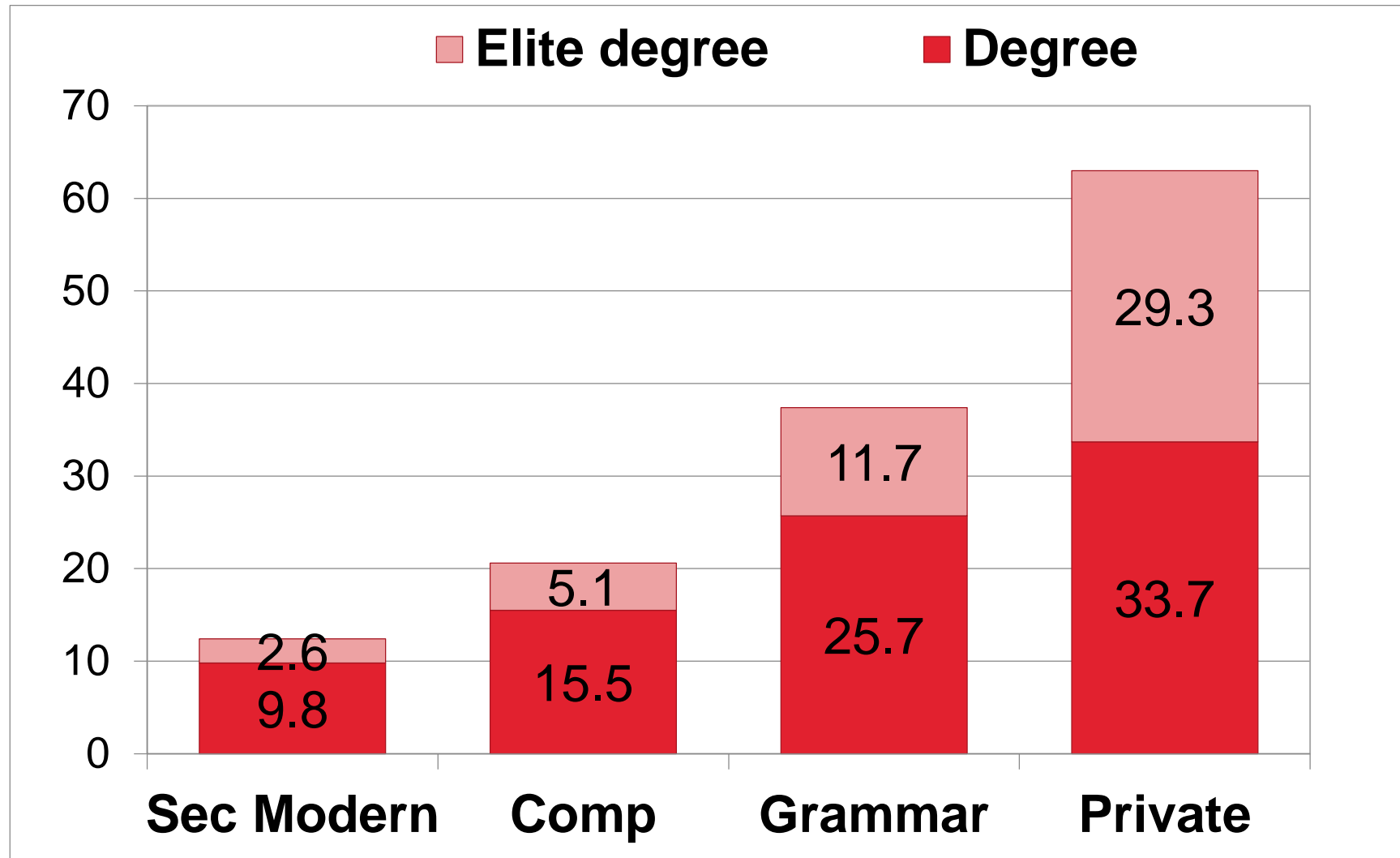
Social origins, school type and higher education destinations

Social origins, school type and higher education destinations *Oxford Review of Education* 40 (6), 739-763, 2014

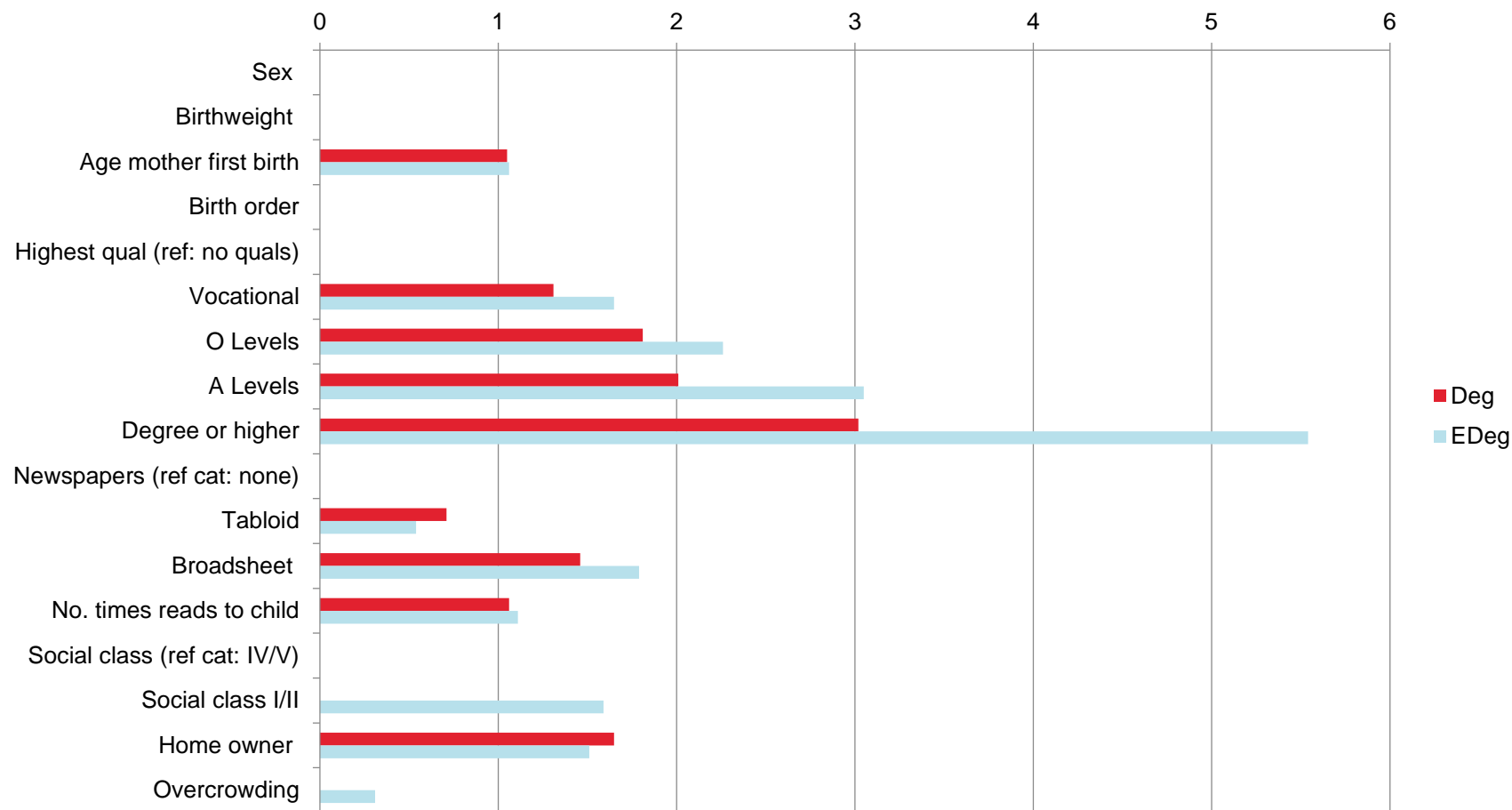
Questions

1. To what extent are social inequalities in access to higher education determined during the early years and captured by early cognitive scores?
2. Is the type of secondary school attended linked to chances of gaining a degree or elite degree?
3. To what extent is the effect of socio-economic advantage mediated (i.e. explained) by the type of secondary schooling children have received?

