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Status Attainment in the Czech Republic after 1990: Role of Cultural and Socioeconomic Resources and Upbringing in the Family of Origin

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Structure

- Post/socialistic context – stratification
- Intergenerational transmission of status: different paths/issues
- Cultural capital (types)
- Parenting styles and parental involvement
- Resources by class of origin
- Occupational attainment
- Highbrow cultural capital
- Relational view

Stratification under Socialism in CR

- Parental cultural resources
- with social capital - important in intergenerational transmission of education and occupational status during the Socialist era
- Compared to socioeconomic resources, more important in reproduction of high-culture participation and material consumption

process of transition to capitalism has brought considerable changes in the stratification system

- relatively stable trend in the transmission of a family's educational status in Czech society after 1990
- mobility analysis - tertiary education before/after 1989 - growing inequality in 1990s due to
- increasing role of the socioeconomic dimension rather than the cultural dimension (effect of fathers education remains stable)
- cultural resources in shaping educational aspirations ?

Intergenerational transmission of socioeconomic status

- Cultural capital theory - dominant (elite) code (taste) as advantage of upper/middle classes
- Cultural mobility model – cultural resources can help in upward mobility of disadvantaged (class, race)
- Sociopsychological model – mediating factors forming (educational) aspiration

Cultural capital - types

Type of cultural capital	Definition	Examples of indicators
Highbrow culture (cultivating/distinctive)	Conscious consumption of dominant culture, high culture taste	Attending galleries and concerts
Cognitive (cognitive abilities)	Cognitive abilities and parental development of child's verbal abilities (vocabulary) (emotional capital)	Raising practices such as reading to children, education of specific activities
Competence (cultural communicative resources)	Ability to carry conversation about prestigious goods, ability to navigate the cultural diversity of highbrow/popular culture (multicultural capital)	Orientation in socially relevant themes Omnivorous knowledge and taste

Parenting styles and parental involvement

- *Authoritarian* - ‘firm hand’: enforcement of obedience and lower levels of verbal communication
- *Authoritative* : communication, explanation, modeling
- *Permissive*: maximum freedom, minimum demands
- working class child raising: children are like “cork plugs floating on water” [Katrňák 2004]

Distinction and Values 2008 survey

- cohorts ages 30–34 (born 1974-78)
- (along with their parents)
- first generation to complete higher education under the new regime + at the age of 30 status/values attained
- sample size for children generation who responded is 1,021 (610 cases both)
- quota sample
- parents born in cca 1950

