

Educational Aspirations And Life Goals Of Adolescents At Risk In Eastern Switzerland

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Symposium: A chance for Inclusion or Risk of exclusion?
Adolescents values, aspirations and expectations towards
education and labor market

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Overview

Theoretical Framework

- Life Goals And The Social Production Function
- Career Choice, Development Theories And Educational Aspirations
- Adaption Of Life And Career Goals

Previous Findings

- Adaption Of Life And Career Goals
- Risk Groups

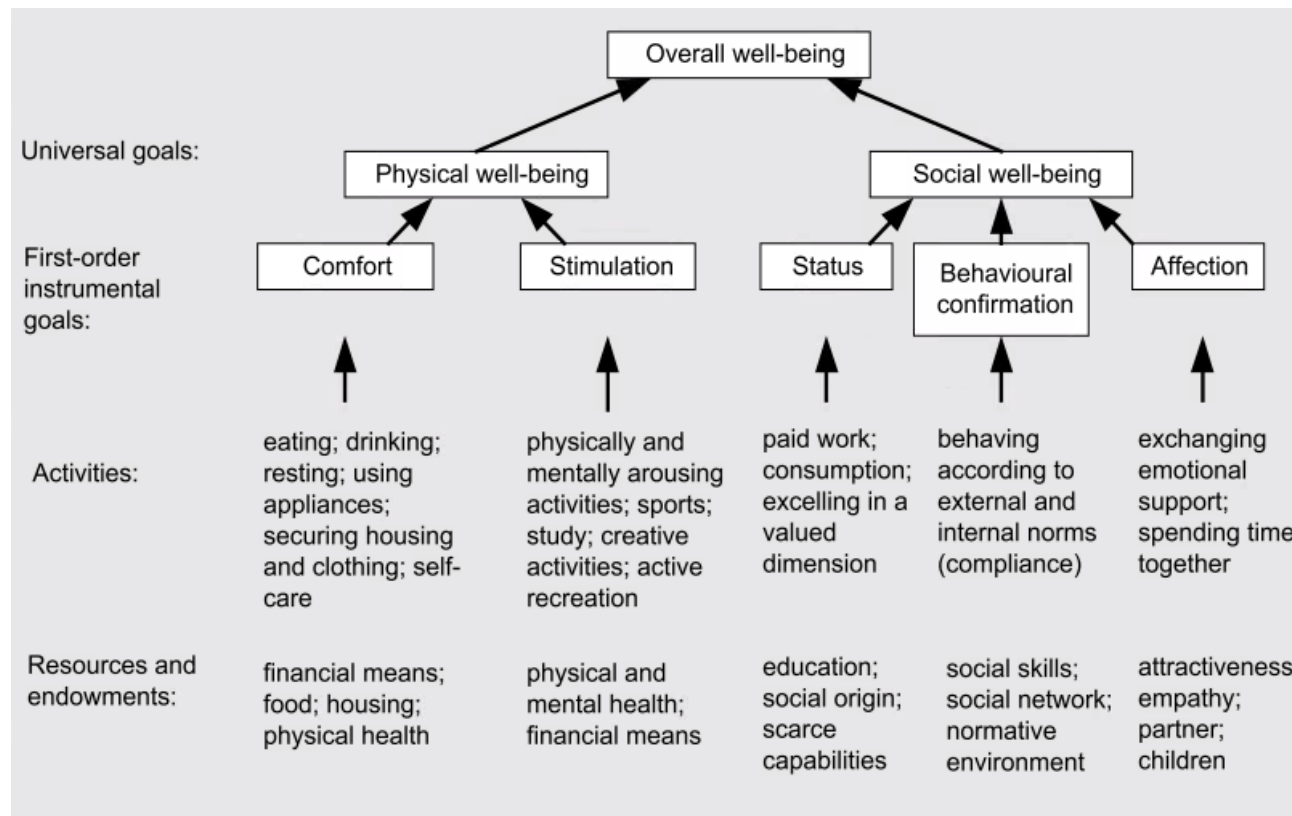
Research Question

Data and Methods

Results

Discussion

Life Goals And The Social Production Function



The hierarchy of goals in Social Production Function Theory, adapted from Ormel et al. 1999

The theory of social production functions: striving for two major goals - physical wellbeing and social approval (Lindenberg, 1989, 1996, Ormel et al. 1999) .