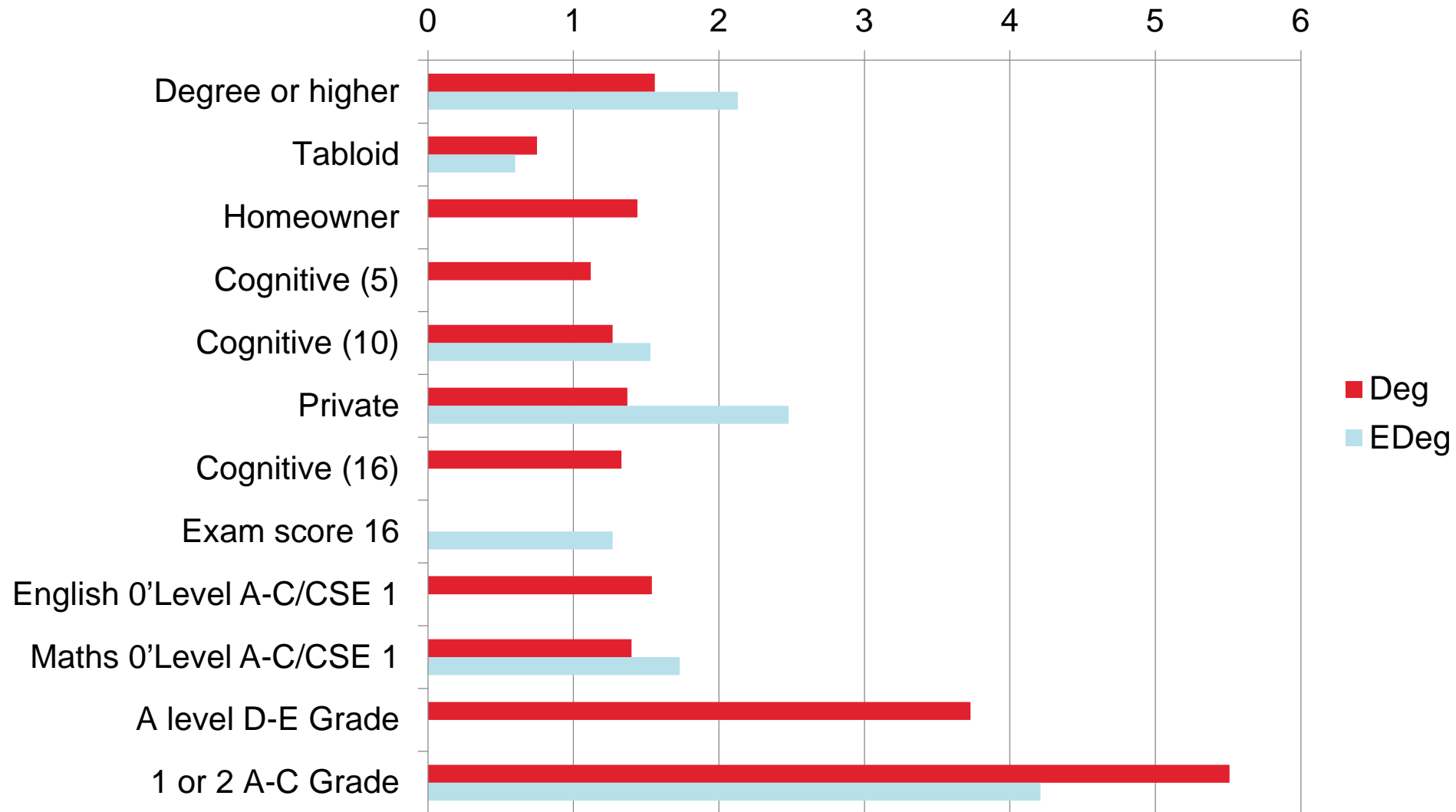
% Degree by school type



Who gets a (posh) degree: SES origins



Who gets a (posh) degree?: full model



Note: OR for 3+ A-C A levels too large to show.

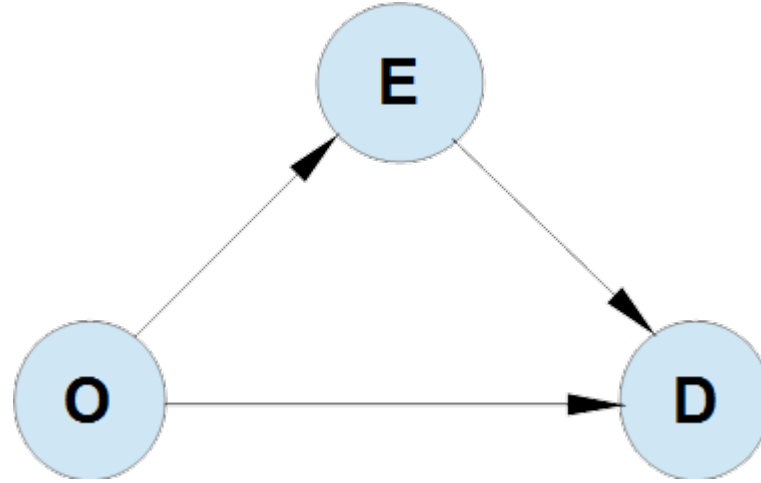
Conclusions

1. Early cognition is important, but does not fully account for later inequalities.
2. Powerful private school advantage, even once attainment up to 18 is controlled, but no grammar school advantage.
3. Social background differences only slightly mediated by school type.
4. Parental education is linked to substantial advantage in university chances even accounting for attainment up to 18.

