

Social class and academic performance: how do they influence expectations and strategies for choosing a degree program?

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This communication has been possible for CIC, AQU and Education ministry support

Research frame

Probability of future success:

Based on previous academic performance and skills.

Cost/benefit evaluation:

Based on social background that makes cost relative.



Making a decision

Expectations

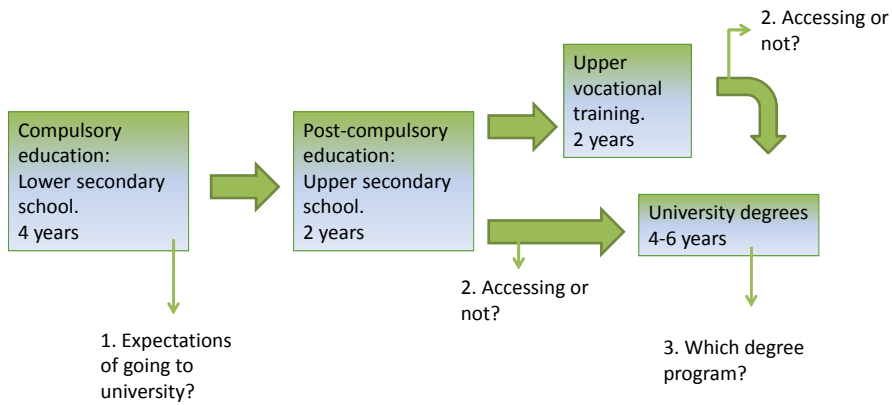


Transition
(yes/no)



Degree program
choice

Design of analysis

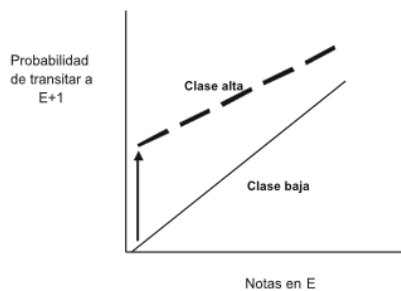


Research frame:

previous research with Spanish data

Transition to non-compulsory education by previous marks and social background:

Compensation effect (Bernardi & Cebolla)

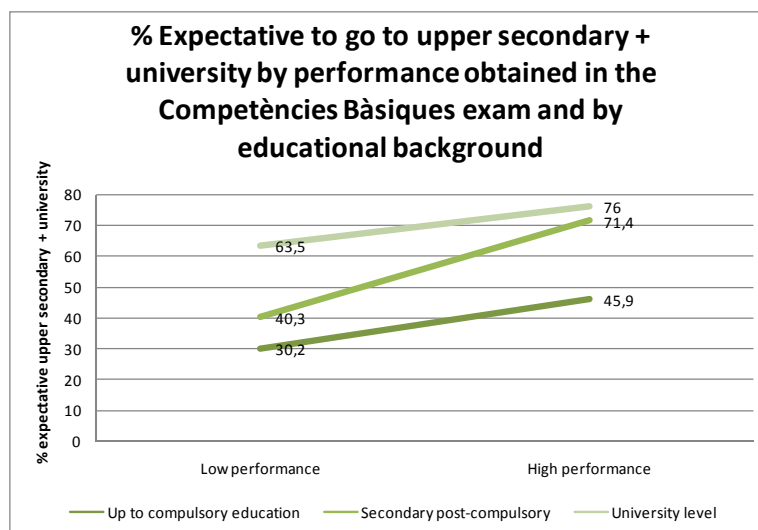


inequality by social background is greatest among students with the lowest grades

