2015 Workshop for the Comparative Study of Transition to Adulthood among Japanese and Taiwanese Youths: JLPS and TEPS-B

Venue: room 401, Sociology Department, National Taiwan University

Date: May 9th, 2015

Cosponsors: Institute of Social Science, University of Tokyo, Japan

Department of Sociology, National Cheng-Chi University, Taiwan

Department of Sociology, National Taiwan University, Taiwan

Program

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| (Saturday, May 9th, 2015) |
| 9:30 – 9:40 | Opening Remarks: Prof. Kuan Ping-Yin, Prof. Hiroshi Ishida, Prof. Kuo-hsien Su |
| Session 1 |
| 9:40 – 10:30 | Presentation 1: Recent Development in TEPS-B SurveyPresenter: Prof. Ping-yin Kuan (National Cheng-Chi University))Presentation 2: Japanese Life Course Panel Surveys (JLPS) and Cumulative Advantages/Disadvantages across Life CoursePresenter: Prof. Hiroshi Ishida (University of Tokyo) |
| 10:30 – 10:40 | Coffee Break |
| Session 2 |
| 10:40 – 11:40 | Presentation 3: The Causal Effects of Objective Social Status on Subjective Social Status in JapanPresenter: Prof. Sho Fujihara (University of Tokyo)Presentation 4: Clues of subjective social status among young adults in TaiwanPresenter: Prof. Ping-Yin Kuan (National Cheng-chi University)Mr. Jie-Sheng Jan, Ph.D. (National Cheng-chi University) |
| 11:40 – 13:30 | **Lunch** |
| Session 3 |
| 13:30 – 15:00 | Presentation 5: Transition from Courtship to Marriage and the Educational Association among Couples: A Cross-national Comparison of Japan and the United StatesPresenter: Prof. Hiroshi Ishida (Institute of Social Science, University of Tokyo)Prof. Akira Motegi (Institute of Social Science, University of Tokyo)Presentation 6: Educational Resources, Job Match, and Employment Outcomes in TaiwanPresenter: Prof. Feng-bin Chang (National Cheng-Chi University) |
| Presentation 7: From Internet Toward Inner World: The Impact of Involvement of Social Media upon Psychological Well-beingProf. Chyi-in Wu (Institute of Sociology, Academia Sinica) |
| 15:00 – 15:10 | Coffee Break |
| **Session 4**  |
| 15:10 - 16:10 | Presentation 8: Training Opportunity and Income: A Cumulative Perspective for Segmented Employment System in JapanPresenters: Prof. Katsunori Ogawa (University of Tokyo)Presentation 9: Educational Programs of Higher Education and Inequality of Social Capital in TaiwanPresenter: Prof. Ray-May Hsung (National Cheng Chi University)Prof. Li-Hui Peng (Tamkang University) |
| 16:10-16:40 | General Discussion |
| 17:00 – 19:00 | Reception and Dinner Party |

**List of Participants:**

**From Japan**

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| ARITA, Shin | Professor | Department of Comparative Contemporary Societies, Institute of Social Science, The University of Tokyo |
| FUJIHARA, Sho | Associate Professor | Institute of Social Science, University of Tokyo |
| ISHIDA, Hiroshi, | Professor and director | Institute of Social Science, University of Tokyo |
| MOTEGI, Akira | Research Associate | Institute of Social Science, University of Tokyo |
| OGAWA, Katsunori | Research Associate | Institute of Social Science, University of Tokyo |
| MURAKAMI, Akame | Research Associate | Institute of Social Science, University of Tokyo |
| ISHIDA, Kenji | Research Associate | Institute of Social Science, University of Tokyo |

**From Taiwan**

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| CHANG, Feng-bin | Associate Professor | Sociology Department, National Cheng-Chi University |
| KUAN, Ping-Yin | Associate Professor | Sociology Department, National Cheng-Chi University |
| HSUNG, Ray-May | Professor | Sociology Department, National Cheng-Chi University |
| JAN, Jie-Sheng  | Postdoctoral Fellow | Sociology Department, National Cheng-Chi University |
| PEN, Li-Hui  | Assistant Professor | Department of Futures Studies, Tamkan University |
| SU, Kuo-Hsien | Professor | Department of Sociology, National Taiwan University |
| WU, Chi-yin | Researcher | Institute of Sociology, Academia Sinica |

