

NEPS

National Educational Panel Study

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Christian-Albrechts-Universität zu Kiel



Deutsche
Forschungsgemeinschaft
DFG



The rational choice perspective on education in NEPS

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Outline

- Aims of NEPS
- Structure of NEPS
- Multicohort Sequence Design
- Theoretical Frame: Five Pillars
 - Pillar 3: Educational Decisions and Rational Choice Theory
 - Pillar 5: Returns to Education
- State of Affairs and Funding Opportunities



The Aims of NEPS

- Education as key factor
- Life course perspective:
 - How do competencies develop and change over life course?
 - How do individual educational biographies look like?
 - What is the relationship of competencies and educational degrees and certificates?
 - What are the determinants of both, competencies and acquiring degrees and certificates?
- Longitudinal data and prospective measurement
- Data source for scientific community

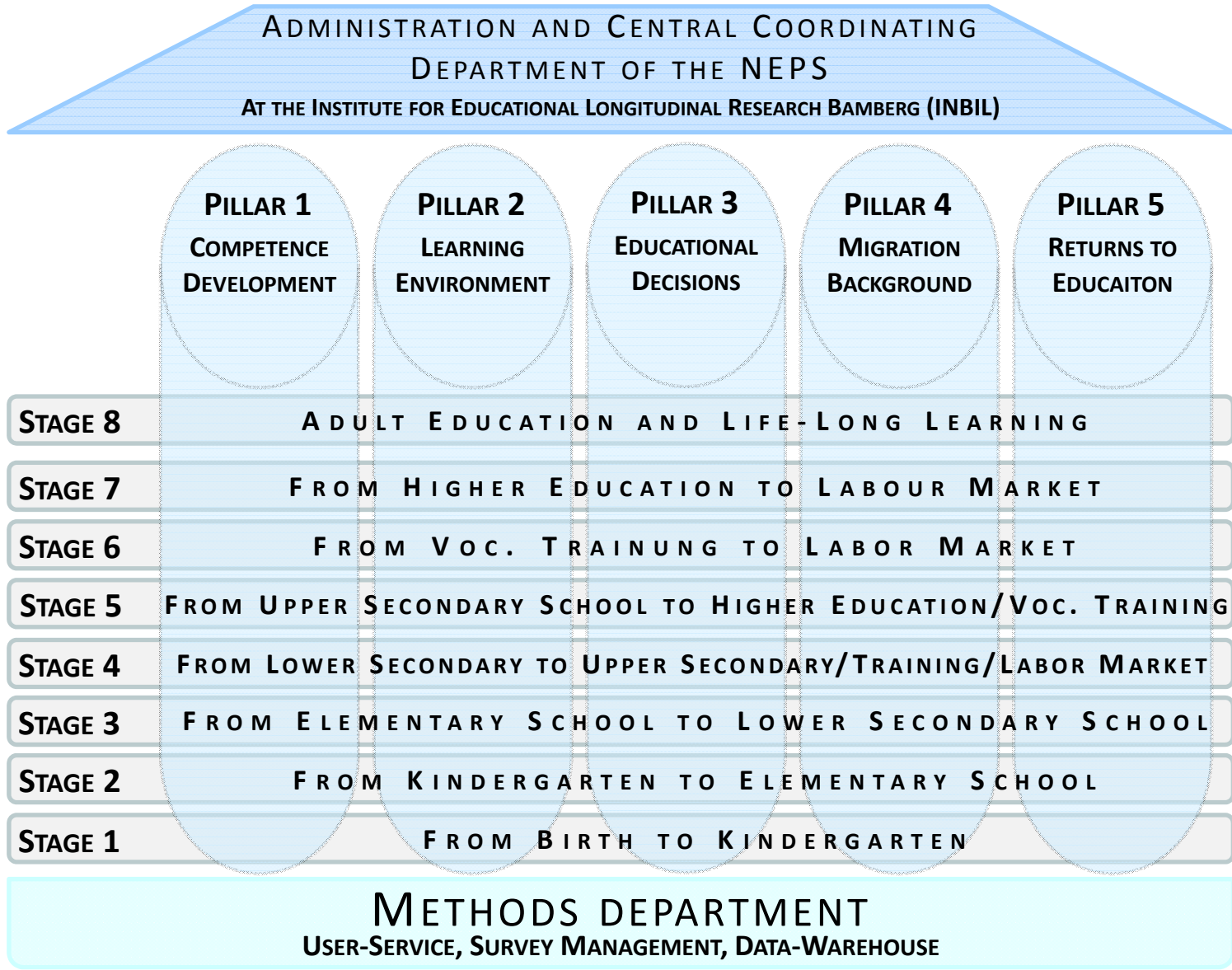


The Structure of NEPS

- Funded by BMBF and DFG
- Principal Investigator:
Hans Peter Blossfeld
- Interdisciplinary Consortium:
 - Psychology
 - Pedagogy
 - Sociology
 - Economics
 - Statistics