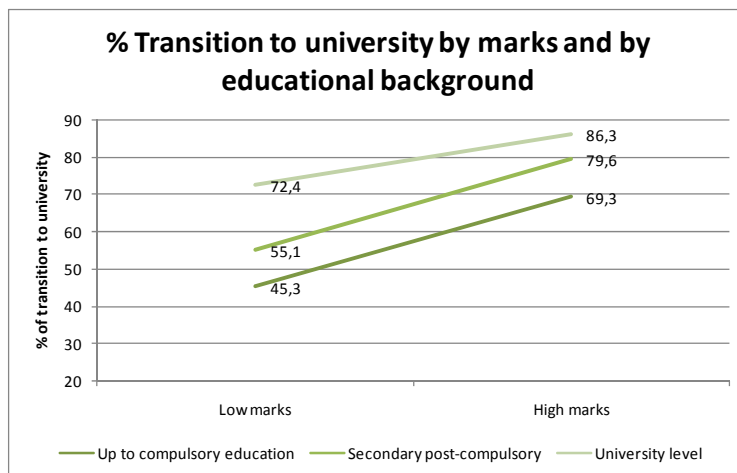
Variables

Dependent variables	Independent variables
<p>Expectations: Constructed variable from two questions. 1. What do you want to do if you obtain the lower secondary degree? 2. What do you want to do if you fail in obtaining the lower secondary degree? Categories: upper secondary (BAT) + university; other.</p>	<p>Social background: Educational background in three levels (the highest of two parents): up to compulsory education; secondary post-compulsory; university level. Qualifications: Marks obtained in an external exam: high=above median, low=up to median.</p>
<p>Transition: Among those who have achieved the appropriate secondary school degrees: who entered university (irrelevant of their final achievement or not).</p>	<p>Social background: Id. Qualifications: Answer to a question in a retrospective questionnaire: high=good and very good; low=bad and very bad.</p>
<p>Degree choice:</p> <ul style="list-style-type: none"> ➤ Price: High price: 35,77€ & 39,53€/tuition fee vs. Low price: 25,27€/tuition fee. ➤ Difficulty: performance rate. Two groups form median by university. ➤ Labor market expectations: quality of graduated jobs (IQO). Two groups form median by university. 	<p>Social background: Id. Qualifications: Marks obtained to enter university (average secondary school marks and external exam): high=above median, low=up to median.</p>

Results: Expectations

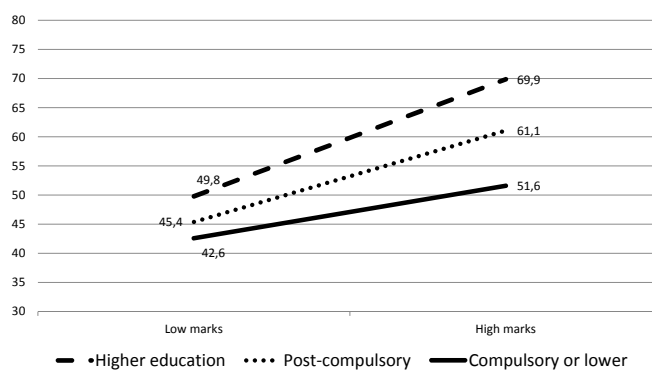


Results: Transition



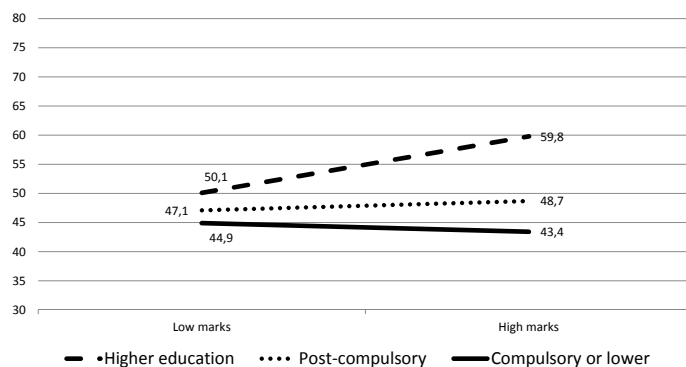
Results: Degree choice (price)

% of high price degree choices by marks and by educational background



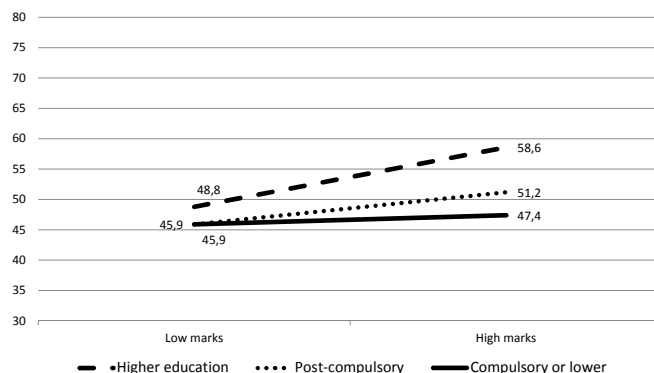
Results: Degree choice (difficulty)

% of high difficulty degree choices by marks and by educational background



Results: Degree choice (return)

% of high return degree choices by marks and by educational background



Conclusions

- Adaptation of Preferences:
 - On expectations:
 - High: tendency to go to university.
 - Low: tendency to not go to university.
 - Medium: depending on marks.
 - On transition:
 - High: tendency to go to university.
 - Low and Medium: depending on marks.

Is this change of pattern due to preference adaptation? Or a simple consequence of the different sample taken into account?

Conclusions

- Vertical stratification (MMI) vs. Horizontal stratification (EMI)

