

Growing Up in the 1990s – An exploration of the educational experiences of cohorts of Rising 16s in the BHPS

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BHPS-2009 Conference

BEWARE!

WORK IN PROGRESS

Sociology of Youth

- Youth transitions is a key theme
 - numerous post-war studies (Clarke 1978)
- Young people make various transitions as the 'grow up'
- Inherently a 'social process' but many analyses rely on cross-sectional data
- UK sociology of youth is largely ethnographic
 - qualitative studies dominate

Sociology of Youth

- In the decades following the war most British young people left education at the first opportunity
- More recently rising proportions of young people remain in education
- General agreement amongst sociologists as to the backdrop against which this change took place

- Collapse of the youth labour market
 - Decline in the number of suitable jobs for school leavers
 - Especially those leaving school at the minimum age
 - Especially the poorly qualified
- Decline in the number of apprenticeships and other training opportunities
 - Decline in jobs in manufacturing
- Resulting rise in youth unemployment
- Policy responses
 - Widespread introduction of youth training programmes
 - Changes to young people's entitlement to welfare benefits
 - e.g. unemployment and housing benefits
- Expansion in further (and later on) university level education⁵

Why Explore the 1990s?

- Structural changes
 - Collapse of youth labour market
 - Decline in apprenticeships
 - Rising in youth unemployment
 - Introduction of youth training
 - Expansion of further & university education
- Largely took place before the 1990s
- 1990s decade with educational change in the UK
 - *The Education Reform Act 1988*
- 1990s a decade of employment growth in the UK

Youth Data for the 1990s

- UK comparatively well resourced with birth cohort data
 - NSHD 1946
 - NCDS 1958
 - BCS 1970
- No new birth cohort data until the Millennium (MCS)

Youth Data for the 1990s

- No large-scale birth cohort data for those reaching the 'youth phase' in the 1990s
- Older birth cohorts
 - Historically rich source for youth research
 - Diminishing utility for contemporary analyses

