Social class and study conditions in Catalonia

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V. International Workshop at the University of Konstanz
The Bologna Process as a Challenge for the Students
10th – 12th November 2011
Bologna Process in Spain

Main changes in Spain:

- Changes in teaching learning methodologies student centred teaching
- Professionalisation of content (education expansion)
- Structural: bachelor (4 years) – master (1 year) – Doctoral studies.
Our research

• The research we are carrying out (r+d+i of the Ministry of Education) titled *Los estudiantes ante la nueva reforma universitaria* (Students coping new university reform), 2008-2011 period.

• We are analysing 10 Bachelors at 4 Catalan public universities in the metropolitan region of Barcelona.

• Analysis of the context: documental revision, interviews to staff (dens, degree coordinators...).

• We did 8 student interviews on each of the Bachelors (80 interviews in total) on 2009 and 867 questionnaire on November 2010- January 2011.
## Data

<table>
<thead>
<tr>
<th>Areas of knowledge</th>
<th>Definition of the professional profile</th>
<th>More defined</th>
<th>Less defined</th>
</tr>
</thead>
<tbody>
<tr>
<td>Health</td>
<td></td>
<td>Nursing (n=138)</td>
<td>Pharmacy (n=78)</td>
</tr>
<tr>
<td>Hard Sciences</td>
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<td>Architecture (n=77)</td>
<td>Telecommunications Engineering (n=51)</td>
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<tr>
<td>Social sciences</td>
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<td>Biosciences (n=48)</td>
<td>Chemistry (n=94)</td>
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<tr>
<td>Soft Arts</td>
<td></td>
<td>Translation and Interpretation (n=102)</td>
<td>Humanities (n=61)</td>
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<tr>
<td>Sample = 867 students</td>
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</table>
Main topics in the questionnaire

• Social class
• Teaching methodologies
• Life conditions
• Motivation
• Group of reference
• Expectations
Model of analysis

Motivation

Social class

Future expectations

- Drop out
- Linguistic stage
- Another bachelor
- Master or specialization course
- Doctoral studies
Types of motivation

Classical distinction extrinsic – intrinsic motivation:

- amotivation (low intrinsic, low extrinsic)
- intrinsic (high intrinsic, low extrinsic)
- extrinsic (low intrinsic, high extrinsic)
- strategic (high intrinsic, high extrinsic)
## Academic and professional dimensions

<table>
<thead>
<tr>
<th>Dimension</th>
<th>Academic</th>
<th>Professional</th>
</tr>
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<tbody>
<tr>
<td><strong>Extrinsic Motivation</strong></td>
<td>Pass examinations/get the diploma</td>
<td>Working conditions/opportunities of finding a job</td>
</tr>
<tr>
<td><strong>Intrinsic Motivation</strong></td>
<td>Interest in learning</td>
<td>Interest in a profession</td>
</tr>
</tbody>
</table>
Social class and motivation

* $p$-value $\leq 0.05$ Chi-square test
Social class and motivation

* $p$-value $\leq 0.05$ Chi-square test
Social class and future expectations

* p-value ≤ 0.05 Chi-square test
Motivation and future expectations (I)

Academic motivation

Motivation and future expectations (I)

Academic motivation

* p-value ≤ 0,05 Chi-square test
Motivation and future expectations (II)

Professional motivation

Professional

<table>
<thead>
<tr>
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Professional

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master or specialization course

linguistic stage or internship

academic

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Motivation

Future expectations

Social class

*p-value ≤ 0.05 Chi-square test
Motivation and future expectations (III)

Professional and academic motivation

* * p-value ≤ 0.05 Chi-square test
Motivation, social class and future expectations

Master or specialization course

\[ U-C = Upper \ Class \]
\[ p-value \leq 0.05 \text{ Chi-square test} \]
Motivation, social class and future expectations

Linguistic stage or internship

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U-C = Upper Class

p-value ≤ 0.05 Chi-square test
Motivation, social class and future expectations

Drop out

\[
\begin{array}{c|ccc}
\text{Profesional} & \text{amotivation} & \text{intrinsic} & + \text{W-C} \\
 & \text{extrinsic} & \text{strategic} & \\
\hline
\text{academic} & \text{amotivation} & \text{intrinsic} & - \\
 & \text{extrinsic} & - & \\
 & \text{strategic} & + & \\
\end{array}
\]

 dropout

\( W-C = \text{Working Class} \)

\( p-value \leq 0.05 \) Chi-square test

Motivation

Social class

Future expectations
Motivation, social class and future expectations

Professional Doctoral studies

Motivation, social class and future expectations

p-value ≤ 0.05 Chi-square test

U-C = Upper Class / W-C = Working class
Conclusions

• Motivation is an important factor to explain the students’ future expectations.
  – Professional motivations = master or linguistic stage
  – Academic motivations = drop out or another bachelor
  – Both motivations (A+P) = doctoral studies

• Social class has more effect than motivation in the future expectation:
  – Upper class students, even they are *amotivated*, will tend to expect to enroll in:
    • *master* or a *course of specialization*
    • *linguistic stage* or *internship*
    • *doctoral studies*
Thank you!

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marina.elias@uab.cat