**Japanese Life Course Panel Surveys (JLPS) and**

**Cumulative Advantages/Disadvantages across Life Course**

Hiroshi Ishida

(Institute of Social Science, University of Tokyo)

This presentation describes the background of the Japanese project, the characteristics of the JLPS, the three panel surveys (High School Panel, Youth Panel, and Middle-aged Panel), and the research agenda of the Japanese project. Our project examines the sequence of life-course events experienced by respondents and how socio-economic advantages and disadvantages are accumulated across the life course. Since the respondents are young people, we define the sequence of events as the process of transition to adulthood. We examine whether social inequality at one point in time is reproduced at a later point, generating the process of cumulative advantages and disadvantages. The project aims to integrate the life-course perspective into the study of social stratification.

**The Causal Effects of Objective Social Status on Subjective Social Status in Japan**

Sho Fujihara

(Institute of Social Science, University of Tokyo)

How do individuals locate themselves in the social strata? The study of the determinants of individuals’ subjective social status has been one of major themes of the social stratification research. Very few studies, however, have examined the effects of objective social status on subjective social status by employing panel data analysis (Miwa and Yamamoto 2012; Shirahase 2010). Panel data allow us to investigate how changes in objective social status alter subjective social status. In other words, we can control for unobserved stable characteristics that relate to subjective social status and adequately estimate the effects. By using the panel data from the Japanese Life Course Panel Surveys (JLPS), I investigate the causal effects of objective social status on subjective social status in Japan. In the analysis, I focus on individuals’ objective social status (occupational status and household income) and marital status and, if they are married, their spouses’ objective social status (occupational status and education).

**Training Opportunity and Income: A Cumulative Perspective for Segmented Employment System in Japan**

Katsunori Ogawa

(Institute of Social Science, University of Tokyo)

We estimate the causal effect of training opportunity on income among the Japanese workers. Training is one of the central factors that generate wage inequality. In addition, the Japanese employment system has been characterized by the generous provisions of firm-based training. Past literature, however, has not fully taken account the cumulative nature of training processes. By using Japanese Life Course Panel Survey, we employ the marginal structural model, which can adjust confounding in longitudinal data. Our analysis is also based on the argument about the recent flexibilization in the Japanese labor market.

**Transition from Courtship to Marriage and the Educational Association among Couples: A Cross-national Comparison of Japan and the United States**

Hiroshi Ishida and Akira Motegi

(Institute of Social Science, University of Tokyo)

This study is the first systematic attempt to distinguish the pattern of educational assortative mating between married and unmarried couples in Japan. The most significant finding of our analysis is the difference in the pattern of educational assortative mating between married and courtship couples in Japan. Educational homogamy at the top and the bottom of the educational hierarchy characterizes the educational association among both unmarried and married partners. However, among married couples, there is apparently a stronger educational homogamy for couples who graduated from four-year universities and a propensity for women with junior college educations to marry men with B.A. degrees. Japanese unmarried couples seem to place less emphasis on the educational level of their partners than married couples. To highlight the distinctive patterns of Japanese couples, we present the results of comparative analyses of the United States. Regardless of the type of partnership, Americans appear to take serious account of their partners’ educational level. There is a much smoother transition from cohabitation to marriage in the United States. The difference in the pattern of educational assortative mating between pre-marital and marital couples in Japan may reflect a discontinuous transition from courtship to marriage.

**From Internet Toward Inner World: The Impact of Involvement of Social Media upon Psychological Well-being**

 Chyi-in Wu

 Institute of Sociology

 Academia Sinica

Abstract

Numerous empirical studies have reflected that social media has a very significant impact on people’s well-being in terms of their interpersonal contacts and relationship. Social media, taking an example as Facebook, which demonstrates an offline-to-online trend; that is, the majority of Facebook friends are met offline and then brought online later. Social media is the extension of real life indeed. Growing evidence from analyses of online social network site usage suggests that these sites have become important tools for managing relationships with a large and often heterogeneous network of people who provide social support and serve as conduits for useful information and other resources. An associated recent development in Internet has been that of social network that combine advanced personal space and interpersonal, group-like communication. Millions of people have joined major social networks and intensively engage in social interactions more than ever before. Nonetheless, personality of the user results different interactions, which will affect his/her psychological well-being differently.

