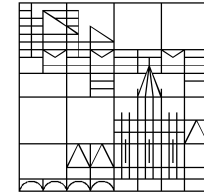


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Schools, diplomas, and Cultural consumption

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Introduction

- In this talk we will answer the question:

What is the effect of secondary school on cultural consumption net of the diploma obtained in the former Czechoslovakia?

- Consumption of high brow culture, like visiting the theatre or museum, is an important part of someone's cultural capital.
- There are two model for what influences cultural consumption:
 - The cultural reproduction model: The practice and appreciation of art is so complex that it can only be learned through prolonged and sustained exposure available in the family.
 - The cultural mobility model: the family is an important way of attaining cultural skills and tastes. However, these could also be obtained through other means, in particular, the school.

Schools and cultural consumption

Static effects of childhood experiences

- Schools can influence the cultural consumption through:
 - Teaching art or inclusion of art in the general curriculum and environment
 - Socialization through peers and teachers.

Dynamic effects

- Someone's current status position can influence cultural consumption:
 - Passively, through being exposed to certain types of persons
 - Actively, as cultural consumption is used strategically to reinforce or maintain her or his status position
- Schools assign people to status position by giving them diplomas, and could thus influence cultural consumption

The effect of attending school

- In this talk we are interested in the effect of school net of diploma
- In a number of tracked educational systems educational expansion was (partially) achieved by creating new school types .
 - These new school types lead to diplomas that are similar or equivalent to the traditional university entrance exams,
 - but are implicitly or explicitly aimed at children from disadvantaged backgrounds.
 - For example the *Fachabitur* in Germany or the *Baccalauréat technologique* in France.
- If attending school is important, then these won't be as successful as hoped.

Czechoslovakian educational system

- The Czechoslovakian educational system is interesting because there are different school types that lead to the same diploma
- This allows us to see the effect of school net of diploma
- We will distinguish 5 types of secondary education
 - Apprenticeship without diploma
 - Apprenticeship with diploma
 - Technical secondary school
 - 4 year Gymnasium
 - 8 year Gymnasium

Data

- The data come from the “Social stratification in Eastern Europe after 1989” study.
- This is a study held in 1993 in Bulgaria, Poland, Russia, the Czech Republic, Slovakia, and Hungary
- We will use the Czech and Slovak samples, as the respondents received their education in the former Czechoslovakia, which has 10,541 observations.
- We will use the sub-sample who had at least secondary education, leaving 7,291 observations.
- After removing observations with missing values we have 6,597 observations.

Model and variables

- We will use a linear regression explaining cultural consumption of the respondent with:
 - the type of secondary school attended,
 - (whether or not the respondent has an university degree),
 - respondent's sex,
 - respondent's age,
 - respondent's nationality (Czech or Slovak)
 - parental cultural consumption
 - education of best educated parent
 - occupational status of parent with the highest status
 - whether or not any parent was ever a member of the communist party

Cultural consumption

- Cultural consumption was measured with five variables asking how often the respondent
 - visited a museum or art-exhibition,
 - goes to a ballet, opera, theatre, or concert,
 - listens to classical music at home
 - visit the library
 - reads serious books such as history, biography, science, or literature.
- The answer categories were:
 - never
 - less than once a year
 - once or twice a year
 - a few times a year
 - once a month
 - several times a month
 - more than once a week
- These answers were transformed to percentile scores
- The final index was the average of these percentile scores.

