Young People Who Neither Work Nor Study:
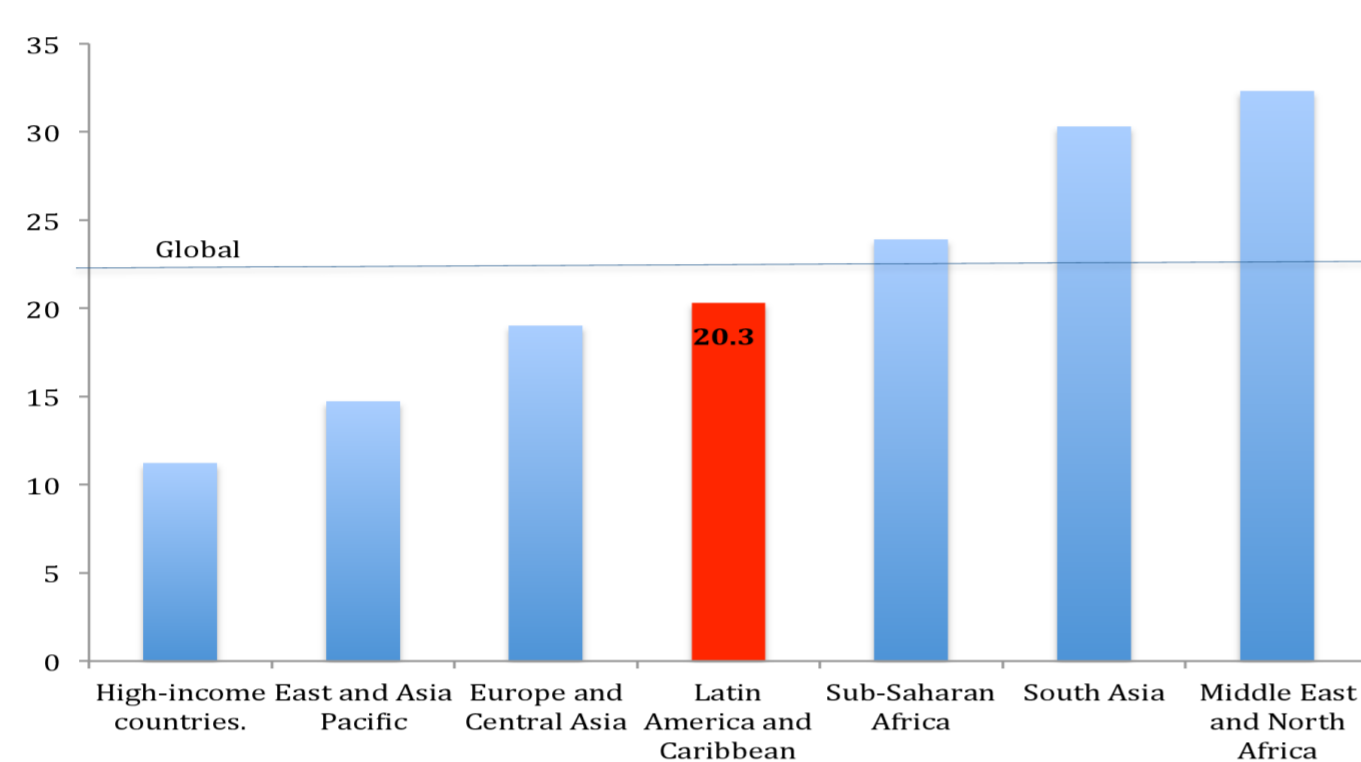
The Influence of Parenting Style and Bullying

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Motivation

- According to the World Bank (2015), one in five youth aged 15 to 24 is out of school and not working.

- Two-thirds of these young people are women (Cárdenas, et. al 2015).
- This could have severe consequences for the accumulation of human capital and problems of social cohesion.

Who is responsible for the young people who neither work nor study (Ni-nis)?

1. Household income per capita (Cárdenas, *et al.* 2011).
2. Dysfunctional families: "When my father died, my mother got depressed and started drinking a lot. She left us with an aunt, I really miss her" - Woman, age 15, Honduras (Hoyos, *et al.* 2015).

Using Conditional Cash Transfers can works; however, 8% of young people between 13 to 16 years belonging to:

- Families participating in the program PROGRESA in Mexico
- Living with both parents

⇒ are not studying nor working.

Hypothesis

Being bullied + parenting styles ⇒ Ni-nis (Young People Who Neither Work Nor Study)

- There are evidence that parenting style can influence academic outcomes (Baumrind, 1989).
- Being bullied lowers the GPA and increases the probability of teenage pregnancy (Eriksen *et al.*, 2014).

Data and Empirical Strategy

Data

- Poor households participating in the Program PROGRESA.
- Information for 837 households and 1,093 young people.

The variables of interest as potential predictors are: Parenting style and bullying.

Variable	Test
Parenting Style	Parenting Scale of Arnold, *et. al* (1993)
Bullying	Bullying Scale of Rigby (1996)

Model

The model to estimate is given by:

$$Y = \beta_1 X + W_1 + e$$

- Y= Outcome of interest ("young people who neither work nor study").
- X= Variable of interest (parenting style and bullying).
- W1= Observed control variables multiplied with their coefficients $\sum_{j=1}^{J_o} w_j^o \gamma_j^0$.
- e= Error term.

Establishing Causality

To avoid endogeneity problems, I pursue a number of strategies:

- I add control variables on the right hand side.
- Following Pischke and Schwandt (2015), I put the control variables on the left instead of the right hand side.
- Finally, I use a bounding methodology developed by Altonji *et al.* (2005), and refined by Oster (2014)

Results

- 1-standard deviation increase in the index of permissive parenting style, increase the probability of being Ni-ni in 5.3%.
- 1-standard deviation increase in the index of bullying, increase the probability of being Ni-ni in 3.4%.
- 1-standard deviation increase in the index of authoritative parenting style, decrease the probability of being Ni-ni in 2.9%.