In this study, two research questions were asked. First of all, how is the interaction between social media usage and individual’s psychological well-being? Next, is there evidence that this interaction will be altered by individual’s personality?

The data of 2010 Taiwan Education Panel Survey and Beyond (TEPS-B, 2010) will be used to investigate the connection between social media usage and psychological well-being and the possible intervene effect of personality on the association as well.

**Clues of subjective social status among young adults in Taiwan**

Ping-Yin Kuan & Jie-Sheng Jan (National Cheng-Chi University)

A recent trend of emerging research has revealed that subjective social status (SSS) is significantly associated with physical and mental health outcomes. A recent study using Add Health data in the US indicates that proximate factors, such as educational attainment and current socioeconomic and job situation are the major determinants of SSS, rather than distal characteristics such as family background, although high school GPA has a lingering effect on SSS. This study, using the longitudinal data gathered by TEPS in 2001 and TEPS-B in 2010, investigates SSS of a cohort of Taiwanese young adults born in 1984/1985. The findings confirm the major effects of proximate factors, but also lingering weak influences of family background. However, high school general capability test does not have any significant influence. Income, followed by educational attainment, job satisfaction, and job autonomy, is the most potent predictor of perceived social position among young adults in Taiwan. Preliminary analysis also shows positive relationship between SSS on young adults’ perceived health conditions.

**Educational Programs of Higher Education and Inequality**

**of Social Capital in Taiwan**

Ray-May Hsung

Professor, Department of Sociology,

National Chengchi University,Taipei,Taiwan

Li-Hui Peng

Assistant Professor, Graduate Institute of Futures Studies,

Tamkang University,Taipei,Taiwan

Abstract

The educational expansion of higher education has occurred since 1980. The number of private colleges and universities were usually controlled by the criteria of the demand of labor market in Taiwan before 1985. After, Taiwan government started to approve the establishments of private college and universities in 1985. The number of private colleges and universities has increases rapidly to more than 160 until now. However, nowadays Taiwan has become one of the Lowest Fertility countries in the world. In 2016, the population of college entry will decrease by 30,000 and it will decrease by 70,000 in 2023.This fact already affects Taiwan Ministry of Education projected the number of colleges and universities should be reduced to 100 under the estimated 60% of college entry rate. Therefore, our research questions are: What kind of programs of current programs in colleges and universities are less competitive? Are there horizontal differentiation in terms of return on social capital and job income?

The data from TEPSB (2010) face-to-face interview, which contains 3740 individuals, born in 1984-85.We classify colleges and universities into six types, including Technical Public(N=330),TechnicalPrivate(N=1119),General,Public(N=375),General Private(N=942), Graduate Public(N=382),Graduate Private(N=417). We use Social Capital Indexes, including: The total number of accessed positions, The highest prestige of accessed positions, The range of accessed positions, Ratio of female contacts in accessed positions, The average of prestige of accessed position, The diversity of combined social capital indexes, Ratio of female contacts in accessed positions.

The Findings are:1. The students of technical private colleges and universities are less competitive than those students in all other programs; 2. The students from general public university programs seem to be more competitive in terms of current job income;3. The students entering into graduate programs tend to create more resourceful social capital; 4. Qualification for labor market also create the composed social capital greatly and is advantageous for gaining higher current job income.

Key words: Higher Education; Inequality; Social Capital; Educational Programs

**Educational Resources, Job Match, and Employment Outcomes in Taiwan**

Feng-bin Chang (National Cheng-Chi University)

Abstract

Adolescents’ over-education and person-job match have become the serious issues in understanding the school-to-work transition. With the expansion of post-secondary education in Taiwan, adolescents tend to have longer years of education than previous generations. In this study, we argue that the concept of educational resources can provide an important perspective in understanding adolescents' labor market experiences after graduation. In order to examine the research questions, we use data from Taiwan Education Panel Survey and Beyond (TEPS-B), and we specify 4 types of educational resources in post-secondary education: social communicative, cultural, mathematical and statistical, and computer resources. Three main findings of this study are: (1) Educational resources have positive effects on job match for college graduates; (2) The positive effect of social communicative resources is more robust than other educational resources in determining job outcomes; (3) Job match has positive effects on income and job satisfaction.

Key words: school-to-work transition; educational resources; job match; job satisfaction