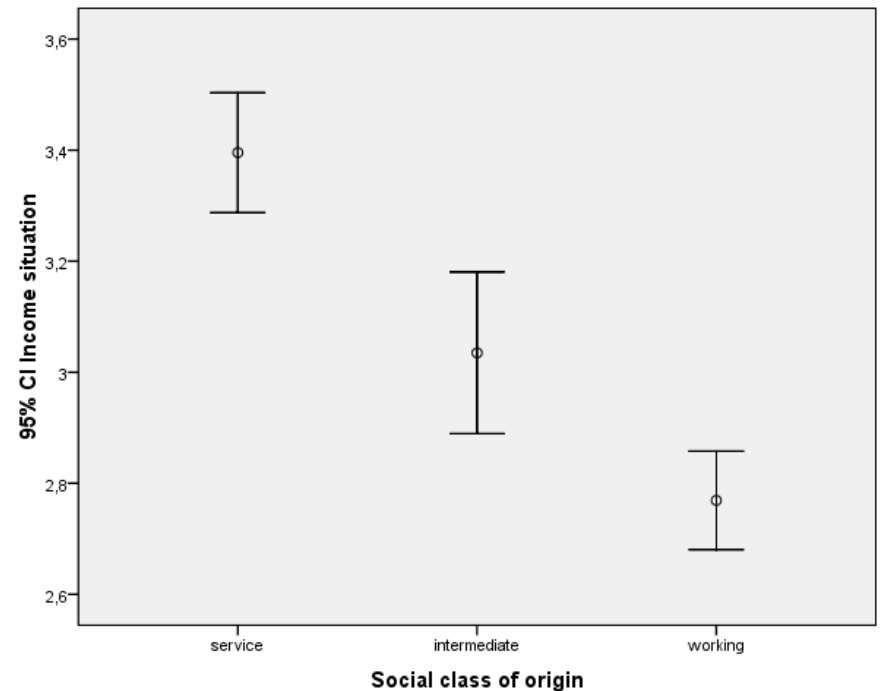
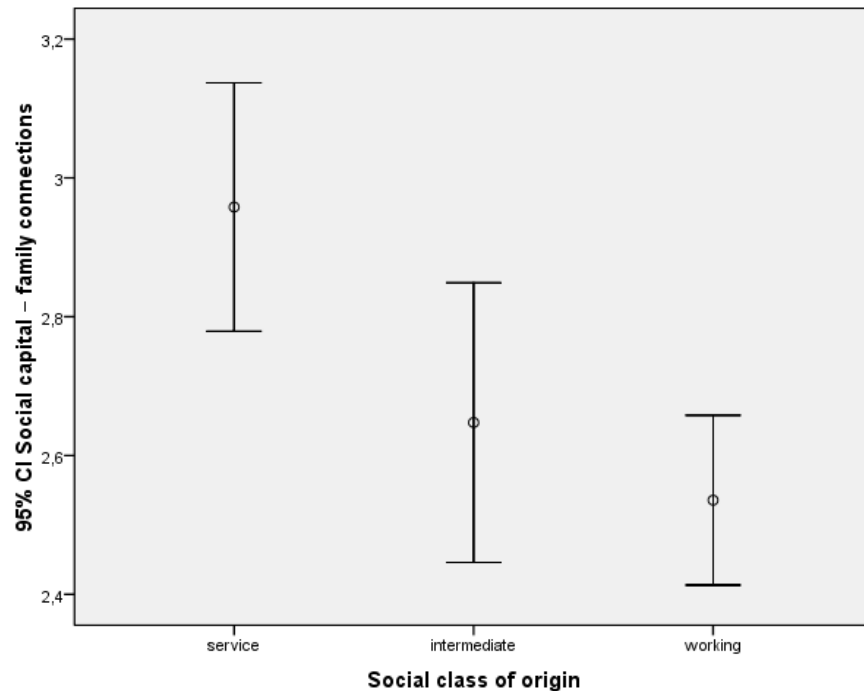
Resources in the family of origin

- Social capital – family connections
- Economic capital - Income situation
- Cultural capital
 - Parents: highbrow cultural activity (theatres/ museums)
