

Social class and study conditions in Catalonia

Albert Sanchez-Gelabert
Marina Elias Andreu

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The Bologna Process as a Challenge for the Students
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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

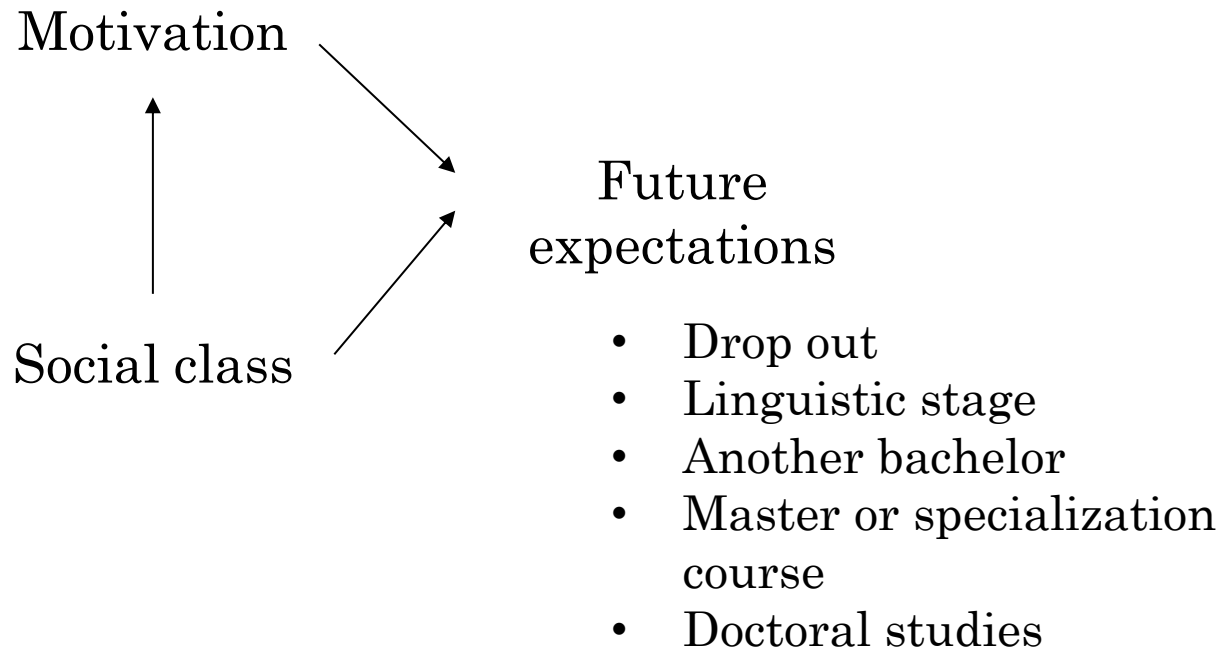
Areas of knowledge	<u>Definition of the professional profile</u>	
	More defined	Less defined
	Health	Nursing (n=138)
Hard	Engineering	Architecture (n=77)
	Sciences	Biosciences (n=48)
	Social sciences	Social Education (n=90)
Soft	Arts	Translation and Interpretation (n=102)
		Pharmacy (n=78)
		Telecommunications Engineering (n=51)
		Chemistry (n=94)
		Business Studies (n=128)
		Humanities (n=61)

Sample = 867 students

Main topics in the questionnaire

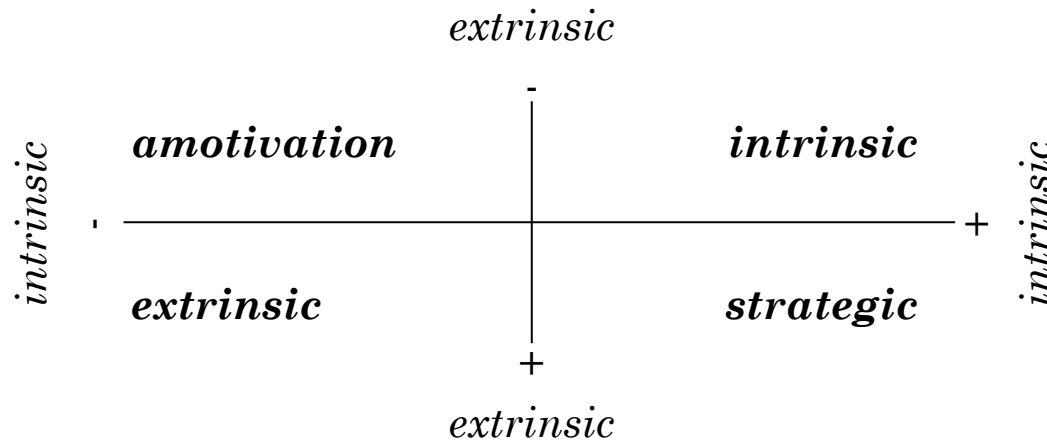
- Social class
- Teaching methodologies
- Life conditions
- Motivation
- Group of reference
- Expectations

