

**“A developmental analysis of human,
social, financial and psychological assets
in childhood”**

Bedford Group Seminar 25th June, 2003

**John Bynner and Leon Feinstein
Centre for Research on the Wider Benefits of Learning
Institute of Education, University of London**

CONTENTS

1. Importance of developmental (acquired and formed) assets in mid childhood
2. Capitals and capabilities
3. Explaining social exclusion outcomes in terms of capital and capability acquisition
4. Measurements of capabilities, social exclusion outcomes and controls
5. Findings
6. Conclusions

Theme

The inter-generational transmission of advantage and disadvantage (capital), mediated through personal attributes (capabilities)

capital – assets or resources, investment in which produces a return

capability – the potential to achieve desired functioning in the different domains of life and the underlying cause of inequality.

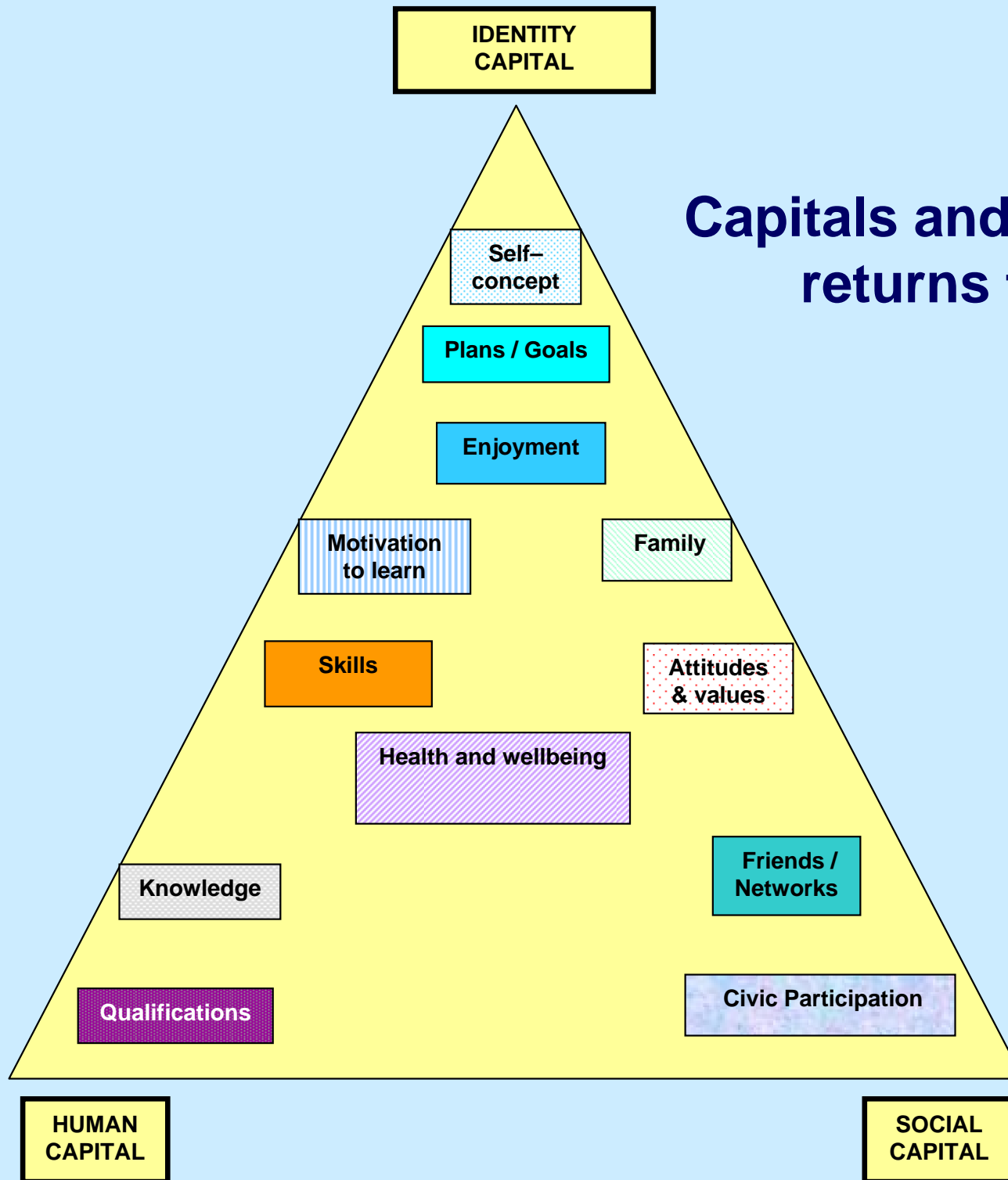
Sen, A. (1992) *Inequality Re-examined*. Cambridge (Mass):Harvard University Press

Schuller, T. Bynner, J and Feinstein, L. (2004) *Capitals and Capabilities*, WBL Discussion Paper No 1

Propositions

- Family capital assets that matter for children's development encompass more than just financial wealth but also human, social and psychological assets.
- Children form capabilities of their own which can be conceived of as 'formed assets.' These formed assets are also broad ranging.
- Absence of these capabilities has manifest negative outcomes in adulthood – social exclusion

Capitals and capabilities as returns to learning



Process of Social Exclusion or Integration

MATERIAL FACTORS

Family poverty
Geographical location

FAMILY FACTORS

Parents education
Parental interest and support
Social class

PROVISION OF SERVICES

Education
Social Services
Housing
Transport
Health

ACCESS TO
OR OBSTACLES
FOR

INDIVIDUAL

Aptitudes/Motivation
Gender

COMMUNITY

Resources

C
A
P
A
B
I
L
I
T
Y

OCCUPATION

INCOME

PARTICIPATION
AND
PROGRESSION

FAMILY LIFE

HOUSING

HEALTH

COMMUNITY

Research Analysis

RQ1: Which aspects of family capital explain age 10 capabilities?

*Regression of capabilities on measures of family capital
(age 10 income, demographics, parenting, peers)*

RQ2: Which age 10 capabilities predict adult outcomes, across a range of domains?

Regression of probabilities of negative status on age 10 capabilities and family capital measures

Seven Capabilities Measured at age 10

Human Capital

1. *mathematics achievement* (test scores)
2. *reading performance* (test scores)

Social Capital

3. *externalising behaviour problems* ('Rutter scale')
4. *good peer relations* (teacher report)

Psychological/Identity Capital

5. *self-esteem* (attitude scale),
6. *locus of control* (attitude scale)
7. *internalising' behaviour problems* ('Rutter scale')

11 Social Exclusion Outcomes Measured at Age 30

Poor quality of life

1. **Low life satisfaction** (scale score in the bottom quintile of life satisfaction scores, based on a single rating scale)
2. **Depressed** (7 or more positive responses on the 'Malaise' scale)
3. **Smoker** (self reported at 30)

Low potential social cohesion

4. **Offending** (self reported being found guilty by a court more than once since age 16- men only)
5. **Teen Parenthood** (self reported based on age of eldest child)
6. **Didn't vote in 1997** (self reported)
7. **Low race tolerance** (score in the bottom fifth of race tolerance scores based on a set of 5 point attitude scales)

Low educational and economic attainment

8. **Not level 2 qualifications** (self reported failure to have obtained level 2 qualifications)
9. **Not level 4 qualifications** (self reported failure to have obtained A level qualifications)
10. **Low wage** (hourly wage below 80% of gender specific medium wage for those who work at age 30)
11. **Workless household with children** (Self reported)

