

1. Record Nr.	UNINA9910786182703321
Titolo	Determined to succeed? [[electronic resource] ] : performance versus choice in educational attainment / / edited by Michelle Jackson
Pubbl/distr/stampa	Stanford, Calif., : Stanford University Press, 2013
ISBN	0-8047-8448-5
Descrizione fisica	1 online resource (370 p.)
Collana	Studies in Social Inequality Studies in social inequality
Altri autori (Persone)	JacksonMichelle Victoria
Disciplina	379.2/6
Soggetti	Educational equalization Educational attainment Academic achievement
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Note generali	Description based upon print version of record.
Nota di bibliografia	Includes bibliographical references and index.
Nota di contenuto	Introduction : how is inequality of educational opportunity generated? : the case for primary and secondary effects / Michelle Jackson -- Primary and secondary effects : some methodological issues / Christiana Kartsonaki, Michelle Jackson and David R. Cox -- Inequality in transitions to secondary school and tertiary education in Germany / Martin Neugebauer, David Reimer, Steffen Schindler and Volker Stocke -- How social background affects educational attainment over time in the Netherlands / Charlotte Buchner and Rolf van der Velden -- Academic achievement, tracking decisions and their relative contribution to educational inequalities : change over four decades in France / Mathieu Ichou and Louis-Andre Vallet -- Social origin inequalities in educational careers in Italy : performance or decision effects? / Dalit Contini and Andrea Scagni -- Ever declining inequalities? : transitions to upper secondary and tertiary education in Sweden, for the 1972-1990 birth cohorts / Frida Rudolphi -- Dentist, driver, or dropout? : family background and secondary education choices in Denmark / Anders Holm and Mads Meier Jaeger -- Social background and educational transitions in England / Michelle Jackson -- Class origins, high school graduation, and college entry in the United States / Stephen L. Morgan, Michael W. Spiller and Jennifer J. Todd -- Why does inequality of educational opportunity vary across

countries? : primary and secondary effects in comparative context /  
Michelle Jackson and Jan O. Jonsson.

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### Sommario/riassunto

In many countries, concern about socio-economic inequalities in educational attainment has focused on inequalities in test scores and grades. The presumption has been that the best way to reduce inequalities in educational outcomes is to reduce inequalities in performance. But is this presumption correct? *Determined to Succeed?* is the first book to offer a comprehensive cross-national examination of the roles of performance and choice in generating inequalities in educational attainment. It combines in-depth studies by country specialists with chapters discussing more general empirical, methodological, and theoretical aspects of educational inequality. The aim is to investigate to what extent inequalities in educational attainment can be attributed to differences in academic performance between socio-economic groups, and to what extent they can be attributed to differences in the choices made by students from these groups. The contributors focus predominantly on inequalities related to parental class and parental education.

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