

What motivates new students to enrol in the Moroccan university ?

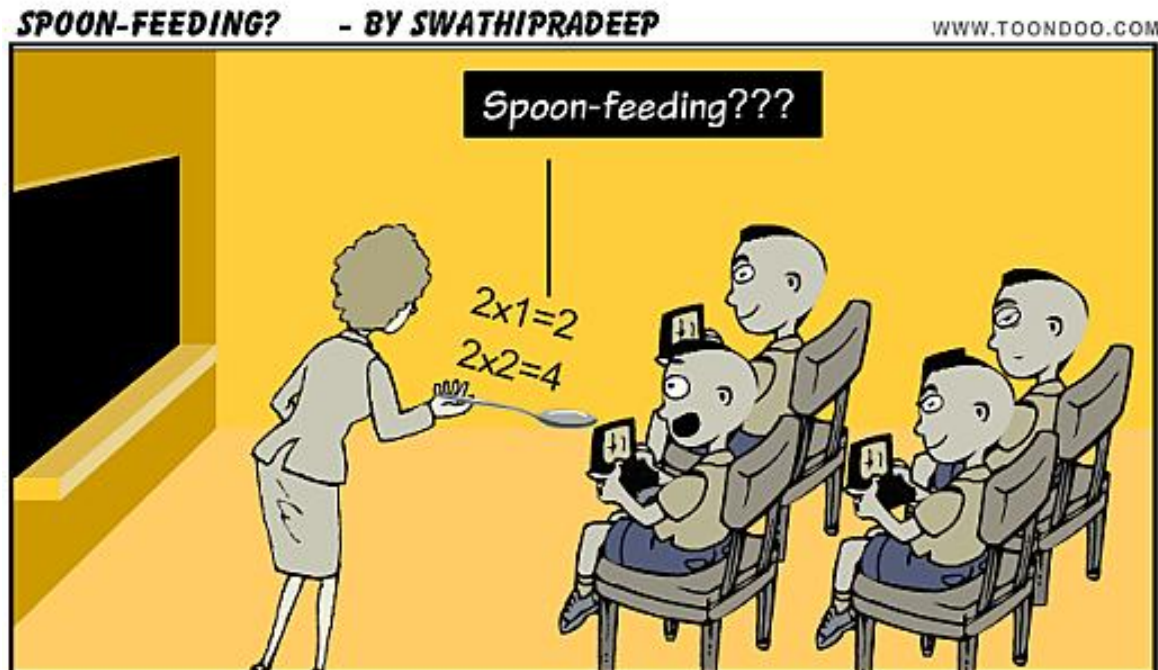
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Outline

- **Introduction**
- **Context**
- **Research questions**
- **Methodology**
- **Data analysis**
- **Conclusion**

In secondary schools

- Students are used to schooling before joining university:
- timetable, regular attendance, classes with teacher guidance, continuous assessment, curricula based on textbooks