Control variables: family and social productivity

Family income

Demographics

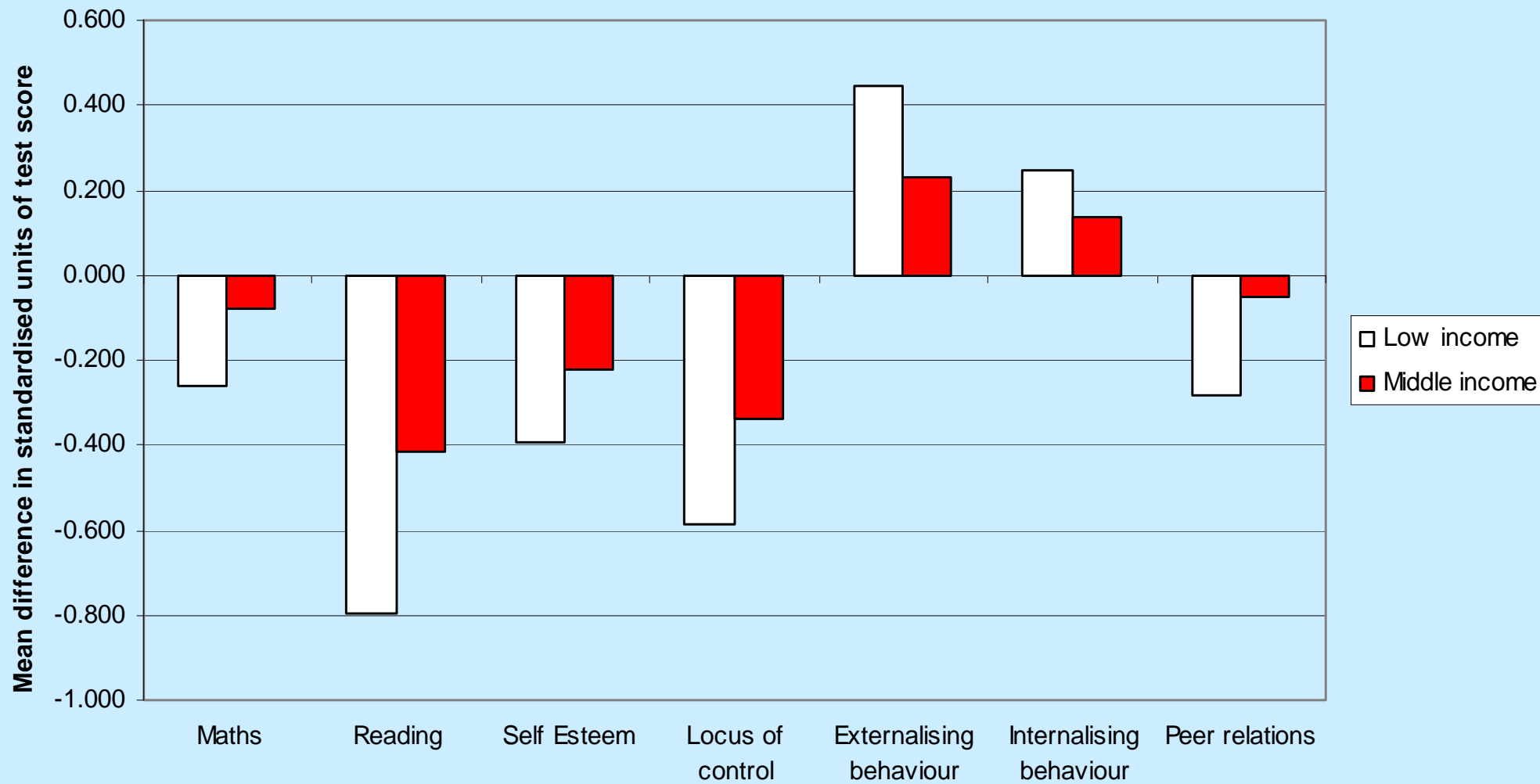
- *Family Socio-economic group SEG*
- *Parents' education*
- *Mother's age*
- *Birthweight*
- *Family size*

Parenting quality

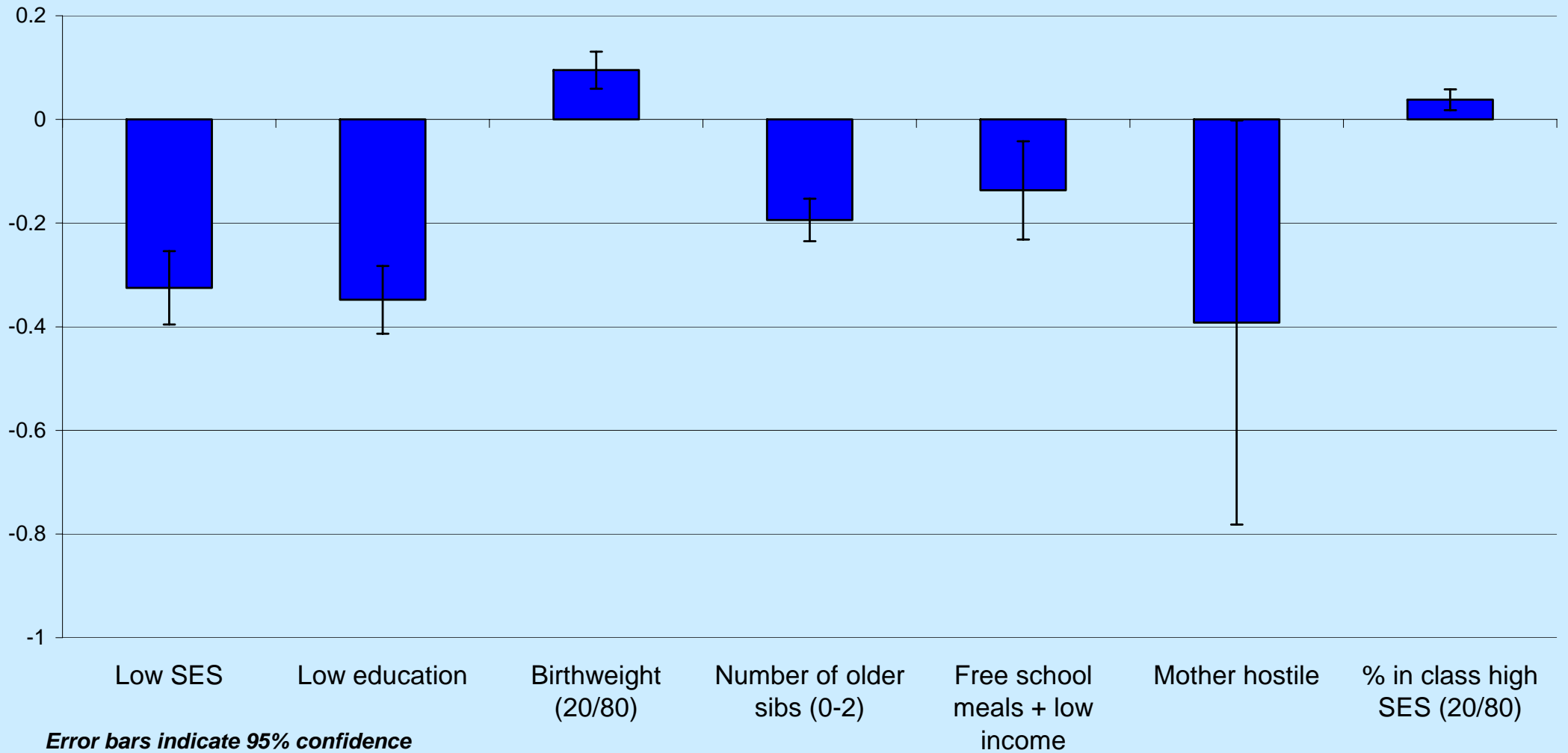
Peer group SES and ability

Figure 1

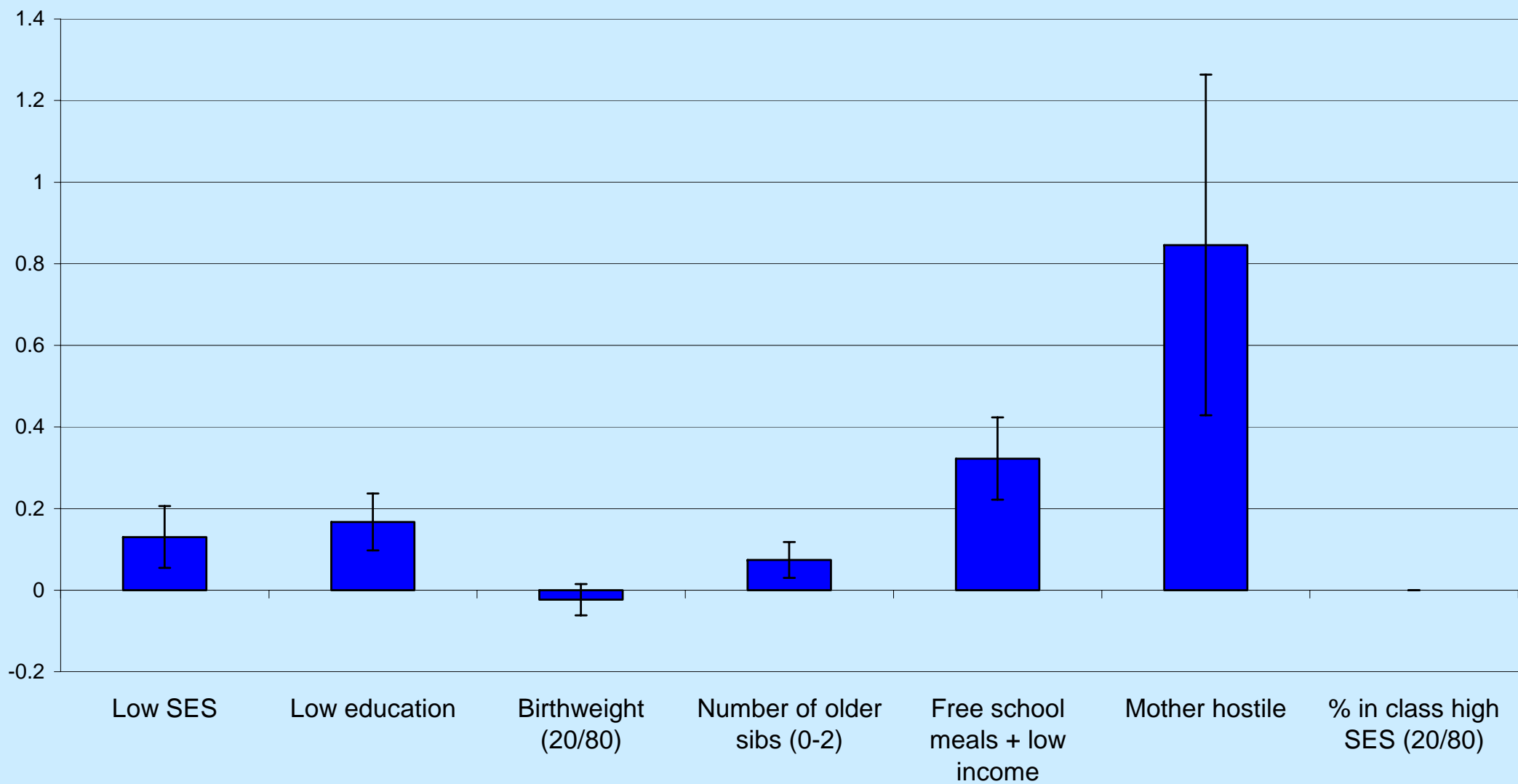
Differences in age 10 capabilities by parents' income



