

# Justice through education. The attitude of French students to social objectives.

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## 3 different institutions in social sciences

- IUT (university institutes of technology) :
  - 2 years,
  - senior technicians
  - must then enter the labor market
- IEP (Political Studies Institutes):
  - 5 years
  - public administration and journalism.
- University:
  - 3 years (bachelor) + 2 years (master)

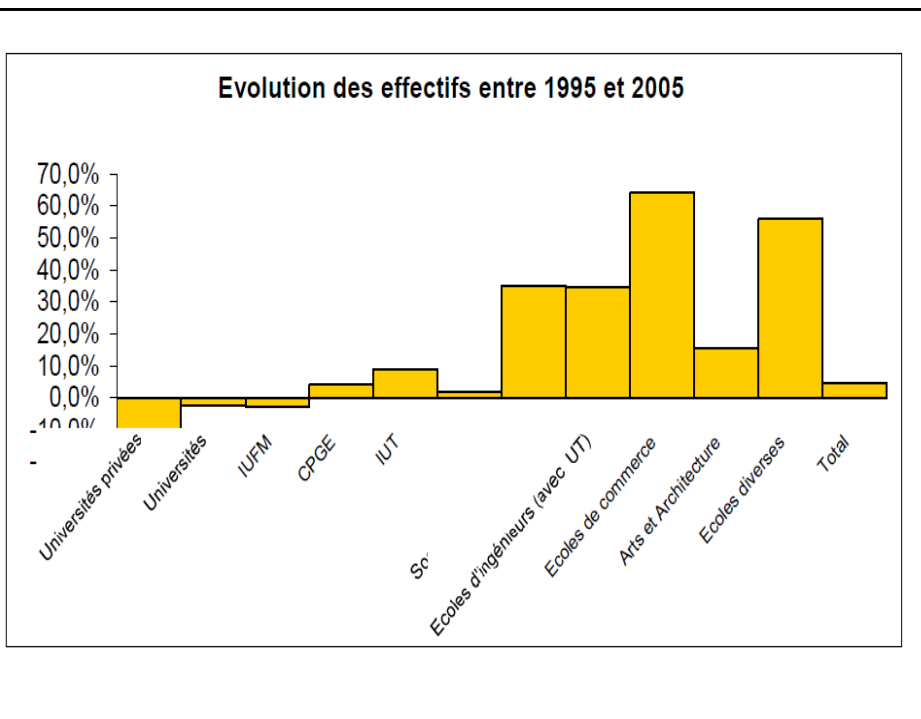
### 3 different institutions

	IEP	IUT	Universiy (Bachelor)
Selective entrance	Entrance examination	Academic record	No selection
private preparation	Yes	No	No
Cost	High	Low	Low
Number of students enrolled	Low	Low	High

2 research questions in the context of the reflection on justice in higher education

# 1. Is it possible to identify the factors that influence students' distribution in these institutions?

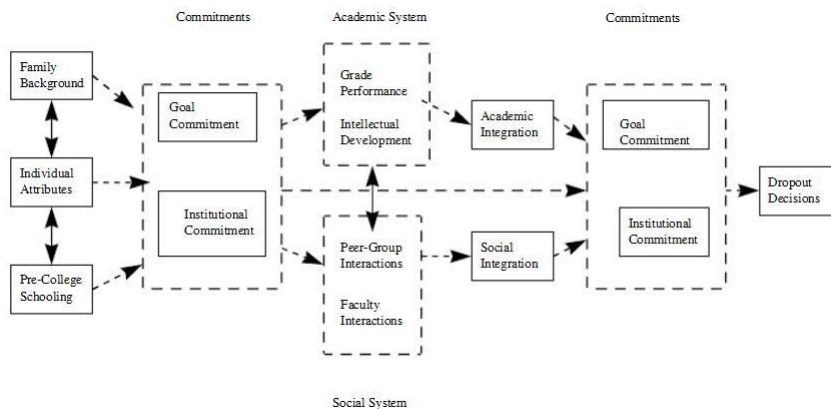
- Selective courses seem more attractive:
  - Arrow : filter theory
  - Bourdieu: the most favored social classes change their behavior and look for the most selective school courses
  - Passeron (metaphor of diplomas / money): from a central bank to a multitude of institutions of monetary emission



