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Factor of education in transition from ascription to achievement

Abdullah Ozbolat^{a*}

^a*Dr., Firat University Divinity Faculty, Department of Sociology of Religion 23119 Elazığ, Turkey*

Abstract

This study is basically meant by the transition from ascription to achievement that socioeconomic status started to be determined by achievement through education rather than role of father. Gerdibi villagers were chosen due to its structure that leads to geographic mobility from parents to children and intergenerational social mobility through education. In the sample of Gerdibi villagers, some findings showed that education is an effective factor in transition from ascription to achievement. Results of area study revealed that the differentiation of educational background from parents to children according to education between generation, profession and socioeconomic status also changed the professional status between generations and thus, explanation of background of current socioeconomic status changed.

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1. Introduction

This study is to search about the factor of education in transition from ascription to achievement in the sample of Gerdibi. It is basically meant by the transition from ascription to achievement that socioeconomic status started to be determined by achievement through education rather than role of father. Besides the ongoing influence of socioeconomic and educational status, income, social capital and social network of parents, in this study, factor of education is emphasized in individual achievement, which is one of two different theories over gaining social status while the other is ascription.

2. The Increasing Importance Of Education

Education is the basic tool to achieve the status in the modern societies. Education plays an important role in construction of social space. There is no doubt that education is a strong predictor of a high professional gain (Sorokin, 1959; Krukhmalev, Pronina and Kolesnikova 2004, 9; Jacobs, Karen and McClelland, 1991, 633-635). It is argued that occupational attainment is influenced most by educational attainment, and it is of great preponderance that the effects on SES and occupational attainment are mediated through educational attainment (Kerckhoff, 1976, 368). Although the relationship between occupational status and obtaining an educational status goes further, it is argued that this is a slow orientation (Jencks and Riesman, 1974, 212). It is alleged by the researchers that the complexity of educational qualifications appears in the professional skills and career (Garnett Guppy and Veenstra, 2008, 159). The relative increase of acquired status has been observed, but effect of ascribed status is still in a strong

* Dr., Phone: +90 424 237 00 00-5128; ozbolata@gmail.com

situation (Kim and Kulkarni, 2009; Breen and Jonsson, 2005, 229) However, education plays a major role in determining of social status.

As professions are distributed in terms of educational adequacies, importance of education, a means of getting a status in modern societies, is increasing in determination of socioeconomic status. Conditions of business market are changing, influence of parents is decreasing and they are less involved in their children's choice of profession and carrier. Transition of status through educational system is also getting less important because educational system is getting more meritocratic, influence of parents is starting to decrease and direct transition of professions between generations is waning (Graaf and Kalmijn, 2001, 54,64). Occupational structure, gradually turns from rural to urban occupations and from arm strength to white-collar occupations (Luckmann and Berger, 1974, 202).

Society is increasingly constructed on the basis of meritocracy and achievement in allocation of individuals to positions in process of globalization. This hypothesis derives from the liberal theory which argues that there is a trend in relation with functional necessities of industrial development. While increasing role of education for people to get different positions is accepted, the alternative approach argues education is not the only factor that plays this role. Educational qualifications have undoubtedly come to be increasingly necessary for recruitment to occupations. However, educational level, as measured here, has come to exercise less influence in shaping inequalities in social fluidity (mobility) because increasing opportunities of education devalue the diploma. Getting employee status through education requires studying more and more. An increase has been observed in the importance of educational qualifications to obtain a position (Breen and Whelan, 1993, 3-15). While the effect of education is increasing on occupational status, the effect of father's educational and occupational status is decreasing on occupational status of the son. In other words, educational gains of the son get higher to enter the profession and the father's effect is reduced (Buchmann and Hannum, 2001). The most important result of work carried out by Blau and Duncan (1967) is the presence of achieved status even when the direct and indirect effects of attributed status are taken into consideration.

Educational participation broadens knowledge of alternative occupational careers and provides individuals with the social skills necessary to follow these alternative routes. As the lifestyle differences between classes become smaller through the widespread use of mass communication, aspirations become more alike, and there are fewer reasons for discrimination. Urbanization and a higher rate of geographical mobility often keep up with industrialization; however, individuals are forced to make a career on the basis of their own talents instead of relying on family (Maas and Van Leeuwen, 2002, 180). Attaining status in capitalist societies is conceptualized with a wage-earning employment. Heritage of status is examined with reference to the effects of parents' education and profession while personal achievement is usually measured with education (Bian, 2002, 104).