Model of analysis



Types of motivation

Classical distinction extrinsic –intrinsic motivation:



amotivation (low intrinsic, low extrinsic)

intrinsic (high intrinsic, low extrinsic)

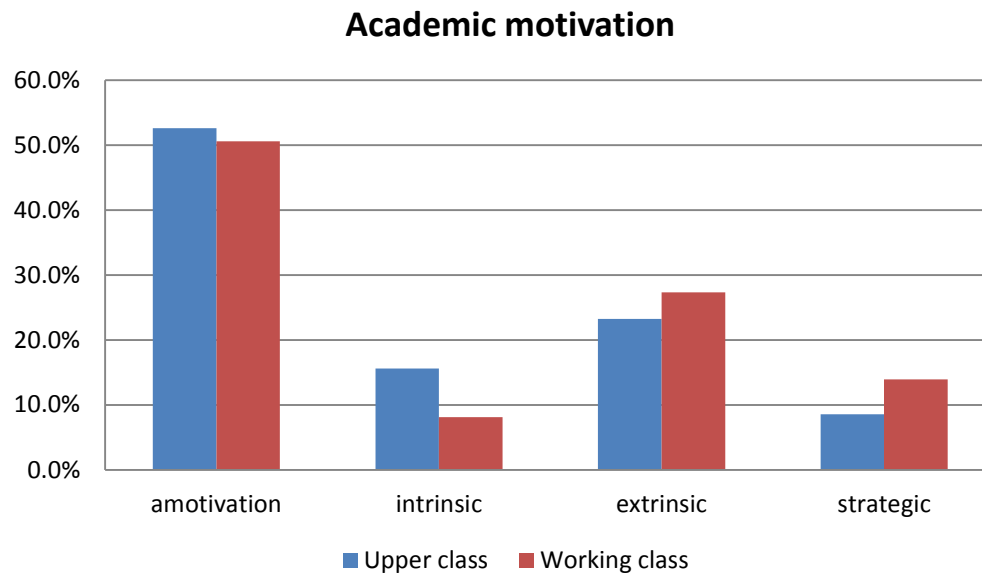
extrinsic (low intrinsic, high extrinsic)

strategic (high intrinsic, high extrinsic)

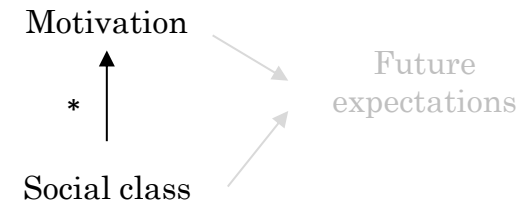
Academic and professional dimensions

	<i>Dimension</i>	
	<i>Academic</i>	<i>Professional</i>
<i>Extrinsic Motivation</i>	Pass examinations/get the diploma	Working conditions/opportunities of finding a job
<i>Intrinsic Motivation</i>	Interest in learning	Interest in a profession