## 2. How successful are the students in various educational institutions?

- Academic performance: main characteristics of students who successfully complete their first year at university?
- Dropout: characteristics of students who drop out?
- Tinto: a multidimensional process :
  - interaction between the individual and the institution
  - influenced by the characteristics of both elements

## Dropout model of Tinto (75)



## The research

- A part of the international quiss + specific questions
- During the process of registration
- Is the institution in which they enroll corresponding to their first choice?
- We track students' performances at the end of the first year by using their student ID number

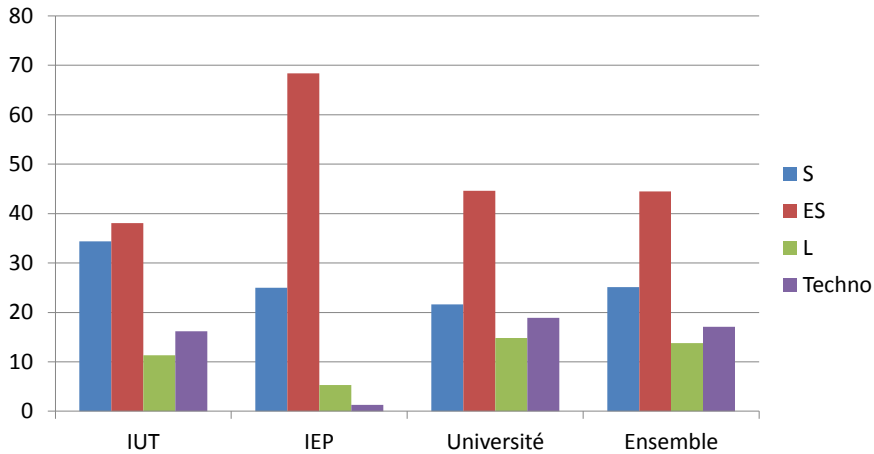
## First results: What are the factors that influence student choices?

### Pre-higher education schooling:

- Baccalaureate:
  - 3 general tracks (S sciences; ES economy and social sciences; L letters)
  - many technical and vocational tracks
- Best students are mainly oriented to the S track

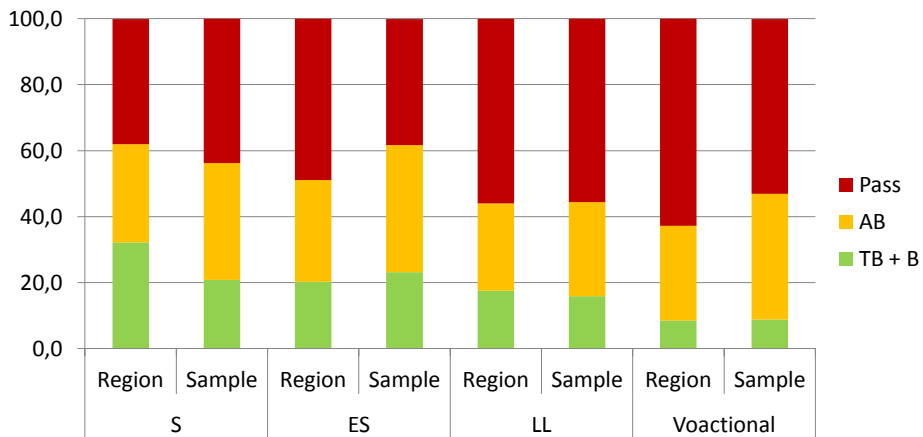
# Firts results: What are the factors that influence student choices?