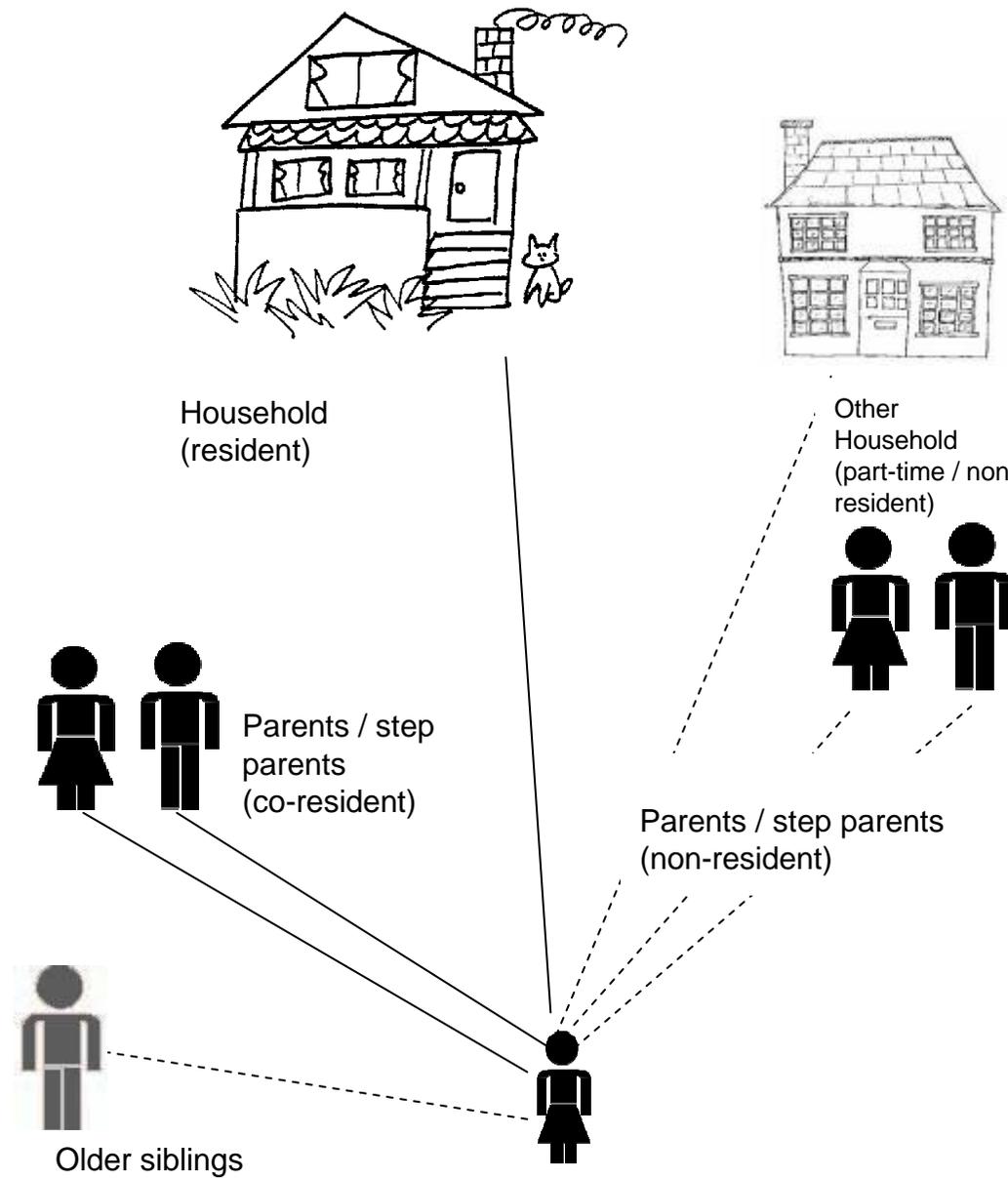
Youth Data for the 1990s

- BHPS – potential source of youth data
 - Youth Survey
 - ‘Rising 11s’
 - Rotating panel 11-15
 - *Brynin 1999; Bradshaw 2001; Scott 2002; Gayle 2005*

Youth Data for the 1990s

- BHPS – potential source of youth data
- ‘Rising 16s’
 - Young people in BHPS households
 - ‘Age’ into the adult survey
 - Continue to be tracked as adults

Possible BHPS data sources



BHPS 'Rising 16s'

- Wave A (1991) – Wave P (2006)
 - 1,909 young people
 - Original 'Essex' Sample
 - Living in England & Wales
- Approx 120 young people
 - Per school year
- 'Synthetic cohorts'

Exploring 'Rising 16s' Data

- Aware that this is not a nationally representative sample
 - Although young people are from a nationally representative sample of British households
- Aware that samples are small
- Compare these data to nationally representative data from the Youth Cohort Study of England and Wales
 - Scottish sample of 'Rising 16s' is smaller in the Essex sample
 - Trickier to compare with available Scottish youth data

Youth Cohort Study of England & Wales (YCS)

- Major Longitudinal Study
- Began in the Mid 1980s
- Designed to monitor behaviour of young people as they reach the minimum school leaving age and either stay on in education or enter the labour market

YCS Collects Information on

- Experiences of Education (qualifications)
- Employment
- Training
- Aspirations
- Family
- Personal characteristic & circumstances

YCS Strengths

- Nationally representative
- Large sample size
- 1990s data
- Panel data (albeit short)
- Possible to compare cohorts (trends over time)

YCS Structure

Study contacts a sample from an academic year group (cohort) in the spring following completion of compulsory education (age 16-17)

The sample is designed to be representative of all Year 11 pupils in England & Wales

Sample are tracked for 3 (sometimes 4) waves (called Sweeps) of data collection

Working with the YCS

- Documentation is very poor especially in the older cohorts – usually handwritten annotation on questionnaires (pdf)

(Compare this with the BHPS for example)

- Changes in questions, measures, coding, timing etc, all add to the general confusion
- Changes in qualifications, educational policy etc adds data complications

Working with the YCS

Recent progress

SN 5765 Title:

Youth Cohort Time Series for England, Wales and Scotland, 1984-2002

Principal Investigator(s):

Croxford, L., Iannelli, C. & Shapira, M., Centre for Educational Sociology, University of Edinburgh.

ESRC Grant Number: R000239852

Synthetic Cohorts of BHPS Rising 16s (Waves A –P): Original sample sizes and subsequent percentages

	Year Completed Compulsory Schooling (Year 11)															
	1991	1992	1993	1994	1995	1996	1997	1998	1999	2000	2001	2002	2003	2004	2005	2006
<i>n</i>	97	118	134	121	119	147	120	109	117	114	131	111	119	126	122	104
BHPS Wave																
A	100															
B	93	100														
C	81	90	100													
D	76	92	93	100												
E	76	82	86	94	100											
F	72	82	86	91	100	100										
G	75	83	86	90	90	94	100									
H	74	79	84	84	87	87	95	100								
I	68	74	80	78	84	81	86	93	100							
J	66	66	75	74	81	73	78	86	91	100						
K	65	64	69	74	71	71	74	83	79	89	100					
L	61	56	66	64	71	68	65	72	74	79	85	100				
M	59	58	63	59	65	62	69	67	69	79	74	85	100			
N	54	57	63	59	63	61	60	68	71	74	67	77	96	100		
O	54	53	61	59	61	56	59	58	66	72	67	77	84	90	100	
P	52	50	57	60	58	59	53	56	59	68	63	73	76	83	93	100
Q	51	48	55	55	54	56	56	50	56	67	56	65	65	79	83	89

Note: Respondents giving full adult interviews.

