

## **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

## **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

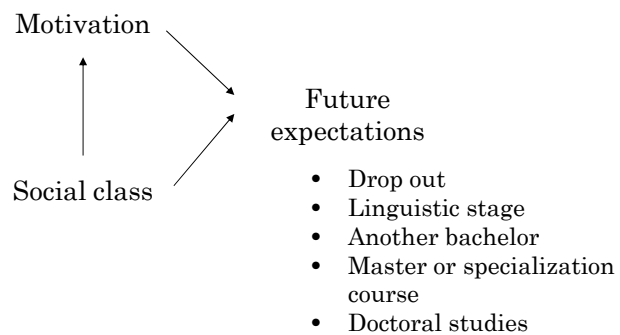
Areas of knowledge	Definition of the professional profile	Definition of the professional profile	
		More defined	Less defined
Hard	Health	Nursing (n=138)	Pharmacy (n=78)
	Engineering	Architecture (n=77)	Telecommunications Engineering (n=51)
	Sciences	Biosciences (n=48)	Chemistry (n=94)
Soft	Social sciences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

Sample = 867 students

## Main topics in the questionnaire

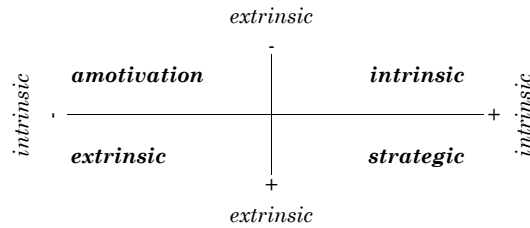
- Social class
- Teaching methodologies
- Life conditions
- Motivation
- Group of reference
- Expectations

## Model of analysis



## Types of motivation

*Classical distinction extrinsic –intrinsic motivation:*

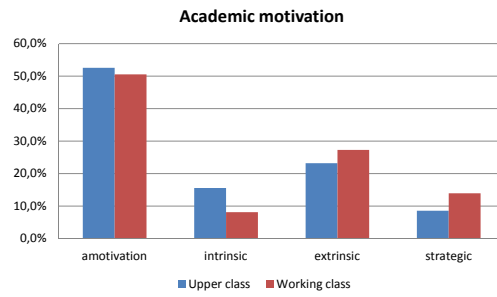


- amotivation (low intrinsic, low extrinsic)
- intrinsic (high intrinsic, low extrinsic)
- extrinsic (low intrinsic, high extrinsic)
- strategic (high intrinsic, high extrinsic)

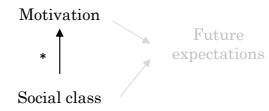
## Academic and professional dimensions

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

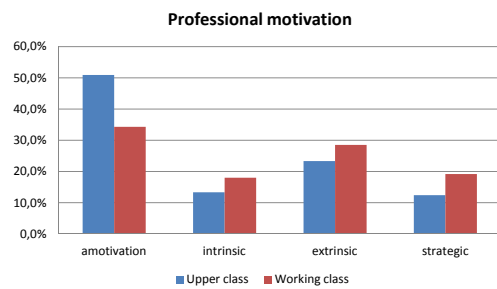
## Social class and motivation



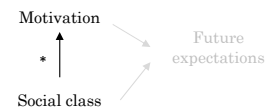
\*  $p\text{-value} \leq 0,05$  Chi-square test



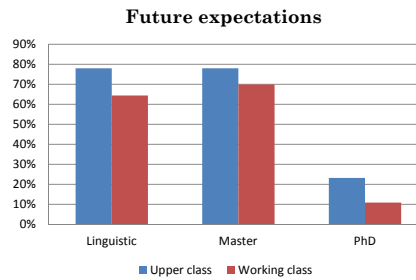
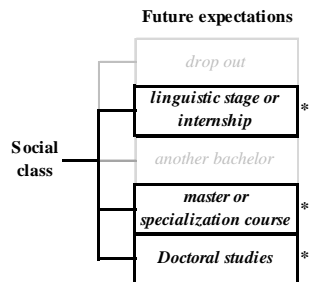
## Social class and motivation



