

Academic outputs and citizenship. Is the social and political integration a factor of success during higher studies?

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Dimensions of citizenship

- First differentiation :
passive – active
 - Second differentiation :
civil – political – social
- Social citizenship : occupy an useful position in the society

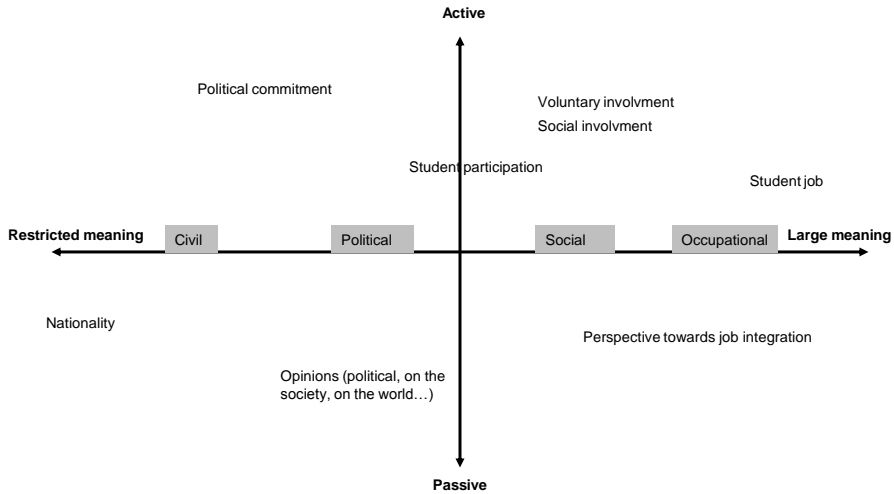
- Social citizenship :
 - social integration
 - job integration

These two integrations are more and more difficult to distinguish (job = great integrator – Y Barrel, 1990) and more and more necessary to be both addressed

Job and social integrations

- Class struggle («lutte des classes»)
Job integration = alienation
Social integration in spite of job integration
- Positions struggle («lutte des places», V. de Gaulejac, 1994)
Job integration = big stake
Social integration is possible only if job integration is realized (job integration as necessary condition of social integration)

Some indicators of citizenship



Academic
success and
student life
outputs



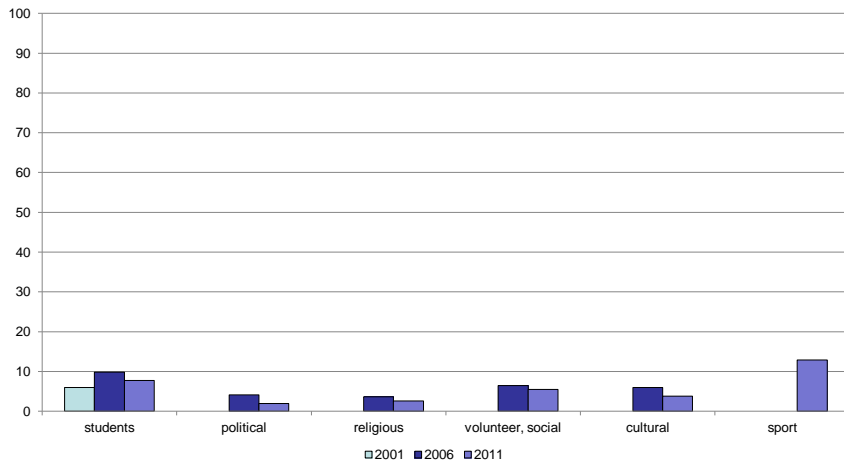
Citizenship
indicators



- Degree obtained or first year succeeding
- Respondents satisfaction towards some diverse fields of student life

Active citizenship : political, social and leisure participation

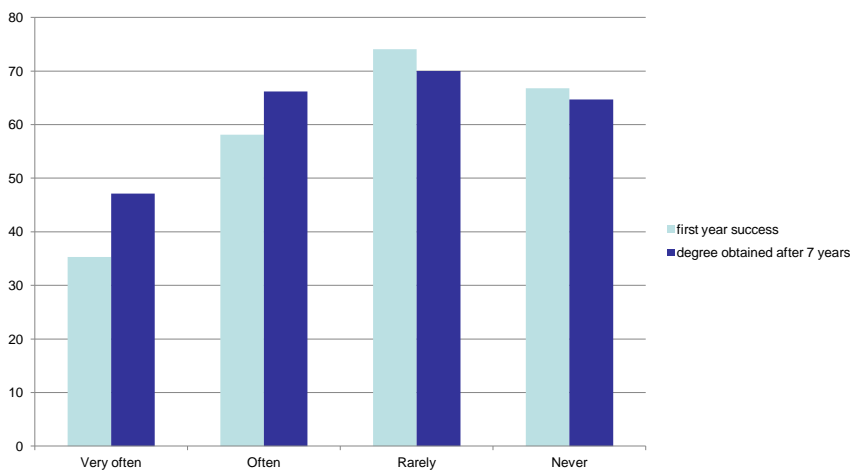
Graph 1 : Students Involvement in associations according to the type of association



