

Maschmann, Tina (2021): Educational Advancement, Biography and Family Figuration. A intergenerational Study. In: Heinrich, Martin/Wernet, Andreas (Eds.): *Reconstructive Education Research Approaches and Methods*, 37. Wiesbaden: Springer VS.

submitted as: „Educational Advancement, Biography and Family. On the Effectiveness of Social Origin in the process of educational Advancement with special Reference to Family Figuration, Relationship Dynamics and Coping Strategies“

Table of Content

1 Introduction: Subject, research question and structure of the study.....	1
2 State of Research: Educational Advancement in the Context of German Educational Systems.....	6
3 Theoretical Framework.....	14
3.1 Pre-structured and Structuring Knowledge.....	16
3.2 Family and Figuration.....	21
3.3 Intergenerational Transmission and Delegation.....	24
4 Methodological Framing and Methodological Procedure.....	29
4.1 Biography as a Social Construct.....	29
4.2 Principles of Social Constructivist Biographical Research.....	31
4.3 Biographical Narrative (Pair)Interviews and Genograms.....	36
4.4 Biographical Case Reconstructions.....	38
4.5 Combination of Methods: Family Sculptures.....	41
4.6 Construction of Types.....	50
5 Theoretical Sampling and Educational Context	53
6 The Bremer Family: An Educational Advancement in the Conflict of Attachment Tendencies and Delegation	59
6.1 The Bremer Parents: Interview Situation and Results of Text and Thematic Field Analysis.....	65
6.2 Anton Bremer: " <i>Working, working was always framing</i> "	74
6.3 Gertrud Bremer, née Dirks: " <i>I was always a little worried.</i> "	85
6.4 Anton and Gertrud get to know each other - Shared Course of Life of the Bremers.....	98
6.5 Stefanie Bremer: " <i>The full workload and a little bit more</i> "	102
6.6 The Education and Life Course of Stefanie Bremer.....	111
6.7 Explicit Interpretations of Educational Advancement: " <i>She's gone yes pffft, but we didn't take her away</i> "	163
6.8 Summary: Educational Advancement in the Bremer Family.....	167

7 The Roth Family: Educational Advancement as a Treatment of an Expulsive Family Dynamic.....	176
7.1 Rolf Roth: <i>"Actually we all, all only have Hauptschule"</i>	177
7.2 Family and Life History of Vera Roth, née Hahn.....	201
7.3 Rolf and Vera get to know each other	204
7.4 Mona Roth: <i>"I have learned that I can only rely on myself"</i>	206
7.5 The Education and Life Course of Mona Roth.....	214
7.6 Explicit Interpretations of Educational Advancement: <i>"Quite normal but different from us"</i>	225
7.7 Summary: Educational Advancement in the Roth Family.....	261
8 Educational Advancement and Family Figuration: A Process Typology.....	268
8.1 Type A: Educational Advancement in the Field of Tension between Family Ties and Ambivalent Delegation.....	269
8.2 Type B: Educational Advancement as a Coping of Expulsive Family Dynamics.....	272
9 Comparison and Discussion of the Types.....	276
9.1 Openness to Divergent Educational Pathways as a Facilitating Factor.....	276
9.2 Binding and Expelling Tendencies in Educational Advancement Families.....	279
9.3 Social Embeddedness of Transitions in Educational Biographies.....	282
9.4 Educational Advancement as a Risk Factor for the Development of Psychosomatic Symptoms.....	285
10 Further Theoretical Generalizations.....	288
10.1 Relevant Knowledge in Educational Advancement Families: Family Historical and Biographical Resources.....	288
10.2 Coping Strategies of Educational Climbers and Their Parents.....	293
11 Conclusion and Outlook.....	303
12 Bibliography.....	310

Summary

What is the relationship between educational advancement and social background? Which traditional knowledge and family dynamics have an enabling or hindering effect on the process of educational advancement? And which coping strategies are developed by educational climbers and their parents? The author answers these questions with a biography-theoretical multigenerational study. She reconstructs the complex interplay of social conditions for success, orientation structures and family dynamics in families in which the children experience the overcome of the phenomenon of so-called 'educational inheritance'. It turns out that educational advancement always takes place between detachment from the family and attachment to the milieu of origin, and that it is a socialization process in alternative social realities. Depending on how the familial figuration is shaped, this becomes a circumstance that requires biographical and also familial processing.