The path from social origins to top jobs: Social reproduction via education

[The path from social origins to top jobs: social reproduction via education](#) The British Journal of Sociology, 2017

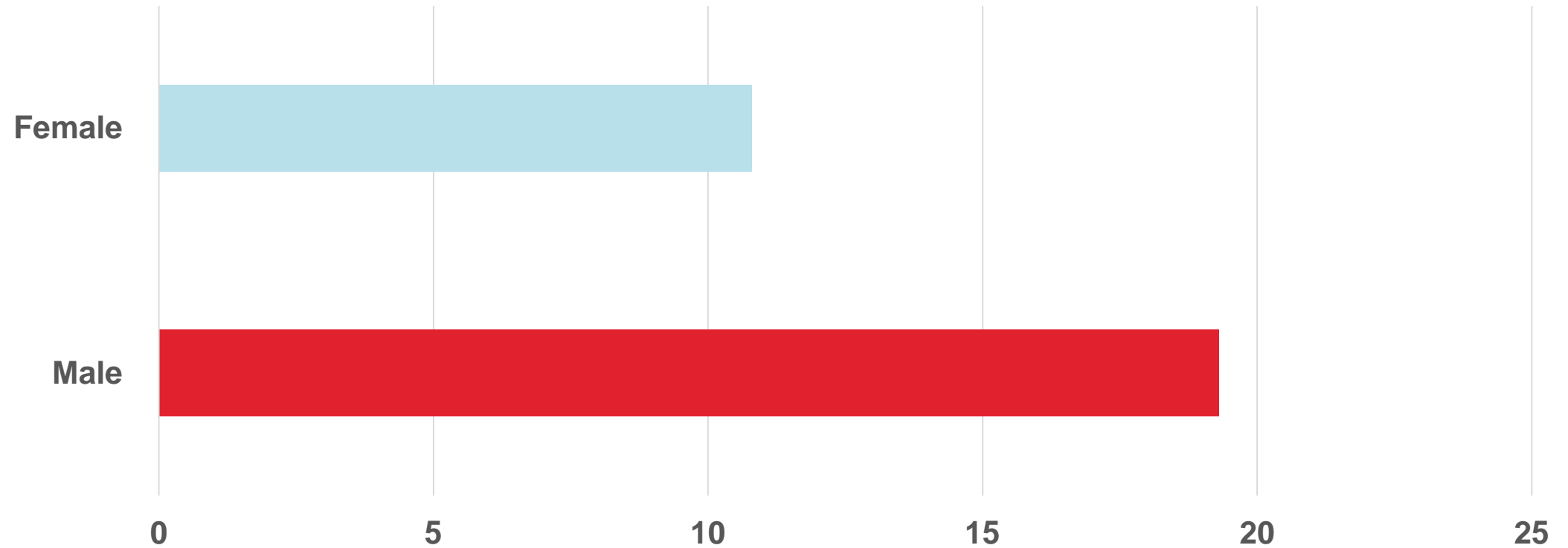
Social mobility/reproduction



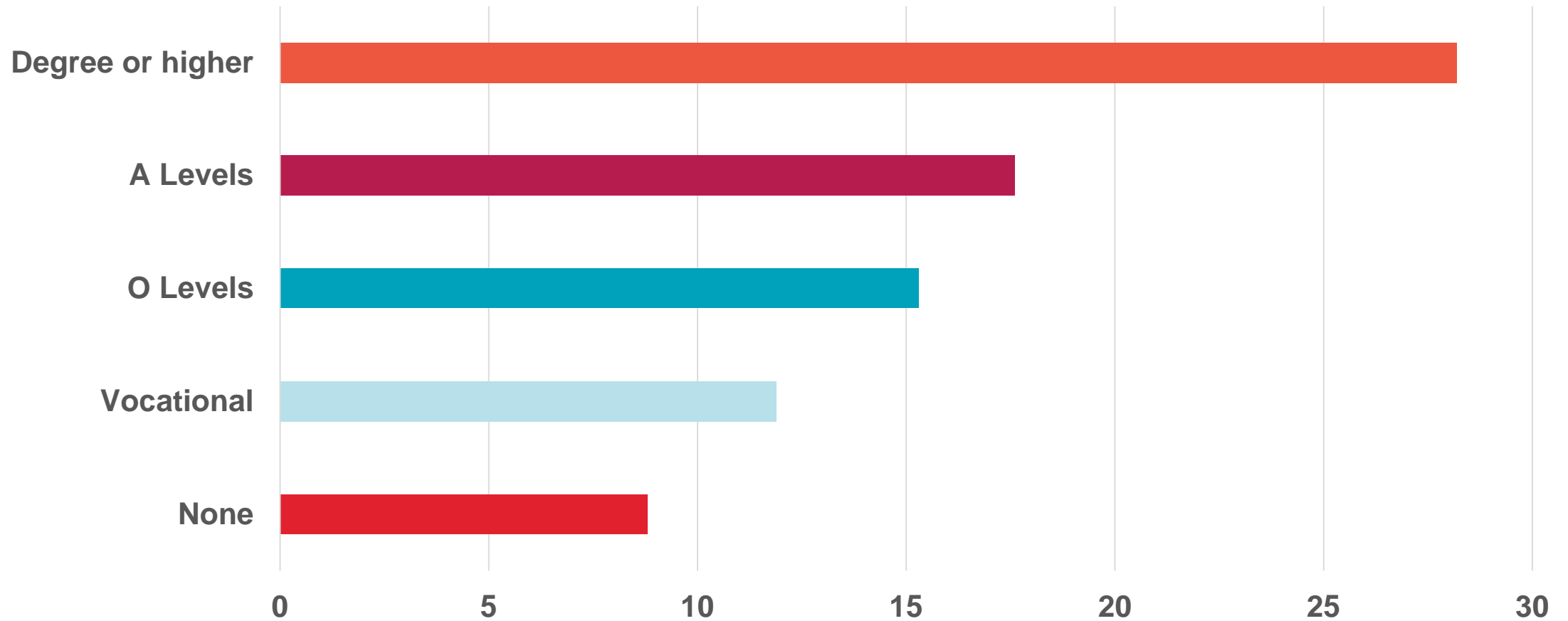
Questions

- Is there a decisive factor or stage in the educational trajectory which accounts for the origins-destinations link.
 - To what extent have inequalities already crystallised on entry to primary or secondary school, and to what extent do they emerge later in the educational career?
- What is the role of private schools?
- What is the role of university level education, including institutional status and field of study?
- Is there a residual social origins effect which cannot be explained by education?