 - (-) watching TV
- Reading climate
- Cultural activities w/t parents
- Extra-curricular activities

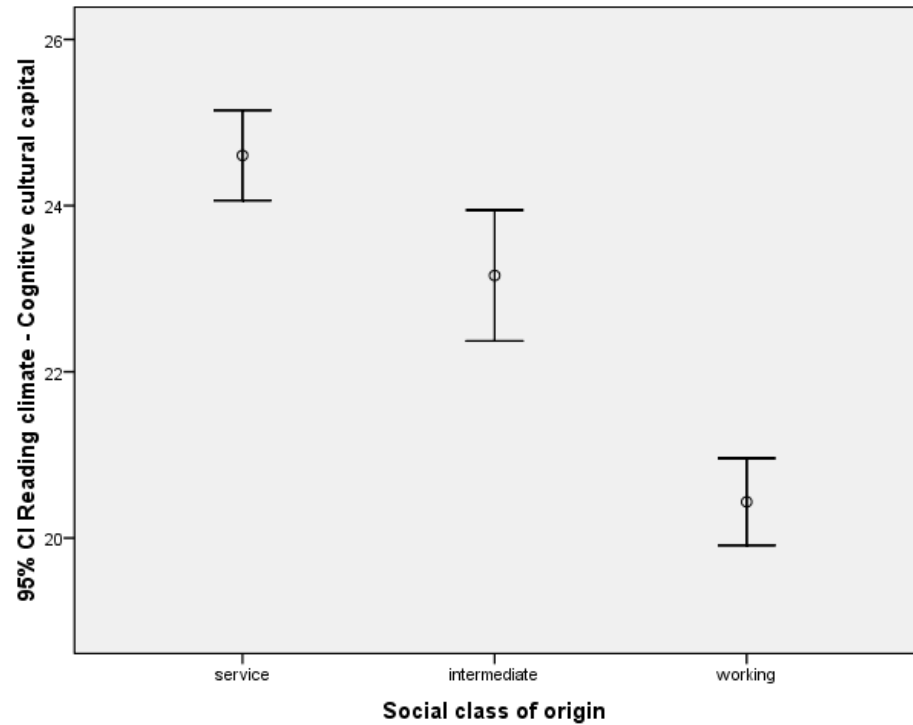
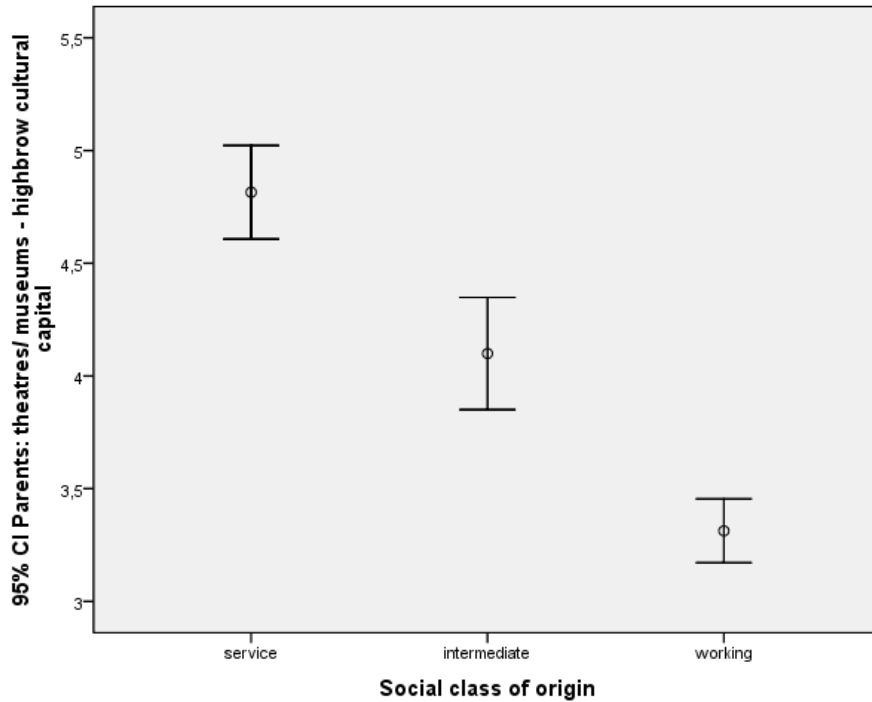
Family circumstances and relationships, Individuals achievement