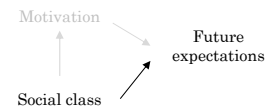
\*  $p\text{-value} \leq 0,05$  Chi-square test



# Social class and future expectations

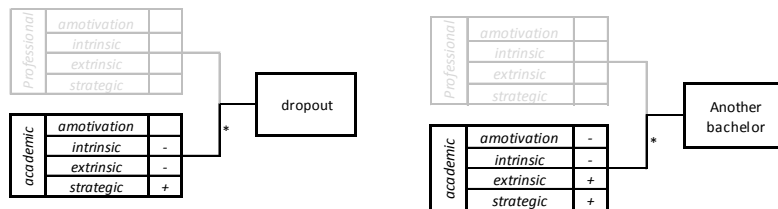


\* p-value ≤ 0,05 Chi-square test

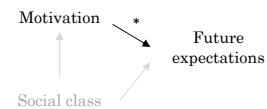


# Motivation and future expectations (I)

## Academic motivation

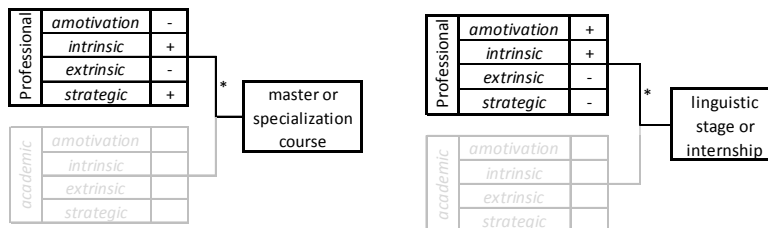


\* p-value ≤ 0,05 Chi-square test

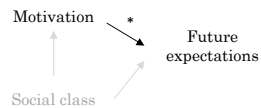


## Motivation and future expectations (II)

### Professional motivation

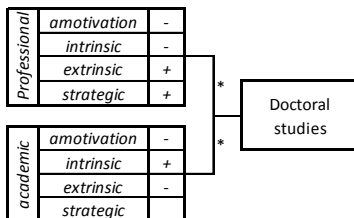


\* p-value ≤ 0,05 Chi-square test

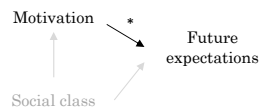


## Motivation and future expectations (III)

### Professional and academic motivation



\* p-value ≤ 0,05 Chi-square test



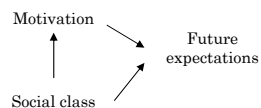
# Motivation, social class and future expectations

## Master or specialization course

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

master or specialization course

**U-C = Upper Class**  
*p-value ≤ 0,05 Chi-square test*



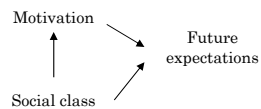
# Motivation, social class and future expectations

## Linguistic stage or internship

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

linguistic stage or internship

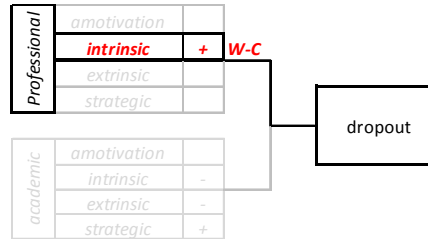
**U-C = Upper Class**  
*p-value ≤ 0,05 Chi-square test*



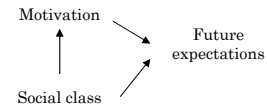


# Motivation, social class and future expectations

## Drop out

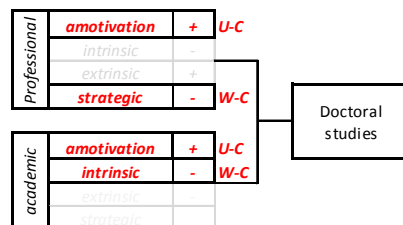


**W-C = Working Class**  
*p-value ≤ 0,05 Chi-square test*

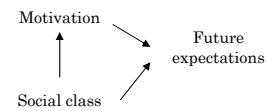


# Motivation, social class and future expectations

## 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!

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