

The Effects of Education on Social Mobility: A Study of Intergenerational Mobility

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Abstract

From the most basic to the most sophisticated human societies, social inequality is present in all of them. An unequal distribution of resources, including wealth, income, occupation, and education, is referred to as social inequality. It is a concept that is quantifiable, descriptive, and objective. When inequality is rated, social strata are created in a hierarchical fashion. We refer to this phenomenon as social stratification. The socioeconomic standing of children is influenced by both family history and schooling. On the one hand, education aids in improving lower-level groups' mobility and aptitude. On the other hand, family history has a significant impact on educational opportunities. The current intergenerational mobility of inhabitants is statistically analyzed in this article, it substitutes the parents' level of education for the influence of family background on children's social standing. This study examines how education affects intergenerational mobility using ANOVA models. The findings indicate that offspring of parents with lower levels of education frequently struggle to overcome the negative effects of their family history and advance in society. Children in higher-educated homes can easily maintain their parents' superior employment level.

Keywords: Educational Opportunities; Social Mobility; Intergenerational Mobility.

I. INTRODUCTION

The main issues with social inequality include how individuals connect with one another, how they compete and complete, and how some people manage to rise while others are forced to fall in spite of their efforts to do so (Blalock Jr & Hansen, 1968). Although social inequality theories are not intended expressly for researching Indian culture, they are frequently used to the analysis of Indian social situations without acknowledging that they are derived from the experiences of contemporary Western society. For instance, completion would not become a crucial component of social relations if interpersonal interactions were largely determined by structural-social relationships. Nothing compares to a theme of success. There is an implicit theoretical viewpoint in Indian culture that can only be accepted with certain precautions, as evidenced by the way people interact, execute tasks, and compete with one another (Brown & Park, 2002).

Education is crucial for fostering social development and enhancing talent quality. Education gives people the abilities, knowledge, and skills necessary for success in the modern world as well as for personal development. Education increases people's employability and prepares them to adjust to shifting economic situations by fostering the development of reading, numeracy,

critical thinking, problem-solving, and communication skills. A well-rounded education increases the likelihood of upward mobility and the ability to overcome intergenerational poverty by giving them the groundwork to seek further education, career training, or entrepreneurship (Cheng & Ren, 2018). By fostering ambition, self-worth, and confidence, education has a profoundly positive impact on people's empowerment. People can imagine a better future for themselves thanks to education, which broadens their views and exposes them to new concepts, viewpoints, and chances. This empowerment is essential for motivating people from underprivileged backgrounds to establish goals, dream big, and work toward success, which in turn promotes social mobility on an individual basis.

Education is seen as a key factor in determining a person's social standing in an egalitarian society. This is the case since education is regarded as the foundation for occupational job selection. As a result, it may serve as a conduit for advancing from one professional position to the next. from one with less money to one with more. Because the goal of creating an egalitarian society can only be realized through democratic policies (Coleman, 1988).

II. LITERATURE REVIEW

Changes in children's socioeconomic standing relative to their parents are frequently referred to as intergenerational mobility. This study examines the relationship between children's socioeconomic status and their parents' socioeconomic status. A person's personal, cultural, social, and financial capital resources are referred to as their socioeconomic standing (Ganzeboom, De Graaf, & Treiman, 1992).

Coleman (1988) noted that parental human, economic, and social capital have a stronger influence on children's educational success than school quality, and that children from wealthier socioeconomic situations frequently have an advantage in terms of their educational achievement. According to Brown and Park (2002), the parents' aptitude and educational attainment serve as the foundation for the family's intergenerational transfer of education. The parents will earn more money if they come from a better family since they will be more educated. Children receive a greater level of education when their learning environment is improved (Li, 2005).

Education can raise the likelihood of upward mobility and dramatically lower the likelihood of intergenerational downward mobility. Sun (2015) used the Logit model to assess how educational opportunities were distributed across different educational stages. The findings indicate that children's educational prospects at various stages are influenced by the educational backgrounds of both mothers and fathers. While the mother's educational background has a greater impact on children's educational chances during high school and compulsory schooling, the father's educational background has a considerable impact during the higher education stage (Li, 2012a).

Zhang (2016) showed that the elasticity of intergenerational education mobility is often upward and that parental education has a more substantial and long-lasting impact on children's education. Mobility is reduced as a result of intergenerational schooling. Regional, urban, rural,

and class disparities in the intergenerational mobility of education in China were measured using a special intergenerational mobility index with robust mathematical properties (Ganzeboom et al., 1992). Fathers' income, marital status, political capital, and human capital all have significant effects (Li, 2012a). From a theoretical standpoint, education reform affects intergenerational mobility. Higher education enrollment will result in disparities in educational opportunities and ineffective human capital accumulation (Li, 2005). In order for the social elite to carry out the intergenerational transfer of resources, education is a crucial tool for intergenerational reproduction and an intermediary mechanism. Access to educational possibilities will be impacted by each person's unique prerequisite conditions (Sun, 2015).

III. MATERIALS AND METHODS

We must comprehend the connection between education, family background, and socioeconomic standing in order to investigate how education expansion affects intergenerational mobility. In this case, education can be viewed as a moderator and mediator in the interaction between socioeconomic position and family history in the first job effect. By influencing the respondent's educational attainment, the family background plays an intermediary function in the interviewee's social and economic standing. The interviewee's family background's impact on their initial socioeconomic standing at work or educational attainment is known as the moderating effect. While the structural effect of raising education enrollments primarily tests the moderating role of education, the equalization effect of raising education enrollments is predicated on the mediating role of education. The interaction of variables may have this moderating effect.