- Bad relations in family
- Parental educational aspirations
- Number of siblings (-)
- Older brother/sister with university ed.
(Important significant other)
- Academic performance - school marks

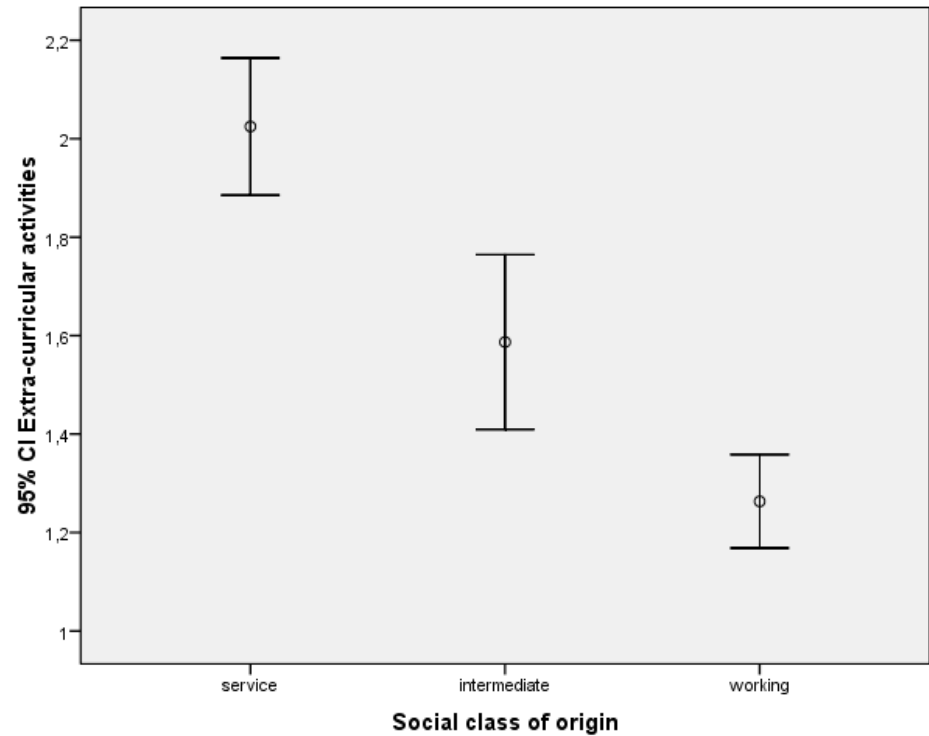
Family's Social capital and Economic capital by class of origin