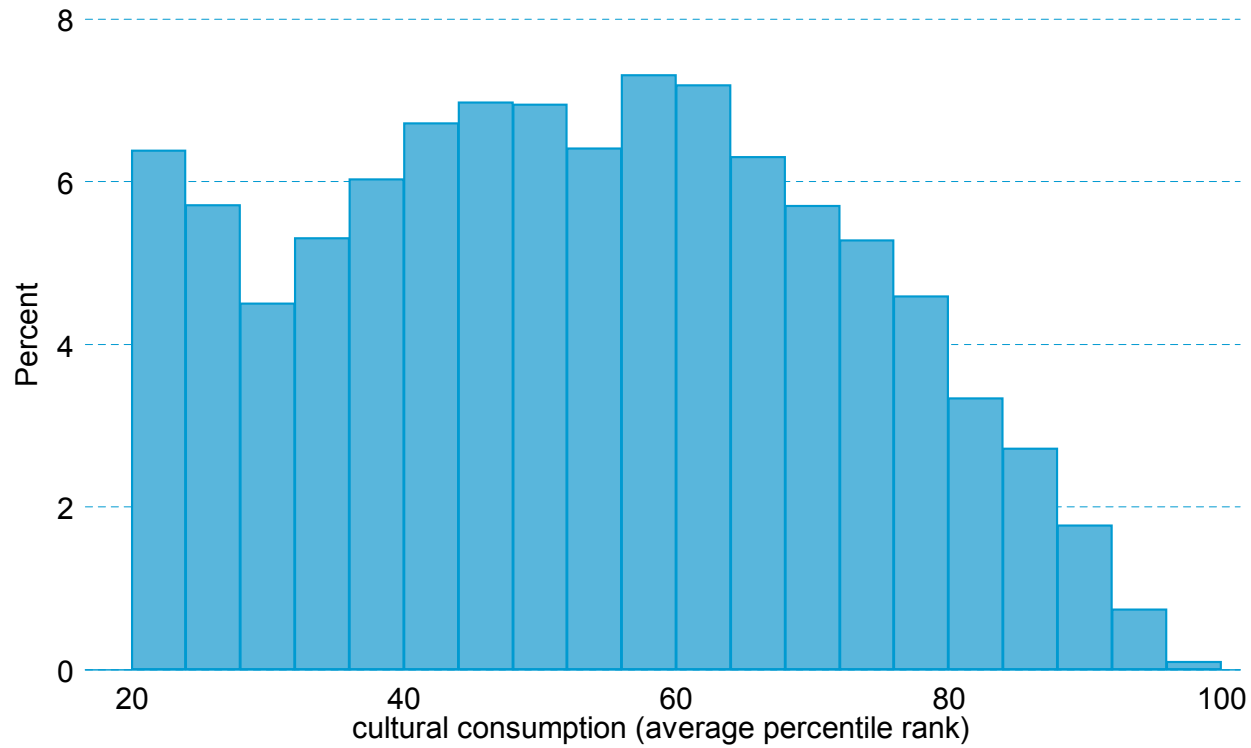
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- We want to look at the effect of secondary education net of any diploma effect.
- This suggest we want to control for whether the respondent got a university degree.
- However, some respondents may have gotten a university degree because of the cultural capital obtained in secondary school.
- This suggests we do not want to control for university degree.

- We will present both models, but think that the effect of interest will be closer to the model with the control for university degree because
 - We expect the proportion of students for which this was important to be small in general
 - but also because the cultural capital obtained in school is especially beneficial to those students that did not get that at home.
 - In communist countries these students had an easier strategy available: emphasize their working class background.
 - That was an easier but also safer strategy than having bourgeois tastes.