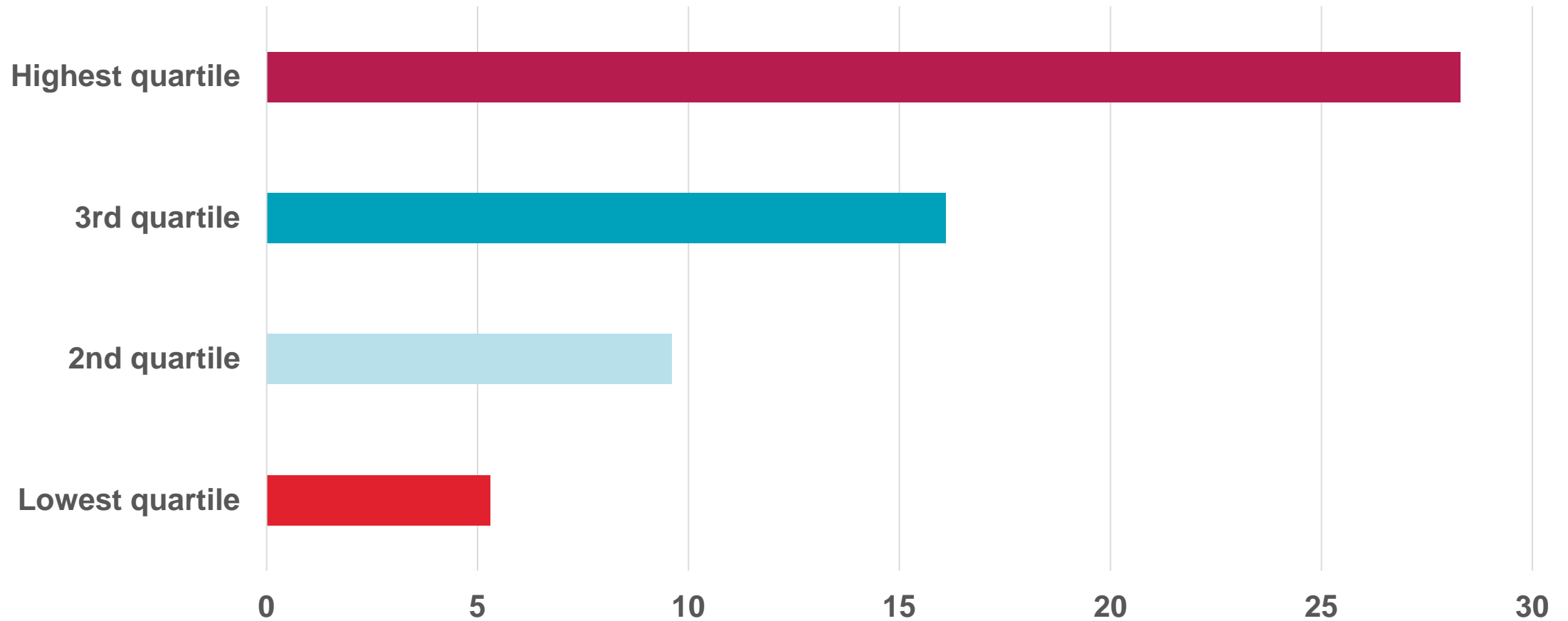
Who is in NS-SEC 1 at 42?: Sex



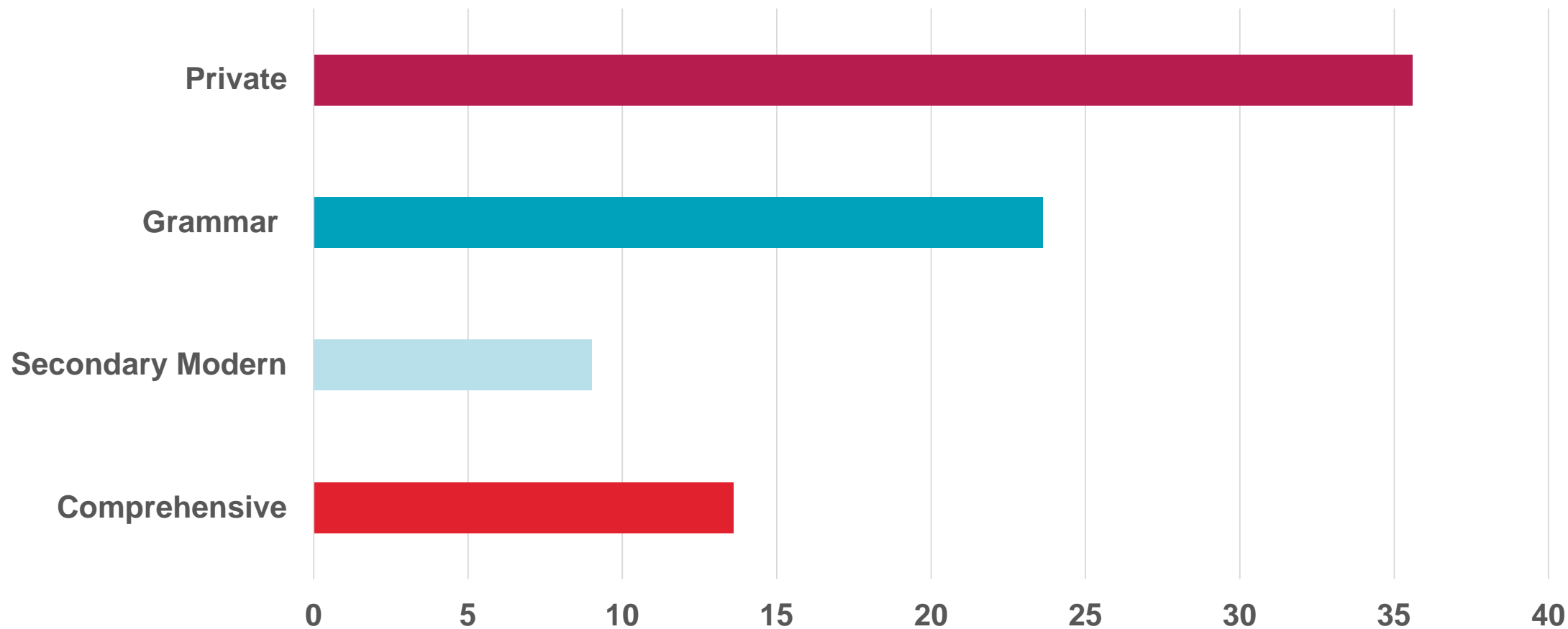
NS-SEC1 by parents' education



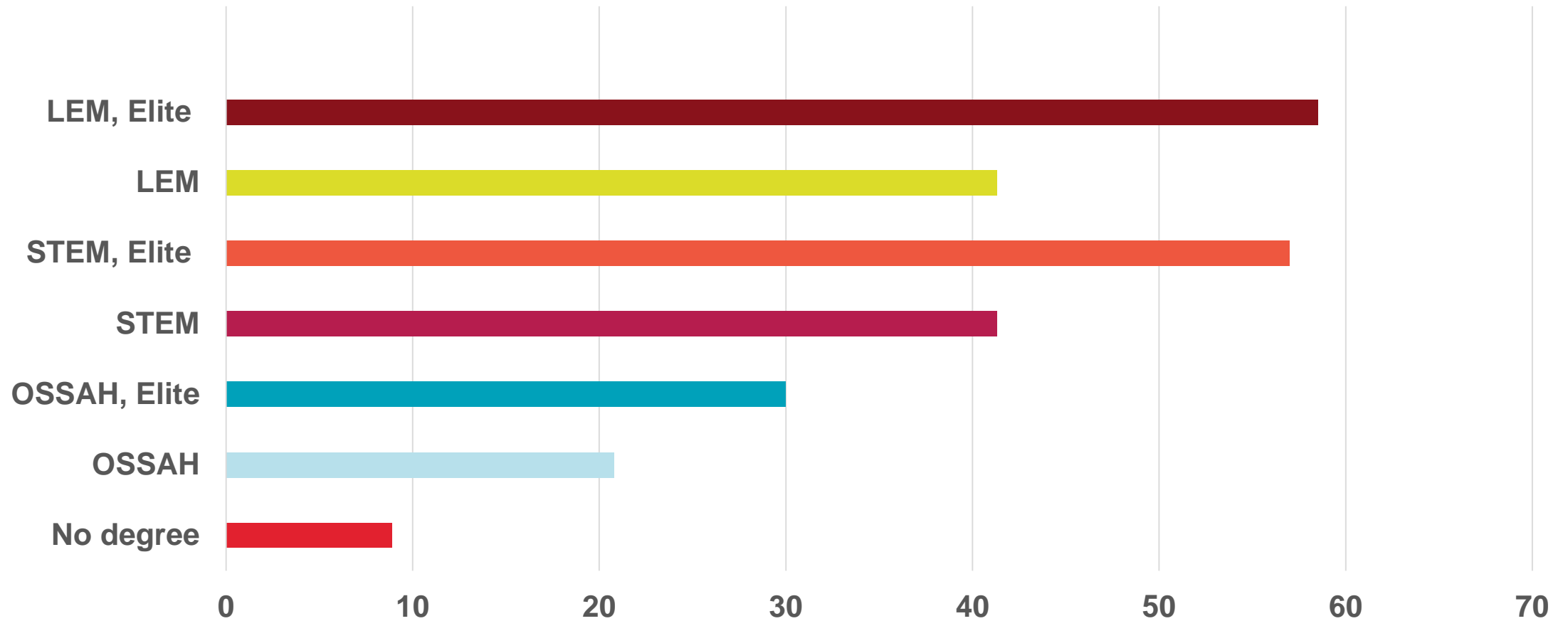
NS-SEC1 by cognition age 10



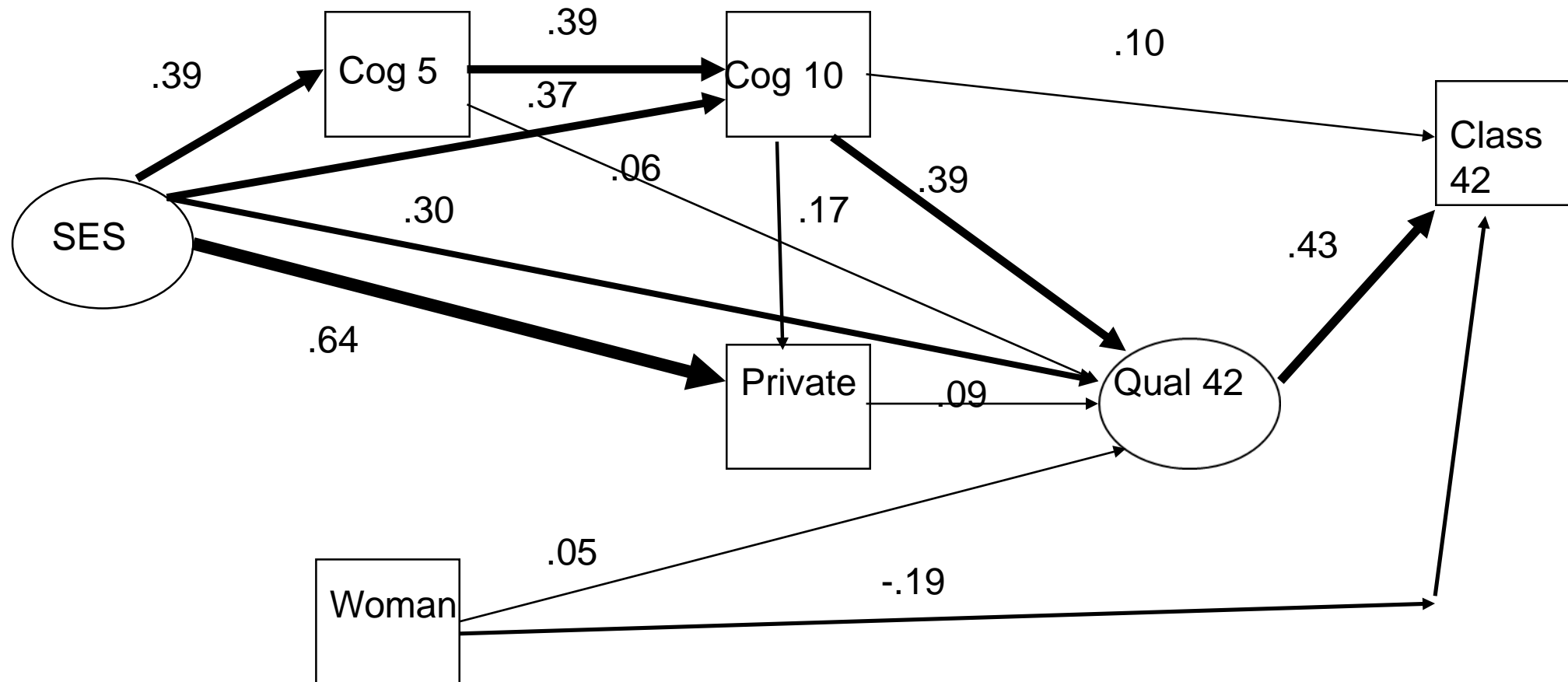
NS-SEC1 by secondary school type



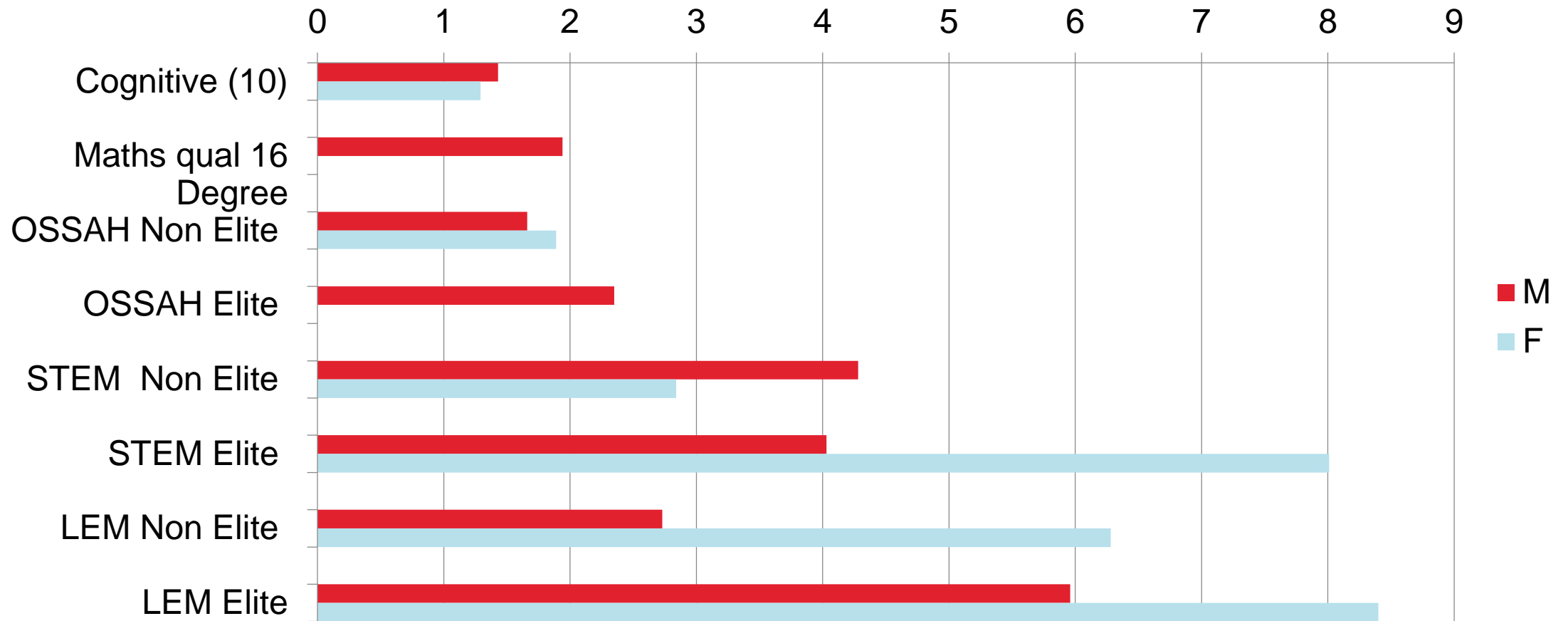
NS-SEC1 by degree



Path from childhood SES to top social class in mid-life



Which degrees predict NS-SEC1? (logistic regression)



Conclusions

- No evidence for 'DESO' once a refined approach to cognitive and educational attainment is taken.
- Private schooling influences class attainment via qualifications
- No single decisive stage of the life course for occupational attainment.
- Sex difference in outcomes in no way mediated by education.

