

**Intergenerational Aspects of Educational Inequality
Dissertation Abstract**

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Educational attainment is a central component of social stratification, and a correlate of opportunity and inequality within and across generations and societies. Educational inequality has many facets: some ascriptive, others achievement based, and still others that depend on the organization of schools and labor markets. One facet that is often ignored, however, is the intergenerational processes that shape the distribution of schooling from one generation to the next. Researchers commonly think of educational inequality as the byproduct of individuals' progress through school. But families, rather than individuals, are also important agents in the process of educational stratification (Jencks et. al 1972; Featherman and Hauser 1978; Caldwell et. al 1985, Mare 2001).

Families and family structure are both a cause and a consequence of educational attainment. Consider the effect of expanding women's education. Increasing women's education improves the life chances of both women and their progeny. Those with more schooling have children who obtain more schooling, a mechanism that transmits and multiplies the advantages of increased educational attainment across generations. Improving women's schooling also changes patterns of family formation. Increases in schooling can change women's marriage and fertility decisions, including whether they marry, the age at which they marry, the kind of partner they choose, whether their marriage stays intact, when they begin to bear children, and how many children they bear. These changes in family structure also affect educational inequality across generations. Most analyses of educational stratification miss this key dimension. Even those studies that consider the intergenerational transmission of educational status usually take the observed family as given. That is, most analysts use existing samples of mothers, fathers, and children to study the relationship between parents' schooling and children's schooling. Existing families, however, do not capture the changes in family size and structure that will result from a given change in schooling in the parent generation.

This dissertation advances our understanding of educational stratification by considering both the direct relationship between parent's schooling and children's schooling and how changing schooling in one generation alters the numbers and types of families that are formed in the next generation. I consider the demographic mechanisms that shape the distribution of schooling and the interplay of population processes (marriage, fertility, mortality) and changing socioeconomic contexts. The three closely related but stand alone substantive chapters focus on the relationship between family structure and children's schooling and the effects of increasing the schooling of women with low educational attainment in both a developed and a developing country. Drawing on data from the United States and Indonesia, the world's third and fourth largest countries, the first two chapters examine the effect of expanding women's education in

one generation on the educational attainment of the next generation. The comparative nature of these chapters emphasizes how differences in socioeconomic, demographic and cultural settings interact with family and schooling processes to shape educational inequality across generations. The third chapter examines the relationship between family size and children's schooling and how this has changed over time in Indonesia, a country that has experienced massive socioeconomic and demographic changes in recent decades.

For each of the first two chapters, I develop a formal demographic model of population renewal that represents how a population of women with a given education distribution produces a population of children who obtain different levels of schooling. The models account for both the intergenerational correlation of educational status and the effects that accrue through changes in family size, fertility timing, marriage patterns and mortality. I use individual-level models to estimate the components of these demographic models and simulations to show the aggregate effects of changing women's schooling on the schooling of the next generation. In the third chapter, I examine the changing relationship between family size and composition and children's schooling across birth cohorts. Analyses for the U.S. highlight the role of marriage timing and family structure by race and cohort in the process of educational stratification. The analyses for Indonesia highlight differences in assortative mating and differential fertility by cohort in the context of rapid development.

The dissertation relies on two data sources. For analyses on the United States, I use the Panel Survey of Income Dynamics (PSID). The PSID is a longitudinal survey that began in 1968. For more than three decades, the survey has followed original sample members, new family members and family members who form new households. The survey includes extensive socioeconomic and demographic information and has a multigenerational structure that is well-suited to the analysis of intergenerational processes. For analyses on Indonesia, I use the Indonesian Family Life Survey (IFLS), a comprehensive longitudinal socioeconomic and health survey first fielded in 1993. The IFLS contains detailed information on family structure and composition, marriage, fertility, and school enrollment and completion. The IFLS also has a multigenerational structure.