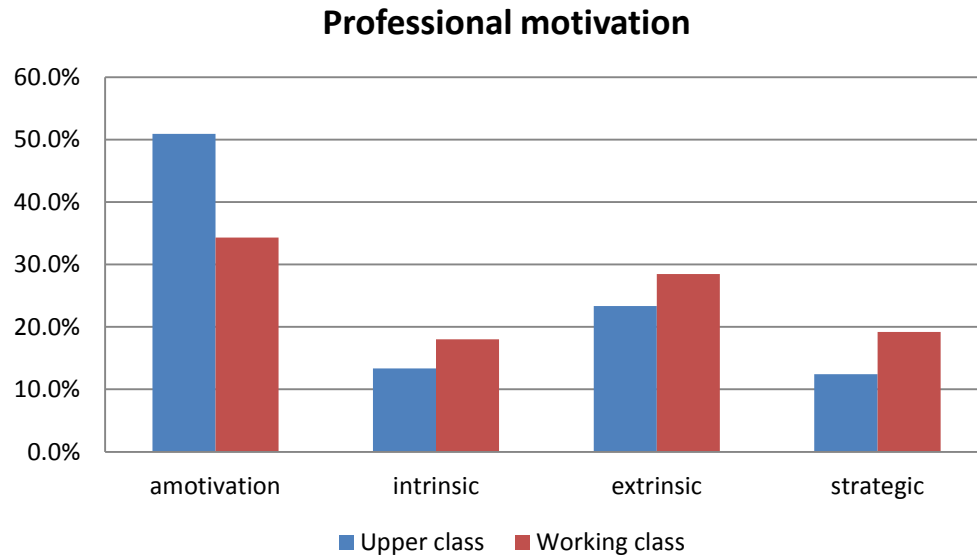
Social class and motivation



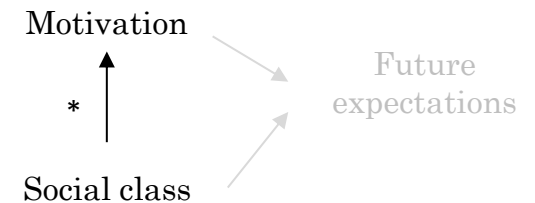
* *p-value* ≤ 0,05 Chi-square test



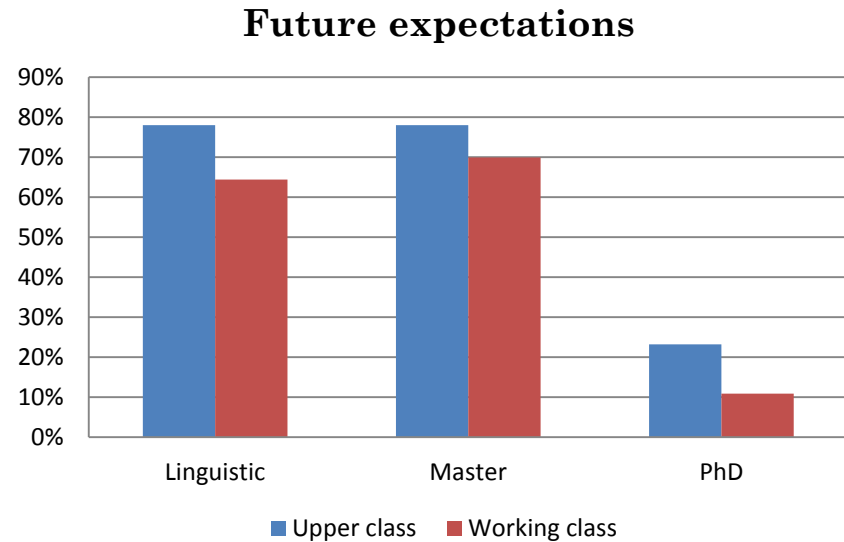
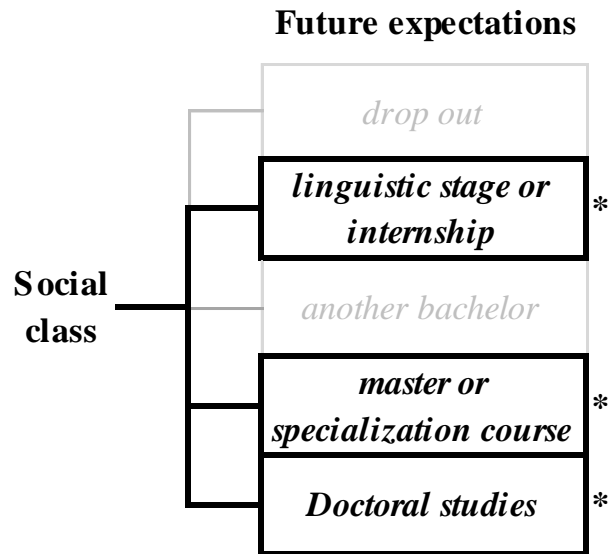
Social class and motivation