Sources : OVE, 2001, 2006, 2011

Active citizenship : political activism

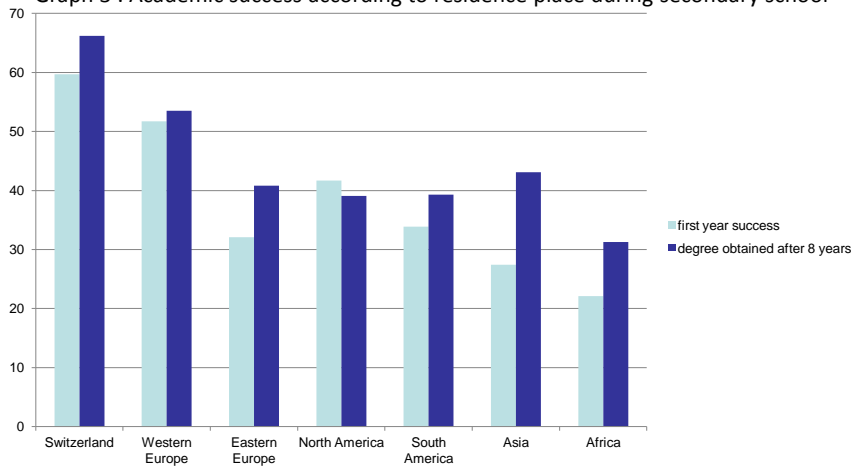
Graph 2 : Academic success according to the frequency of political activism



Sources : OVE, 2001, 2009

Passive civil citizenship : nationality or residence permit

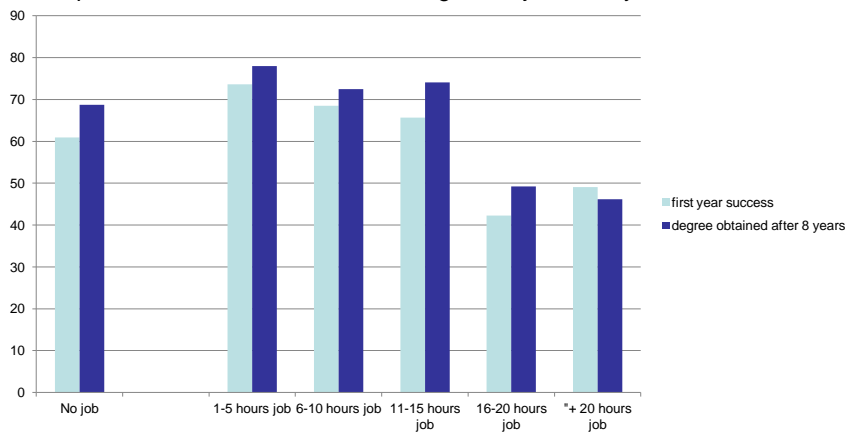
Graph 3 : Academic success according to residence place during secondary school



Sources : OVE, 2001, 2009

« Active citizenship » : exercice of remunerated activity (as student job)

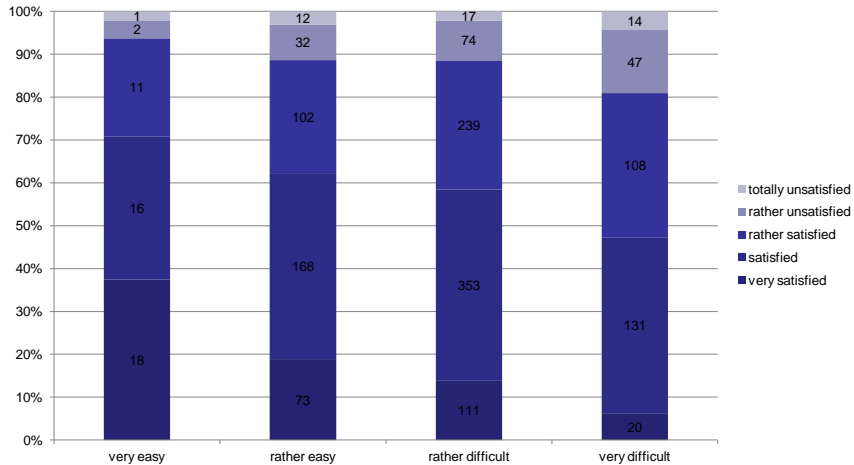
Graph 4 : Academic success according to the job weekly duration