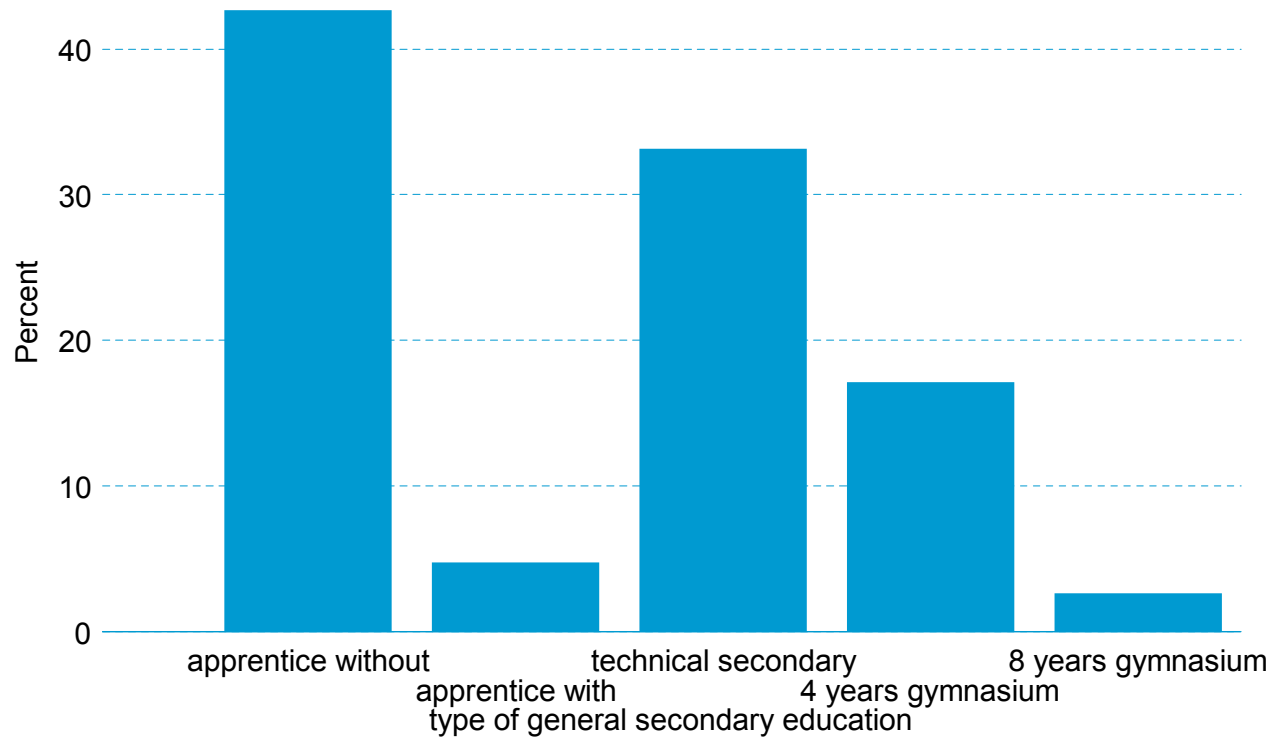
Descriptives

Distribution of respondent's cultural consumption



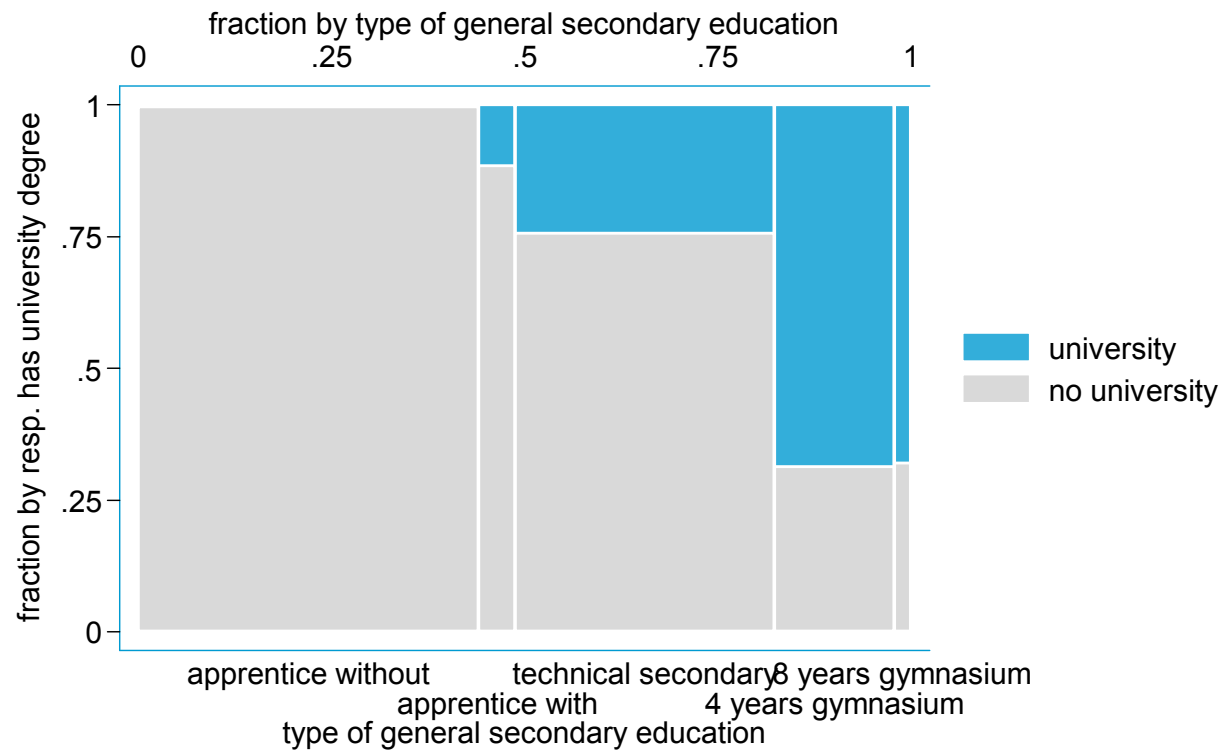
Descriptives

Distribution of secondary education



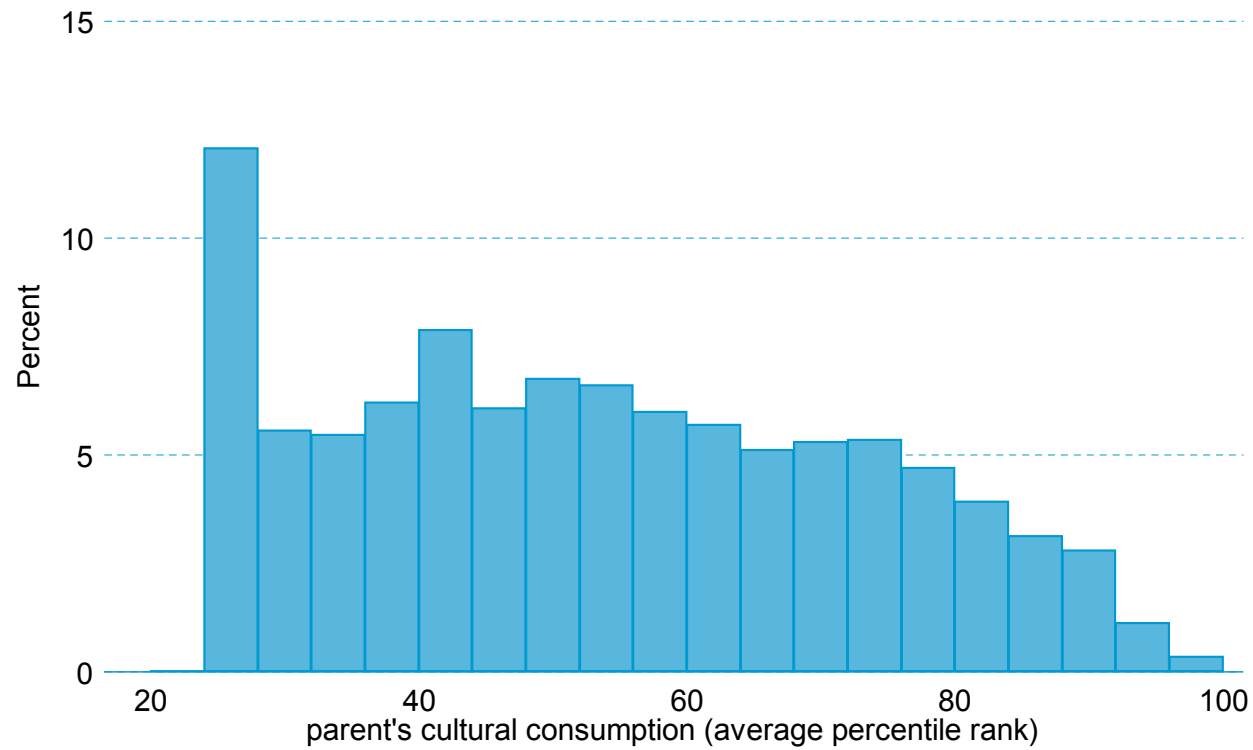
Descriptives

Association between general secondary education and university degree



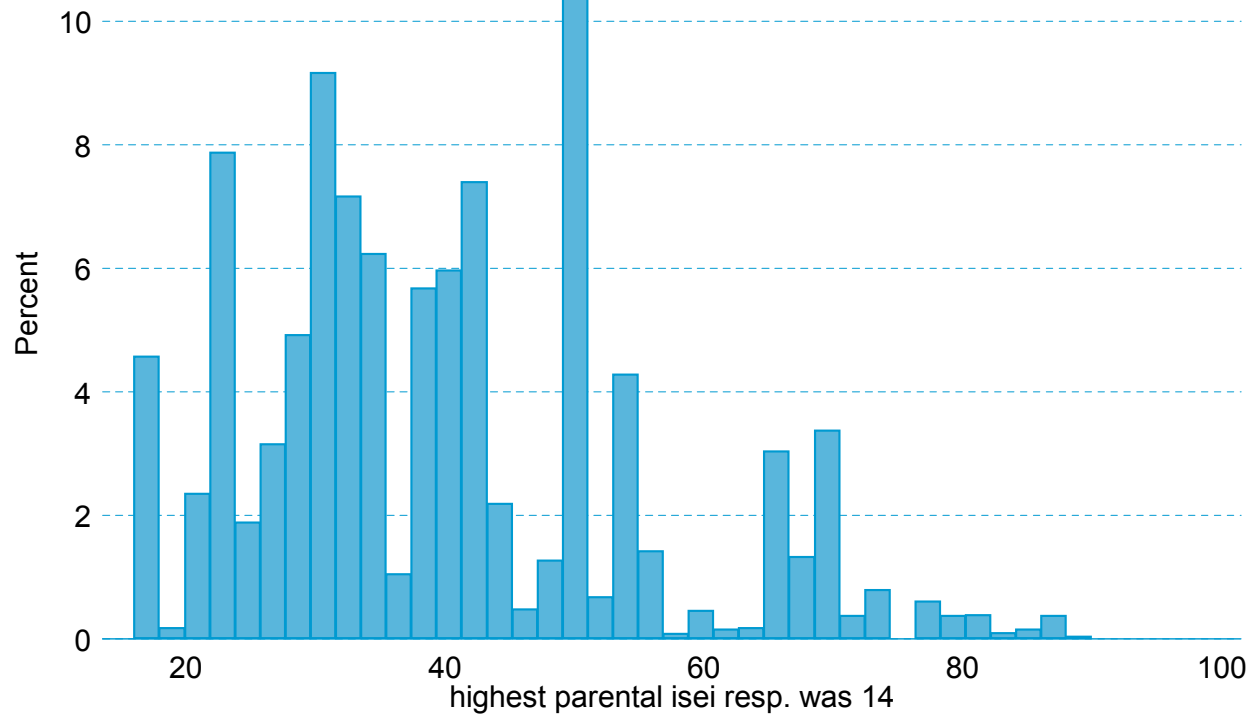
Descriptives

Distribution of parent's cultural consumption