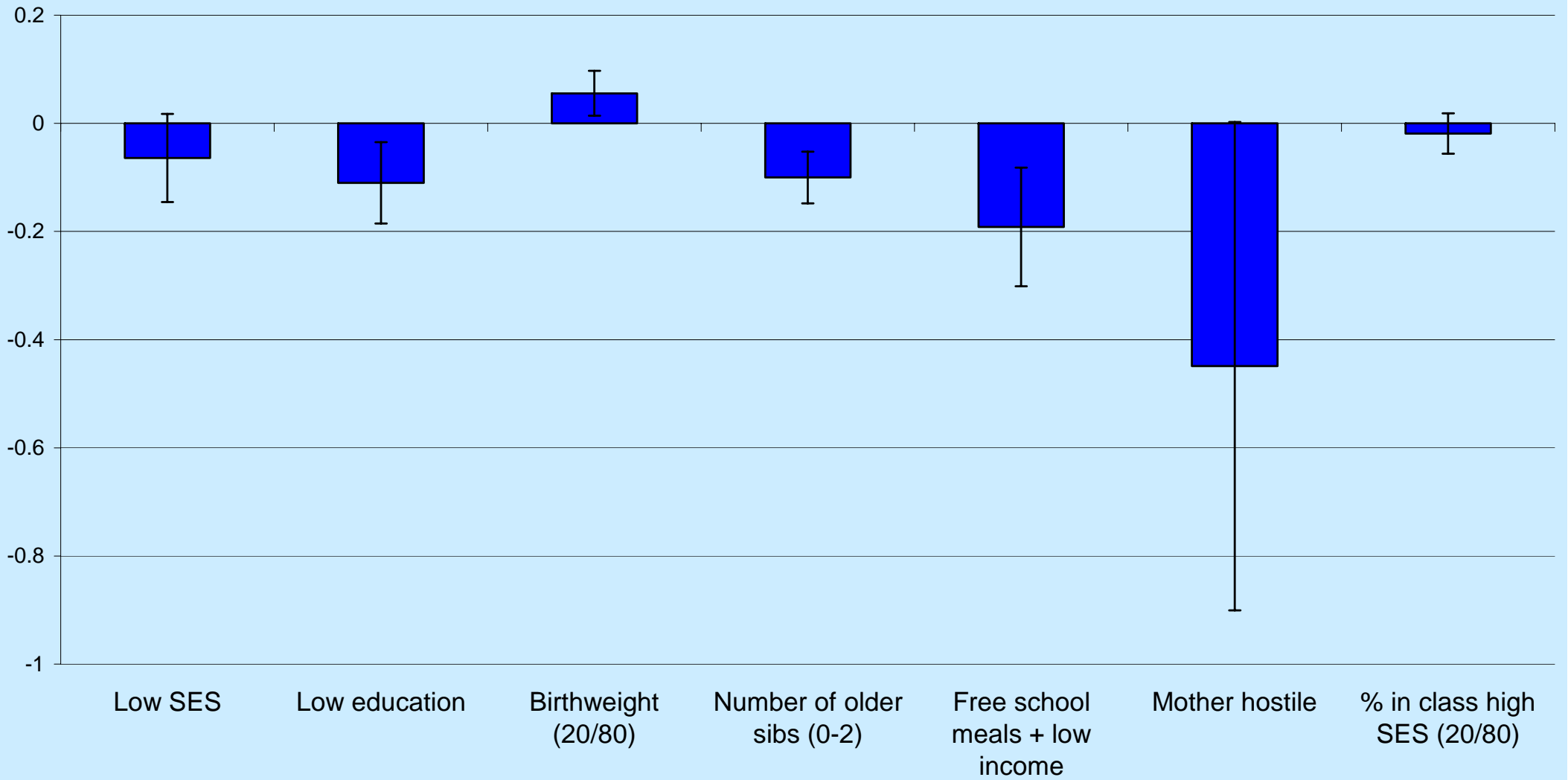
Coefficients from regression of age 10 reading score on parental capital proxies; a selection of variables



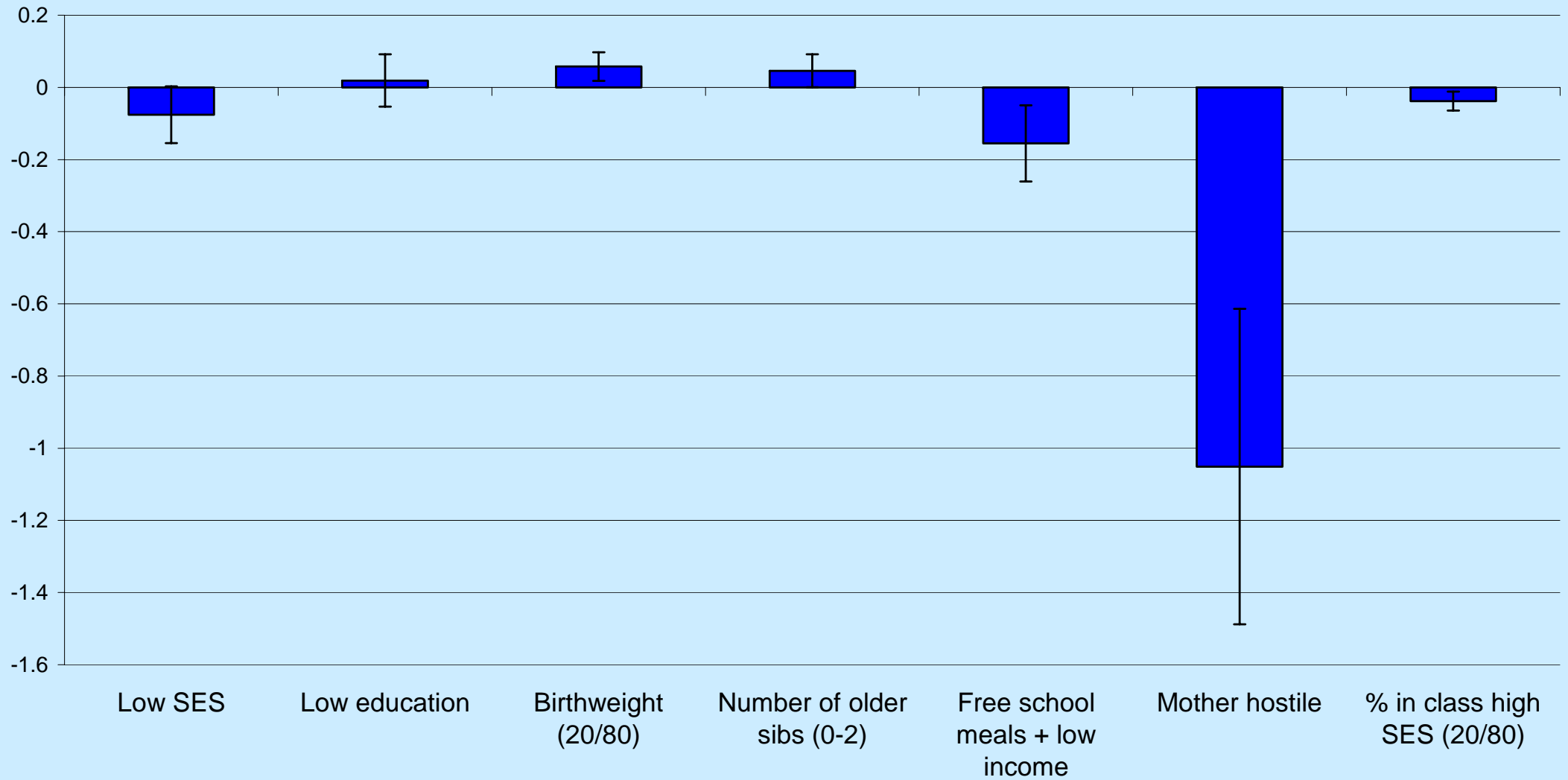
Coefficients from regression of age 10 externalising behaviour score on parental capital proxies; a selection of variables