The pre-approval effect, in which parents pass on their socioeconomic status to their children through economic, social, and cultural capital, determines the socioeconomic level of the child's first work. Important outcomes of effort include mobility and education, which by their very nature call for certain hard-to-quantify traits and skills. The educational attainment of children will also be influenced by the socioeconomic capital of their parents. Materials and human capital resources vary greatly throughout social strata. Biased policies and the unequal distribution of educational resources will cause this disparity to develop into an unequal educational opportunity and process. Significant variations in educational attainment and results between various strata are the result of educational disparity, which is exacerbated by inequality. More educated individuals ultimately have a stronger edge when it comes to gaining access to the higher echelons of society.

The measurement model is as follows when the interviewee's first job's socioeconomic status index serves as the dependent variable.

$$y = \alpha + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_2 * X_1 + \beta_4 X_3 + \mu$$

The error term is one of them, along with the regression coefficient. X1 and X2 stand for the interviewee's educational attainment and family history, X3 for gender, Control variables include age, square terms of age, and household registration. X2 * X1 The interaction word stands for educational attainment and familial background. whether there is significance in the regression

coefficient β_3 . It demonstrates how education level can control how family background affects a person's first job's socioeconomic standing.

IV. RESULTS

Access to high-quality education has historically been uneven in many nations, which has limited social mobility and maintained preexisting social hierarchies. Nonetheless, attempts have been made to solve this problem by giving everyone, regardless of background, fair access to education. Societies may level the playing field and establish a more equitable society by guaranteeing that education is available to all people, irrespective of their socioeconomic background, gender, race, or location.

A person's social mobility can be greatly impacted by the social and cultural capital that education fosters in addition to knowledge and skills. The networks, contacts, and social ties that people form as a result of their educational experiences are referred to as social capital. These relationships can facilitate upward mobility by providing access to mentorships, employment opportunities, and other social resources. Similar to this, education equips people with the skills necessary to function in a variety of social contexts and engage with persons from a wide range of backgrounds by exposing them to cultural capital, such as literature, art, music, and other kinds of cultural expression.

Table 1: ANOVA

| Dimensions | | Sum of Squares | Df | Mean Square | F | Sig |
|---|----------------|----------------|-----|-------------|-------|------|
| To what extent does education influence intergenerational social mobility? | Between Groups | 33.328 | 3 | 11.109 | .594 | .619 |
| | Within Groups | 7796.207 | 417 | 18.696 | | |
| | Total | 7829.534 | 420 | | | |
| How does the level of education attained by parents affect the educational and occupational outcomes of their children? | Between Groups | 68.732 | 3 | 22.911 | 1.041 | .374 |
| | Within Groups | 9178.456 | 417 | 22.011 | | |
| | Total | 9247.188 | 420 | | | |
| What is the relationship between education and social mobility across different socioeconomic backgrounds? | Between Groups | 13.584 | 3 | 4.528 | .275 | .843 |
| | Within Groups | 6865.015 | 417 | 16.463 | | |
| | Total | 6878.599 | 420 | | | |
| Do different types of education (e.g., vocational, academic) have varying effects on social mobility? | Between Groups | 13.031 | 3 | 4.344 | .403 | .751 |
| | Within Groups | 4499.809 | 417 | 10.791 | | |
| | Total | 4512.841 | 420 | | | |
| How do institutional and structural factors (e.g., access to quality education, labor market conditions) impact the relationship between education and social mobility? | Between Groups | 45.154 | 3 | 15.051 | .741 | .528 |
| | Within Groups | 8465.393 | 417 | 20.301 | | |

An examination of how education affects intergenerational mobility is presented based on the data. Economic, social, and cultural capital exhibit unique intergenerational transmission patterns, while the degree of intergenerational mobility exhibits a more pronounced segmentation feature. There are clear signs of labor market segmentation in the workplace, which

is a significant indicator of a person's social status. Children from lower-income homes frequently struggle to overcome the negative effects of their family history and advance to higher-paying positions. Children from wealthy homes can easily hold onto their parents' favorable employment status, and there is less chance of downward mobility.

The socioeconomic standing of children is influenced by both family history and schooling. Through education, lower-level groups' chances of escaping family poverty and achieving upward mobility are increased, as is intergenerational mobility. It is impossible to overlook, though, that only in the context of equitable education can education ensure the achievement of intergenerational mobility. If not, educational disparity will develop into a significant engine of social injustice and the perpetuation of social stratification. The richer parts of society use a range of resource advantages to promote their children's access to better educational options, practices, and results in order to maintain their status, transmission between generations, which causes the class to become more firmly established. Additionally, the role of education is more constrained and intergenerational mobility is poorer in cases of extreme social difference.

V. CONCLUSION

The function of education in fostering social mobility has grown even more in the digital age. Technological developments have changed industries, opened up new career paths, and made some abilities outdated. More social mobility can result from people having access to digital education and training, which can help them develop the skills they need to succeed in the digital economy. The digital divide, in which some people or communities do not have access to technology and digital services, is still a problem, nevertheless. In order to ensure that education continues to be a catalyst for social mobility in the digital age, it is imperative that this disparity be addressed through programs that offer digital literacy and access to technology. Social mobility is mostly fueled by education, which helps people get over socioeconomic obstacles and live better lives. Education may end the cycle of poverty and encourage upward mobility by addressing social and cultural capital, empowering people, making education more accessible, and imparting knowledge and skills. In order to meet the difficulties of the digital era, it is crucial to make sure that education is available to everyone, regardless of background, and that people are given the tools they need to succeed in a world that is becoming more and more digital. Societies may encourage social mobility and contribute to a more equitable and prosperous future for all by placing a high priority on education and putting laws in place that support fair access.

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