



## JUGEND – BILDUNG – ARBEIT

Wie Raum und Herkunft die Integration in Bildung  
und Beruf strukturieren  
(JuBilA)



**ABSTRACT  
BAND**

---

## Session 2

### S2-E: Origins, Aspirations, and Occupations (Chair: Katarina Weßling)

Zeit: Donnerstag, 20.04.2023, 16.00 - 17.30 Uhr  
Ort: Amerika-Zimmer

---

#### **Does the regional occupational structure have an influence on whether career aspirations are congruent with young peoples occupational interests?**

Lea Ahrens (Leibniz Institute für Bildungsverläufe, LIfBi)

#### **Social Disparities in the Development of Students' Occupational Aspirations and the Role of Institutional Structures**

Victoria Zeddies (Leibniz-Institut für Bildungsforschung und Bildungsinformation, DIPF), Annabell Daniel (Ludwig- Maximilians-Universität München, Leibniz-Institut für Bildungsforschung und Bildungsinformation, DIPF), Stefan Kühne (Leibniz-Institut für Bildungsforschung und Bildungsinformation, DIPF), Kai Maaz (Leibniz-Institut für Bildungsforschung und Bildungsinformation, DIPF)

#### **Paving the way to educational success?! The role of older siblings for adolescent's educational aspirations and attainment in migrant and non-migrant families**

Marion Fischer-Neumann (Universität Duisburg-Essen)

#### **School-to-work transitions and occupational heterogeneity: Who gets training in more demanding occupations?**

Anett Friedrich (Bundesinstitut für Berufsbildung, BIBB), Paula Protsch (Bundesinstitut für Berufsbildung, BIBB/Universität zu Köln), Daniela Rohrbach-Schmidt (Bundesinstitut für Berufsbildung, BIBB)

---

## Session 3

### S3-H: Transitions into Adulthood: Space and Origins (Chair: Andreas Hadjar)

Zeit: Freitag, 21.04.2023, 9.00 - 11.00 Uhr  
Ort: Amerika-Zimmer

---

#### **Youth Transition and Social Security - A Comparative Study of Japan, the UK, Germany, Norway, and Switzerland**

Birgit Reissig (Deutsches Jugendinstitut, DJI), Andy Biggart Queen's University Belfast, UK), Akihiko Higuchi (Hosei University, Japan), Maki Hiratsuka (Hosei University, Japan) Takeshi Hori (Joetsu University of Education, Japan), Christian Imdorf (Leibniz Universität Hannover), Akio Inui (Tokyo Metropolitan University, Japan), Yoshie Miura (Tokyo Metropolitan University, Japan), Jan Skrobanek (Universität Bergen, Norwegen), Frank Tillmann (Deutsches Jugendinstitut, DJI)

#### **Fledging the nest – The role of family characteristics and regional opportunities for transitions to adulthood**

Katarina Weßling (Bundesinstitut für Berufsbildung, BIBB/Universität Maastricht, Niederlande), Kars van Oosterhout (Universität Maastricht, Niederlande)

#### **Who stays, who drops out, or who drops in again? Predicting Panel Participation Patterns in a Viennese Study on the School-to-Work Transition.**

Brigitte Schels (Friedrich-Alexander-Universität Erlangen-Nürnberg), Paul Malschinger (Universität Wien, Österreich), Susanne Vogl (Universität Stuttgart)

#### **Educational and Occupational Situation of Foreign-Born and Foreign-Educated Immigrants**

Stefan Hofherr (Deutsches Jugendinstitut, DJI)

## S3-H: 2 Fledging the nest – The role of family characteristics and regional opportunities for transitions to adulthood

Katarina Weßling, Kars van Oosterhout

ROA, Maastricht University / BIBB, Deutschland; k.wessling@maastrichtuniversity.nl

### Introduction

Commencing post-secondary education and leaving the parental home form two important markers in the transition to adulthood. It is well-established that a wide set of family characteristics – ranging from SES to norms and ties – play a role in young adults' transitions to post-secondary educational alternatives (Hillmert & Jacob, 2010; Ovink & Kalogrides, 2015) as well as on the spatial mobility decision i.e., to move out of the parental home (Billari & Liefbroer, 2007; Mulder & Clark, 2002). However, most previous studies approach leaving the parental home and post-secondary education choices as events isolated from one another.

We contribute to the literature by investigating, first, to what extent the choice of post-secondary education level is intertwined with the choice of study location (nearby or away from the parental home). This more comprehensive view on these intertwined decisions is warranted especially in Germany as ca. 40% of the moves out of the parental home are related to starting higher education (Nauck et al., 2017), while given the absence of tuition fees for higher education, costs mainly depend on the living situation.

Moreover, there is recent interest into how family effects depend on regional opportunity structures (Chetty et al., 2014; Hartung, Weßling, & Hillmert, 2022; Turley, 2009). Extending this line of thinking, we are, secondly, focusing on how the regional presence of higher education institutions and vocational training places moderates the effect of family characteristics on post-secondary education level and study location.

### Conceptual background and hypotheses

Our theoretical framework brings together sociological theories on educational stratification (Breen & Goldthorpe, 1997; Hillmert & Jacob, 2010) with the demographic literature on leaving the parental home (Avery, Goldscheider & Speare, 1992; Billari & Liefbroer, 2007), as well as with the (moderating) role of local contexts (Hillmert, 2019).

We expect four components of family life to play a role in the joint decision on post-secondary education level and study location: *parental SES, family norms, family ties, and local rootedness*.

