

RESEARCH QUESTION

Why some universities use *numerus clausus* ?

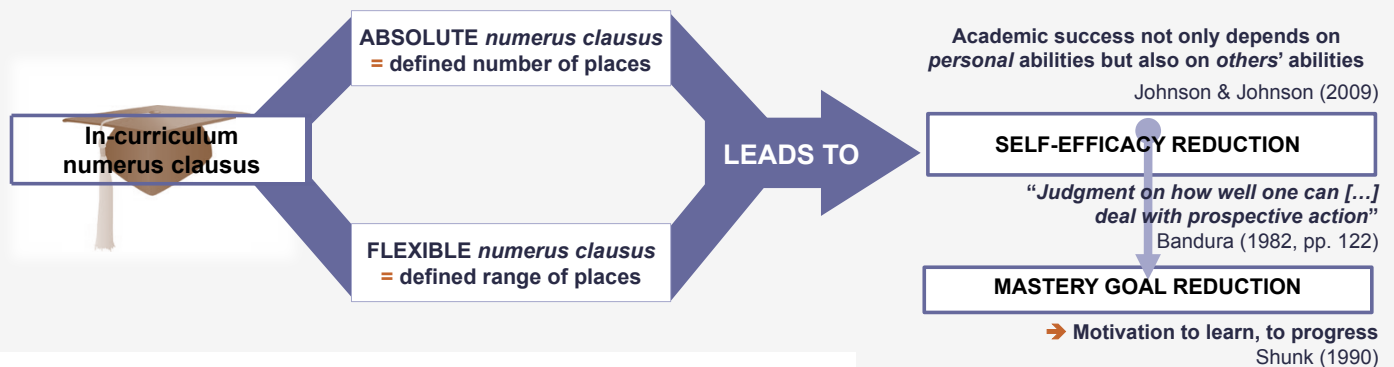
1. **PRAGMATIC REASONS**
(e.g., enrolment capacity)
2. **IDEOLOGICAL REASONS**
(e.g. criteria for excellence)

Controversy with
democratic values
(e.g. egalitarianism)

- Constitutional issues
 - Political debates
 - Student demonstrations
- Spence (1981)

Despite societal controversy, no study has ever assessed *numerus clausus*' impact on learning motivation

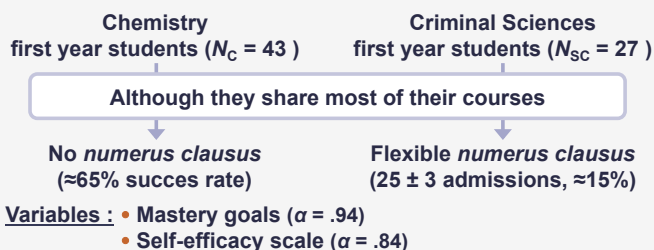
THEORETICAL FRAMEWORK



HYPOTHESIS

Numerus clausus will predict lower endorsement of mastery goals. This effect should be mediated by self-efficacy beliefs.

STUDY 1



Results :
(* $p < .05$; ** $p < .01$)

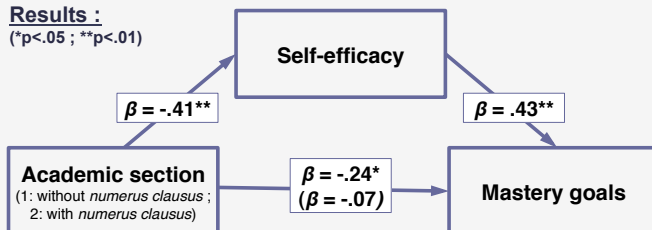
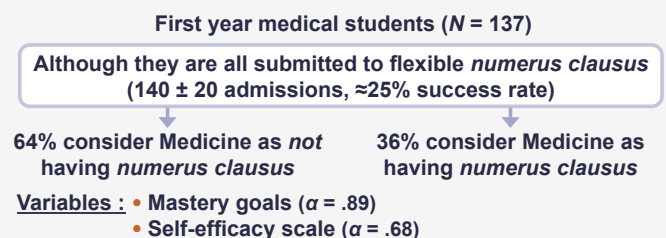


Fig. 1. Effect of *numerus clausus* policies on mastery goals mediated by self efficacy (BCa 95% CI of $-.97$ to $-.17$)

STUDY 2



Results :
(* $p < .05$; ** $p < .01$)

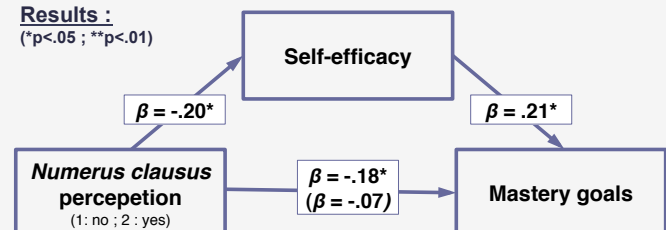


Fig. 2. Effect of perceived *numerus clausus* on mastery goals mediated by self efficacy (BCa 95% CI of $-.15$ to $-.01$)

DISCUSSION

Congruent with our hypothesis, results revealed that both actual (Study 1) and perceived (Study 2) *numerus clausus* could impair mastery goals adoption by reducing self-efficacy beliefs.

➡ As yet insufficiently explored, the impact of *numerus clausus* on individual processes still needs to be assessed, in order to obtain a deeper understanding of the unintended effects of selection processes on learning outcomes in higher education

REFERENCES

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