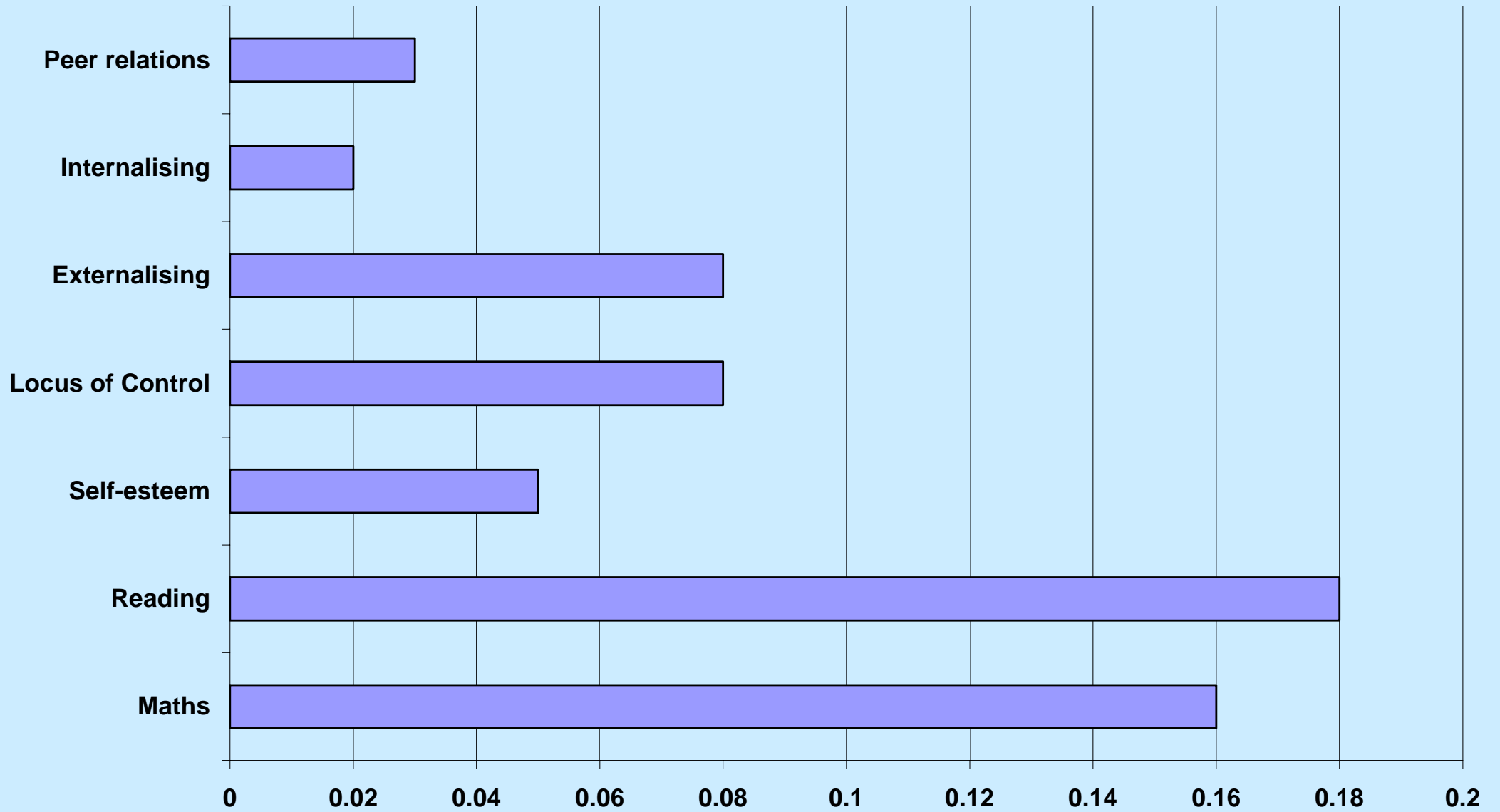
Coefficients from regression of age 10 self-esteem score on parental capital proxies; a selection of variables



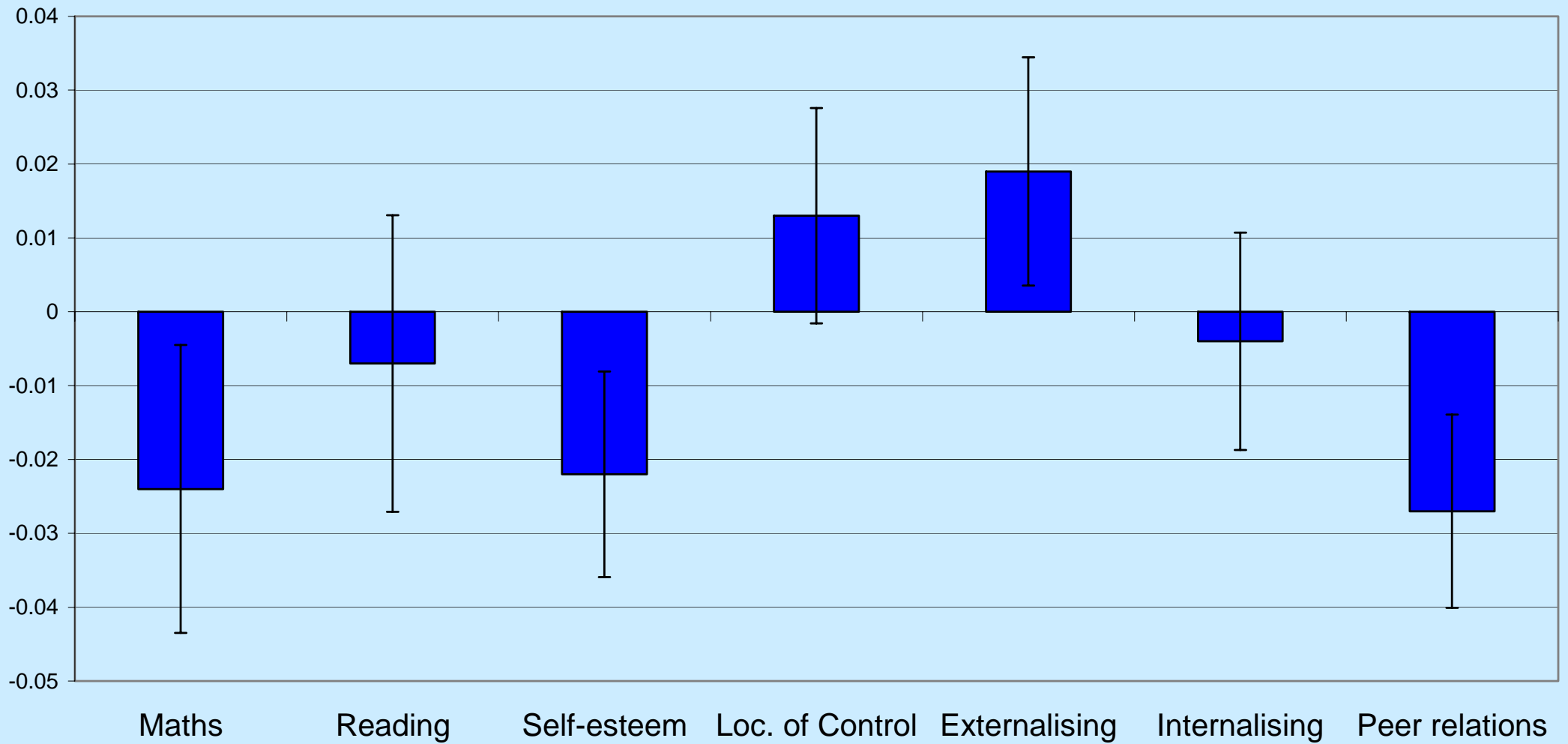
Coefficients from regression of age 10 peer relations score on parental capital proxies; a selection of variables



