"Study expectations of students in Morocco"

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Expectations and outcome of study
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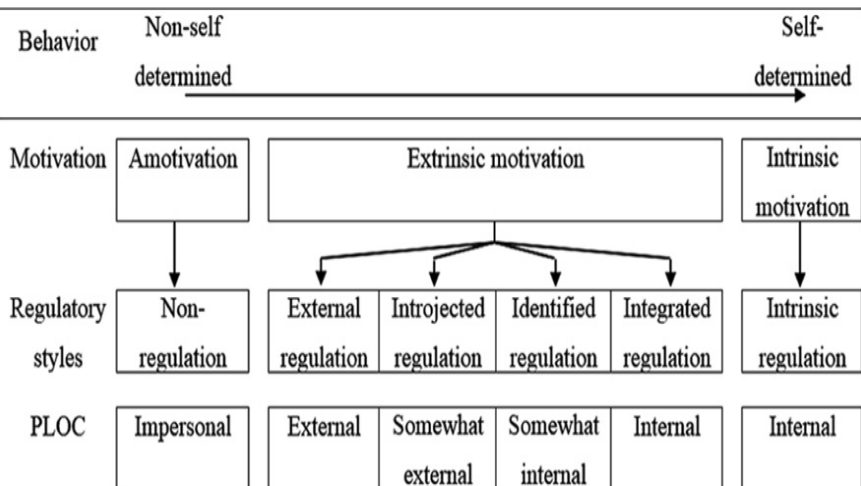17th 2015

Outline

- **Introduction**
- **Research questions**
- **Analysis related to expectations**
- **Recommendations**
- **Conclusion**

Introduction

The education system in Morocco aims to:

- reduce the number of dropouts / amount of failure to graduate,
- improve the quality of provisions,
- guarantee equal opportunities / retention,
- balance training and requirements of job market (customer-based strategy)

- meet students' expectations, society's expectations, and job market's expectations

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Theoretical framework (Deci & Ryan)

Behavior	Non-self determined					Self-determined
Motivation	Amotivation	Extrinsic motivation				Intrinsic motivation
Regulatory styles	Non-regulation	External regulation	Introjected regulation	Identified regulation	Integrated regulation	Intrinsic regulation
PLOC	Impersonal	External	Somewhat external	Somewhat internal	Internal	Internal

Findings in previous research

- Students who are intrinsically motivated perform better than those who are not (Deci, 1971; Pintrich and Schrauben, 1992; Ringness, 1965; Walberg, 1986).
- Stinebrickner and Stinebrickner (2013) suggest that poor grade performance is not directly responsible for the dropout rate of more than forty percent.
- lack of guidance counseling leads to failure which leads to dropout (Bouziane and Aouam, in progress)

Objectives and research Questions

- This study aims to identify the students' expectations and their learning practices and seek whether the two match.
- What do the students expect from their institution?
- The expectations are oriented towards different stakeholders, towards different aspects of training, towards university / teaching staff
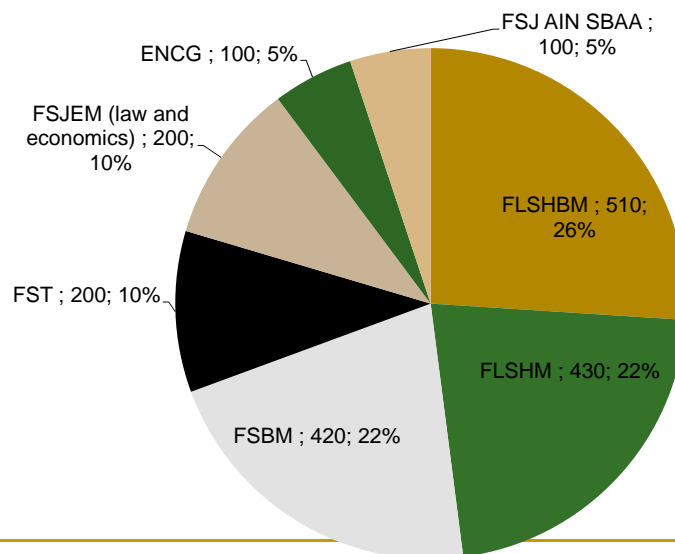
- The volubilis survey is a joint project between Grenoble and Hassan II universities,
- The volubilis project aims mainly to provide data related to students' choice of training and their expectations from studies, learning strategies, oranising their work, and their projects.

