Marital sorting and social mobility in Hungary

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Goals

01 Examine educational mobility and partner selection **at the same time**

02 Assess the **relationship between immobility and homogamy**

03 Measure **which process contributes to social closure** to a greater degree

Theories

- Parental **origins determine offspring outcomes** (Mare 1991)

- Partner selection is **not a random process** (Kalmijn 1998)

- Mobility and heterogamy indicate **positive relationships across societal groups** (Ultee and Luijkx 1990)

- The degree of immobility and homogamy therefore are linked with **social openness**

Theories

- **Parental educational** attainment is crucial for **long-term outcomes** due to **available resources** (Breen et al., 2009; Breen, 2010)

- **Pooling of resources** enables status maintenance or improvement by partnering (Becker 1981), but constrained by **structural availability of partners** (Blau 1977)

- **Gendered perspective**: **women inherit and achieve tertiary** education to a greater degree (Vincent-Lancrin 2008, Van Hek et al. 2016)

# The link between immobility and homogamy

- Both are indicators of openness, but **not necessarily linked** (Jones 1987)

- **Positive relationship**: societal barriers evolve similarly in an intergenerational and intragenerational sense

- **Negative relationship**: counteracting forces in society, stronger one shapes overall conditions

- **Evidence for positive** relationship exists, higher association attributed to homogamy, romance reflects social distances better? (Ultee and Luijkx 1990; Katrňák et al. 2012)

Hungary

| Socialist period (1949-1989)	Post-socialist period (1989-)
Increasing educational mobility	Declining educational mobility
„Policies" towards educational equality	Ineffective policies, increasing inequality
Declining importance of origins	Increasing importance of origins
Secondary educational expansion	Tertiary expansion
More heterogeneity in educational institutions	Female educational advantage forms

Data

- EU-SILC Hungary (2005, 2011, 2019), ages 25-75, pooled

- N = 9.282 for men and N = 10.133 for women

- **Respondent, parental and partner education** is measured in three categories
  (low – at most elementary, medium – at most high school diploma, high – at least BA tertiary)