We hypothesise that parental SES and parental educational expectations generally push young adults towards higher levels of education, and thereby more often to study at a distance from the parental home. Concurrently, we expect that young adults from families with strong family ties, familistic norms, and local rootedness are generally more likely to study near the parental home, be it at generally lower education levels. Lastly, given the compensating role of regional study opportunities, we expect that the influences of family on education and location choices of young adults will be stronger in areas with little study opportunities.

### Data and methods

Our study is based on German panel data from the Starting Cohort 4 of the National Educational Panel Study (NEPS-SC4) (Blossfeld, Roßbach & Maurice 2011). We link the survey data with data on the local presence of higher education institutions and vocational training opportunities. This combined dataset follows 2,879 students in the academic track of secondary school (Abitur) in hundreds of schools throughout the country. It contains rich information on the family life during secondary school and on their choices for post-secondary education in the two years after graduation.

Our dependent variable maps the intertwined decision by linking the type of post-secondary education with the place of residence. We consider three education levels (research university (RU), university of applied sciences (UAS) and vocational education and training (VET)). (VET is a common educational choice (ca. 25% of a graduation cohort) among German school leavers with Abitur). With regard to study location, we make a split between studying nearby or away from the parental home. We use a cut off at 100 minutes travel time from the parental home (with other thresholds providing similar results). We combine the two information so that our dependent variable consists of six outcome alternatives (RU at parental home vs. away, UAS at parental home vs. away, VET at parental home vs. away). Thus, we calculate a multinomial logistic regression considering the hierarchical data structure of students clustered in schools.

## Preliminary results

In line with our hypotheses, family SES and parental educational expectations are associated with higher education levels and with a higher propensity to study at a distance from the parental home. Familistic norms are indeed related to studying near the parental home at a lower study level. However, the results for family ties and local rootedness are less strong and do not appear to affect the education and location choices of young adults. Furthermore, we find selective evidence for a moderating effect of regional opportunities; The negative relationship between parental education and entering VET close to the parental home seems especially pronounced when growing up in regions without higher education institutions. Thus, by these intertwined transitions with regional opportunities, we can show that without study opportunities in the local context social inequalities in educational transitions are further increased.

## *Bibliografie*

- Avery, R., Goldscheider, F., & Speare Jr, A. (1992). Feathered nest/gilded cage: Parental income and leaving home in the transition to adulthood. *Demography*, 29(3), 375-388.
- Billari, F. C., & Liefbroer, A. C. (2007). Should I stay or should I go? The impact of age norms on leaving home. *Demography*, 44(1), 181-198.
- Blossfeld, H.-P., Roßbach, H.-G., & von Maurice, J. (Eds.). (2011). Education as a lifelong process: The German National Educational Panel Study (NEPS) [Special Issue]. *Zeitschrift für Erziehungswissenschaft*, 14. Wiesbaden: VS Verlag für Sozialwissenschaften.
- Breen, R., & Goldthorpe, J. H. (1997). Explaining educational differentials: Towards a formal rational action theory. *Rationality and society*, 9(3), 275-305.
- Chetty, R., Hendren, N., Kline, P., & Saez, E. (2014). Where is the land of opportunity? The geography of intergenerational mobility in the United States. *The Quarterly Journal of Economics*, 129(4), 1553-1623.
- Hartung, A., Weßling, K. & Hillmert, S. (2022). Interplay between family background and labour-market conditions in shaping students' occupational status expectations. *Journal of Education and Work*. DOI: 10.1080/13639080.2022.2073338
- Hillmert, S. (2019): Multiple social contexts of education: systematic commonalities, differences and interrelations. In Becker, Rolf (Hg.): *Research Handbook on the Sociology of Education*. Cheltenham: Edward Elgar, S. 69-87. DOI: 10.4337/9781788110426.00012
- Hillmert, S., & Jacob, M. (2010). Selections and social selectivity on the academic track: A life-course analysis of educational attainment in Germany. *Research in social stratification and mobility*, 28(1), 59-76.
- Mulder, C. H., & Clark, W. A. V. (2002). Leaving home for college and gaining independence. *Environment and Planning A*, 34(6), 981-999. <https://doi.org/10.1068/a34149>
- Nauck, B., Groepler, N., & Yi, C. C. (2017). How kinship systems and welfare regimes shape leaving home: A comparative study of the United States, Germany, Taiwan, and China. *Demographic Research*, 36, 1109-1148.
- Ovink, S. M., & Kalogrides, D. (2015). No place like home? Familism and Latino/a-White differences in college pathways. *Social science research*, 52, 219-235.
- Turley, R. N. L. (2009). College proximity: Mapping access to opportunity. *Sociology of Education*, 82(2), 126-146.

wichtigste Publikationen der Erstautorin:

- Hartung, Andreas, Weßling, Katarina & Steffen Hillmert (2022). Interplay between family background and labour-market conditions in shaping students' occupational status expectations. *Journal of Education and Work*. DOI: 10.1080/13639080.2022.2073338
- Weßling, Katarina & Christoph Meng (2021). The mediating and moderating role of neighbourhoods and regions on second generation immigrant youths' school-to-work transitions in the Netherlands. *Population, Space and Place* 27(2). p.1-20. DOI: 10.1002/psp.2384
- Weßling, Katarina & Nora Bechler (2019). Where do regional influences matter? The impact of socio-spatial indicators on transitions from secondary school to university. *Review of Regional Research* 39(2). p. 163-188. DOI: /10.1007/s10037-019-00131-5
- Hillmert, Steffen, Hartung, Andreas & Katarina Weßling (2017). A Decomposition of Local Labor-Market Conditions and Their Relevance for Inequalities in Transitions to Vocational Training. *European Sociological Review*. 33(4). p. 534-550. DOI: 10.1093/esr/jcx057