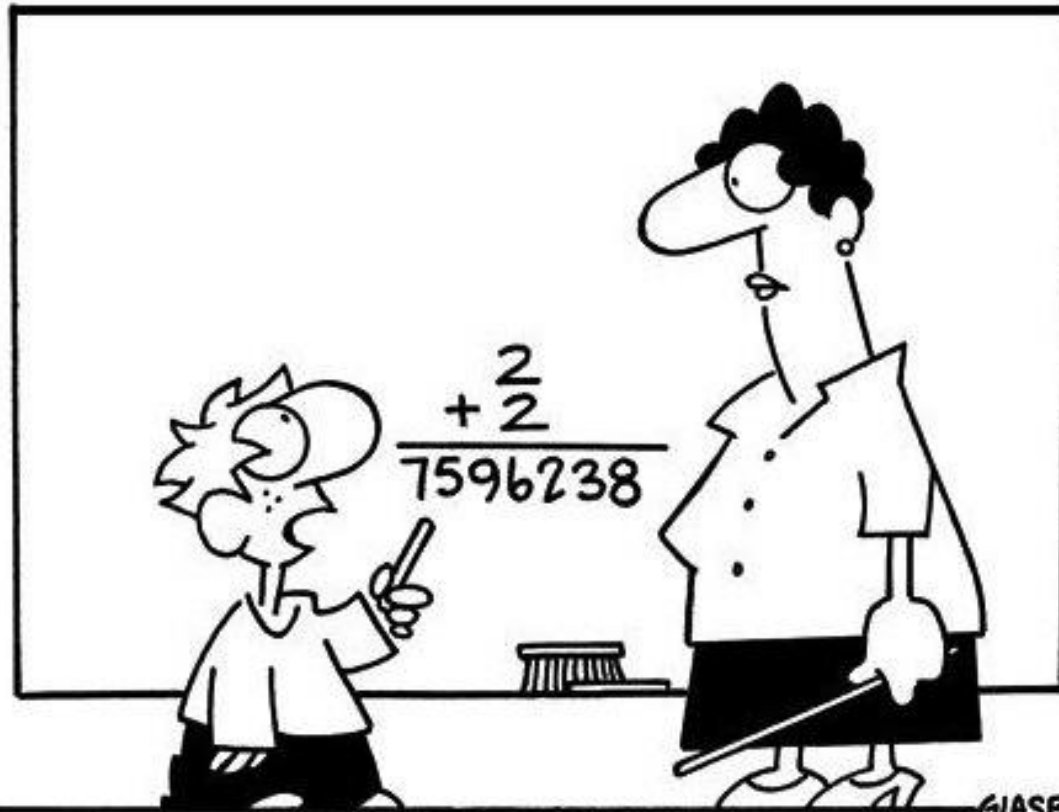
At university

- Radical changes: look after one's training and set objectives

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- Universities to consider automation projects

Key words
learning
in one way
job of student



discipline,
complex
to work
professional

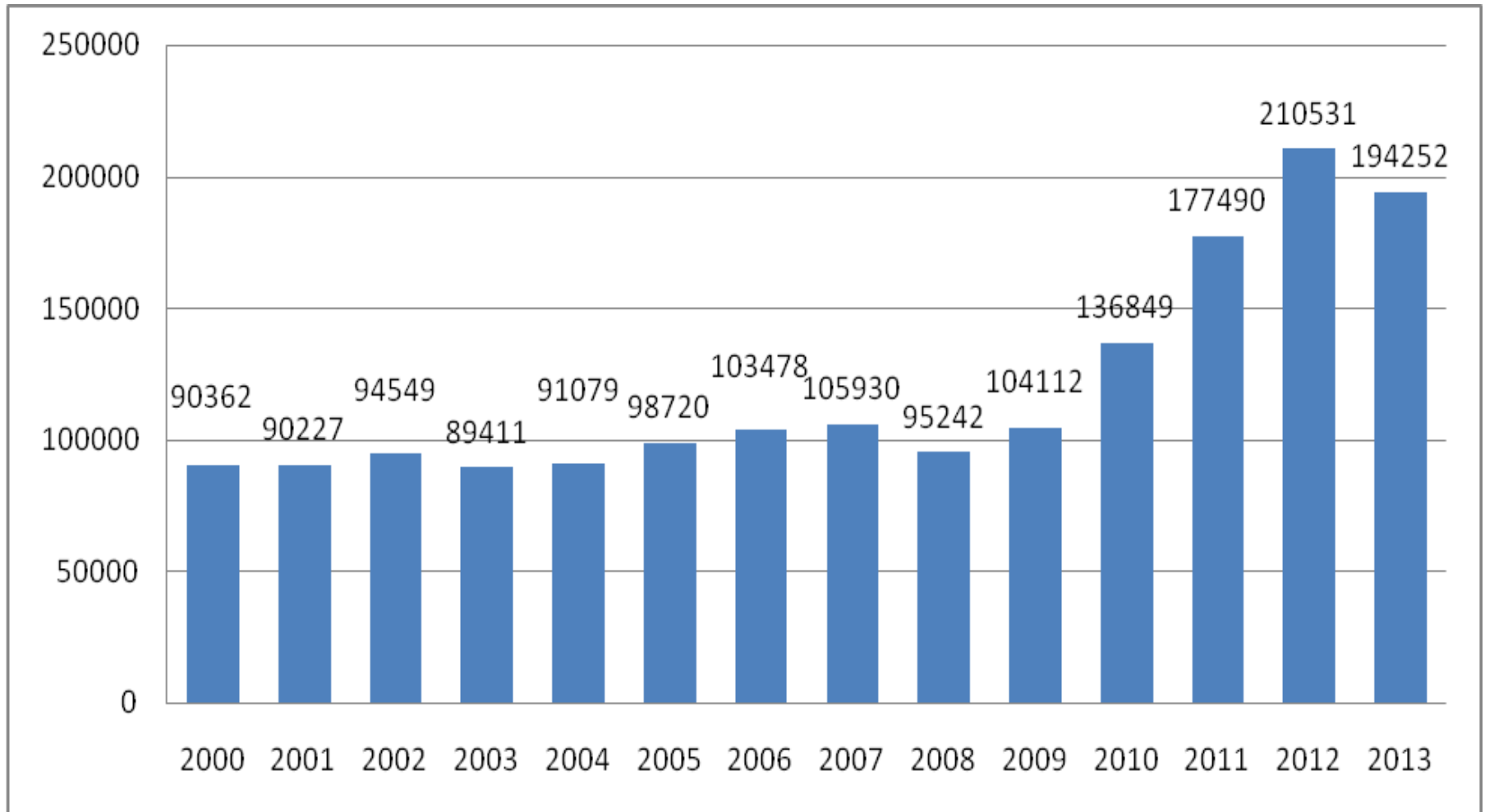
“In an increasingly complex world, sometimes old questions require new answers.”