- Cohort perspective (1940-49 to 1980-89), five cohorts

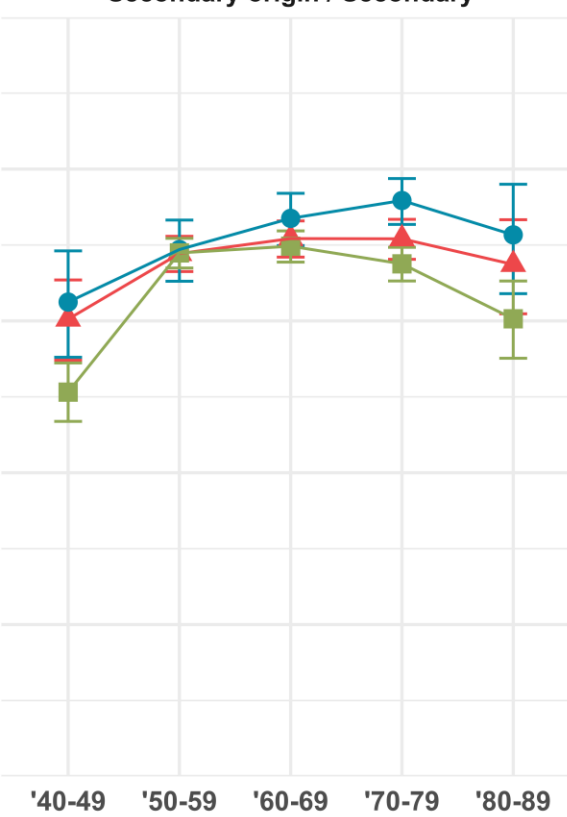- In total: a **2 x 5 x 3 x 3 x 3 table forms the basis of the analysis**
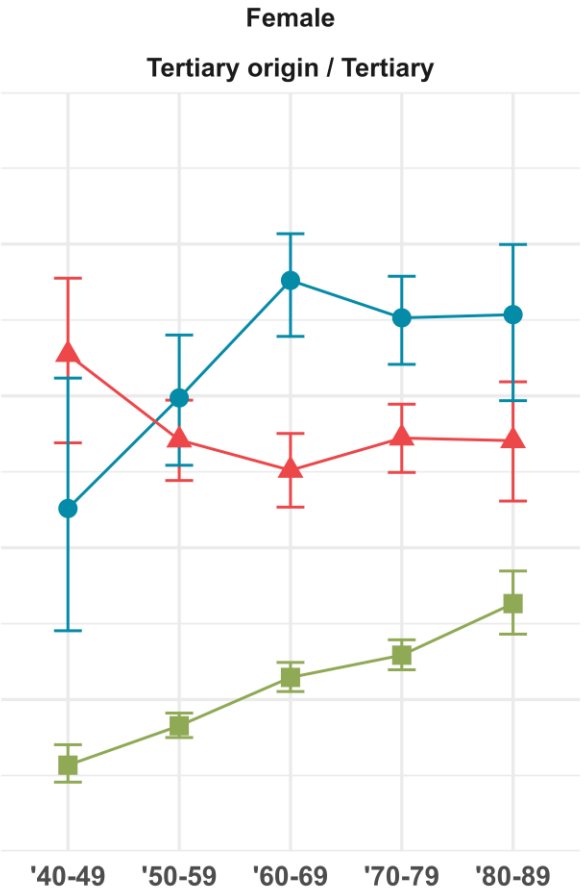