Three universal instrumental goals identified for social approval: status, behavioral confirmation and affection. By specifying universal instrumental goals, it is possible to trace substitution processes.

Physical wellbeing striving for two universal goals: stimulation and comfort (Lindenberg, 1996)

Career Choice, Development Theories And Educational Aspirations

- Theory of Ginzberg (1972): career development as a lifelong developmental process, characterized by compromise and once made, most irreversible
- Wisconsin-Model (Sewell, Haller & Straus, 1969) position within status hierarchy shapes a persons attitudes and values, which has an impact on education
- Rational choice model of educational decisionmaking as result of a cost-benefit-analyses in order to estimate the revenues based on costs, investments and chances of accomplishments (Boudon, 1974; Breen and Goldthorpe 1997; Becker and Gresch, 2016)

Adaption Of Life And Career Goals

- *Career Adaptability* as “[...]The readiness to cope with the predictable tasks of preparing for and participating in the work role and with the unpredictable adjustments prompted by the changes in work and work conditions” (Savickas, 1997, p. 254)
- Dynamic process, where pupils set their goals according to personal preferences and environmental opportunities and limitations, optimize their behavior to achieve those goals, and compensate and adjust if goals become unattainable or unattractive (Lerner, Freund, De Stafanies, & Habermas, 2001; Nurmi, 2004)
- *Living System Framework* describes goals adaption as a result of self-evaluate thoughts interaction and environmental evaluations; based on information processing and information storage. (Ford, 1987; Vondracek and Porfeli, 2008).

Previous Findings: Adaption Of Life And Career Goals

- Heckhausen & Tomasik (2002) identified three groups of subjects “dream job”, “job I am interested in”, “apprenticeship applied for” adolescents progressively adjusted their “dream job” to “job I am interested in” as the deadline approaches.
- Hirschi (2009) longitudinal study investigated how 330 Swiss adolescents simultaneously adapt career goals to interests, scholastic achievement and environmental opportunities. Results demonstrated that students increasingly adapt their goals to the environment.
- Hirschi (2011) study on Swiss adolescents about different ways to achieve well-being or happiness related to career development.

Previous Work On Risk Groups

Individual resources:
school performance,
social background,
immigration, gender,
etc.)

opportunity

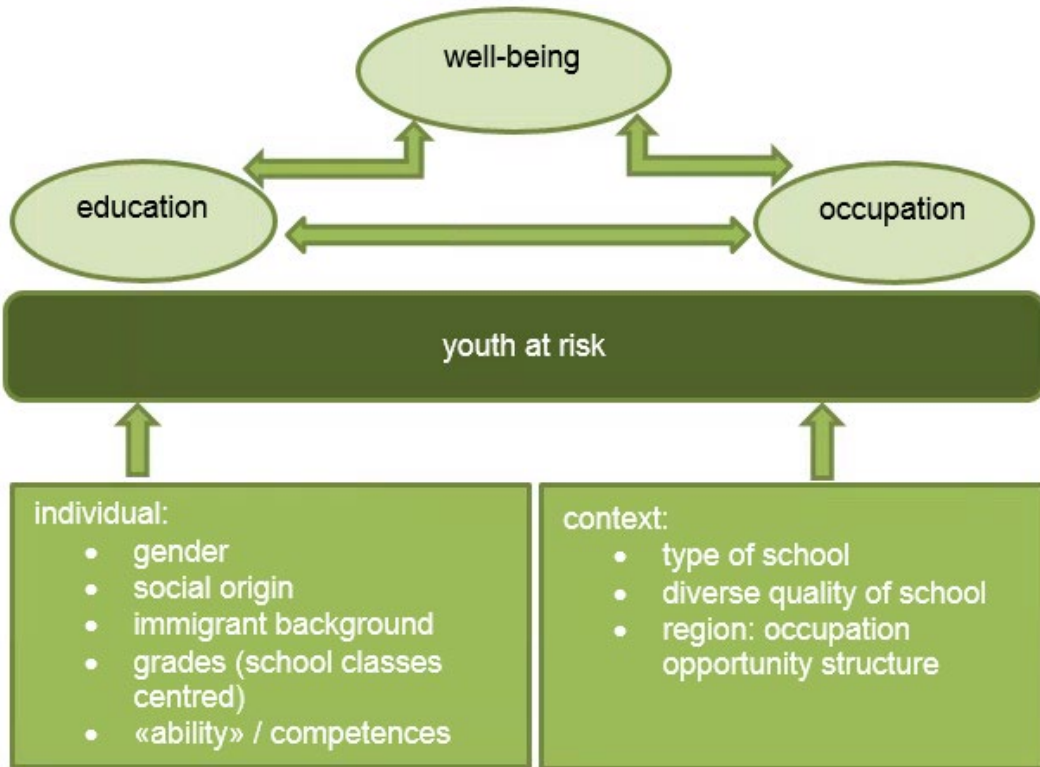
structures (context):
type of school, training
places, institutional
rules for licensure,
practice of selection of
training companies,
etc.)