Pathways to mid-life earnings for men and women in the 1958 and 1970 cohorts

Questions

- Outcome: log gross hourly earnings at age 42
- Is lack of 'DESO' specific to social class outcome/BCS70?
- Have pathways to unequal outcomes changed?
- Has role of private schools changed between the two cohorts?

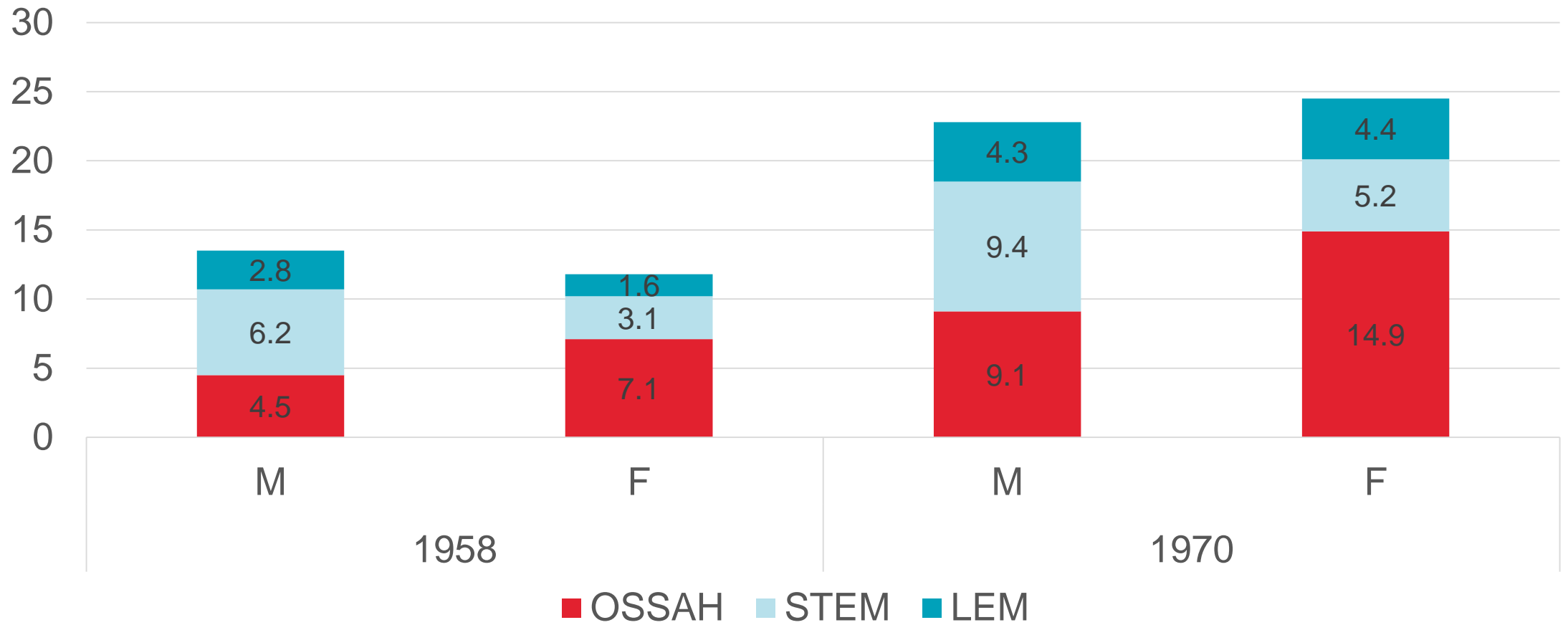
Background:

Blanden, Jo, Paul Gregg, and Lindsey Macmillan. 2007. "Accounting for Intergenerational Income Persistence: Noncognitive Skills, Ability and Education." *The Economic Journal* 117(519):C43-C60.

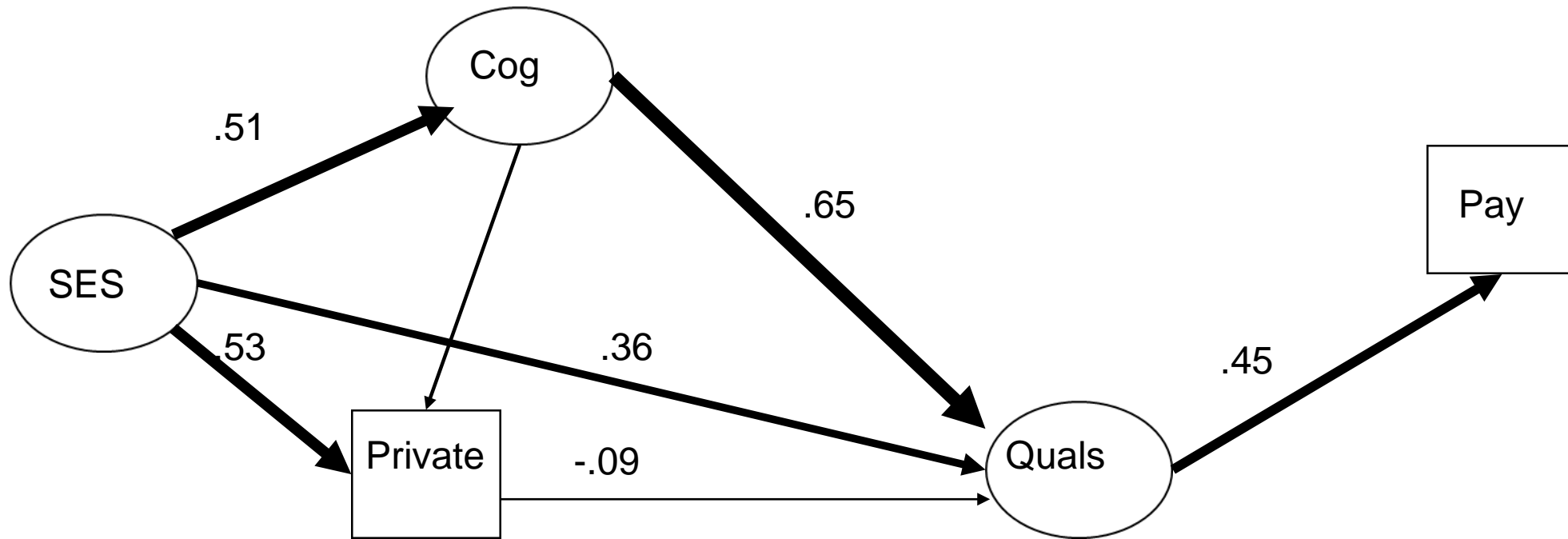
Goldthorpe, J. H., & Jackson, M. (2007). Intergenerational class mobility in contemporary Britain: political concerns and empirical findings. *The British journal of sociology*, 58(4), 525-546.