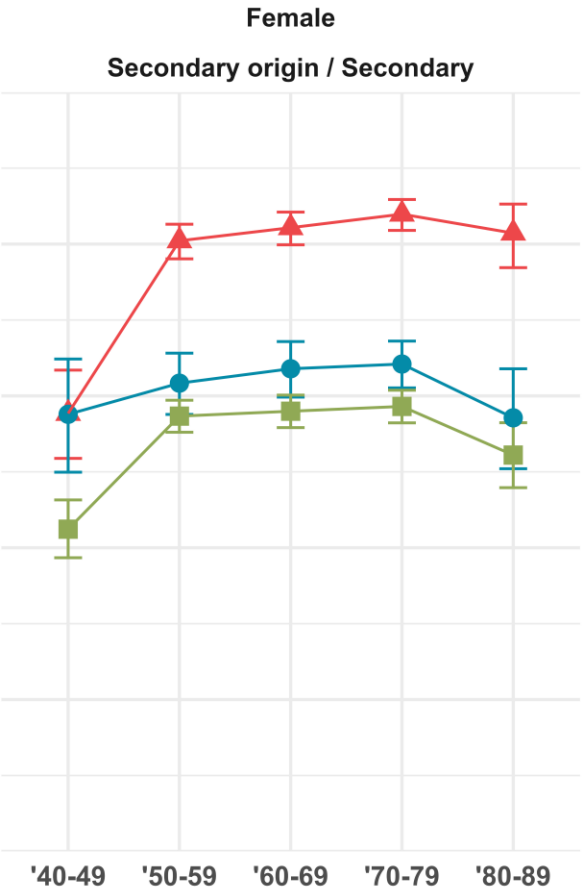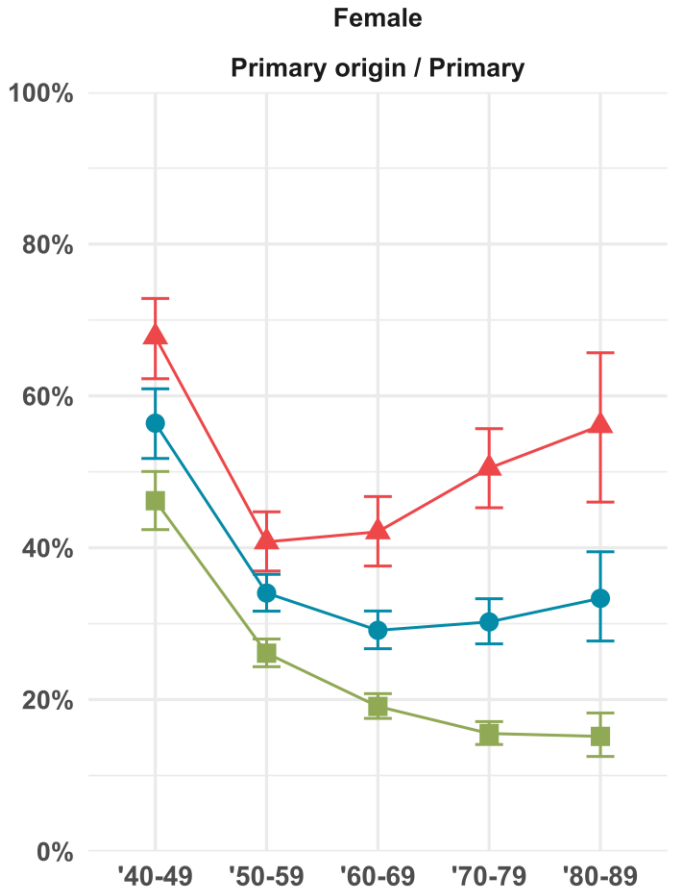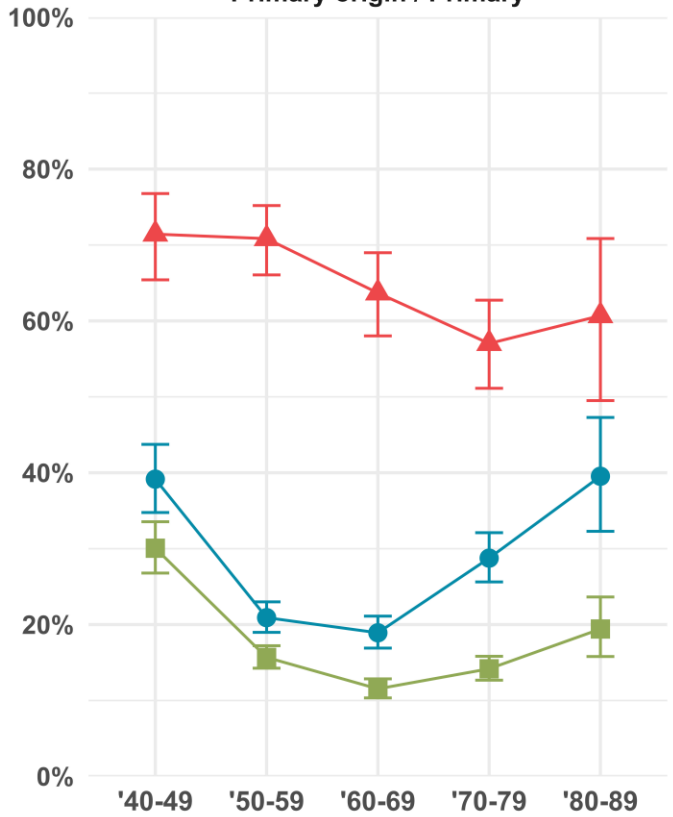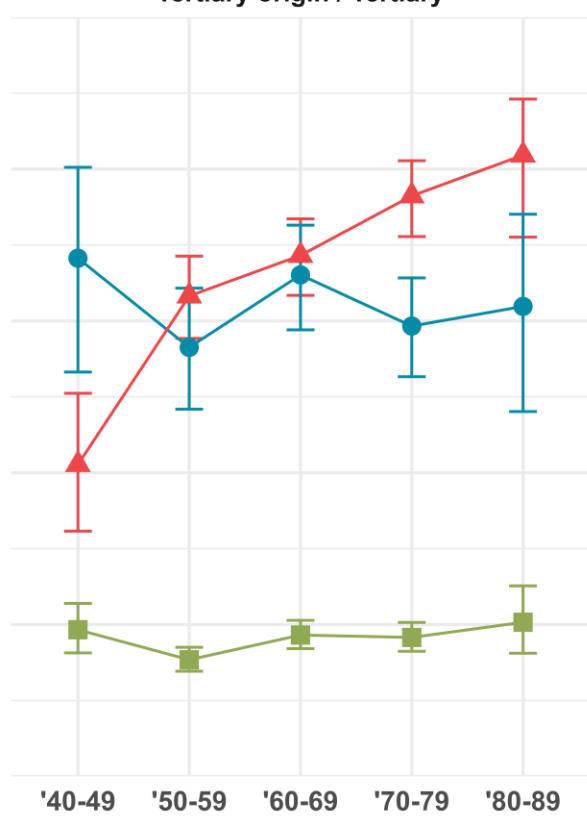
Log-linear and log-multiplicative models