YCS Cohorts: Original and subsequent sample sizes

YCS Cohorts	Year respondent reached minimum school leaving age	Number of respondents			Percentage of sweep 1 respondents remaining at sweep 2	Percentage of sweep 2 respondents remaining at sweep 3	Percentage of original respondents remaining at end of survey
		Age at survey					
		16-17	17-18	18-19			
1	1984	8,064	6,075	5,061	75	83	63
3	1986	16,208	12,319	9,328	76	76	58
4	1988	14,116	10,464	8,189	74	78	58
5	1990	14,511	10,951	8,396	75	77	58
7	1993	18,021		8,199			45
8	1995	15,899		10,130			64
9	1997	14,662	9,710	6,304	66	65	43
10	1999	13,698		7,238			53

YCS Cohorts: Young Person's Main Activities

Cohort	Main Activity	16-17	17-18	18-19
1990	Education	62	58	40
	Training	14	14	5
	Employment	18	21	36
	Unemployment	4	4	12
	Other	1	3	7
1993	Education	77		51
	Training	10		6
	Employment	8		33
	Unemployment	4		9
	Other	2		0
1995	Education	77		45
	Training	10		7
	Employment	9		31
	Unemployment	3		5
	Other	1		11
1997	Education	74	63	43
	Training	10	10	9
	Employment	12	18	31
	Unemployment	4	4	6
	Other	1	6	11
1999	Education	76	66	34
	Training	9	9	6
	Employment	11	16	34
	Unemployment	3	4	5
	Other	2	6	21

Note: Weighted data; Standard YCS weights.

1999 Cohort 9 (YCS 10) had an autumn sweep rather than a spring sweep.

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BHPS School Years: Main Activities (%)						
		Age of Rising 16s				
	Main Activity					
School Year		16-17	17-18	18-19	19-20	20-21
1991	Education	60	49	29	27	19
	Training	4	7	5	1	1
	Employment	28	26	36	43	49
	Unemployment	8	10	8	5	5
	Other	0	1	3	3	2
1999	Education	67	57	28	24	41
	Training	3	3	1	0	1
	Employment	17	19	41	38	44
	Unemployment	9	9	9	9	2
	Other	4	6	4	6	5

- Plausible pattern of results compared with the national data
- Tracks young people further – into early 20s and potentially beyond
 - Important given sociological concerns with the extension of the youth phase

Can we do something more informative with the 'Risings 16s' data?

- A long running empirical research theme within the sociology of education and the sociology of youth has been the relationship between social background and educational attainment
- Historically the weight of evidence has indicated that attainment is stratified
- Typically, those from more advantaged social backgrounds generally achieve higher levels of attainment than their counterparts from less advantaged backgrounds

An introduction to GCSEs in 10 seconds

- General Certificate of Secondary Education (GCSE) introduced by the 1988 Education Reform Act
- The standard qualification for pupils in England and Wales 15/16
- Usually a mixture of assessed coursework and examinations
- Generally each subject is assessed separately and a subject specific GCSE awarded
- It is usual for pupils to study for about nine subjects, which will include core subjects (e.g. English, Maths and Science) and non-core subjects
- GCSEs are graded in discrete ordered categories
- The highest being A*, followed by grades A through to G (A* from 1994)
- Arran Fernandez gained A* in Maths at age 8 !