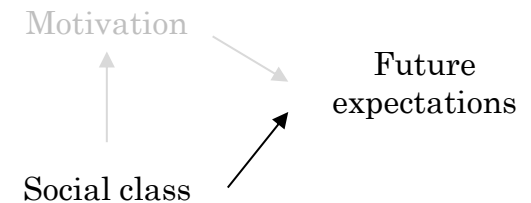
* *p-value* ≤ 0,05 Chi-square test



Social class and future expectations

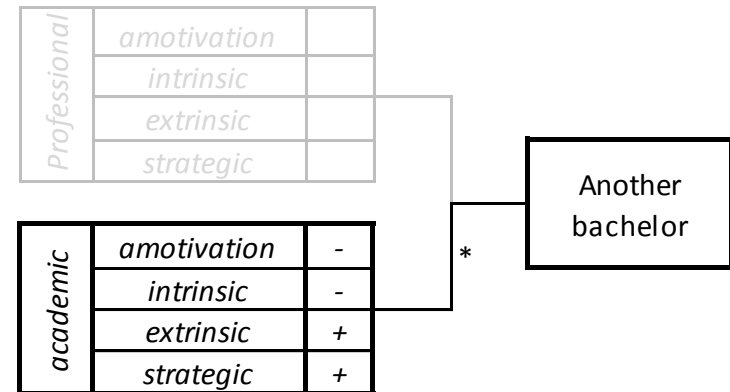
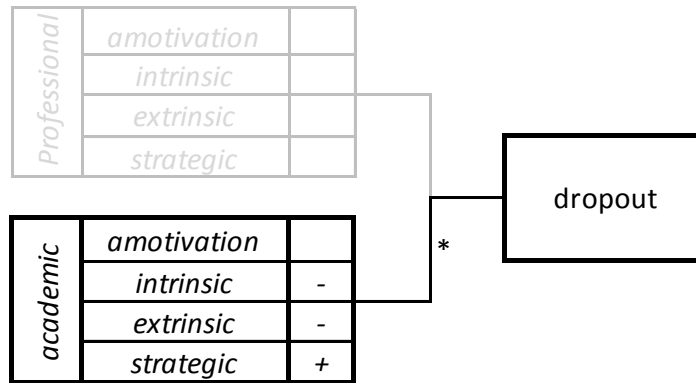


* $p\text{-value} \leq 0,05$ Chi-square test

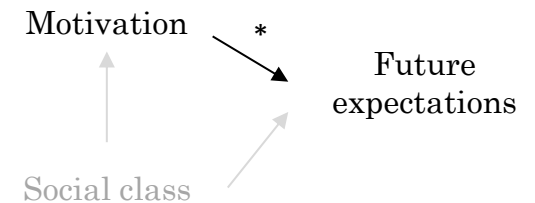


Motivation and future expectations (I)

Academic motivation

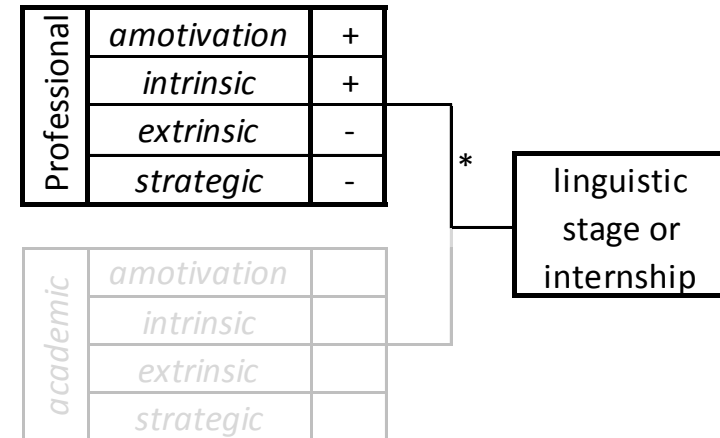
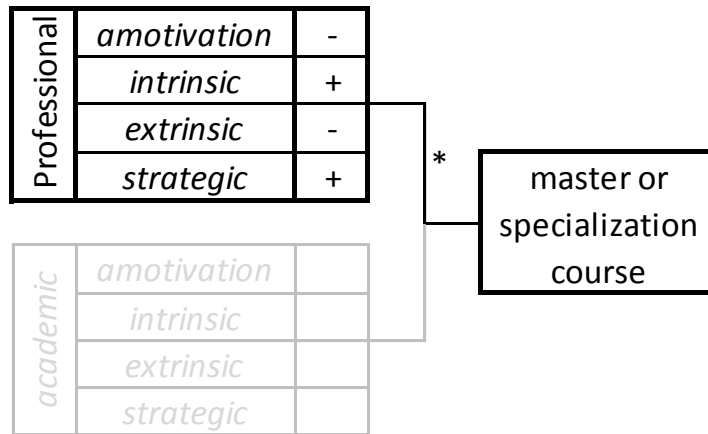