Boliver, V., & Swift, A. (2011). Do comprehensive schools reduce social mobility? 1. *The British journal of sociology*, 62(1), 89-110.

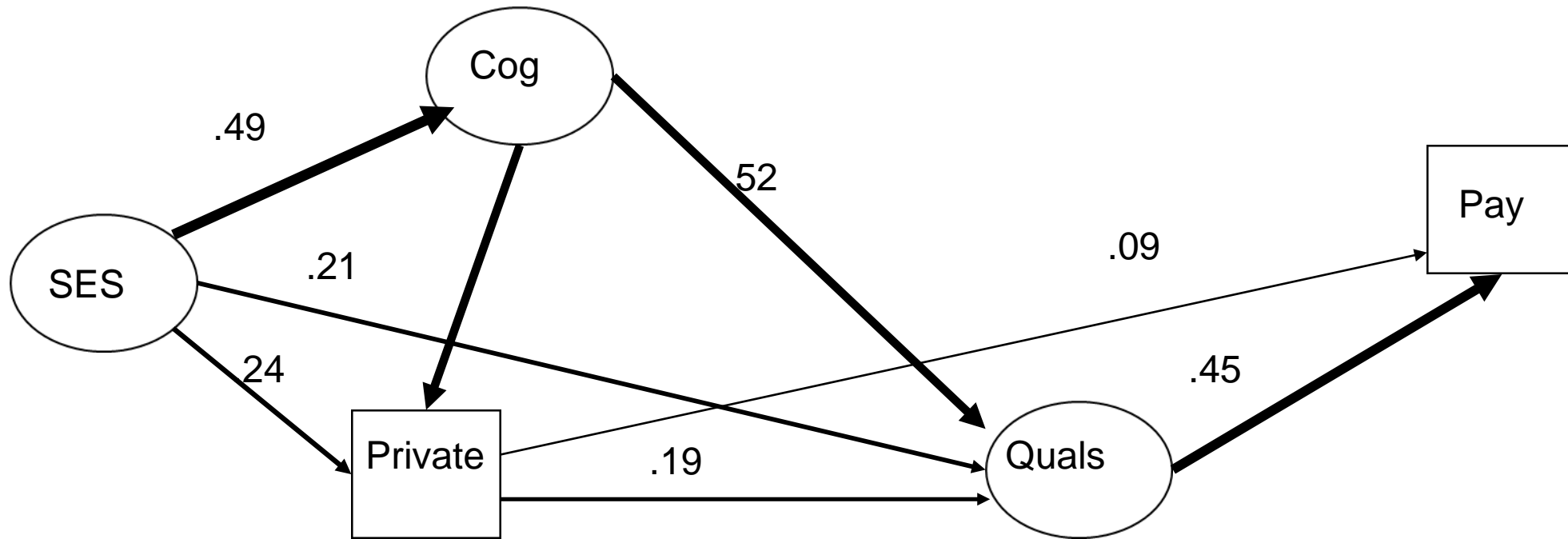
Degree attainment by age 42



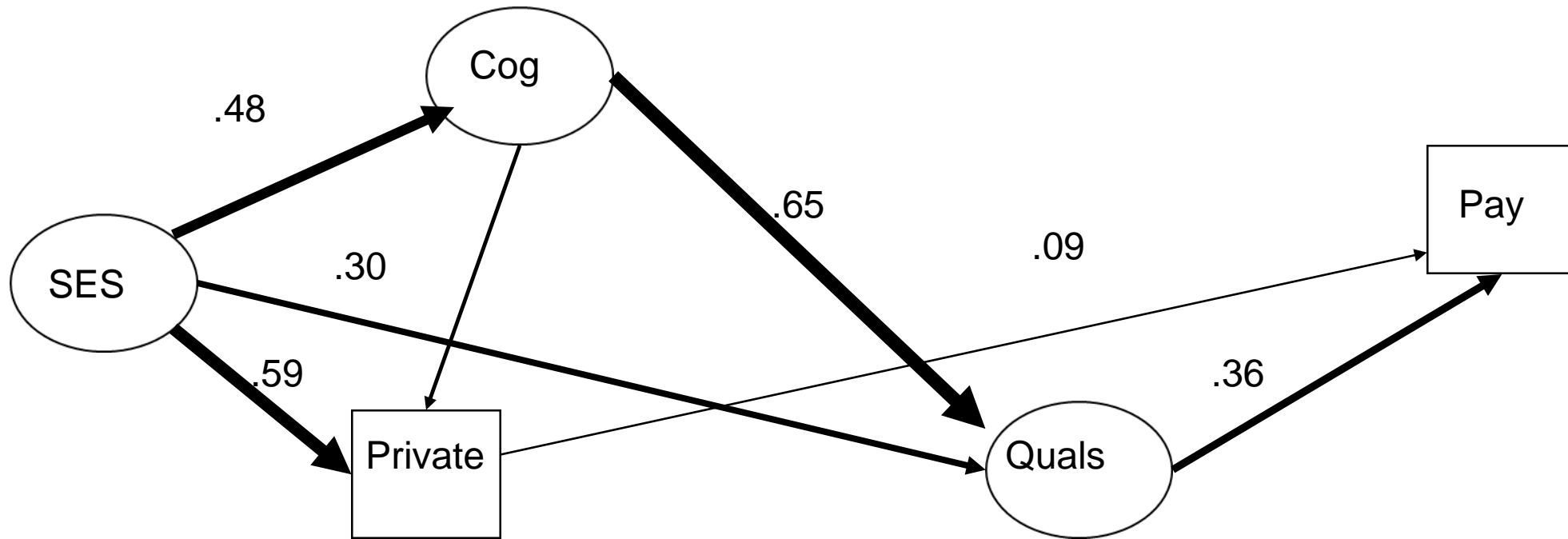
1958 women



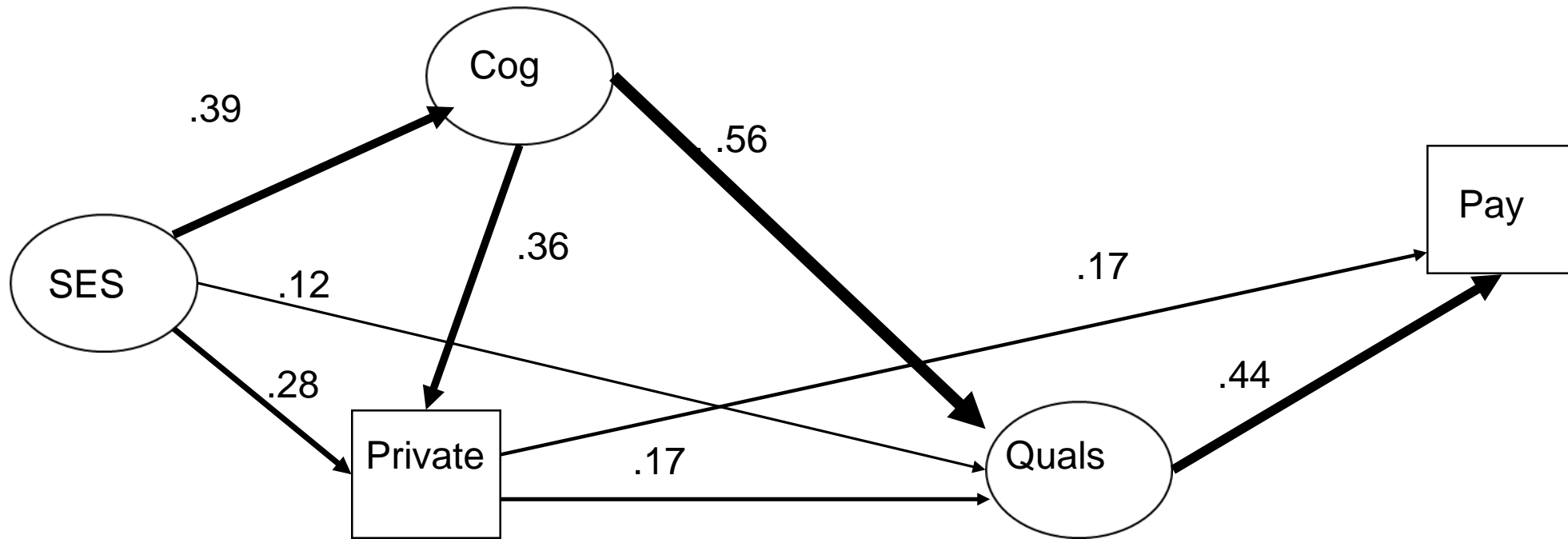
1970 women



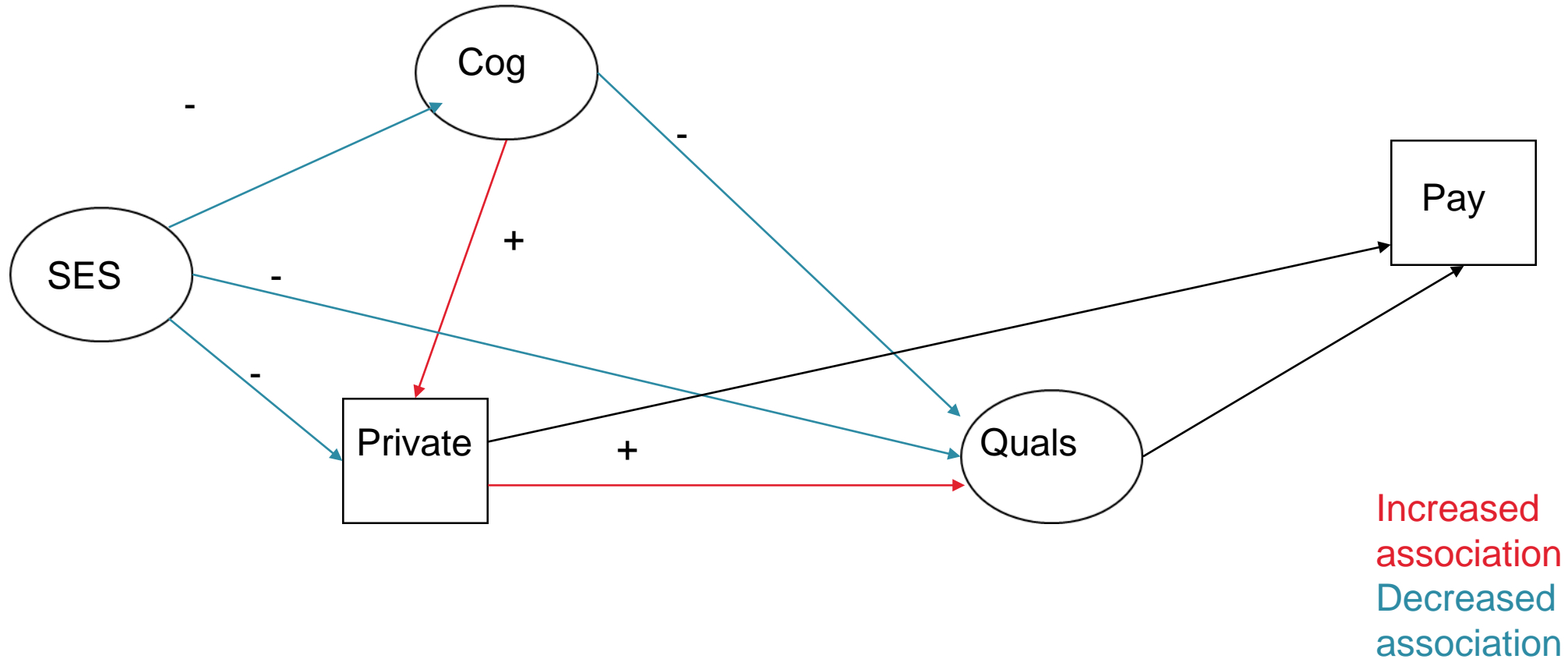
1958 men



1970 men



Summary of cross cohort changes



Changes in total effects

	SES-Qualifications		SES- Pay	
	Men	Women	Men	Women
NCDS				
Direct	0.300	0.363		
Indirect	0.315	0.272	0.289	0.265
Total	0.615	0.635	0.263	0.258
BCS70				
Direct	0.122	0.206		
Indirect	0.297	0.336	0.25	0.294
Total	0.419	0.542	0.242	0.259

Conclusions

- No DESO
- Increased role of private schools
- Decreased association between SES and qualifications
- No change in overall origins-destinations association

Overall conclusions

- Measurement is extremely important to understand the link between Origins, Education and Destinations
- Private schools are used by a small minority, but became more important to educational attainment for the more recent cohort.
- Early cognitive scores matter, but have become less important in determining attainment. There is no single point in the educational career that determines outcomes.

Project outputs summary

Publications

- Educational attainment in the short and long term: was there an advantage to attending faith, private, and selective schools for pupils in the 1980s? Oxford Review of Education, 2018
- [Elite universities, fields of study and top salaries: Which degree will make you rich?](#) British Educational Research Journal, 2018
- [Do private school girls marry rich](#) Longitudinal and Life Course Studies, 2018
- [The path from social origins to top jobs: social reproduction via education](#) The British Journal of Sociology, 2017
- [The influence of private primary schooling on children's learning: Evidence from three generations of children living in the UK](#) British Educational Research Journal, 2017
- [Dreaming big? Self-valuations, aspirations, networks and the private-school earnings premium](#) Cambridge Journal of Economics, 2017
- [Social origins, school type and higher education destinations](#) Oxford Review of Education 40 (6), 739-763, 2014
- [Childhood cognition in the 1970 cohort study](#) CLS Data Note, 2014

Blog posts and articles

- Sullivan, A. 2018. ['Elite universities, fields of study and top salaries: Which degree will make you rich?'](#). BERA blog.
- Sullivan, A. 2017 ['The path from social origins to top jobs: is it all about education?'](#) American Sociological Association 'Work in Progress' blog.
- [The elusive leg-up](#) ESRC 'Britain in 2015'
- [Grammar schools don't give pupils a better chance of getting into elite universities](#) The Conversation, 2014

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Thank-you
Any questions?

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