- Glauser, Becker & Zwahlen (2016) longitudinal study on more than 3300 Swiss 8. and 9. graders on career and educational choices, transition from compulsory school to higher education, vocational training or job market (DAB Study). Differentiates between individual resources, experience, constraints, existing opportunity structures
- TREE (Transition from education to occupation) Swiss wide longitudinal study since 2000 with more than 6000 adolescents. Findings from Tjaden & Scharenberg (2016) shed light on general educational decision-making process among migrant families.
- Jäpel (2017) study on decision making of adolescent at the end of school. Focus on “Berufsmaturität” as an alternative path for access to university for mostly adolescent from less privileged families

Research Question

Do adolescents adapt their life goals away from occupational goals towards more general life goals, if they perceive lower chances of successful labor market integration?

Research Model



Research Model



Data: «Lebenswelten of Adolescents in Eastern Switzerland»

- Classroom-based Online-Questionnaire (Herbst 2016)
- «Sekundar»- and «Realschulen» (Lower secondary Education)

	St.Gallen	AR	total
Schools in sample	13	3	16
Classes in schools	180	30	210
Participating classes	65	16	81
Participating pupils	1114	219	1333

Data: «Lebenswelten of Adolescents in Eastern Switzerland»

- 680 boys, 624 girls
- 1'114 St.Gallen, 219 Appenzell Ausserrhoden
- Age: 11 to 16