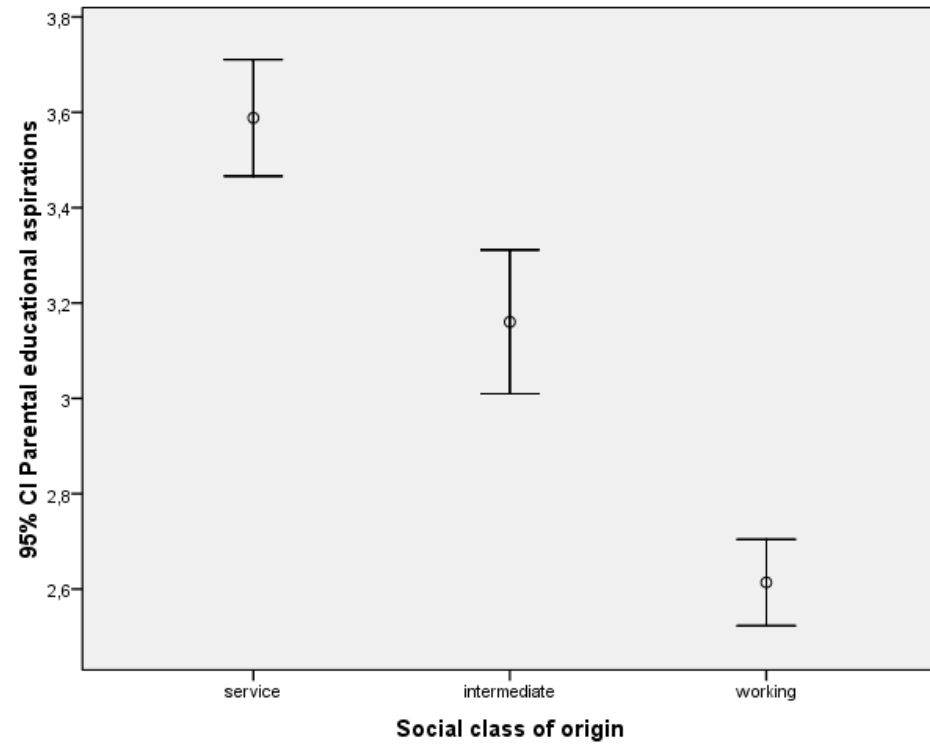
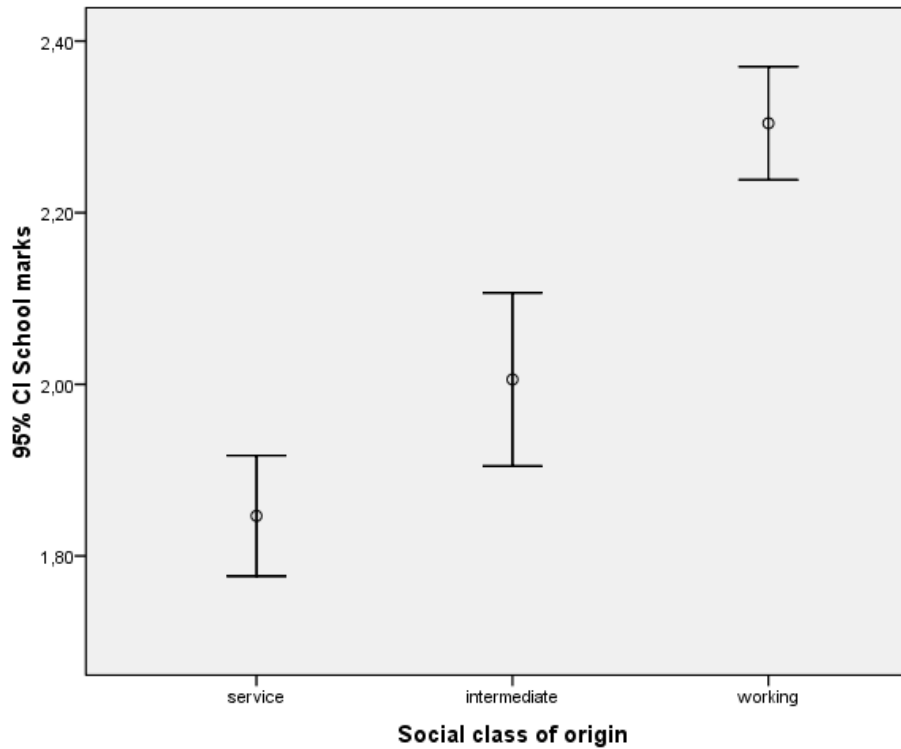
Cultural capital by class of origin