Moroccan Context

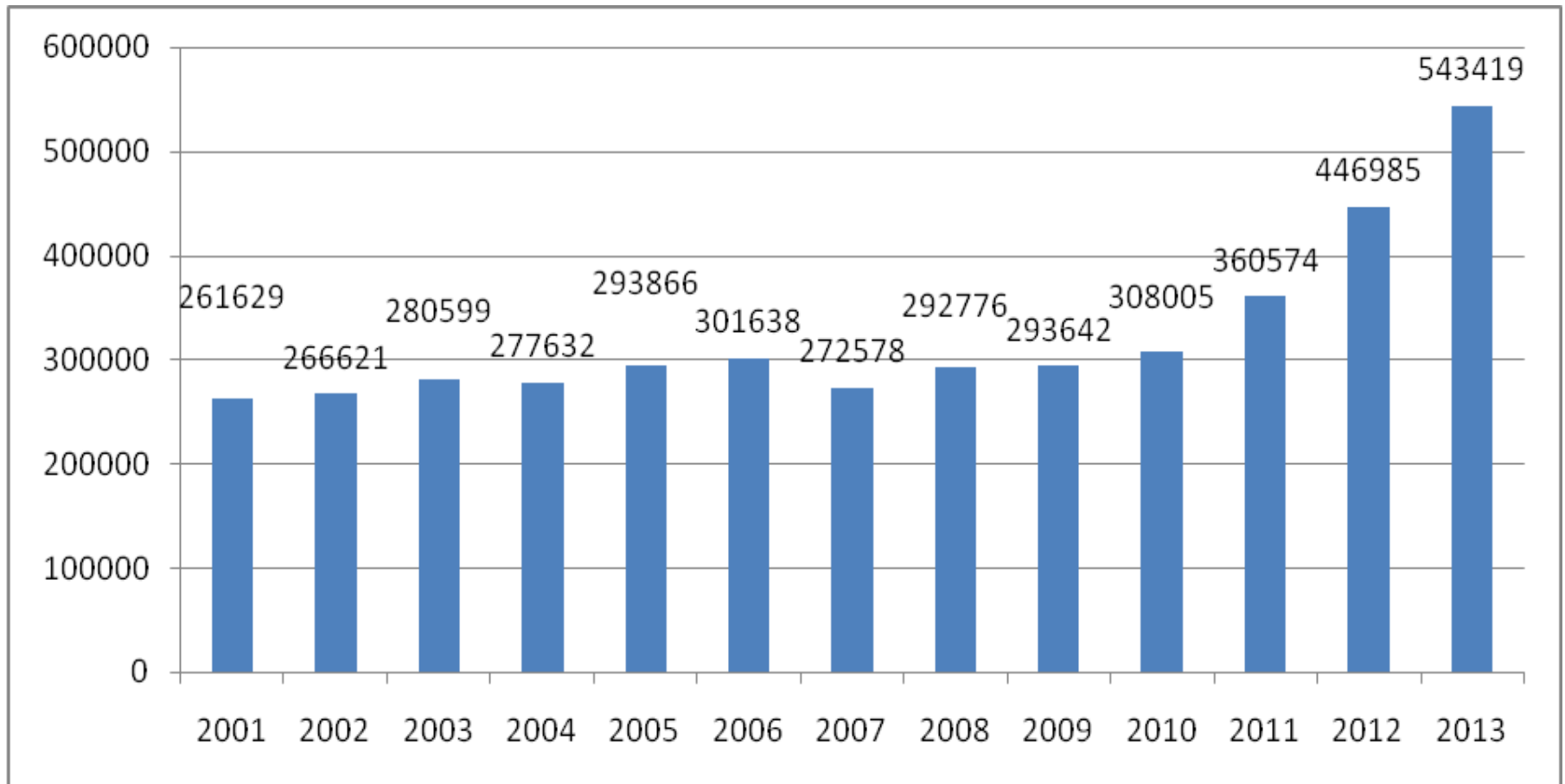
Moroccan students choose university for these reasons:

- To avoid:
 - private schools / universities with high fees
 - too demanding notorious schools (engineering schools),
 - restricted access schools (selection based on entrance exams);
- To gain:
 - a bridge towards further studies considering the DEUG degree a preparatory class;
 - university professional training allowing them to pursue their studies abroad;
 - training which is a continuity of the secondary system in which they are likely to succeed

Who goes to university? Bac holders



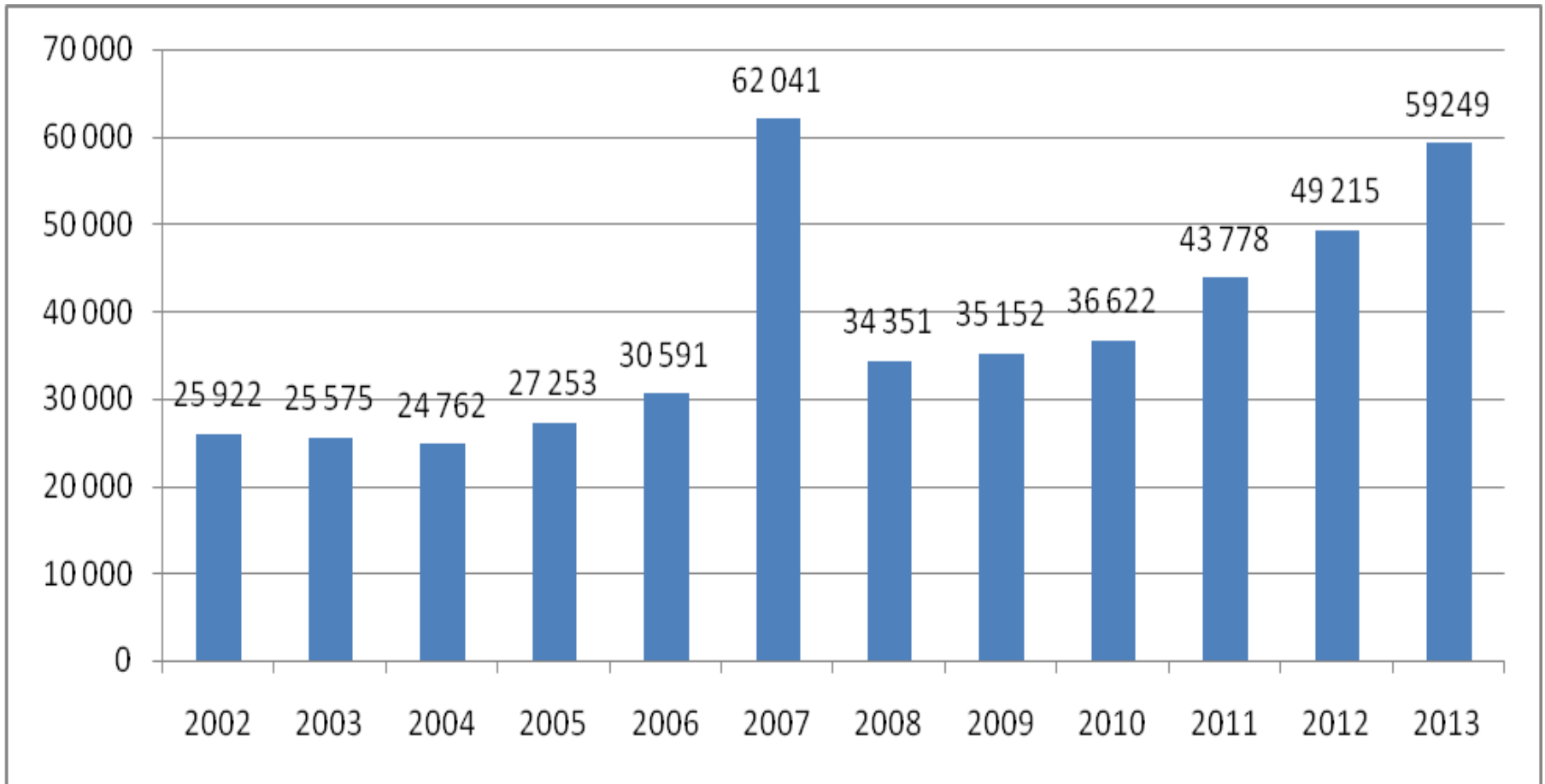
How many of them?