R-squareds from capability regressions

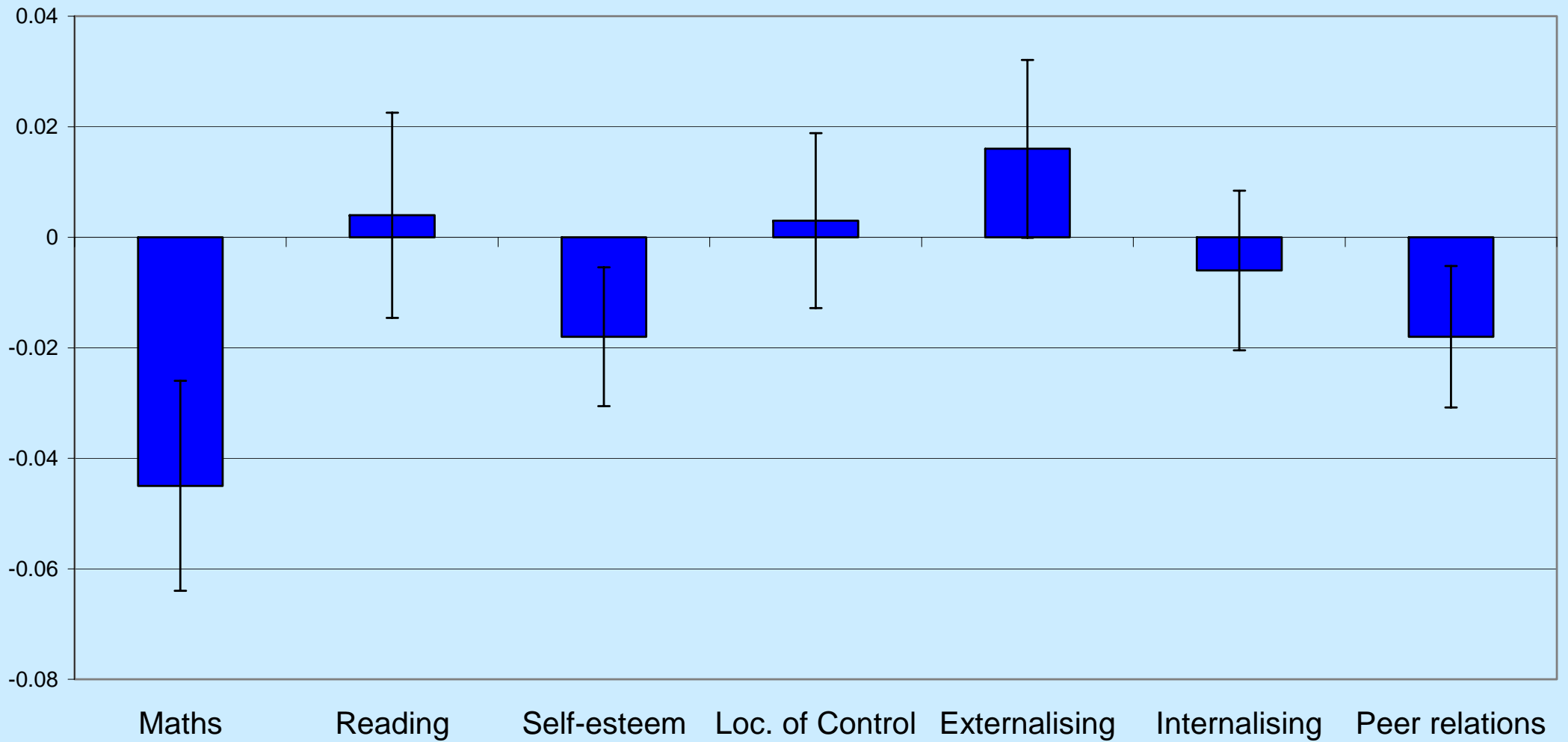


Predicted changes in probability of low life satisfaction; by age 10 capabilities, men



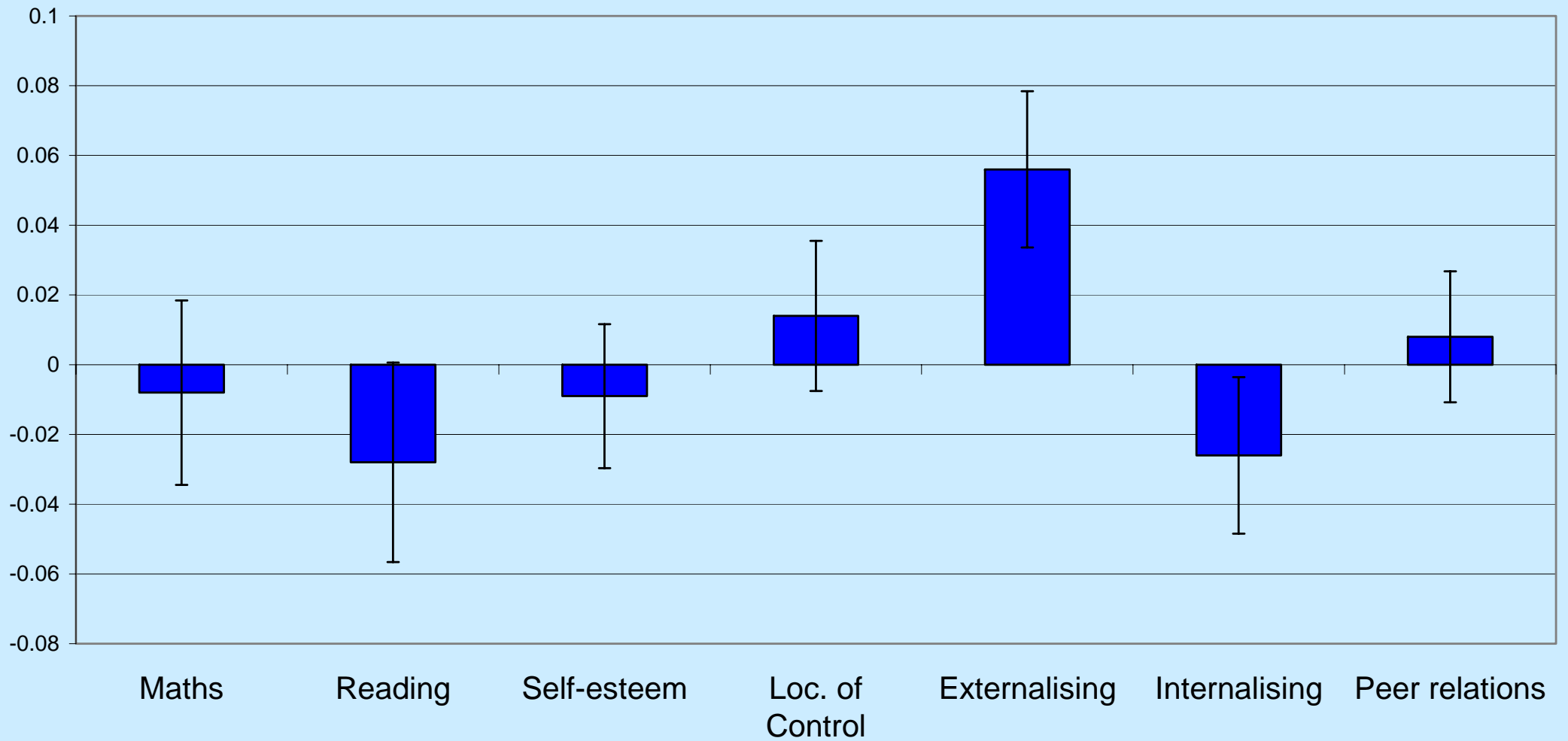
Error bars indicate 95% confidence

Predicted changes in probability of low life satisfaction by age 10 capabilities, women



