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<p>Tiivistelmä-Referat-Abstract</p> <p>Neighbourhood and family background effects on the secondary education of young people in Helsinki The objective of this study was to find out, how neighbourhood and family characteristics affected young people's completion of secondary education in Helsinki in the 1990's. In addition, effects of school grades and of a number of school characteristics were analysed.</p> <p>Individual-level register-based data compiled by Statistics Finland and neighbourhood-level statistics were used as data. The main individual-level data set represented the young people in Helsinki being in the age of finishing the comprehensive school in the years 1991 - 95, and it had 10,906 cases. The completion of secondary education and the type of completed education were under explanation, the types being upper secondary school and vocational school. Statistical modelling was used as the method of the study, multi-level logistic regression being the type of model applied.</p> <p>Family background had strong effects on the completion of secondary education and especially on the type of completed education. Parental education was a particularly strong background factor. A large share of the family-background effect was mediated by the grades of the final report of the comprehensive school, which had strong effects. Both the family background and the grades also had independent effects on completion of secondary education and on the type of completed education.</p> <p>There were clear differences between neighbourhoods in the proportion of young people who completed secondary education and in the proportions of different types of education. When explaining the completion of secondary education, these differences were explained by differing family backgrounds of young people. Neighbourhoods were not found to have effects on the completion of secondary education. However, when explaining the type of completed education, the between-neighbourhood variation was not explained completely when the differing family backgrounds were taken into account. Of the neighbourhood characteristics under analysis, the educational structure of the neighbourhood population had the strongest effects. In neighbourhoods with a high educational level, the finishing of upper secondary school was more common than in average neighbourhoods also after taking the neighbourhood differences in family backgrounds into account. In contrast, neighbourhoods with a low educational level did not deviate from the average neighbourhoods in their effects. Therefore, the effect of the educational structure was nonlinear. On school grades neighbourhoods did not have effects. The explanatory power of the neighbourhood's educational structure was much weaker than that of the family background in regard to the individual-level variation, but it explained well the between-neighbourhood variation remaining after taking the family backgrounds into account.</p> <p>Effects of school characteristics were analysed with data representing those young people in Helsinki who finished the comprehensive school in the years 1995 - 98. It was found that the socioeconomic composition of the comprehensive school affected the type of educational career that was started. This school effect mediated the observed effect of the educational structure of the neighbourhood population. Also the explanatory power of the school effect was much weaker than that of the family background.</p> <p>The results show, in accordance with earlier studies, that schooling outcomes are associated with family background. This study showed also, that the neighbourhood and the pupil composition of the school have some significance regarding the post-comprehensive school career. The most disadvantaged neighbourhoods were not found to have effects, however. This may be partly because of the housing policy practiced in Helsinki, which has aimed to prevent spatial segregation and has therefore contributed in preventing extreme spatial concentration of disadvantage.</p>			
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