- Methodology proposed by Katrňák et al. (2012)

- Four way contingency tables per gender, various scenarios of possible associations

- **In total: six models fitted and compared using Bayesian Information Criterion / Dissimilarity-index**

- **Limitations:**
  1. see Naszódi and Mendoca (2021) and Naszódi and Erát (forthcoming) for methodological issues
  2. empty cells need a small constant (0.01)

Log-linear and Log-multiplicative models

| Model	Origin – Respondent (OR) association	Partner – Respondent (PR) association	Cohort (C) changes	OR and PR relationship
M0	None	None	Differing	None
M1	Exists	Exists	Differing	Differing
M2	Exists	Exists	Differing	Constant distance
M3	Exists	Exists	Differing	Equal
M4	Exists	Exists	Equal	Differing
M5	Exists	Exists	Equal	Equal

Results

- For both genders, M2 fits the best, this indicates that:

    A. OR and PR associations are not equal, and cohorts differ in the levels of associations

    B. The distance is a constant – OR and PR difference is the same for all cohorts

Cohort differences

- The first component of the change in OR and PR associations is the change across cohorts

- **As M2 implies parallel progression for OR and PR, a simple rescale of the association parameter (1 = 1940-49) measures strengthening / weakening**

- **Compared to 1940-49, OR and PR associations increased, by 1.55 times for men and 1.51 times women**

Immobility and homogamy differences

- Although both strengthened, the equation proposes that **compared to the OR association, PR differs by a constant in all cohorts**

- For both genders and in all cohorts, **PR association is much more stronger than OR associations**

- **OR / PR assoc. = 1.51 for men and 1.65 for women**

	Male	Female

Legend: Immobility (OR) ● — Homogamy (PR + constant) ▲
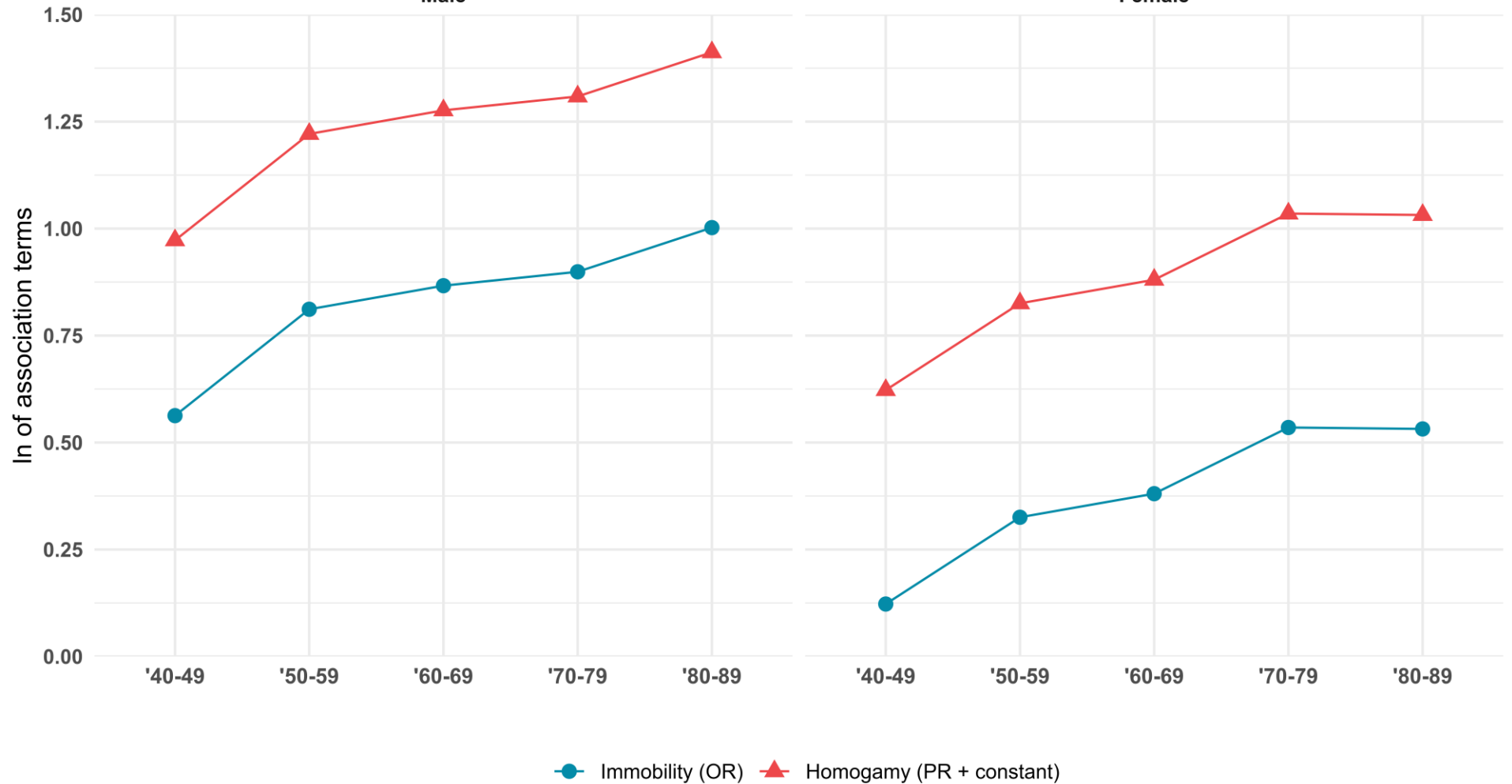
Conclusions

- Hungary experienced societal and policy changes that affect educational mobility and partnering trends

- Education and gender-specific paths are present

- Net of structural changes, partners' education has a stronger association than the association between parents and their offspring

- Overall decline in intergenerational and intragenerational openness