* $p\text{-value} \leq 0,05$ Chi-square test

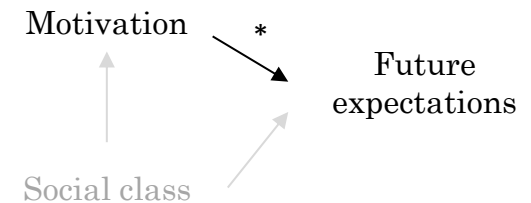


Motivation and future expectations (II)

Professional motivation

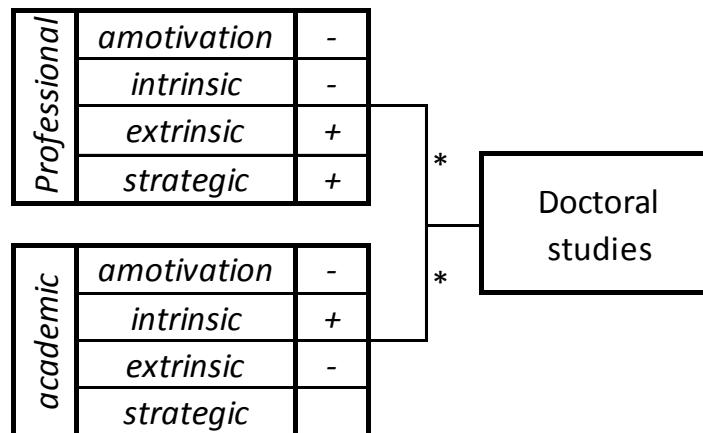


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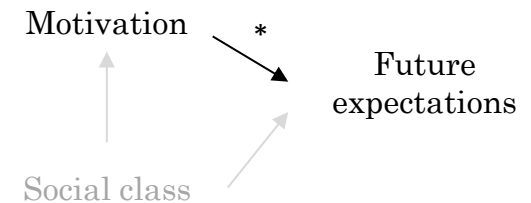


Motivation and future expectations (III)

Professional and academic motivation

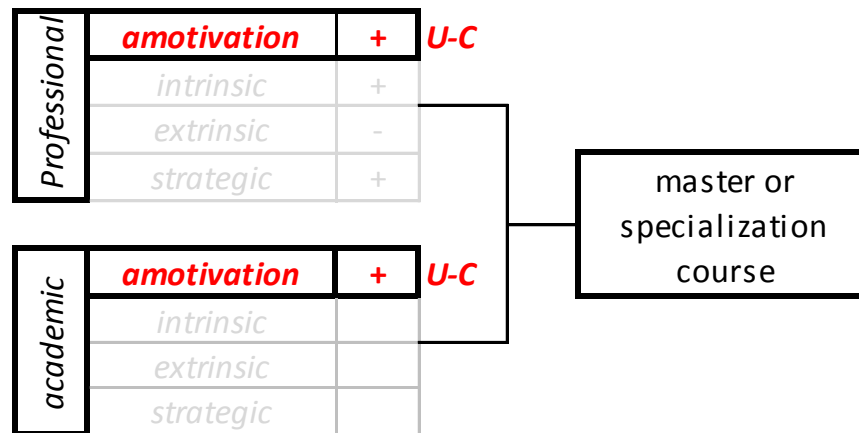


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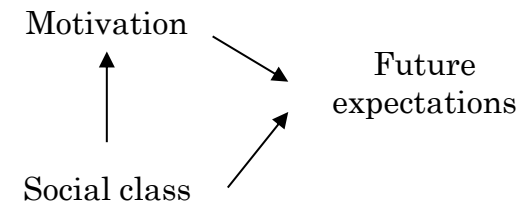
Motivation, social class and future expectations