The Structure of NEPS

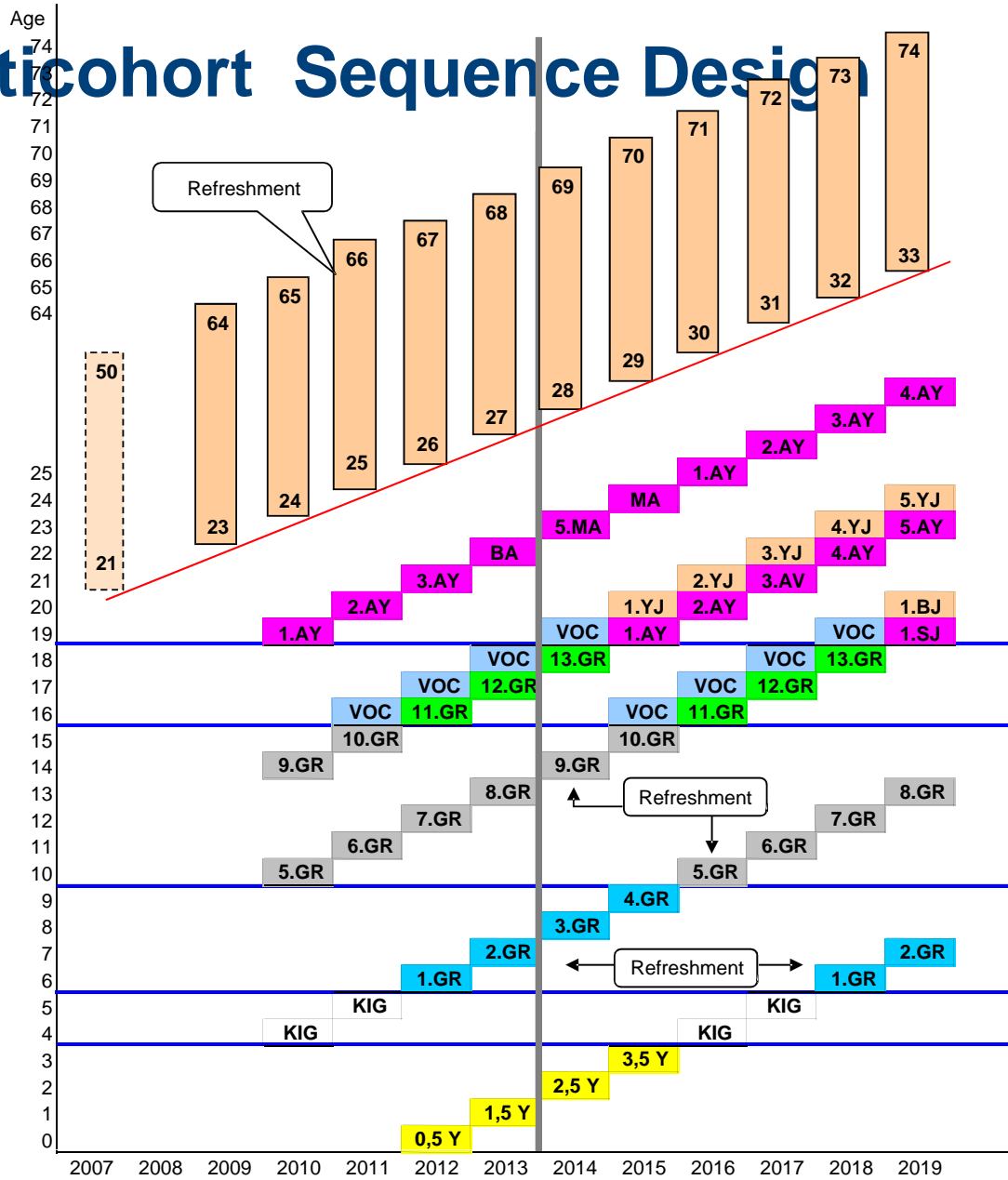


Design

- Different target groups:
 - Target persons: Children, pupils, students and adults (PAPI and tests)
 - In the younger cohorts:
 - Parents (CATI)
 - Educator (PAPI)
 - Management (PAPI)
- Annual surveys
- Multi-Cohort-Sequence-Design



Multicohort Sequence Design



YJ: Years in the Job
 VOC: Vocational Training
 AY: Academic Year
 BA: Bachelor
 MA: Master
 GR: Grade
 KIG: Kindergarten
 I: Infants

