

**STUDENTS, SCHOOLS, AND POST-SECONDARY ENROLLMENT: A
CONTEXTUAL APPROACH**

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Handout

**Prepared for presentation in the Meeting of RC28 of the International
Sociological Association, Tokyo, March 2003.**

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Abstract

The expansion of higher education, following the establishment of degree-granting colleges that operate alongside the veteran universities, is one of the salient phenomena in Israeli education in the last decade. One major issue in recent research on higher education is the contribution of its expansion to the equalization of educational opportunities. According to theoretical approaches and previous research, expansion is not expected to promote equality. Even when an expanded system absorbs underprivileged students, they are more likely to enroll in the less prestigious higher education institutions, thus preserving the advantages of the privileged groups.

Previous research concentrated on students' individual characteristics. Our study tests the hypothesis that enrollment in post-secondary education, and the effects of students' characteristics on this enrollment are affected by characteristics of their high schools, such as the socioeconomic, ethnic, and academic composition of the students, educational level of the teachers, structural arrangements (comprehensive versus academic or vocational) and sector (general versus religious). The empirical analysis is based on a 6-years follow-up study of all Israeli students who completed high school in 1991, performed by the Israeli Central Bureau of Statistics and the Ministry of Education. We conducted non-linear hierarchical analyses of post-secondary attendance and destination on 42,142 students, distributed among 384 schools. The main findings are as follows: students originating from higher-status families, members of privileged ethnic groups, and graduates of the academic track have higher odds of post-secondary attendance. Higher social and academic

compositions increase the odds of all students in a school to enroll in post-secondary education. Higher social composition is particularly effective in increasing the enrollment odds of more able graduates. Higher status students, females, academic track graduates, and members of privileged ethnic groups have higher odds of university versus college enrollment, and lower relative odds of non-academic post-secondary versus college enrollment. Higher percent of academic teachers and Jewish non-religious sector increase the odds of enrollment in an academic college versus all other types of post- secondary institutions. The findings support to the differentiation perspective, but they also show that differentiation in post-secondary destination is context bound.

Table 1: Student Background Characteristics by Post-Secondary Destination

	Did not Continue	Post Secondary Education Destination				Total
		University	Academic College	Teachers Training Institution	Non-Academic Institution	
N	22480	10524	2866	2494	3778	42142
%	53.3	25.0	6.8	5.9	9.0	100.0
Gender - females ¹	53.7	57.7	44.2	85.6	25.2	53.4
Arab ¹	17.2	7.3	2.2	19.7	12.4	13.4
Ethnicity - Mizrachi ^{1 2}	50.5	27.0	31.2	42.3	48.6	42.0
Academic father ¹	16.3	51.5	42.9	27.9	16.4	27.8
Academic track ¹	48.0	84.4	73.1	80.4	26.9	59.0
Eligible to matriculation certification ¹	37.2	97.7	95.5	93.4	61.4	59.0

1-Each cell is 100%.

2- Only for Jews

Table 2: School Characteristics by Post Secondary Destination (N=384 schools)

		Did not Continue	Post Secondary Destination				Total
			University	Academic Colleges	Teachers Training Institutions	Non-Academic Institutions	
Hebrew State school	%	50.7	27.2	8.4	4.4	9.4	221
Hebrew Religious School	%	49.6	26.4	3.6	12.0	8.4	103
Arab school	%	70.9	12.4	1.0	8.2	7.5	60
Academic high school	%	42.6	36.9	8.7	7.9	3.8	153
Technological high school	%	62.8	10.8	5.4	2.8	18.4	88
Comprehensive High School	%	57.4	22.0	5.9	5.7	9.0	143
School size	Mean (S.D.)	181.52 (105.01)	219.62 (112.02)	234.54 (104.11)	171.88 (171.88)	197.31 (110.688)	195.49* (108.03)
Percent of Academic fathers	Mean (S.D.)	21.37 (17.87)	40.37 (19.75)	37.76 (17.54)	30.25 (22.01)	21.47 (14.85)	27.77* (20.23)
Percent of academic teachers	Mean (S.D.)	70.08 (16.41)	79.65 (12.15)	79.12 (12.81)	74.95 (14.84)	67.19 (14.98)	73.11* (15.69)
Percent of matriculation eligible	Mean (S.D.)	51.00 (28.31)	79.12 (19.99)	77.15 (21.26)	68.15 (24.84)	53.49 (25.17)	61.04* (28.50)

*p<0.05

Table 3: Higher Education Attendance: Results of Non Linear Hierarchical model

	Model 1	Model 2	Model 3
Intercept	-.826*	-1.574*	-1.428*
Gender - female	-.006	-.002	-.095*
Ethnicity- mizrachi	-.178*	-.188*	-.131*
Arab	-.088	.310*	.411*
Father's years of schooling	.325*	.341*	.252*
Academic track	.948*	.979*	.169*
Matriculation eligibility			2.057*
<i>Intercept as outcome:</i>			
Arab school		-.507*	-.709*
Religious school		.317*	.273*
Average father's years of schooling	1.107*	.472*	.395*
% of academic teachers		-.490*	-.276
Technological schools		.556*	.202*
Academic schools		-.307*	.031
School size		.182*	.165*
Percent of matriculation eligible		2.326*	2.433 *
<i>Father's education slope as outcome:</i>			
Arab school		.033	
Religious school		.008	
Average father's years of schooling		-.099*	
Percent of academic teachers		.004	
Technological school		-.125*	
Academic School		-.029	
School size		.062*	

Table 3 (cont.)			
Percent of matriculation eligible		.009	
<i>Matriculation eligibility slope as outcome</i>			
Arab schools			1.040*
Religious schools			.366*
Average father's years of schooling			.379*
Percent of academic teachers			-.088
Technological school			-.102
Academic School			.306*
School size			.205*
Percent of matriculation eligible			-.235

*p<0.05

Table 4: Post Secondary Destination: Result of Multinomial Hierarchical Model

	University vs. Academic colleges	Teachers training Institution vs. Academic colleges	Non-Academic Institution vs. Academic colleges
Intercept	.396*	-1.514*	2.597*
Gender	.481*	2.375*	-.393*
Ethnicity-Mizrachi	-.125*	.095	.154*
Arab	.265	.310	.458
Father's years of schooling	.169*	-.160*	-.380*
Academic track	.521*	.075	-1.411*
Matriculation eligible	.296*	-.481*	-1.985*
<i>Intercept as outcome:</i>			
Arab schools	1.272*	2.178*	1.407*
Religious schools	.583*	1.616*	.761*
Average father's years of schooling	.081	.035	-.376
Percent of academic teachers	-.928*	-1.572*	-1.865*
Technological schools	-.326*	-.207	-.185
Academic Schools	-.163	.176	.115
School size	-.080	-.291*	-.110
Percent of matriculation eligible	.406	-.744*	-.625*
Variance	.309	.432	.543
d.f.	347	347	347
Chi square	2511.152	3071.416	5168.83
Sig.	.000	.000	.000

*P<0.05