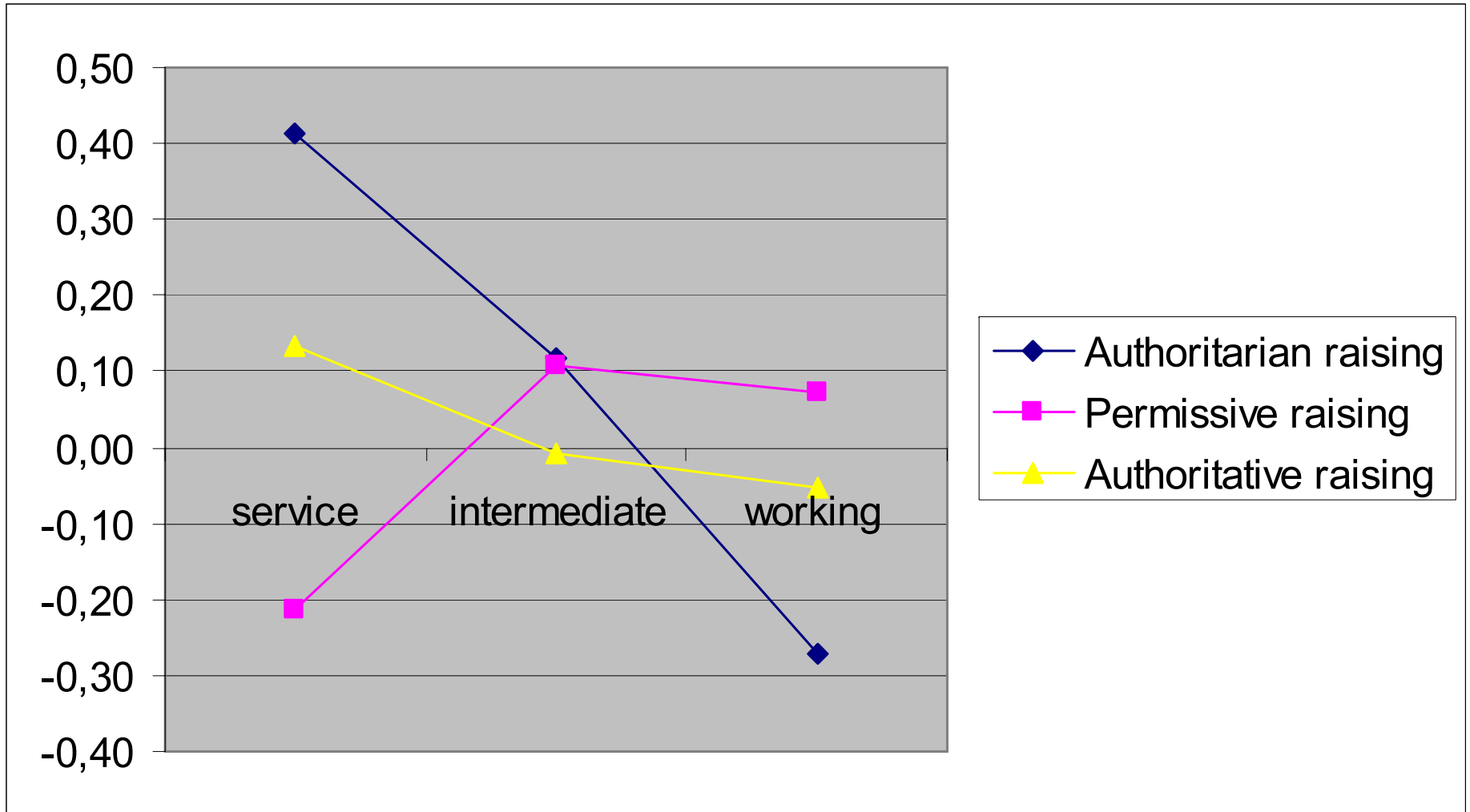
Cultural activities with parents / Extra-curricular (circles/clubs) by class of origin