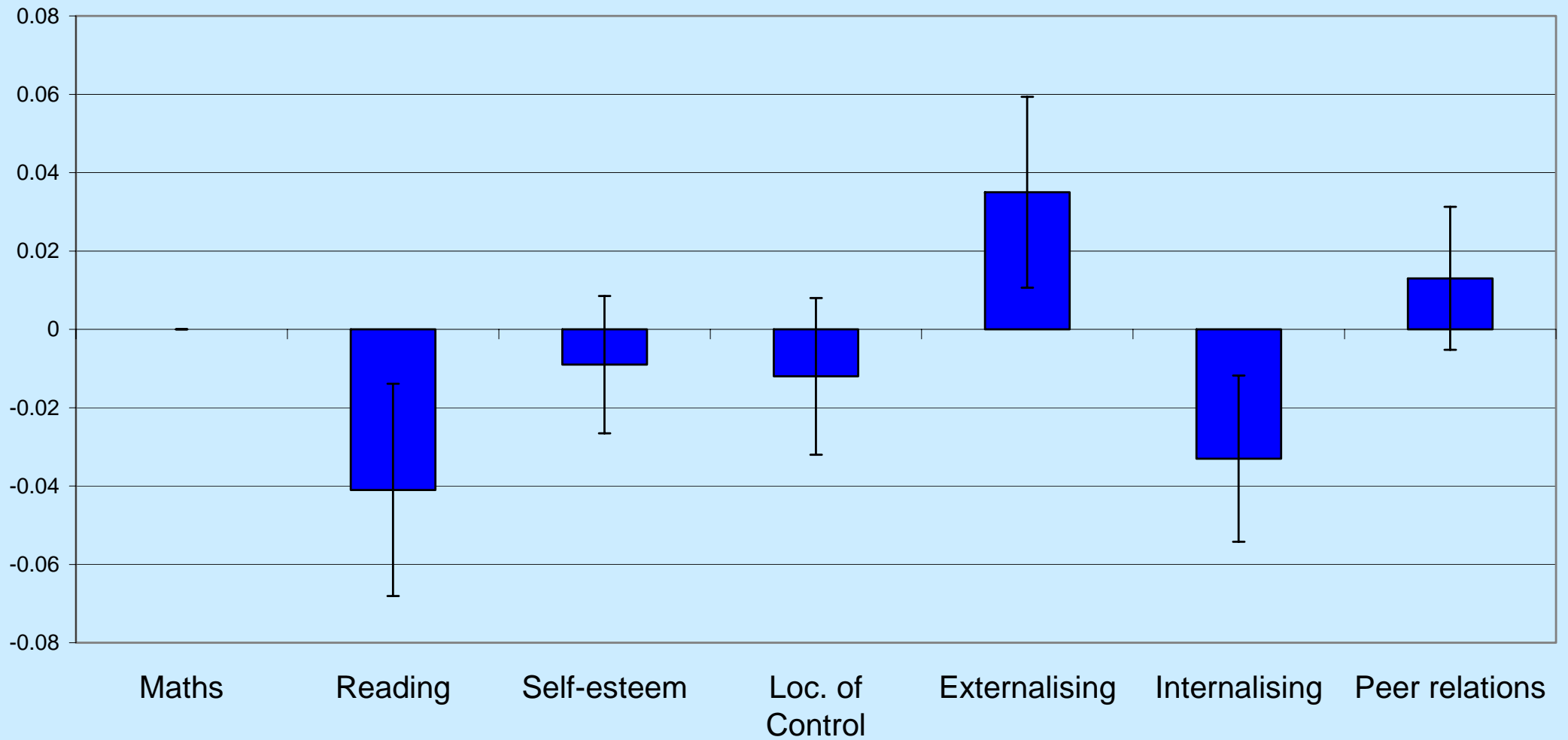
Error bars indicate 95% confidence

Predicted changes in probability of not voting; by age 10 capabilities, men



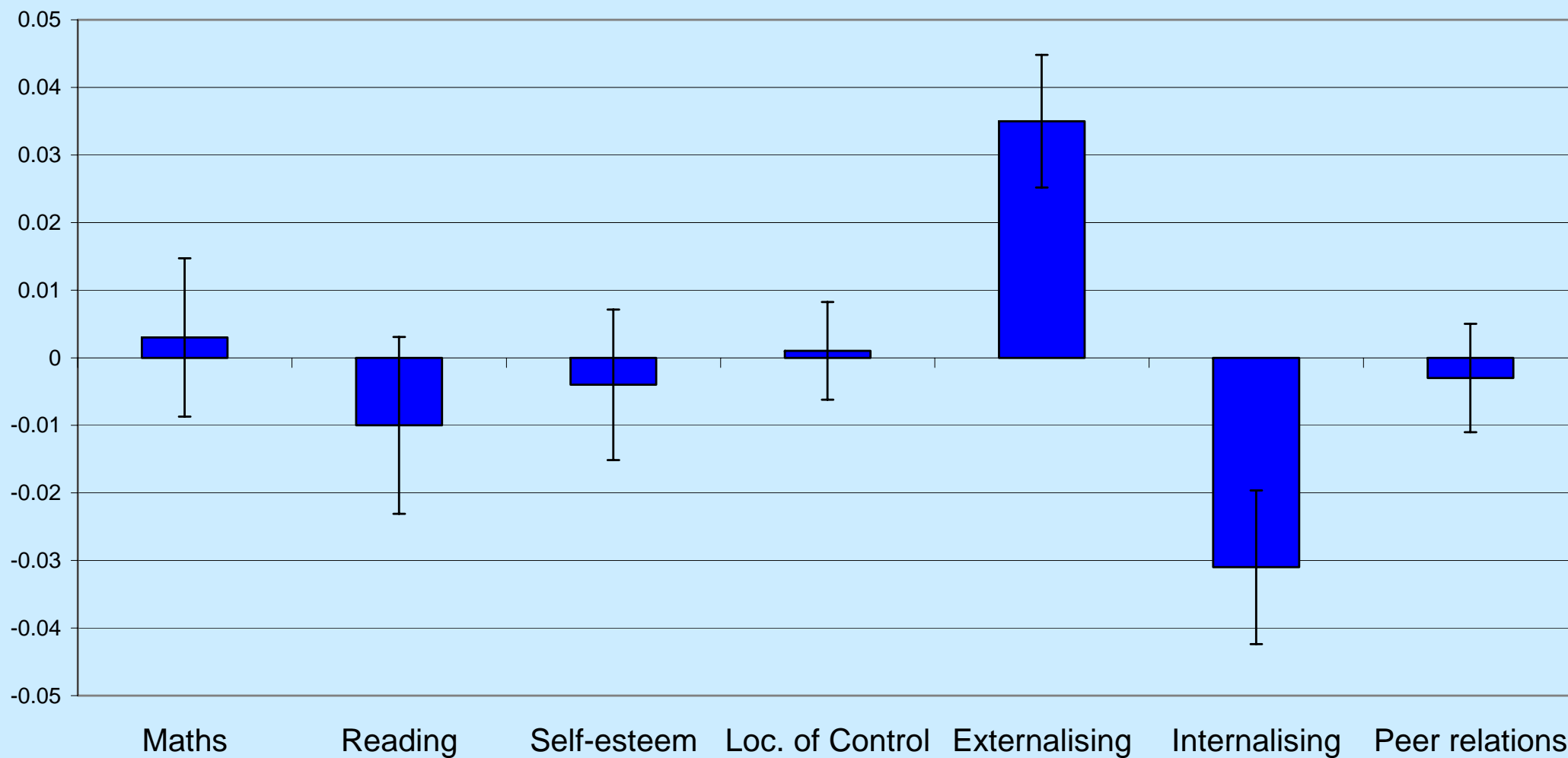
Error bars indicate 95% confidence

Predicted changes in probability of not voting; by age 10 capabilities, women



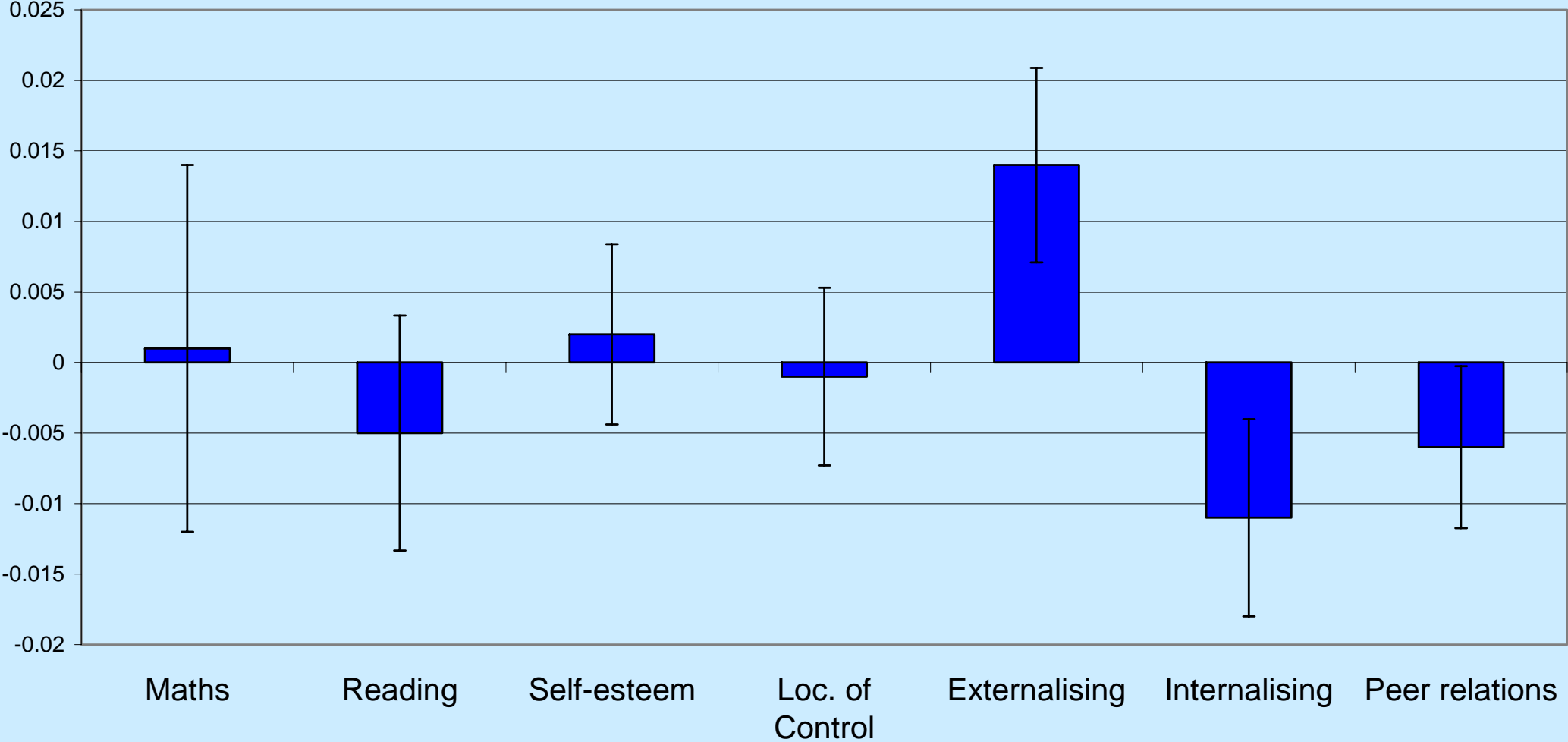
Error bars indicate 95% confidence