Parental Education*

Max. Comp.	20 %
Higher sec.	43 %
tertiary	37 %

Migration

None	61 %
2nd Gen.	26 %
1st Gen.	13 %

Cognitive Demand

Real	30 %
Sek	53 %
others (KK, LL)	17 %

Life Goals: Physical and Social Well Being

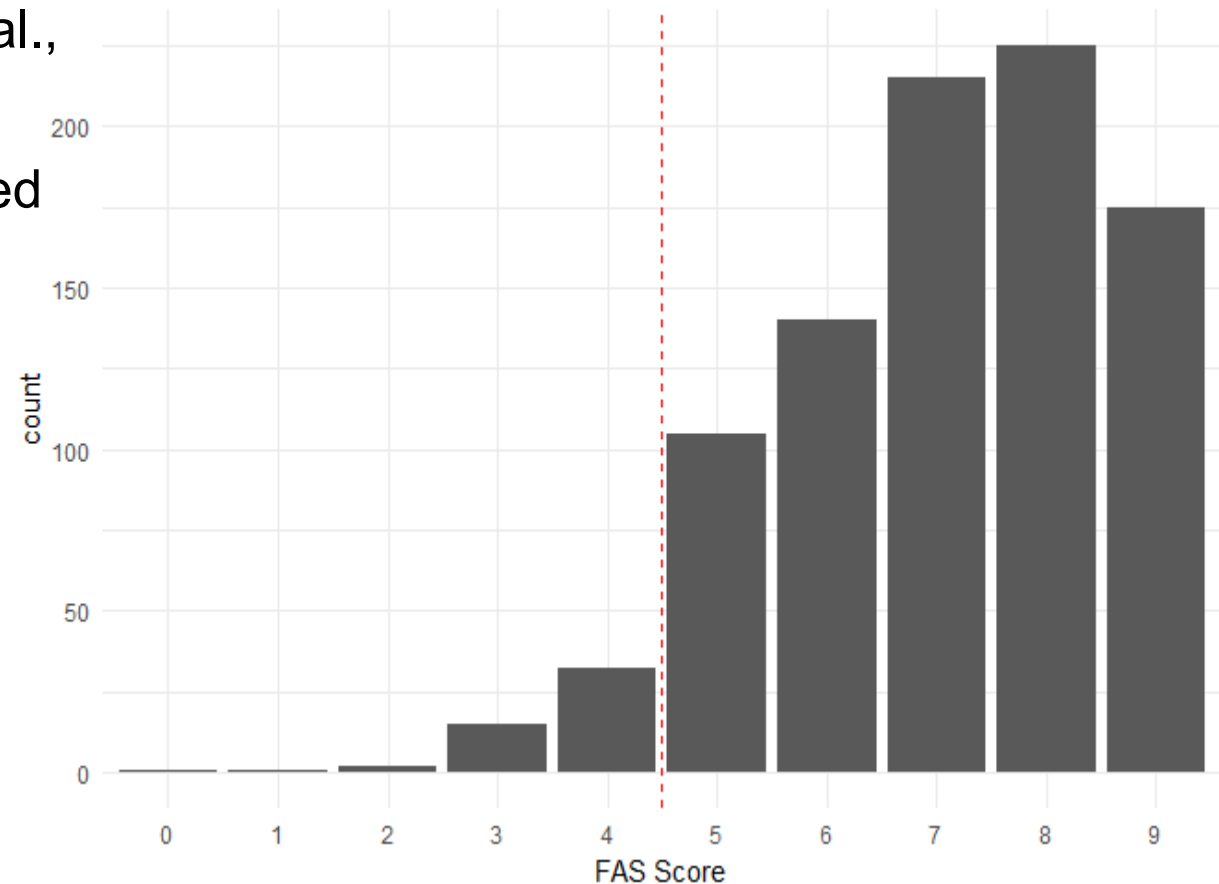
overall well-being					
universal goals	physical well-being		social well-being		
	first-order instrumental goals	activities	resources and endowments	sample items	items that fit in many goals categories
	comfort	stimulation	status	behavioural confirmation	affection
	eating; drinking; resting; using appliances; securing housing and clothing, self-care	physically and mentally arousing activities; sports; study; creative activities; active recreation	paid work; consumption; excelling in a valued dimension	behaving according to external and internal norms (compliance)	exchanging emotional support; spending time together
	financial means; food; housing; physical health	physical and mental health; financial means	education; social origin; scarce capabilities	social skills; social network; normative environment	attractiveness; empathy; partner; children
	to live health-consciously	to develop my own creativity and fantasy	to have power and influence	to follow customs and traditions of my own tradition	to help marginalized groups and people who are deprived
			to be politically active		
			to live and act responsively / self dependent		
			to tolerate different minds that I don't share		