Further Education + Tertiary Education

Upper Secondary School

Lower Secondary School

Elementary School

Kindergarten

Infants



Theoretical Frame

ADMINISTRATION AND CENTRAL COORDINATING
DEPARTEMENT OF THE NEPS
AT THE INSTITUTE FOR EDUCATIONAL LONGITUDINAL RESEARCH BAMBERG (INBIL)

PILLAR 1
COMPETENCE DEVELOPEMENT

- STAGE 8
- STAGE 7
- STAGE 6
- STAGE 5
- STAGE 4
- STAGE 3
- STAGE 2
- STAGE 1

- Domain-general cognitive functions
- Domain-specific competencies
 - German language
 - Mathematical literacy
 - Scientific literacy
- Meta-competencies/ICT
- Social competencies
- Stage-specific competencies
 - Orthography (Stage 4)
 - “Wissenschaftspropedeutik” (Stage 7)
 - Job-related competencies (Stage 8)

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-
-
- ING
- ET
- OL
-
-



Theoretical Frame

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PILLAR 2
LEARNING
ENVIROMENT

- | | | | |
|---------|---|----|-----|
| STAGE 8 | <ul style="list-style-type: none"> Formal, nonformal and informal learning environments : <ul style="list-style-type: none"> School/training courses Family Peers Workplace Theoretical concepts: Structure, support challenge and orientation | | |
| STAGE 7 | | | |
| STAGE 6 | | | |
| STAGE 5 | | FR | ING |
| STAGE 4 | | FR | ET |
| STAGE 3 | | F | OL |
| STAGE 2 | | | |
| STAGE 1 | | | |

METHODS DEPARTEMENT
 USER-SERVICE, SURVEY MANAGEMENT, DATA-WAREHOUSE



Pillar 3: Educational Decisions and Rational Choice Theory

PILLAR 3
EDUCATIONAL
DECISIONS

- Explaining social inequality in education: Relative strength of primary and secondary effects of social origin on educational choices
- Detailed information on social origin, previous educational and job history
- Theoretical Approaches:
 - Rational choice theory
 - Decision mechanism: satisficing, frame selection, fast and frugal heuristics, modus-choice model
 - Class-specific beliefs and values
 - Economic, cultural and social capital

Pillar 3: Educational Decisions and Rational Choice Theory

PILLAR 3
EDUCATIONAL
DECISIONS

- Educational decisions over the life course
 - Stage 2: Early school enrollment
 - Stage 3: Transitions to secondary education
 - Stage 4/5/6: Transitions to tertiary education, vocational track or labor market
 - Stage 7: Drop-out and transition from BA to MA
 - Stage 8: Investment in further education
- Educational decisions as a product of an optimizing process accounting for subjective expected costs, success probabilities and benefits resulting from the decision
 - Direct (monetary/non-monetary)/indirect costs
 - Benefits on further educational career, labor market outcomes and status maintenance



Theoretical Frame

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PILLAR 4
MIGRATION
BACKGROUND

STAGE 8	• Ethnic disadvantages with regard to competence development and educational decisions	
STAGE 7	• Focus on Turks and Germans from the former Soviet Union (“Spätaussiedler”)	
STAGE 6	• Theoretical approaches:	
STAGE 5 FRC	• Proficiency in first and second language	ING
STAGE 4 FR	• Lack of institutional knowledge	ET
STAGE 3 F I	• Degree of identification with the culture of origin and the culture of the host country	OL
STAGE 2	• Individual or institutional discrimination in grading, tracking or hiring	
STAGE 1		



Pillar 5: Returns to Education

PILLAR 5 RETURNS TO EDUCATION

- Broader sense of educational returns (monetary and nonmonetary returns)
- Besides labor-market opportunities, income, property:
 - opportunities for seeking a partner and starting a family
 - subjective well-being
 - political participation
 - active involvement in society
 - deviant behavior
 - physical and mental health (→ next slide)



State of Affairs and Funding Opportunities

Data Collection

- Stage 8 (adult education)
 - First main wave since Nov. 10th 2009 in the field
 - Data of first wave will be available in spring 2010
- Stages 2-7 (Kindergarten, 5th grade, 9th grade and students)
 - Items and questionnaires have been developed for each stage by pillar and stage teams
 - First pilot waves almost ready to start
 - Pilot studies in 4 "Bundesländern"
 - Ministries have approved questionnaires, other data collection documents (covering letters ...) are still inspected
- Stage 1 (new borns)
 - Feasibility study starts in 2011
 - First wave in 2012



State of Affairs and Funding Opportunities

Further developments

- Sampling procedures are developed
- Data warehouse conceptions are developed
- Mode effect studies

Funding opportunities

- DFG-Schwerpunktprogramm



Thank you for your attention!