Sampling (n= 1,960)

FSJ AIN SBAA ; 100; 5%

ENCG ; 100; 5%

FSJEM (law and economics) ; 200; 10%

FLSHBM ; 510; 26%

FST ; 200; 10%

FLSHM ; 430; 22%

FSBM ; 420; 22%
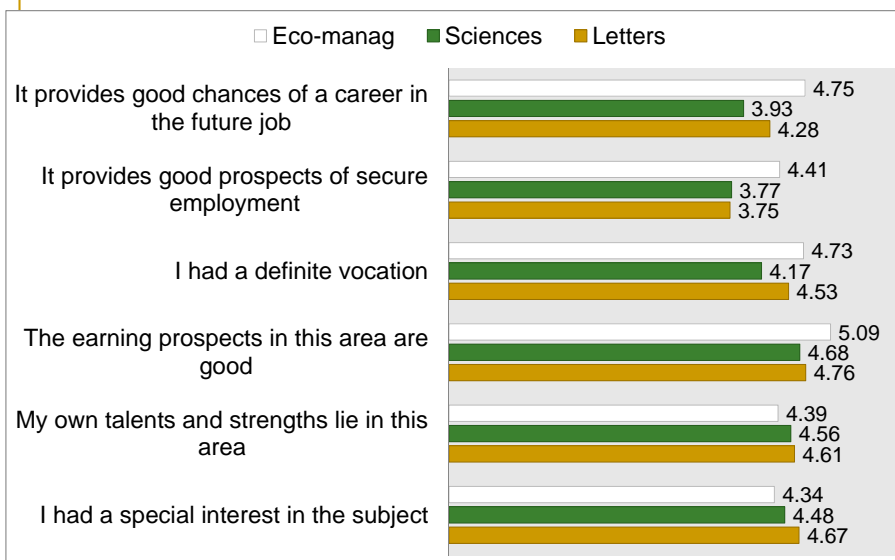
Volubilis questionnaire

- 1,960 students from different disciplines and different institutions replied to a questionnaire addressing their expectations from their school, funds of their studies, their accommodation, and their hobbies. Most of the questions are based on 6-point Likert scale

Volubilis questionnaire: focus

- Referring to the Volubilis questionnaire, we identified **areas** which enable us to study students' expectations:
- (1) Study expectations, (2) expectations from Language and Communication module, (3) personal situation in study, (4) guidance and counselling; and (5) development of HE institutions

1- Students' expectations from their studies

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

1-Obtain an interesting job and some knowledge

Generally speaking, the students in the three faculties put focus on the fact that training will guarantee an interesting **job** (53%) with a high **income** (41%). This finding is more apparent in the economics and management students and those of letters and humanities.

1- Getting a job and acquiring knowledge

- For a large number of students, university is a place where knowledge is provided / acquired. Actually, all the students chose this answer. Getting a job and earning a high income came next.
- The youth expect enrolling at universiry to bring knowledge (4.54) (i.e. personal development and skills) more than to guarantee a position in the job market**.**

2- Expectations from Language and Communication module
Lately labelled
Language and Terminology

What do you expect from the module of Language and Communication?

		Letters	Sciences	Eco-Mgt
Facilitates professional insertion		3.89	4.31	3.68
Helps with other teachings		3.82	4.04	4.02
Develops my linguistic skills		4.44	4.81	3.92
Leads to mastery of foreign languages		4.62	4.96	3.45

Developing language skills and facilitating professional insertion

- When asked about their expectations from this module, the students put more emphasis on improving their linguistic skills (4.52 / 92%) with many answers of 5 and 6 on the Lickert scale; they equally see this module as facilitating their professional integration (4.03 / 70%); but with less weight when it serves access to other teachings (3.96 / 51%).

2- Students' expectations from the Language and Communication module

- It is worth noting, however, that these expectations differ from a discipline to another. The science students are found to put higher expectations on this modules than those of Eco_Mngt.

What types of input would you prefer in this module?

	Letters	Sciences	Eco-Mgt	Total
Traditional classes (in a classroom)	2.93	2.93	3.06	2.96 57.6%
Special room (lab)	3.13	3.51	3.03	3.2 74.8%
Workshops	3.40	3.61	2.79	3.35 85.7%
Distance learning	2.34	2.03	1.92	2.10 53.3%
Blended learning	3.27	3.23	2.50	3.0 79.2%

3- Personal situation in study

In your opinion, what is urgently required to improve your personal situation in study?