Distribution of baccalaureate among institutions



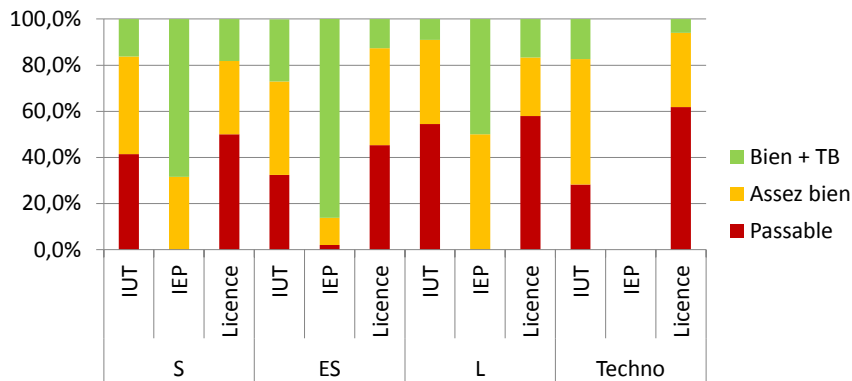
- structure of grades between the different institutions
- Comparison with the overall region

Baccalaureate grades in the Region and our sample



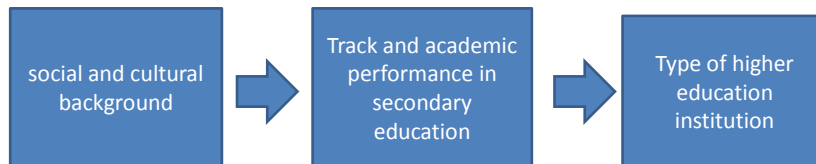
## Do Students who have obtained high grades go equally to different institutions?

Répartition des mentions au baccalauréat selon les institutions de formation



## Does other individual variables have an impact on the choice of the institution of higher education?

- Logistic regression models show no effect of the SES of the parents and very low effect of educational level of the mother on the choice of institution
- But significant effects of the type of baccalaureate and grades, and of the level of conviction to study in higher education.
- individual variables (gender, educational level of parents, socio-economic level ...) act on the choices of the type of baccalaureate and the possibility of obtaining high grades.



How successful are the students in various higher educational institutions?

	First year students in IUT	First year students in IEP	First year students in University
Drop out	11,7 %	2%	24,3%
Adjourned	15,3 %		33, 9%
Admitted	73 %	98%	41,9%



## factors that may explain the dropout, failure or success in the university

		Drop out		Failure	
Reasons that influenced the choice		NS		NS	
Attitudes at the University	Importance of the degree	NS		+	Failure increases with importance
	To do like friends	NS		-	Failure decreases when positive
	others	NS		NS	
Importance of some values	Higher education and studies	+	Success increases with interest	NS	
	Others	NS		NS	
Self efficacy feeling	Ability to manage academic work	+	Success increases with ability	NS	
	Others	NS		NS	
Commitment	First choice	NS		NS	
Individual variables	Father's occupation	+	Drop out increases with low status	+	Failure increases with low status
	Educational level of the mother	NS		NS	
	Gender	NS		-	Men less failure
Pre_University schooling	Baccalaureate Track	+	Drop out increases for vocational	+	Failure increases for vocational
	Grades	-	Drop out increases with low grades	-	Failure increases with low grades

## factors that may explain the dropout, failure or success in the university

- Individual factors:
  - men have higher chances to succeed;
  - The higher the baccalaureate grades are, the higher the success rate is;
  - Importance attributed to higher education studies among other values (art, work, family, social networks ...) have a significantly positive influence on achievement and persistence in studies.
  - no effect of cultural background, small effect of SES

## factors that may explain the dropout, failure or success in the university

- The fact that the institution of studies does not correspond to the first choice of the student has no significant effect on achievement or persistence.

## conclusions

- No main effect of social and cultural background on dropout, failure or success but social background plays a major role during the pre-university years
- Pre-university schooling as a direct effect on the choice of higher institution and on success
- Prior commitment with higher education values, but not with specific institutions, does seem to have an impact on success