Sources : OVE, 2001, 2009

Passive occupational citizenship : prospective perception of the future probability to find easily a job after higher studies

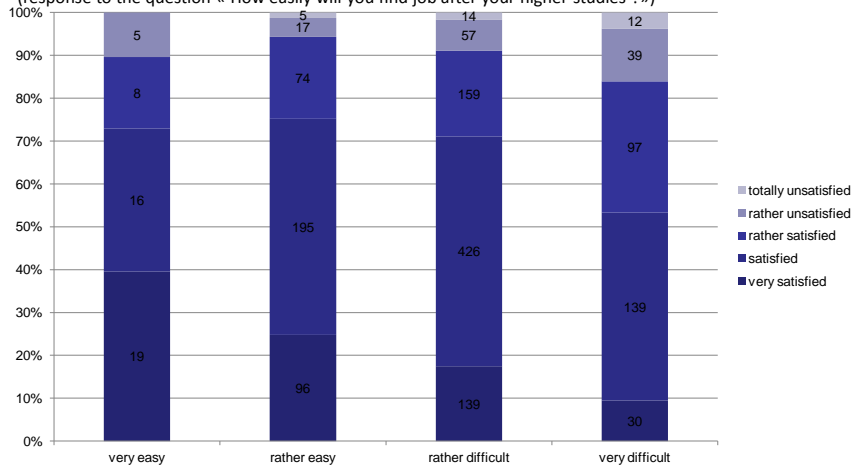
Graph 5a : Satisfaction towards University of Geneva according to the anticipated difficulty of prospective job integration (response to the question « How easily will you find a job after your higher studies ?»)



Sources : OVE, 2006

Passive occupational citizenship : prospective perception of the future probability to find easily a job after higher studies

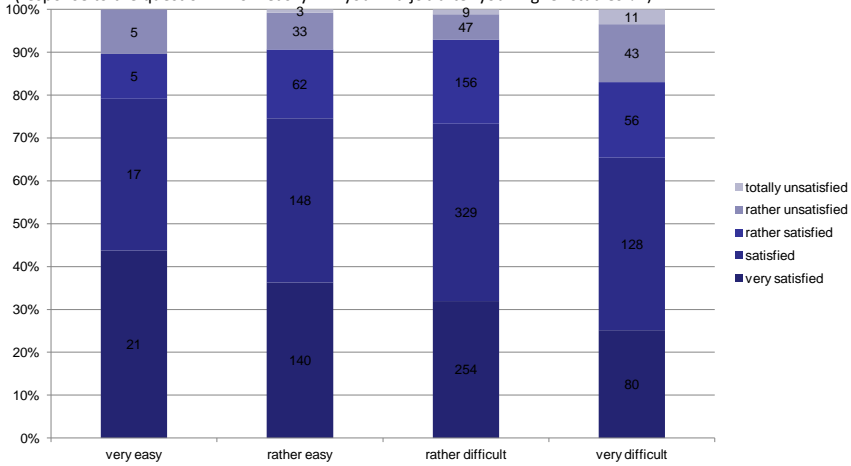
Graph 5b : Satisfaction towards studies according to the anticipated difficulty of prospective job integration (response to the question « How easily will you find job after your higher studies ?»)



Sources : OVE, 2006

Passive occupational citizenship : prospective perception of the future probability to find easily a job after higher studies

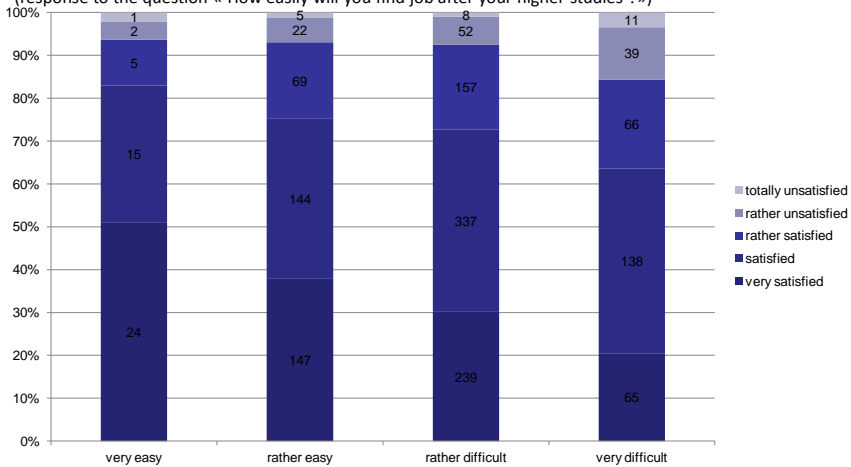
Graph 5c : Satisfaction towards social life according to the anticipated difficulty of prospective job integration (response to the question « How easily will you find job after your higher studies ? »)