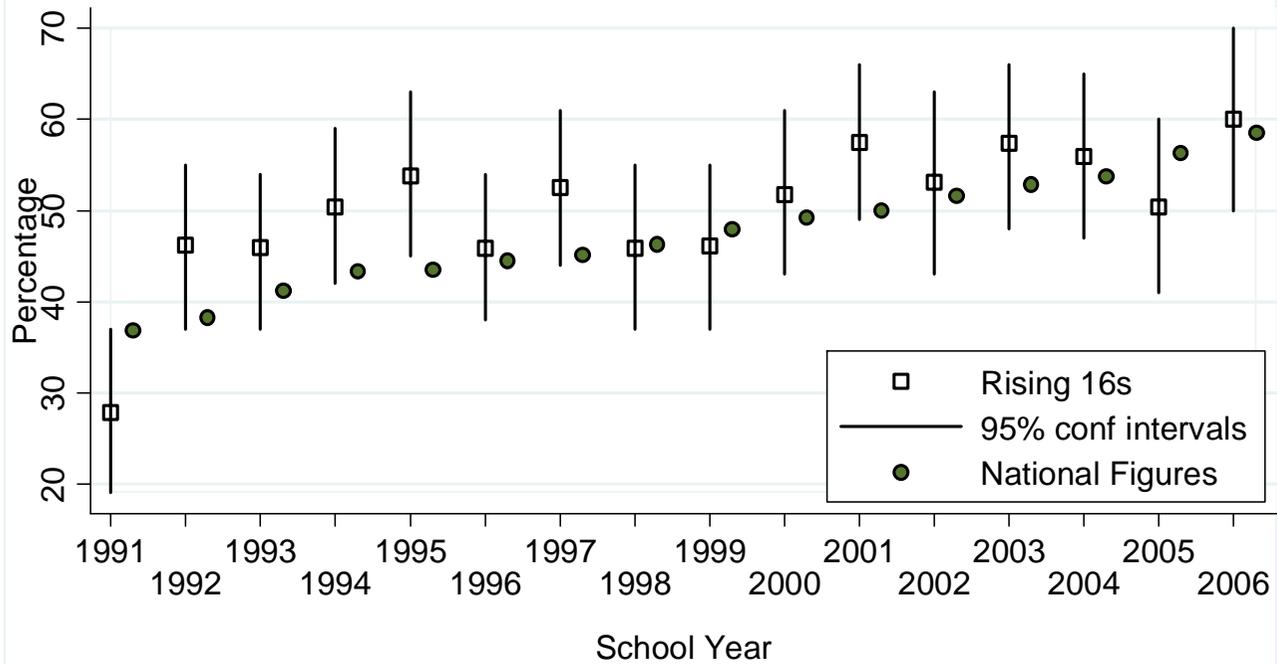
Why explore GCSE attainment?

- GCSEs are public examinations and usually mark the first major branching point in a young person's educational career
- Poor GCSE attainment is a considerable obstacle which precludes young people from pursuing more advanced educational courses
- Young people with low levels of GCSE attainment are usually more likely to leave education at the minimum school leaving age and their qualification level frequently disadvantages them in the labour market
- Low levels of qualifications are also likely to have a longer term impact on experiences in the adult labour market
- Therefore, we argue that gaps in GCSE attainment are sociologically important

5+ GCSEs grades A*-C

- Recognised official bench mark
- Frequently used outcome measure in research
- School league table measure
- This measure is still published annually by The Department for Children, Schools and Families
 - see <http://www.dcsf.gov.uk/performance/tables/>

Percentage of BHPS Rising 16s with 5+ GCSEs (grades A*-C)