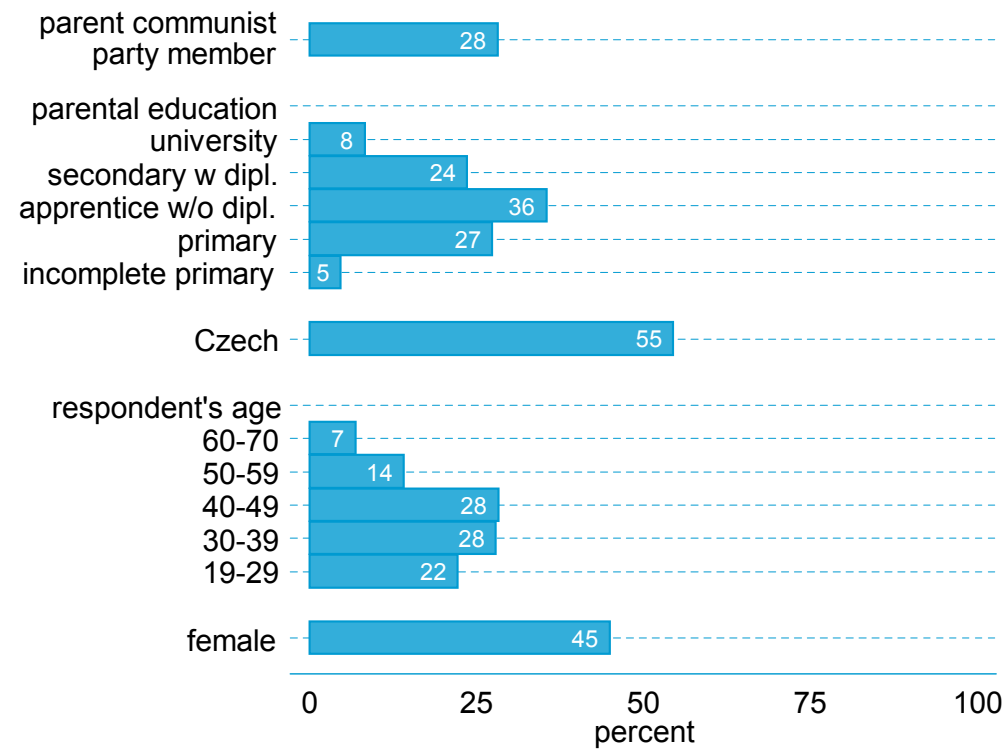
Descriptives

Distribution of parent's occupational status



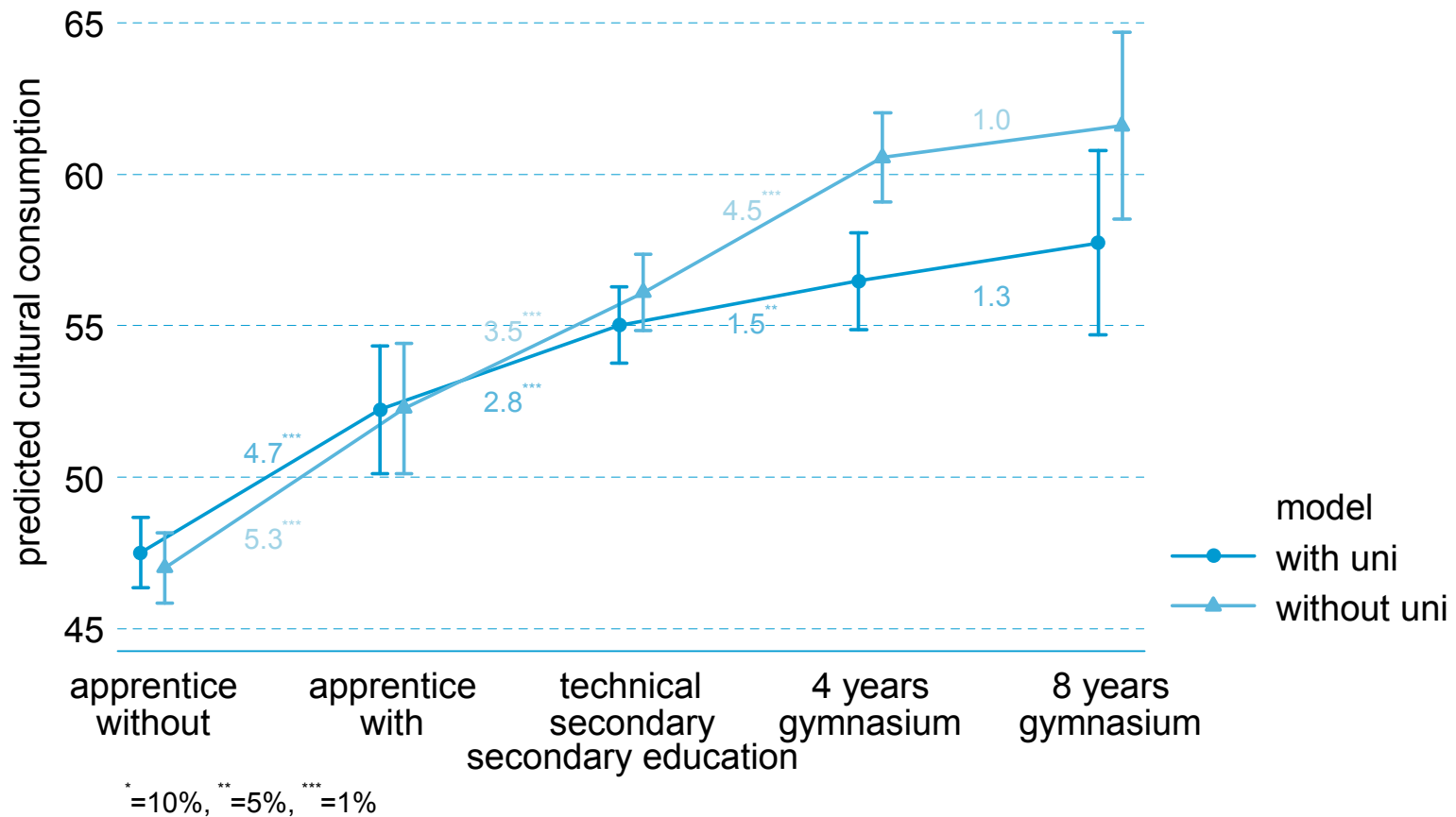
Descriptives

Other control variables



Results

Predicted cultural consumption with 95% confidence interval and changes
 40-49 year old Czech female w/o university
 whose parents had appr. w/o dipl., ISEI of 40 and cult. cons. of 50



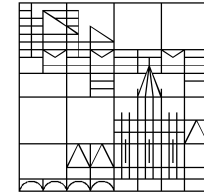
Other results

- Having a university degree leads to a 7 percentile point increase in cultural consumption
- Older respondents consume more
- Women consume 5 percentile points more than men
- Czech consume 3.5 percentile points less than Slovaks
- A 1 percentile point increase in parental cultural consumption leads to a .5 percentile point increase in respondent's cultural consumption
- Parent's education, occupation and party membership have negative effects

Conclusion and discussion

- The type of secondary attended does have an effect even if they lead to the same diploma
- The size of the effect of school type is similar to the effect of gender or the effect of a 10 percentile point increase in parental cultural consumption
- However, an alternative explanation for this effect could be that this a selection effect:
 - Appreciating art is a cognitive demanding activity
 - If smarter children end up in higher levels of secondary education, then this may explain the difference between school-types.
- Since we don't have a measure of cognitive ability we cannot control for that.

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**Thank
you!**

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