Predicted changes in probability of offending; by age 10 capabilities, men



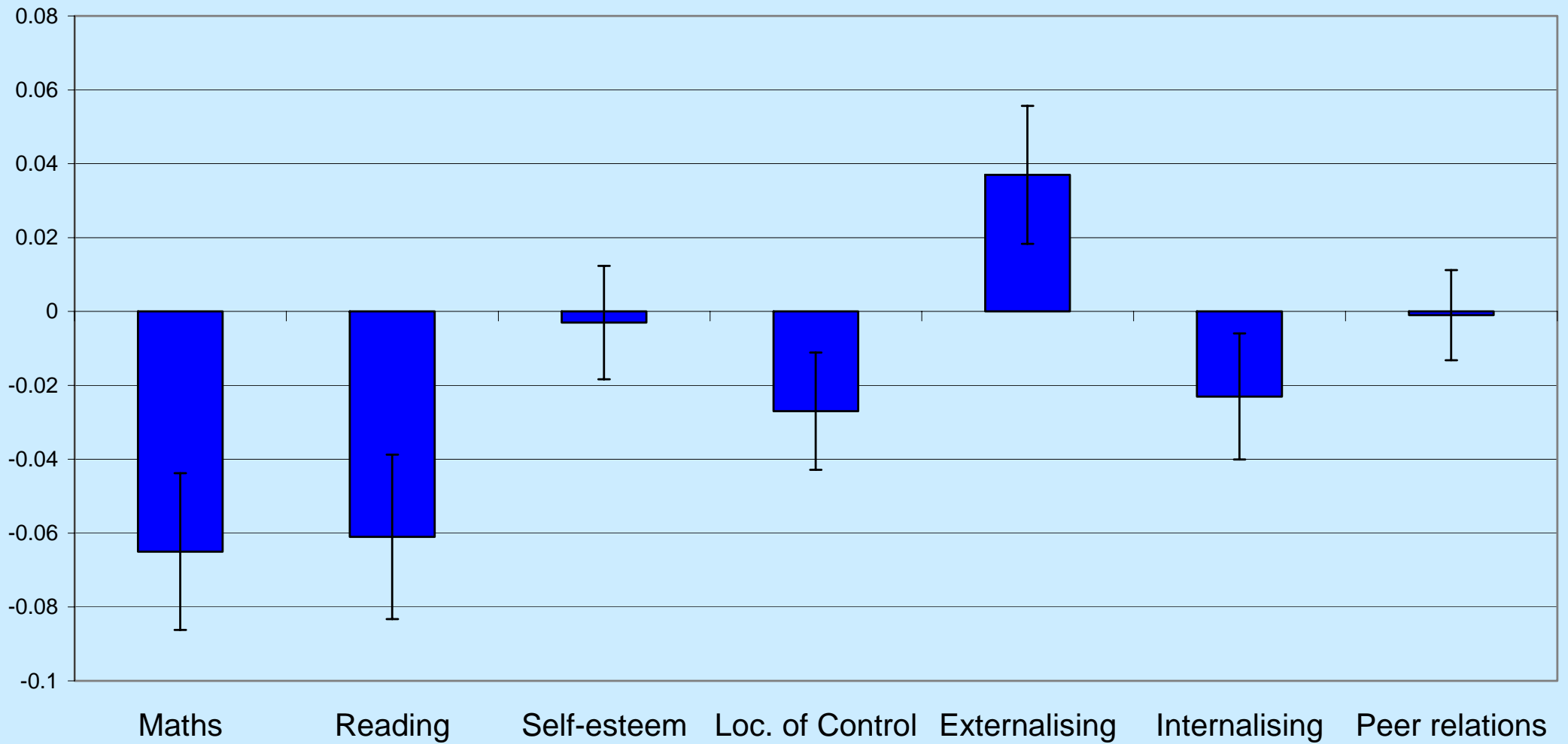
Error bars indicate 95% confidence

Predicted changes in probability of teen motherhood by age 10 capabilities



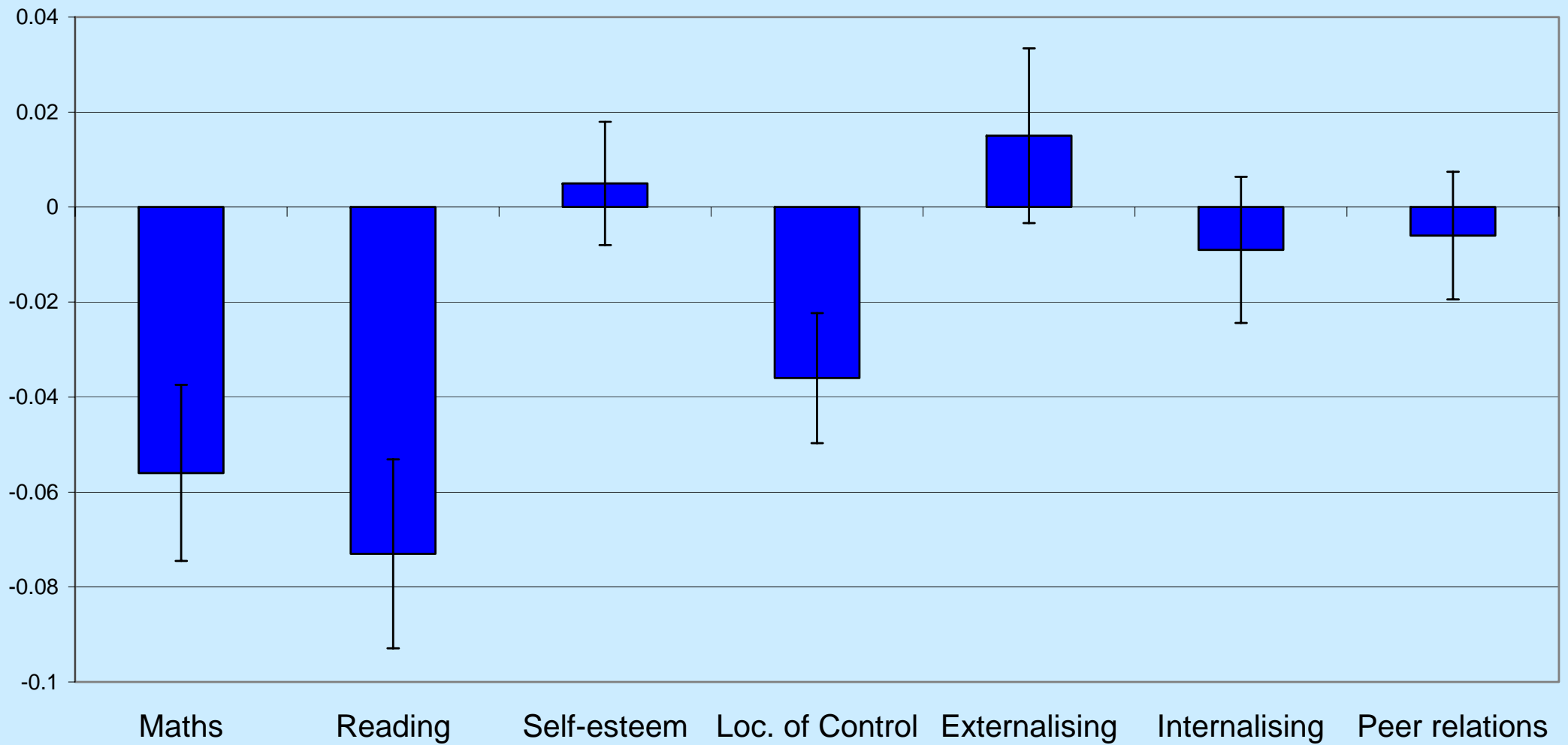
Error bars indicate 95% confidence

Predicted changes in probability of not obtaining Level 4; by age 10 capabilities, men