Mir persönlich ist in meinem Leben wichtig,

	sehr wichtig	eher wichtig	eher unwichtig	völlig unwichtig
dass ich gesundheitsbewusst lebe.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
dass ich die guten Dinge des Lebens in vollen Zügen geniessen kann.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
dass ich vorrangig umweltbewusst handle.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
dass ich eine gute Ausbildung machen kann.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
dass ich mit den Menschen, die mir in meinem Leben wichtig sind, eine gute Beziehung habe.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
dass ich Macht und Einfluss habe.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
dass ich Gesetze und Ordnung respektiere.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
dass ich nach Sicherheit strebe.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
dass ich fleissig und ehrgeizig bin.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
dass ich einen hohen Lebensstandard habe.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
dass ich mich und meine Bedürfnisse gegen andere durchsetze.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
dass ich meine Fantasie und Kreativität entwickle.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
dass ich sozial Benachteiligten und gesellschaftlichen Randgruppen helfe.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
dass ich auch solche Meinungen toleriere, die ich selbst nicht teile.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
dass ich mich politisch engagiere.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
dass ich von anderen Menschen unabhängig bin.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
dass ich ein abwechslungsreiches und aufregendes Leben habe.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
dass ich Freunden helfe und mich für sie einsetze.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
dass ich mich an Sitten und Gebräuche aus der eigenen Tradition halte.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
dass ich das tue, was die anderen auch tun.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
dass ich eigenverantwortlich lebe und handle.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Independent Variables

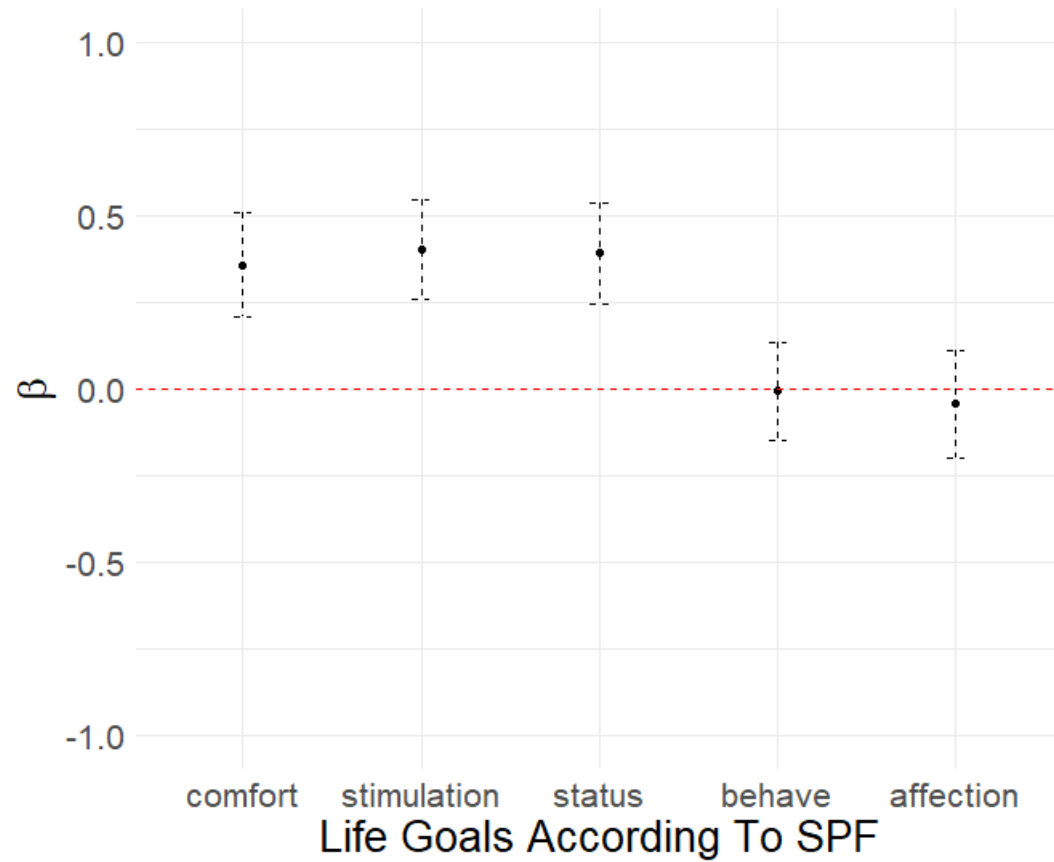
- Family Affluence Scale (FAS, Inchley et al., 2016, HBSC)
- Additive compound scale of wealth related possessions (0 – 9)
- Cut-off Value for Youth at risk: 4 or lower