And then?

- **Overcrowded classes: in 2000**, there were **100 seats for 100 students** and between 2000 and 2009 the ratio remained stable ranging from 107 to 109 students per 100 seats; but in 2013, the students outnumbered the seats by 45. **Now**, there are **145 students for 100 seats**. This ratio ranges between **126 and 177 students per 100 places** in the open-access system. However, it does not reach 100 students per 100 seats in limited access institutions.

How many graduated last year?

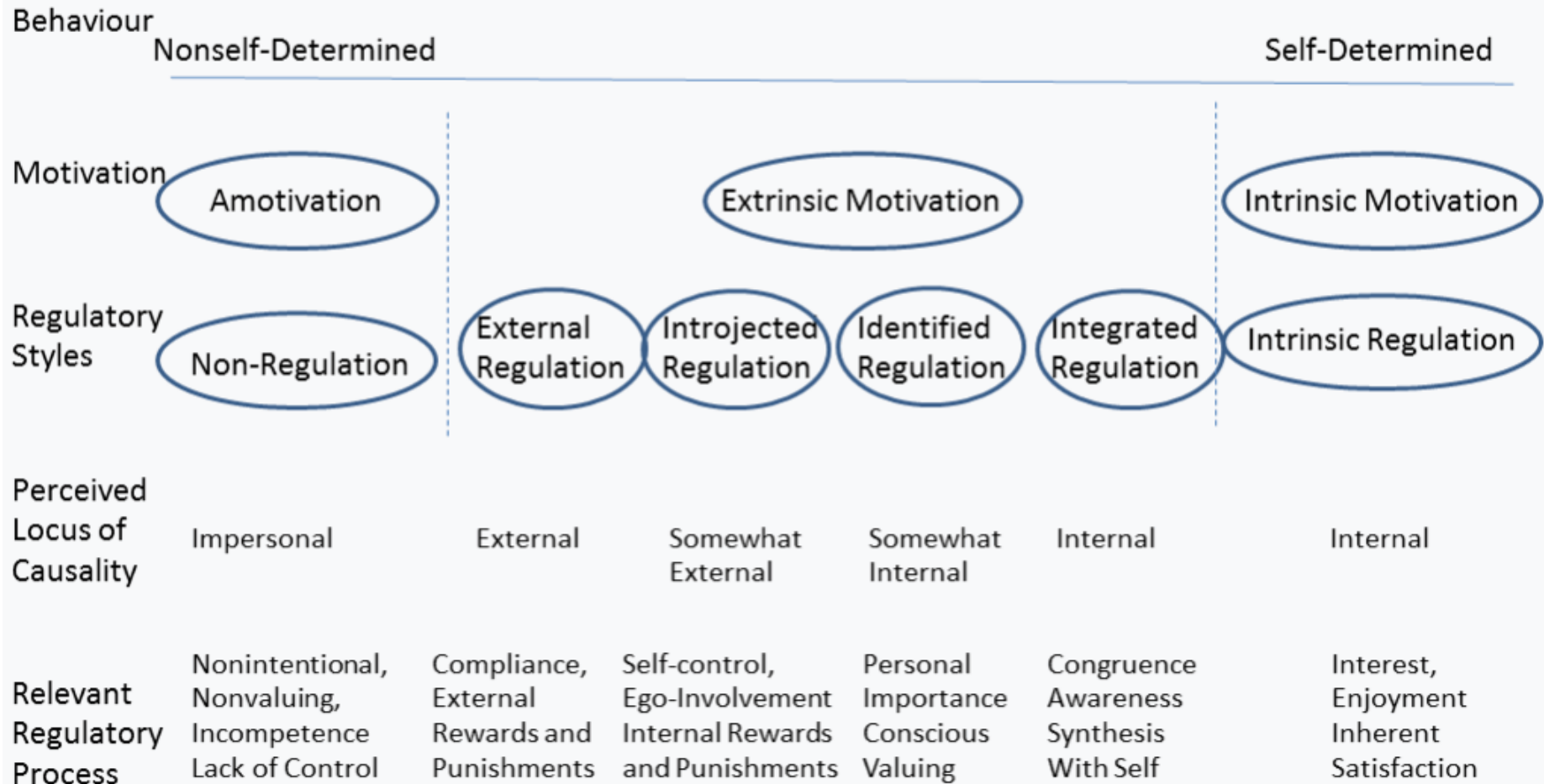


Self-determination theory

Deci & Ryan (1985, 1991)

1. allows to integrate contextual effects in personal development, i.e. facilitates identifying different factors related to social context that can affect motivation.
2. suggests existence of different types of self-determined (intrinsic) motivations that have important impacts on personal development.

The Self-Determination Continuum Showing Types of Motivation With Their Regulatory Styles, Loci of Causality and Corresponding Processes



Objectives of the study

- This study aims to investigate the factors that motivate students to choose their courses of studies at university. Choice here refers to the **subject-related** and **professional- / project-related** (future job) factors.

Research questions

- What motivates Moroccan baccalaureate holders to choose university?
- To what extent is the choice based on long-term studies or on a professional project?

Figures of Hassan II Mohammedia Casablanca University

- 45,000 students as opposed to 40,000 last year.
- 16,000 new students enrolled in different institutions at the university, namely Sciences and technologies (38%), letters and humanities (20%) and Law, Economics et social sciences (42%)
- Like other universities, there are open-access and restricted-access faculties. We are studying two open-access faculties and one regulated school

Choix de formation et attentes vis-à-vis des études

اختيار التكوين والانتظارات المتوقعة من الدراسة

