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**Title**

School choice options limit access to higher education for various groups of students in Quebec / Julie Labrosse, Marco Gaudreault and France Picard

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**Abstract**

The choice of selected school options by pupils in secondary school, particularly mathematics and physical sciences, have implications for future educational pathways in higher education [Felouzis, G. (1997). L'efficacité des enseignants, Sociologie de la relation pédagogique. Paris: Presses Universitaires de France; Moreau, G. (2005). "Jeunesse et travail: le paradoxe des apprentis." Formation-emploi 89: 35–46]. With the massification of education, educational inequality has moved to another field, the inequalities in educational choices [Duru-Bellat, M. (2002). Les inégalités sociales à l'école, genèse et mythes. Paris: Presses Universitaires de France]. To study the issue of school choice options and social inequality, the theoretical framework developed by Raymond Boudon [(1979). La logique du social. Paris: Hachette] was selected. The French sociologist describes the inequalities in education as a reflection of social and sexual differentiated behaviours. Three thousand five hundred and forty graduates from high school and newcomers to higher education responded to a questionnaire from the first weeks of their entry. According to our results, some groups

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of students are at a disadvantage given the diversification and amount of mathematics tracking in high school where they are more likely to opt for the tracking that limits future prospects. (HRK / Abstract übernommen)