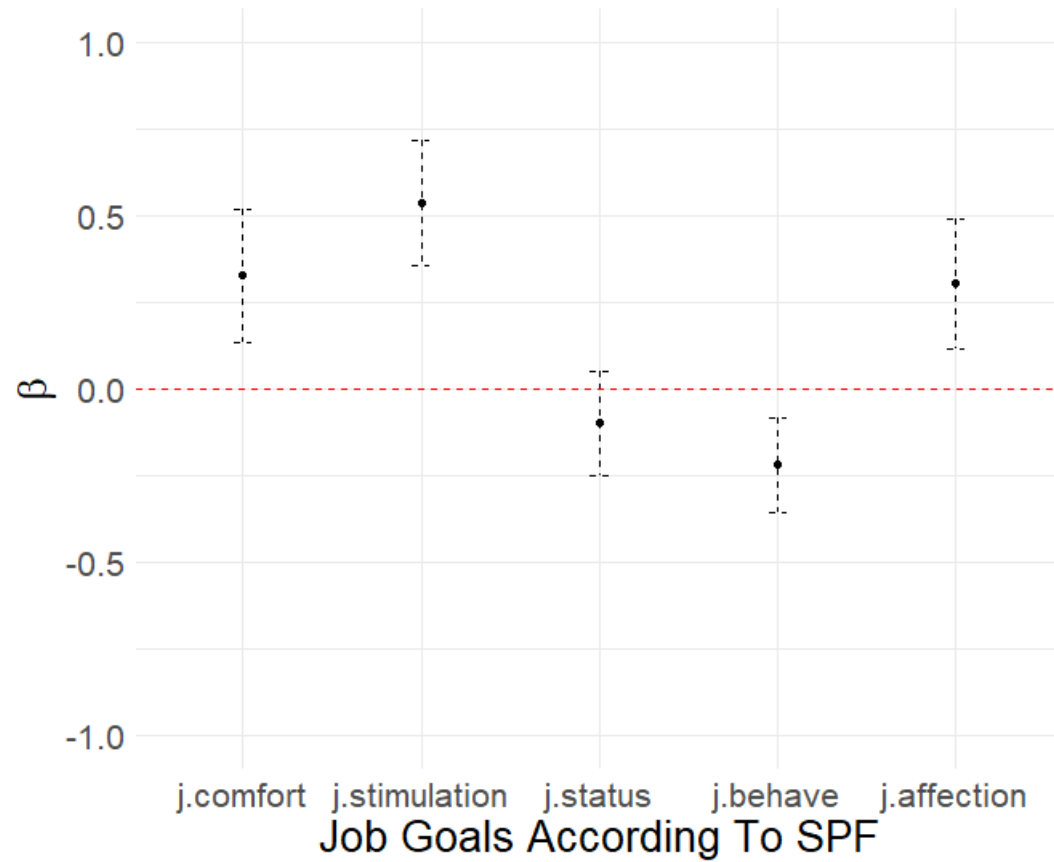
Methods

- Dependent Variable: z-standardized mean scores of general and job specific life goals according to social production function
- Independent Variable: Youth at risk (family affluence scale < 5) yes / no
- Controlled: gender, age, type of school, region, immigrant generation
- OLS Regressions clustered SEs (cluster: classrooms)
- Listwise deletion on missing values (N = 911)

Results



Results



Results

General life goals:

- Rather weak effects of pupils from low family affluence
- More comfort and stimulation
- Unexpected effect on status goals («upside down»)

Job goals:

- Rather weak effects of pupils from low family affluence
- More comfort, stimulation and affection

Discussion

Measurement

- Operationalisations adequate?
- Better: Not rate life goals but rather estimate their likelihood?

Statistical

- Different outcomes and endowments are sometimes strongly confounded
- Methodological: using the same indicator for every goal, that it might belong to?

Discussion

Overall

- Desired goals are still dependend on educational and occupational success...
- Theoretical foundations?

Thank you!

- ... for your invitation
- ... for listening
- ... for your feedback

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