Master or specialization course



U-C = Upper Class

p-value ≤ 0,05 Chi-square test



Motivation, social class and future expectations

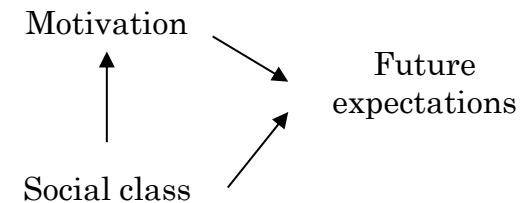
Linguistic stage or internship

Professional	amotivation	+	U-C
	<i>intrinsic</i>	+	
	<i>extrinsic</i>	-	
	<i>strategic</i>	-	
academic	amotivation	+	U-C
	<i>intrinsic</i>		
	<i>extrinsic</i>		
	<i>strategic</i>		

linguistic stage or internship

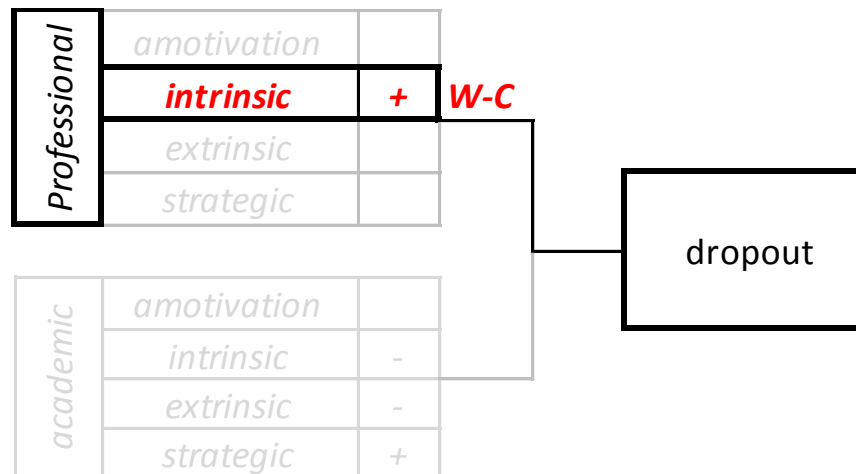
U-C = Upper Class

p-value ≤ 0,05 Chi-square test



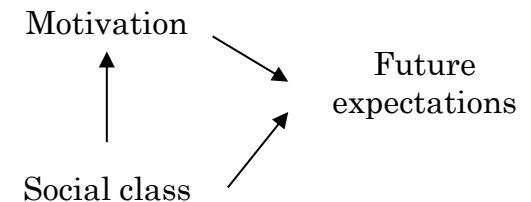
Motivation, social class and future expectations

Drop out



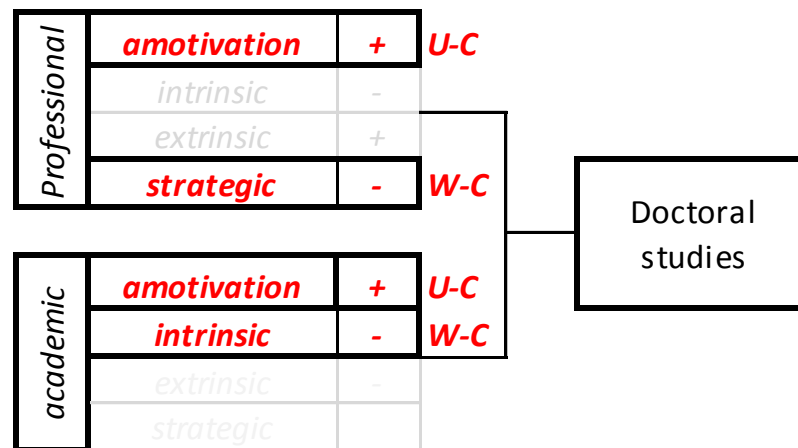
W-C = Working Class

p-value ≤ 0,05 Chi-square test



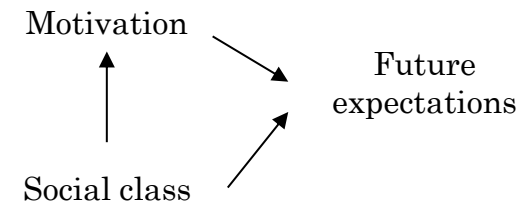
Motivation, social class and future expectations

Doctoral studies



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

p-value ≤ 0,05 Chi-square test



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!

albert.sanchez@uab.cat
marina.elias@uab.cat