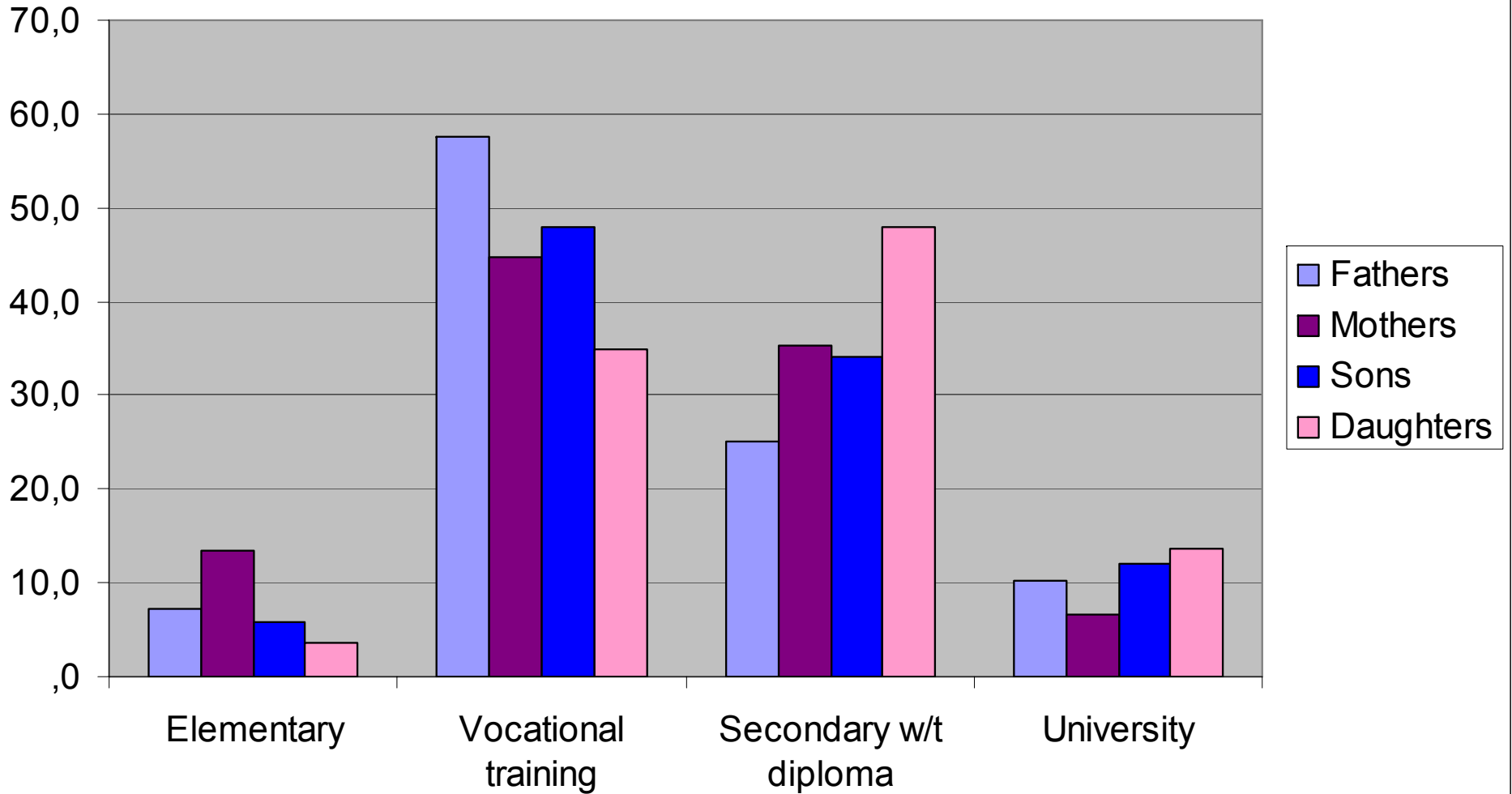
School marks and Parental educational aspirations by class of origin



Parenting styles by class of origin



Education: Parents and Children



ISEI by Gender

	M	W	M	W	M	W	M	W	M	W	M	W
Urban residence												
Father's ISEI	0,18	0,27	0,18	0,26	0,16	0,25	0,25		0,22			0,23
Mother's ISEI		0,20		0,19		0,18		0,17			-0,18	
Father's sec./univ. education	0,25											
Mother's sec. /univ. education	0,16		0,15									
Social capital - parents connections												
Income situation									-0,13			
Parents: watching TV												
Parents: theatres/museums			0,31		0,18		0,18		0,17			
Reading climate					0,15	0,16						
Cultural activities w/t parents												
Extra-curricular activities					0,15		0,15					
Bad relations in family												
Authoritarian raising												-0,19
Authoritative raising												
Permissive raising												
Parental educational aspirations									0,34	0,32	0,26	0,27
Older sibling w/t university dgr.											0,10	
Number of siblings										-0,19		-0,19
School marks											-0,28	-0,16