	Lettere	Sciences	Eco-Mgt	Total
Compression/concentration of course contents	3.94	4.07	4.14	4.05
Reduced examination demands	3.17	3.27	3.28	3.24
Increase of practical relevance in the course of study	4.02	4.46	4.33	4.29
Use of stricter academic guidelines	3.99	4.21	4.23	4.15
More courses with a small group of students	3.67	3.62	3.66	3.64
Fixed study groups for tutorial	3.74	4.01	4.10	3.95
More help by professors	4.10	4.73	4.31	4.43
Increase of grants and scholarships	4.09	4.82	3.87	4.37
Improved labour market opportunities for students of your subject	4.52	4.97	4.19	4.64
More involvement in projects of research	4.30	4.85	4.56	4.61

Ways of improving students' personal situations

As the table shows, students need improvements in four areas:

- **diadactics:** matters related to content, less demanding exams, set and follow guidelines
- **financial issues**: increase in grants and scholarships, more openings of professional prospects
- **Pedagogic issues**: more workshops in reduced size grroups and more help from professors.
- **Involvement in research**: Links with practical (less theoretical) matters and involvement in research projects

4- Guidance and counselling

In which of these areas do you think advice or guidance can be useful?

	Letters	Sciences	Eco-Mgt	Total
Choice of important topics in my field of study	3.72	4.09	3.74	3.89
Preparation for exams and essays	4.09	4.19	3.83	4.07
Help to understand rules of study and exam	4.15	4.38	3.99	4.21
Problems related to course content. scientific questions	3.65	4.15	3.64	3.87
Interpreting and analysing exam results	4.32	4.17	4.10	4.20
Social problems (isolation. anonymity)	3.67	3.34	3.93	3.59
Help in finding a job and developing your CV	3.98	3.79	3.97	3.89
Help and support in seeking internship	4.13	4.17	3.88	4.08

- The area in which most students expect more help is evaluation (exams). They show interest in both exam preparation and analysis of exam results.
- Another area is help with finding internship
- In brief, students expect more assistance with content and how to master it, how to succeed in exams, and how to construct one's career.

5-Developement of HE institutions

6.1. In your opinion, is it important that your university has partnerships with

	Lettres	Sciences	Eco-gestion	Total
Another Moroccan university?	4.30	4.80	4.85	4.66
Foreign universities	4.86	5.10	5.28	5.07
Professional associations	4.70	4.99	5.01	4.91
Professionals (public and private)	4.38	5.19	5.24	4.94
Recrutement agencies	4.36	5.26	5.03	4.92
Local authorities	3.97	4.40	4.52	4.29
Students' representatives (union)	4.18	4.60	4.62	4.46
Students' parents	3.54	3.84	3.30	3.62
Media	4.47	4.31	4.25	4.35

6.2. In your opinion, how can universities/colleges be improved? How important are the following?

	Letters	Sciences	Eco-Mngt	Total
Abolition of entrance exams for some streams	3.21	3.22	3.23	3.22
Expansion of facilities/provision of additional study places	4.00	3.91	3.27	3.78
Improvements of content of curricula	4.34	5.20	3.24	4.47
Improvement of teaching methods	4.49	5.15	3.20	4.47
Student participation in the definition of courses and curricula	4.38	4.60	3.17	4.19
Higher examination standards	4.00	4.20	3.45	3.96
Enlargement of the range of courses	4.49	4.65	3.10	4.22
Stricter admission criteria	4.10	3.46	2.84	3.50
Earlier academic evaluation	4.43	4.54	3.33	4.21
Enlargement of the academic staff of the University/College	4.30	4.74	3.38	4.28
Closer cooperation between universities and industry	4.41	5.04	3.45	4.47
More use of the internet/multimedia elements in teaching	4.16	4.76	3.40	4.25
Distance learning provisions	4.15	4.32	3.71	4.13
Practical training as part of every course of study	4.04	4.56	3.08	4.05

Recommandation

- **Reinforce students' involvement at university:**
- **1- Creating a Student Observatory to play a dual role of guidance counselling and of doing research on students' matters.**
- Guidance conuselling includes: orientation and provision of psychological support, assistance with financial issues and accommodation, assistance with students' welfare (health, transportation, students' with special needs, etc.), assistance of foreign students, guide students' unions to provide services to students, etc.
- Research involves collecting data to help with decision making

Conclusion

- Expectations sometimes differ from an institution to another, and therefore one-size fits all may not meet students' expectations.
- Students expect more involvement in all the different stages of their studies.
- Students show big worries about their mastery of languages (French)
- Online content can respond to some expectations
- The students have shown a big demand to counselling

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Merci de votre attention
Thank you for listening
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