<p>4. Laquelle des phrases suivantes caractérisait le mieux votre situation avant d'entreprendre vos études universitaires? (un seul choix)</p> <p>أي جملة من الجمل التالية تصف وضعيتك قبل مزاولتك لدراساتك الجامعية (اختيار واحد)؟</p>	<p>5. Quelle importance attribuez-vous à chacune des raisons suivantes quant au choix de votre spécialité actuelle ? ما هي الأهمية التي توليها لكل من الأسباب التالية أثناء اختيارك لتخصصك الحالي ؟</p>	<table border="1"> <tr> <td>peu important</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td>très important</td> </tr> <tr> <td>مهم بعض الشيء</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td>مهم جدا</td> </tr> </table>	peu important								très important	مهم بعض الشيء								مهم جدا																	
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<p>a) à vrai dire, je ne voulais pas faire d'études في الحقيقة لم أكن أرغب في الدراسة</p> <p>b) j'ai hésité pendant longtemps لقد ترددت لفترة طويلة</p> <p>c) j'étais assez sûr/e de vouloir étudier كنت متأكد/ة من إرادتي في الدراسة</p> <p>d) dès le début, j'ai toujours été sûr/e de vouloir faire des études منذ البداية كنت دائما متأكد/ة من إرادتي في الدراسة</p>	<p>1. intérêt spécifique pour la matière لدي اهتمام خاص بمادة التخصص</p> <p>2. aptitudes personnelles, capacités المهارات والقدرات الشخصية</p> <p>3. espoir de bons revenus dans une profession future تطلع لمهنة ذات مدخول جيد في المستقبل</p> <p>4. choix bien ancré d'une profession اختيار متعلق بالمهنة التي يطمح إليها</p>	<table border="1"> <tr> <td>0</td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td> </tr> <tr> <td></td><td></td><td></td><td></td><td></td><td></td><td></td> </tr> <tr> <td></td><td></td><td></td><td></td><td></td><td></td><td></td> </tr> <tr> <td></td><td></td><td></td><td></td><td></td><td></td><td></td> </tr> <tr> <td></td><td></td><td></td><td></td><td></td><td></td><td></td> </tr> </table>	0	1	2	3	4	5	6																												
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03/07/2014

Sample

Faculties and schools	Respondants
Letters	202
Sciences	300
ENSET	26
Total	528

Volubilis Question: How would you describe your attitude before beginning your studies?