ISEI all	1	2	3	4	5	6
Men	-0,11	-0,11				
Urban residence						
Father's ISEI	0,22	0,20	0,19	0,20	0,17	0,18
Mother's ISEI						
Father's sec./univ. education	0,16					
Mother's sec. /univ. education						
Social capital - parents connections						
Income situation						
Parents: watching TV				-0,10		
Parents: theatres/museums		0,14				
Reading climate			0,14			
Cultural activities w/t parents						
Extra-curricular activities			0,11	0,11	0,10	
Bad relations in family						
Authoritarian raising						
Authoritative raising						
Permissive raising						
Parental educational aspirations					0,32	0,27
Older sibling w/t university dgr.						
Number of siblings					-0,13	-0,13
School marks						-0,21

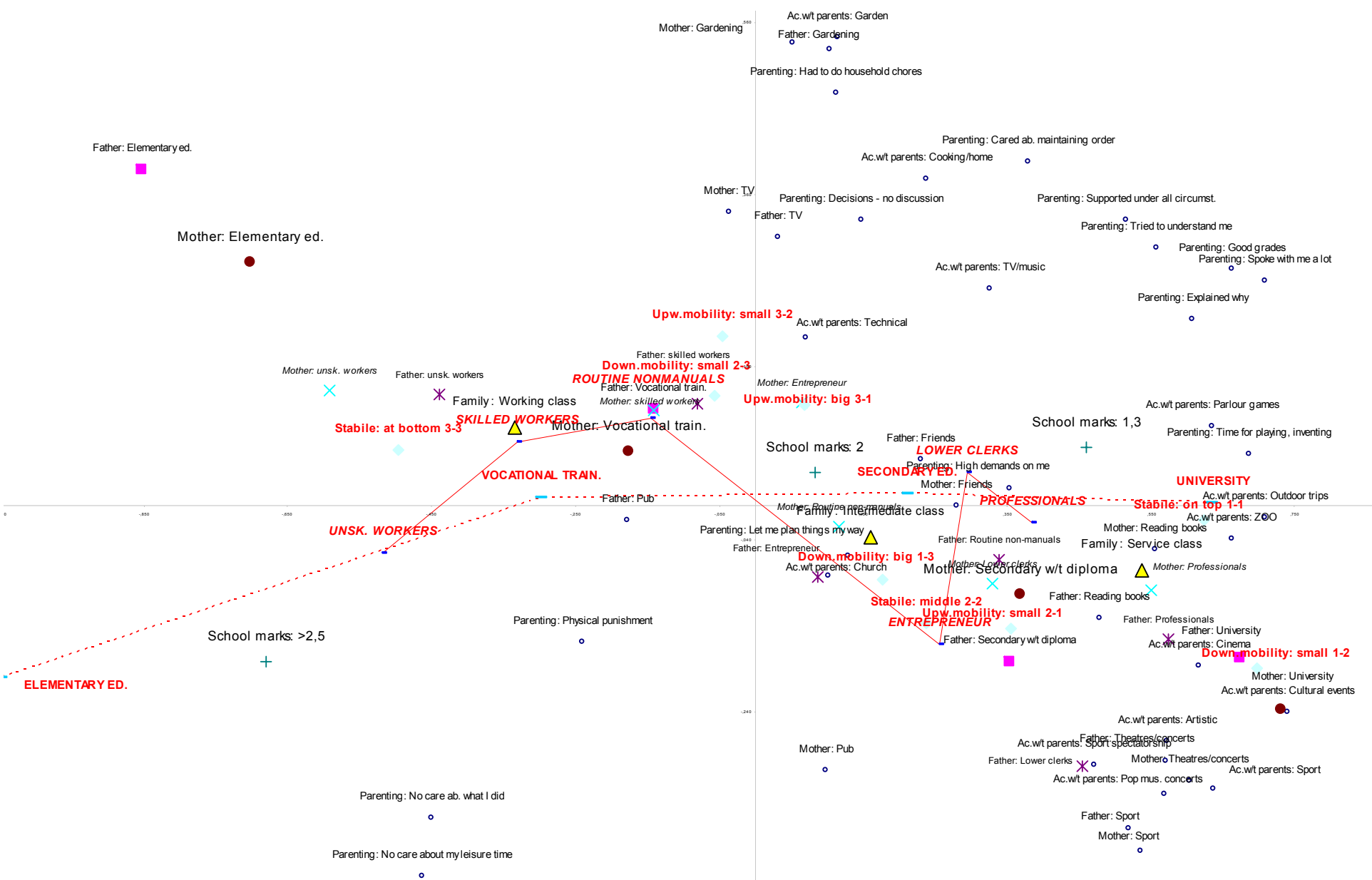
ISEI by Class

	W	M	W	M	W	M	W	M	W	M	W	M
Male												
Urban residence	0,14		0,15		0,18		0,21		0,18	-0,16	0,16	-0,14
Father's ISEI	0,20	0,18	0,17	0,19	0,15	0,19	0,15	0,19		0,17	0,13	0,18
Mother's ISEI												
Father's sec./univ. education		0,15				0,17				0,12		
Mother's sec. /univ. education		0,16						0,15				
Social capital - parents connections												
Income situation												
Parents: watching TV				-0,13		-0,14				-0,14		-0,13
Parents: theatres/museums			0,25		0,17		0,16	-0,16			0,15	
Reading climate					0,26		0,23		0,20			
Cultural activities w/t parents												
Extra-curricular activities						0,23				0,19		0,18
Bad relations in family								0,24				
Authoritarian raising												
Authoritative raising							0,18		0,20		0,16	
Permissive raising												
Parental educational aspirations									0,19	0,37		0,32
Older sibling w/t university dgr.												
Number of siblings									-0,19	-0,13	-0,17	-0,14
School marks											-0,26	-0,15

Cultural Capital (all)

	1	2	3	4	5	6
Men	-0,22	-0,24	-0,17	-0,18	-0,18	-0,15
Urban residence						
Father's ISEI						
Mother's ISEI						
Father's sec./univ. education						
Mother's sec. /univ. education	0,11					
Social capital - parents connections						
Income situation						
Parents: watching TV						
Parents: theatres/museums		0,32	0,16	0,16	0,17	0,15
Reading climate			0,37	0,38	0,38	0,34
Cultural activities w/t parents						
Extra-curricular activities				0,02		
Bad relations in family				-0,01		
Authoritarian raising				0,00		
Authoritative raising						
Permissive raising				0,04		
Parental educational aspirations						
Older sibling w/t university dgr.						
Number of siblings					-0,07	
School marks						-0,22

Social space of cultural, socioeconomic resources and upbringing in the family of origin and stratification results



Conclusion

Status attainment process in the mid-1990s Czech society

- **occupational status**
→ all spheres, except for social capital* (parents' mutually beneficial connexions) and economic capital
- **symbolic status dimension - cultural capital**
during adulthood
- even less anchored in ascriptive conditions as expressed by the parents' socioeconomic status, determined primarily by their cultural resources.

Conclusions

Status attainment 1990s

- father's status occupational status
- parental involvement and encouragement in educational aspirations
- academic performance of a child
- reading habits (cognitive cultural capital).

Conclusions

When controlled for other factors:

- background of the family (parents' status) remains essential
- cognitive cultural capital – reading climate (promoting skills) > parental distinctive cultural capital (highbrow culture consumption)
- extra-curricular activities contributing to occupational achievement

But differently in classes of origin:

- For **working-class** offspring when both components of cultural capital—highbrow and cognitive—are present → significant agents of intergenerational mobility.
- also Urban residence (+)
- For **middle class** → extra-curricular activities (+)
- → cultural mobility argument [DiMaggio 1982].

- **parenting styles** - broader family milieu weak effect
- only authoritative 'firm hand' supervision is somewhat important for men and working-class descendants.

Conclusions

- For those from the middle class: educational recourses primarily guaranteed by their parents' formal qualifications accompanied with activation of a broader circle of socialization agents (extra-curricular activities).
- for individuals from working-class origins: their parents have to compensate for the lack of academic resources → cultural milieu stimulating the development of personality, (open linguistic code) + stock of general cultural knowledge, helps in progressing through elementary school and later educational transitions such as passing the secondary school entrance exams.

Question opened for future research:

- Do these mechanisms, after ongoing changes of Czech educational system, still hold true for families whose children are attending elementary school nowadays?

Thank you for your attention.

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