Sources : OVE, 2006

Passive occupational citizenship : prospective perception of the future probability to find easily a job after higher studies

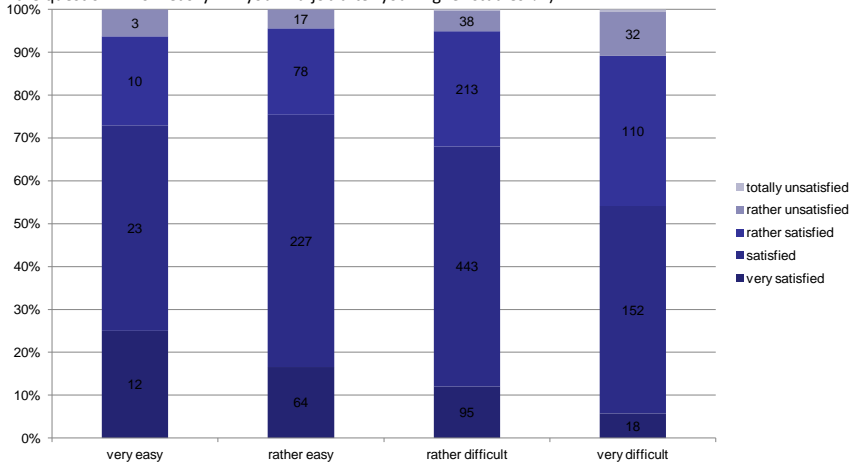
Graph 5d : Satisfaction towards health according to the anticipated difficulty of prospective job integration (response to the question « How easily will you find job after your higher studies ? »)



Sources : OVE, 2006

Passive occupational citizenship : prospective perception of the future probability to find easily a job after higher studies

Graph 5e : Global satisfaction according to the anticipated difficulty of prospective job integration (response to the question « How easily will you find job after your higher studies ? »)



Sources : OVE, 2006

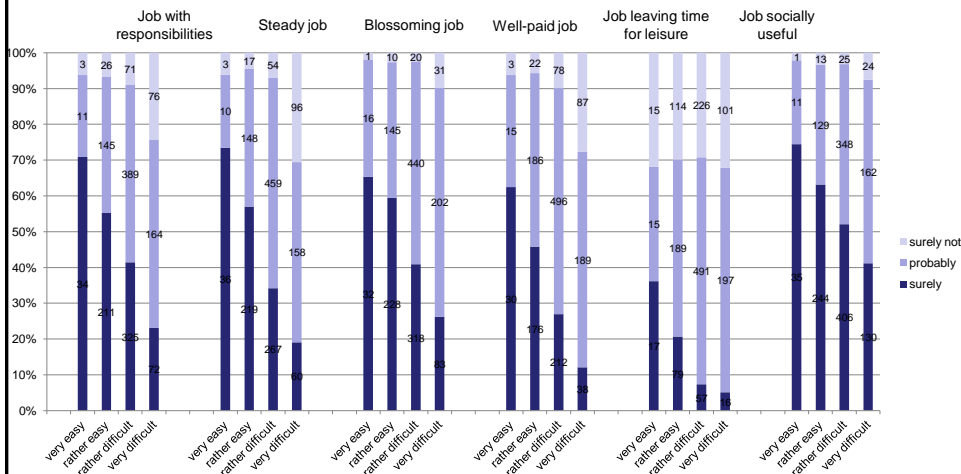
- An hypothesis to be checked :
If the prospective job integration is problematic, the student will redirect his interests, expectations and experiences to other fields of the citizenship.
- It's the substitution/replacement logic !

Test of substitution hypothesis


- If the prospective job integration is perceived as difficult, the student will redirect his objectives to a more active, political and social citizenship.
- No result confirmed this hypothesis...

Even, some results gave statistical relationships suggesting the opposite of the substitution hypothesis...

Graph 6 : Job features aimed for future career the anticipated difficulty of prospective job integration (response to the question « How easily will you find job after your higher studies ? »)



Sources : OVE, 2006

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- More than the substitution of the expectations, we observed the accumulation and/or the combination of the expectations. («cumul des handicaps»)



As conclusion,

- Some findings :
 - The active citizenship of the students is weak
 - The social and job integration (if not excessive) are found as a good way to lead towards academic success and satisfaction for the student life
 - The importance of the job integration is as strong as it determines a lot of outputs of the students and academic realities (in other terms, if you perceive your job integration as guaranteed, you will perceive the other fields of the student life as positive)
- In fact, the students, today, are much more oriented towards some individual expectations (job integration, but also leisure time and activities, individual development, extracurricular opportunities...) than collective and/or citizenship motivations.