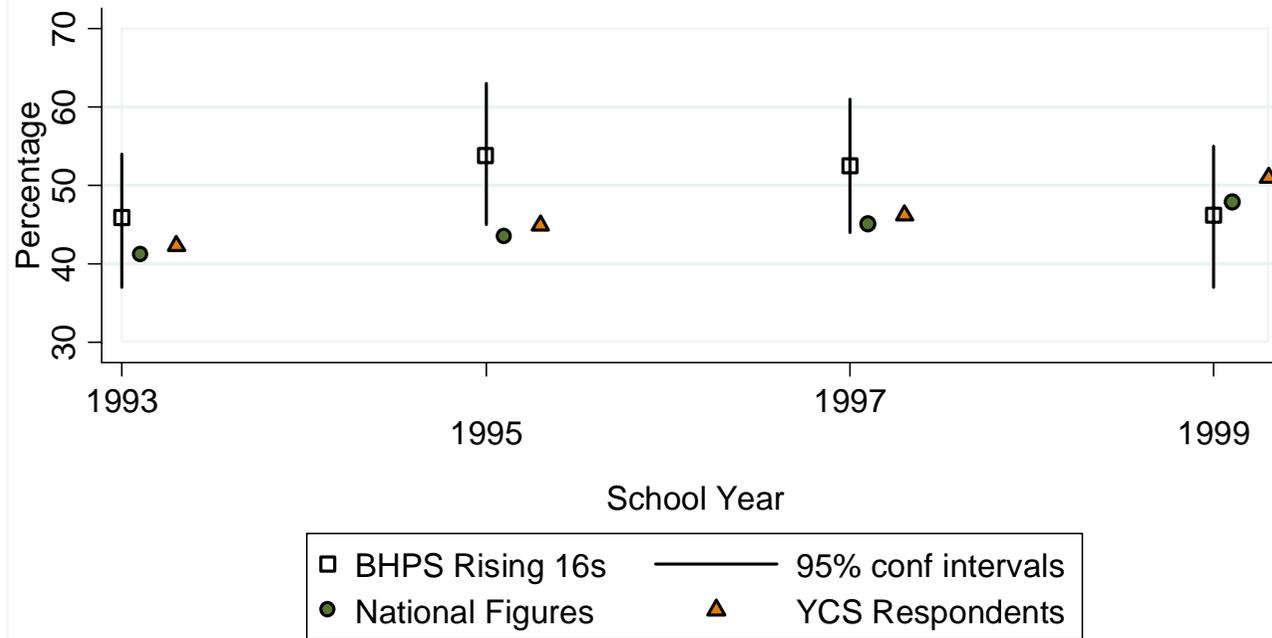


BHPS n=1870

Sources:

BHPS Rising 16s, England and Wales, Original Sample Members
 DfCSF Official Figures (www.bstubs.co.uk/5a-c.htm)

Percentage of Pupils with 5+ GCSEs (grades A*-C)



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Youth Cohort Time Series

Logit models 5+ GCSEs (A*-C)

	Model 1 YCS		Model 2 BHPS	
1993 cohort	0.36	***	0.75	**
	13.13		2.41	
1995 cohort	0.60	***	1.00	***
	21.28		3.18	
1997 cohort	0.60	***	1.08	***
	20.97		3.39	
1999 cohort	0.93	***	1.08	***
	30.79		3.27	
Boys	-0.36	***	-0.63	***
	-20.06		-3.90	
Family Camsis score (dominance approach)	0.04	***	0.03	***
	54.33		5.47	
Young person attended grammar school	2.52	***	0.78	**
	28.51		2.28	
Young person attended secondary modern	-0.66	***	-0.47	**
	-13.86		-2.02	
Young person attended independent school	1.94	***	1.04	**
	37.13		2.20	
Housing tenure- rented	-0.76	***	-0.63	***
	-29.14		-2.80	
Lives in a Mum only household	-0.11	***	0.36	
	-3.90		1.35	
Lives in a Dad only household	-0.29	***	-0.71	
	-5.31		-1.44	
Lives in another household type	-0.68	***	-0.75	
	-9.13		-0.61	
Either parent is a graduate	0.43	***	1.03	***
	16.97		3.25	
Constant	-2.48	***	-2.25	***
	-50.19		-4.96	

Model 1 (YCS): n=66478; Log Likelihood= -36897 (Pseudo R²=0.18)
 Source: YCS Time Series for England, Wales and Scotland, 1990-1999
 Model 2 (BHPS): n=784; Log Likelihood= -460 (Pseudo R²= 0.14)
 Source: BHPS Rising 16s, England and Wales, Original Sample Members, 1991-1999

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- No additional data in YCS
 - Postal survey;
 - Young people not asked much about parents or their household
 - No information on income or wealth
- Can we extend the BHPS model with household and parental information
- Test a range of potential explanatory variables sometimes suggested in the youth research literature

Model: cohort; boys; family camsis; school type; tenure; graduate parents

Simple Model Log likelihood -314 Pseudo R²=.16

Extended Model Log likelihood -287 Pseudo R²=.23

Household

- **Number of rooms** [2.54]
- Number of bedrooms
- **Number of employed people in household** [-4.12]
- Number of married persons in household
- Number of unemployed people in household
- Number of people of working age in household
- **Terraced house** [-2.51]

Parental

- Mum attended grammar school
- Mum attended secondary modern
- Mum attended independent school
- Mum has FE/HE qualification
- Mum employed
- Number of hours Mum works
- **Mum's age when individual is 16** [2.61]
- Maternal grandfather's Cambridge Scale Male
- Maternal grandmother's Cambridge Scale Male
- **Dad attended grammar school** [2.24]
- Dad attended secondary modern
- Dad attended independent school
- Dad has FE/HE qualification
- Number of hours Dad works
- Dad's age when individual is 16
- Paternal grandfather's Cambridge Scale Male
- Paternal grandmother's Cambridge Scale Male

Conclusions

- Using synthetic cohorts of rising 16s data is plausible
- Tracking young people further into adulthood
- Attractive for studying other educational and employment outcomes
 - Attrition is lower than YCS
 - Item non-response lower than YCS
- Better understanding of income & wealth
- UKHLS 'rising 10 year olds'
- UKHLS estimated 1,000 new babies each year