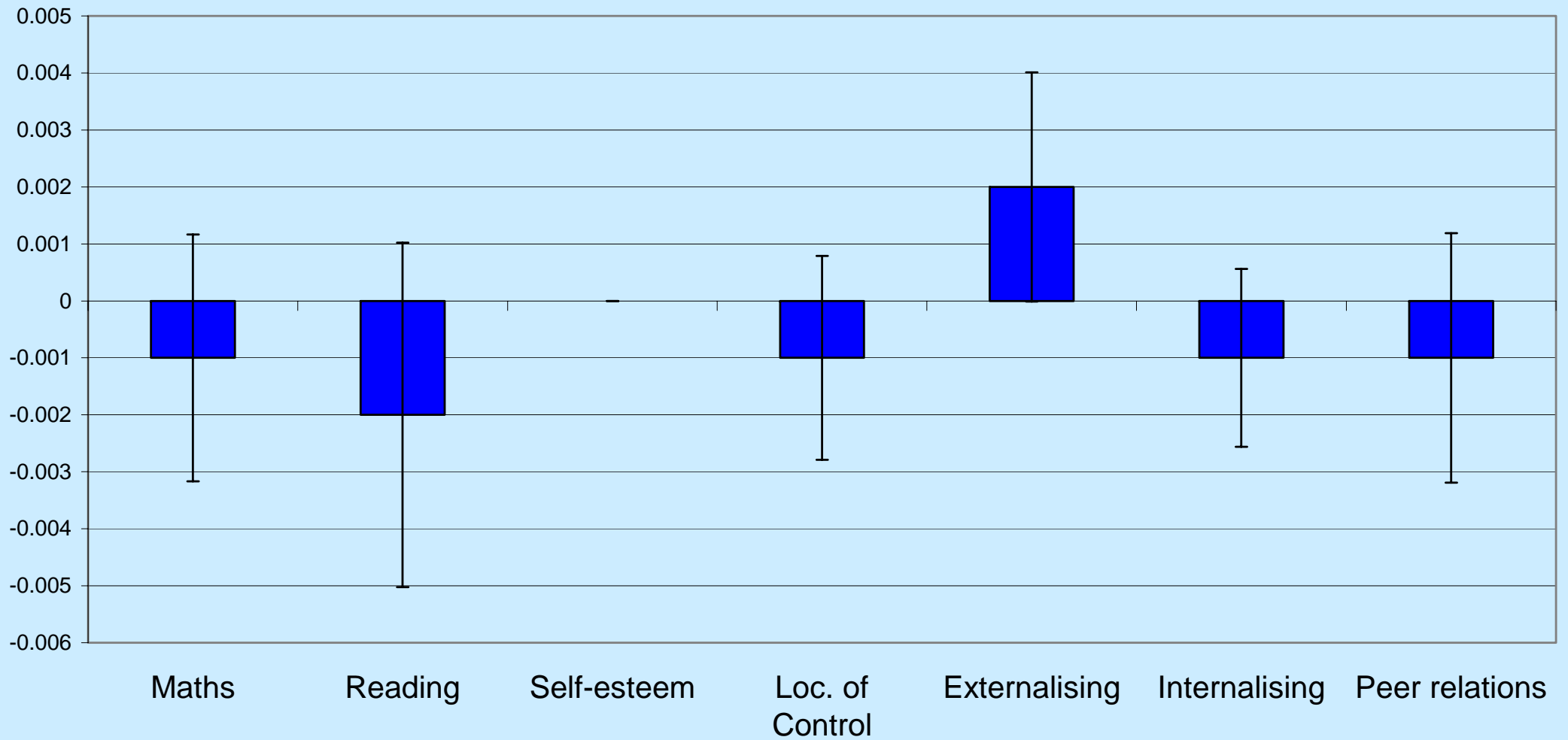
Error bars indicate 95% confidence

Predicted changes in probability of not obtaining Level 4 by age 10 capabilities, women



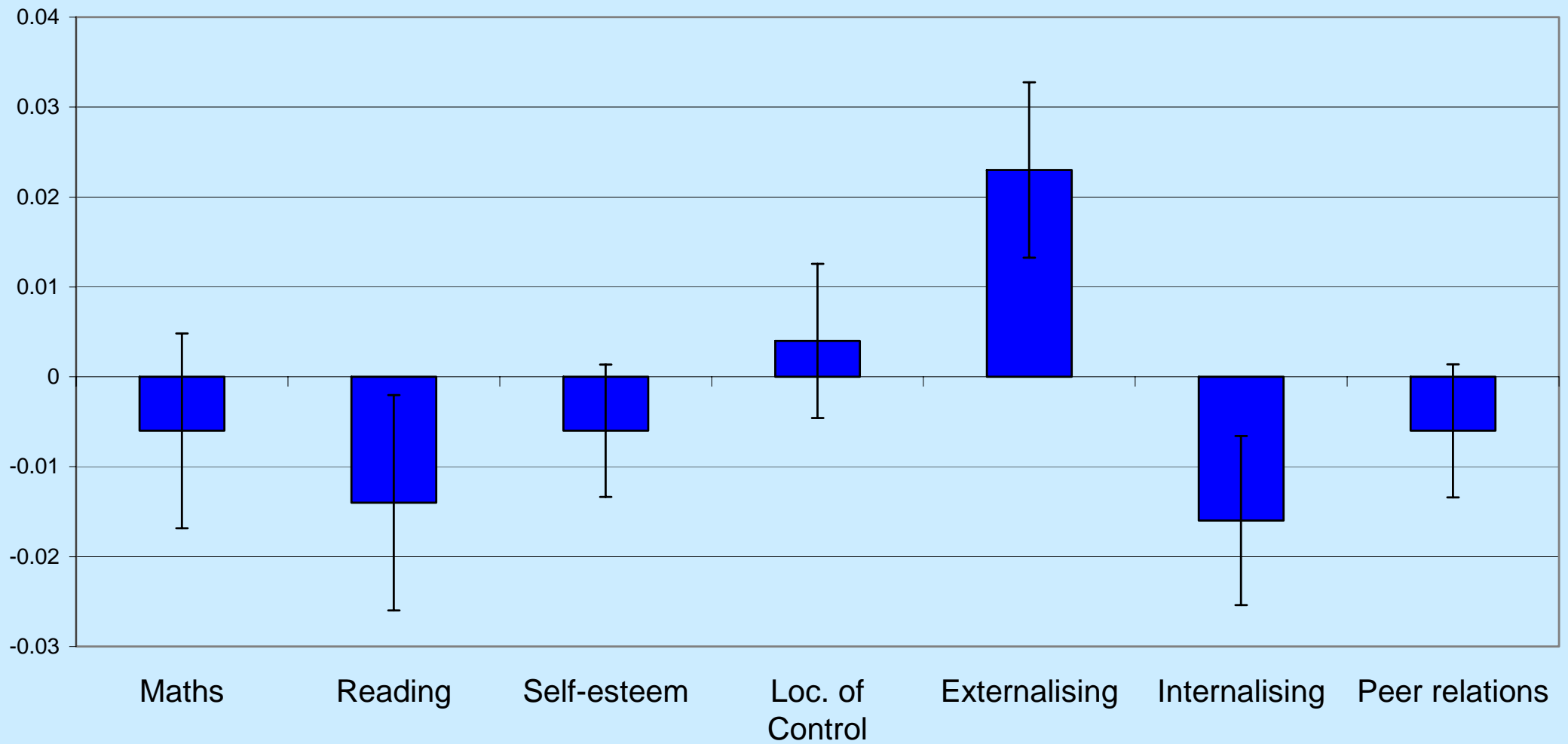
Error bars indicate 95% confidence

Predicted changes in probability of being in a workless household with children; by age 10 capabilities, men



Error bars indicate 95% confidence

Predicted changes in probability of being in a workless household with children by age 10 capabilities, women



Error bars indicate 95% confidence

Sign of coefficients, women

	Poor quality of life			Low cohesion				Poor educational and economic attainment			
	Life sat.	Depres	Smoke	Male offend	Teen moth	No vote	Race tl.	Lev 2	Lev 4	Inc.	Workl.
Maths	-	-						-	-	-	
Reading			-			-	-	-	-	-	-
Self-esteem	-	-	-				+				
Loc. of Control							-	-	-	-	
External			+		+	+		+			+
Internal			-		-	-	-				-
Peer relations	-	-			-						

Summary of results

- Poor reading and maths skills predict many of the social exclusion outcomes, particularly poor educational and economic functioning;
- Externalising behaviour problems strongly predict poor social cohesion outcomes and poor educational and economic functioning;
- Internalising behaviour problems predict absence of social cohesion problems, and for men, absence of poor qualifications;
- Poor self-esteem and poor peer relations both predict low quality of life outcomes;
- Absence of an internal locus of control predicts poor educational and economic functioning;

Capital, Capabilities and Policy

1. The primary phase of education, to which our age 10-year measures of capability apply, is a key period when social exclusion processes become evident.
2. These processes are not restricted to the domain of human capital but to the wider set of capitals,
3. The effects (or returns) from (parental capital assets) are mediated through children's own formed assets or capabilities
4. Educational interventions to reverse social exclusion processes and their long-term outcomes in adult life should target poor acquisition of capabilities in childhood, through the:
 - family resources: income and education
 - school curriculum
 - support services for children
 - family and community functioning.