

ABSTRACT

Education and Social Mobility: The Changes of Educational Stratification and Social Mobility in Korea

Byung Young Park

Meeran Kim

Kihun Kim

Kirak Ryu

The four-year-project "Education and Social Mobility" is designed for archiving data, and analysing education inequality and the role of education in social mobility among the cohorts born between 1943 and 1986. Considering the rapid social change and the rapid expansion of educational opportunities in Korea, we need to archive data for comparative study by time period, and for social mobility study in gender perspective which has been neglected as well. The data is composed of basic items of educational experiences and jobs of both respondents and their parents, and additional items for each cohort.

In 2010, the third year, we added the data of the cohort born between 1966 and 1975 to analyze stratification in education, occupational status, and social mobility comparing with the cohorts of 1943–1955 and 1956–1965.

We analyzed the change of stratification in education, the influences of background variables and education on occupational status and income, and mobility table. The main findings are as following.

First, we analyze the change of stratification of education, and the results are as following.

Considering the influences of individual characteristics and background variables on the education level, generally men who had grown in Seoul have relatively higher ratio of going on to a higher stage of education. The education level and occupational status of father, family circumstance, and parents' educational supports, the record in school, as well as the experience of private education, have influences on the advance in the education stage.

OLS regression of education year on gender and background variables reveals that the influences of gender as well as background variables have been decreasing. That the cohort is younger, the influence of background variables is weaker except the occupational status of father means that the expansion of educational opportunities reduces the gap of education year by gender and personal background.

The results of logistic regression of the advance in the education stage on gender and background variables are as following. First, the gender gap is bigger in the upper level of education. Second, the influence of background variables is smaller in the upper level of education. It means that it is determined already in the lower level of education whether one can get

education opportunity by personal background, and the advantageous group in personal background get the expanded education opportunity preferentially.

The results of the analysis of the influences of background variables and education on occupational status and income are as following.

First, the regression of the occupational status score (ISEI, International Socio-Economic Index of Occupational Status) of the first and current job shows that background variables like the education level of the respondent's parents and the father's occupational status have influence on the respondent's occupational status by the medium of respondent's education level.

Regarding the occupational status, the path analysis confirms the model of 'education level of father → education level of respondent → first job of respondent → current job of respondent'. The results of comparing by gender and cohort with the extended model with education level of mother and educational support from parents are as following. The influences of father's education level and occupational status on the education level of the respondent as well as on the first job are bigger for female rather than male. While the influence of father's education level on the parents' educational supports is getting decreasing, the influence of mother's education level is increasing. However, the influence of parents' educational supports on the respondent's education level is decreasing. Regarding the occupational status of the first job of the respondent, while the influence of father's occupational status does not have particular trend, the influence of respondent's education level is decreasing. It is also for the occupational status of the current job of respondent.

The result of regression of the current income on background variables and education shows that respondent's education year is main factor.

Occupational status also has effect on the current income. The younger cohort has more gender gap in income, and in the case of the cohort of 1966–1975, age and background variables have effect on the current income.

Finally, the results of mobility table analysis are as following.

Two-way class mobility table between father and respondent reveals that both in case of men and women, class transmission of service class and farmer are stronger than that of other classes. Considering cohort effect, the tendency that farmer class transmission is stronger than service class transmission has reversed. In addition, both men and women of 1956–1965 cohort and 1966–1975 cohort also have the tendency of mutual class mobility between service class and white-collar worker.

Three-way mobility table controlling the education level of respondent shows that the strong relationship between education and class reduces the effect of class transmission. In cases of women from 1943–1955 cohort and 1956–1965 cohort, class transmission effect disappeared if education level was controled. It means that women are influenced by education level more than men in class mobility.

The results of analysis of the chain 'class origin \rightarrow education \rightarrow class destination' are as following. The possibility to get higher education level and more is different from men and women by father's class. The respondents with fathers from service class have more possibility to get the upper level of education, and the possibility of younger cohort with father from white collar worker to higher education is increasing. On the other hand, if respondent's father is from farmer, he has the highest possibility to get lower education than middle school. The analysis of the relationship between education and class destination shows that the allocation of class position is different by education level. While those who have higher

education are very likely to be allocated into service class, those who have only elementary or middle school education are more likely to be allocated into farmer or manual worker. Considering cohort, young cohort are more likely to have higher education and to be allocated into white collar worker. Those who have lower education than middle school became less likely to be allocated into farmer and more likely to be allocated into manual worker because of the change of industrial structure.

Generally, considering the class status of father and the class allocation of respondent, education has high relationship with service class and farmer class, and these classes are also most likely to be transmitted.

Regarding the change of the educational opportunity and the occupational structure with the advance of industrialization, there are close relationships between the decrease of the ratio of workers in agriculture, forestry, and fishery and the enrollment rate in elementary school, between the increase of the ratio of manual workers and the increase of entrance rate in secondary education, and particularly between the increase of professional classes and the expansion of educational opportunity in higher education. With the rapid industrialization in Korea, there was the little time gap between the increase of manual workers and non-manual workers. And the expansion of educational opportunities made education level as main factor to transfer manual or non-manual worker. This means that it was open to move between classes.

With the expansion of educational opportunities, gender gap in education and the influence of personal background on education level have decreased and education has been main factor to get occupational status or class mobility. However, although the influence of class origin on education has decreased, it still has strong effect on getting educational opportunities. In

addition, there is also possibility that the class mobility was due to the change of industrial structure. Thus, it was possible to say that for the cohort born between 1943 and 1975 to move from farmer to other classes was due to the exceptional opportunity structure by the medium of education.