	Subject			
	Letters	Sciences	Eco-Manag	Mean
I did not really want to study	2.80%	6.50%	1.50%	3.9%
I was not sure whether I wanted to study	11.10%	14.50%	5.90%	11.3%
I was quite certain that I wanted to study	38.90%	30.60%	22.10%	32.4%
I was absolutely positive from the very beginning that I was going to study	47.20%	48.40%	70.60%	52.4%
Total	100%	100%	100%	100%

Volubilis question : Did the study in which you enrolled go with your preference and orientation?

	Subject			Mean
	Letters	Sciences	Eco-Manag	
No	33.8%	46.8%	58.8%	43.9%
Yes	66.2%	53.2%	41.2%	56.1%
Total	100%	100%	100%	100%

Question volubilis: How important were the following reasons for your decision to take up your current course of studies?

	Subject			
	Letters	Sciences	Eco- Manag	Mean
I had a special interest in the subject	4.67	4.48	4.34	4.52
My own talents and strengths lie in this area	4.61	4.56	4.39	4.54
The earning prospects in this area are good	4.76	4.68	5.09	4.81
I had a definite vocation	4.53	4.17	4.73	4.44
It provides good prospects of secure employment	3.75	3.77	4.41	3.91
It provides good chances of a career in the future job	4.28	3.93	4.75	4.25

Question volubilis: If you are not enrolled in a master programme, will you consider joining one?

	Subject			Mean
	Letters	Sciences	Eco- Manag	
no	7.5%	9.1%	9%	8.4%
Yes, immediately after the BA or the BSc	24%	9.9%	26.,9%	19.5%
Yes, but after a while	32.9%	57%	47.8%	44.6%
Yes, later, after doing something else	16.4%	4.1%	6%	9.9%
Haven't decided yet	19.2%	19.8%	10.4%	17.7%
Total	100%	100%	100%	100%

Discussions

- The relational network (parents, peers, and teachers) influence the choice of **55.37%** of students.
- For example, **17,71%** of students admit having been influenced by people who already took a course of studies. “The discussions with my aunt and cousin enabled me to have practical information and advice about my studies, ... “ declared one student
- Institutional orientation (open days, meetings with professionals, etc.) also play an important role as it provided information about potential courses of studies to **17,93%** of the students.
- **Institutional orientation plays only a limited role in orienting students to their preferred course of studies.**
- **Personal preferences have very little room in the choice because the students' paths are already institutionally determined.**

Case study of biology students

- Some of these students decided to become chemists (pharmacists). **Therefore their preference is project-driven**
- The students without projects are not on their courses by accident; rather, they enjoy their studies. They also aspire to have more joy of pursuing master programs. **Therefore their preference is subject-driven, which could have been another form of project**

Extrinsic motivation: geography proximity

- Preference of a course of study relies on the will to be close to parents
- However, the type of Baccalaureate overrides this preference.

Major findings

- Nearly **everybody** wanted to study at university (intrinsic)
- Students have very **little preference** because they do not have the luxury to choose (almost ½ of students did not like what they were doing!) (extrinsic)
- The students' choice is mainly based on **personal project** (intrinsic motivation)
- Some students choose master programmes because they consider **long studies to be their projects** (intrinsic)
- The majority, however, have neither a project nor specific preference to their studies and therefore they provide different reasons for their choice (extrinsic). They have **very little visibility** about what to do after graduation!

Limitations of the study

- Small n-size and limited number of subjects
- Shortage of questions that saliently contrast intrinsic and extrinsic motivation
- More studies to check the impact of choice both on success, or failure, at university and on opportunities of getting a job
- Study on the effect of institutional orientation on students' choice

Implications

- Create an orientation system to help students make the right choice
- Accompany students with either right or wrong choice and guide them to get through
- Provide more choice to students (more specialties, ...)
- Increase the number of choices to meet the country's needs

Conclusion

- You can lead a horse to water but you cannot make it drink!
- The Moroccan university system has undergone various types of reforms (reforms of reforms!) over the last decade; yet, the problems still persist!
- Are we trying to address the real problems?

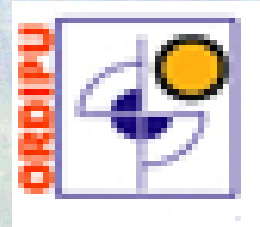
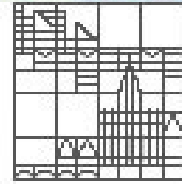
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Thank you for your attention



Universität
Konstanz



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