In industrial societies, education is one of most important factors in social mobility. Education plays a critical role in access to an unequal position where there is social inequality and class system (Johnson, 2000, 302). It is alleged that effect of social origin decreases in educational and professional achievement, that decline in status inequality is not a result of industrialization in industrialized societies, and that both process of industrialization and status equality promote achievement against attribution. (Buchmann and Hannum, 2001, 90). People educated constitute new middle class. It is stated that they are compatible with the process of globalization (Sato and Arita, 2004). In the process of globalization increases the access to information with communication technologies and opportunity of higher education. As higher education opportunities become more prevalent, the chance to progress on the steps of bureaucratic success increases for children of lower-class (Lipset, 1974, 226).

3. Data and Method

Quantitative research method was used in the study and data for discovery, description and explanation were collected and evaluated. Survey was applied 232 people. Gerdibi villagers were chosen due to its structure that leads

to geographic mobility from parents to children and intergenerational social mobility through education. In transition from ascription to achievement in the sample of Gerdibi villagers, parents and children are evaluated in three criteria: education of parents and children, profession of parents and children and background of current socioeconomic status.

4. Tables

Table 1. Sex

Sex	N	%
Male	198	85.3
Female	34	14.7
Total	232	100.0

Table 2. Age

Age	N	%
18-35	131	56.5
36-60	87	37.5
61 and over	14	6.0
Total	232	100.0

Table 3. Marital Status

Marital Status	N	%
Married	184	79.3
Single	48	20.7
Total	232	100.0

Table 4. Socio-Economic Status

SES	N	%
Upper Class	0	.0
Upper Middle Class	10	4.3
Middle Class	182	78.4
Lower Middle Class	31	13.4
Lower Class	9	3.9
Total	232	100.0

Table 5. Occupation

Occupation	Self		Father's		Mother's	
Worker	96	41.4	41	17.7	1	0.4
Craft tradesmen	16	6.9	12	5.2	1	0.4
Commerce merchants	22	9.5	21	9.1	0	.0
Farmer	25	10.8	105	45.3	3	1.3
Retired	0	.0	51	22.0	6	2.6
Civil servant	7	3.0	1	0.4	0	.0
Civil serv. educated	35	15.1	1	0.4	0	.0
Housewife	0	.0	0	.0	221	95.3
Teacher	31	13.4	0	.0	0	.0
Total	232	100.0	232	100.0	232	100.0

Table 6. Education

Education	Self		Father's		Mother's	
Not literate	1	0.4	35	15.1	111	47.8
Literate	11	4.7	88	37.9	57	24.6
Primary school	110	47.4	99	42.7	63	27.2
High school	31	13.4	5	2.2	0	.0
University	74	31.9	5	2.2	1	0.4
Master	5	2.2	0	.0	0	.0
Total	232	100.0	232	100.0	232	100.0

Table 7. Explaining The Background of Socioeconomic Status

Groups	1. factor n %		2. factor n %		3. factor n %	
Villagers in Gerdibi	Family	61 26.3	Individual effort	32 13.8	Heritage	21 9.1
Gerdibi Villagers that migration	Family	51 22.0	Individual effort	25 10.8	Acquaintanceship	23 9.9
Gerdibi villagers that educated	Individual effort	34 14.7	Graduated school	34 14.7	Peer effect	27 11.6

Table 8. Conditions of Mobility in Life

Groups	1.factor	2.factor	3.factor
Villagers in Gerdibi	Wealthy family 24 10.3	Be lucky 18 7.8	Be ambitious 13 5.6
Gerdibi Villagers that migration	Having a good education 25 10.8	To know the right people 11 4.7	Wealthy family 16 6.9
Gerdibi villagers that educated	Having a good education 49 21.1	Working hard 35 15.1	Be clever 21 9.1

Results

In the sample of Gerdibi villagers, some findings showed that education is an effective factor in transition from ascription to achievement. Results of area study revealed that the differentiation of educational background from parents to children according to education between generation, profession and socioeconomic status also changed the professional status between generations and thus, explanation of background of current socioeconomic status changed, too. In explaining the background of socioeconomic status, people who benefits from education in gaining a status emphasized the effects of individual efforts, graduated school, working hard, having a good education, etc. instead of socioeconomic status of family, heritage and descending from a wealthy family.

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