RESUMEN

El objetivo del presente estudio es investigar la relación entre las creencias de expectativa de éxito y el valor de la materia respecto a la satisfacción escolar de los alumnos de ESO. Para ello se valoran dos posibles hipótesis:

(i) La primera hipótesis de este estudio pronostica que la relación será positiva entre la expectativa de éxito y la satisfacción escolar, de igual modo que la relación también será positiva entre el valor de la materia respecto a la satisfacción escolar. (ii) La segunda hipótesis es que la asignatura de inglés tendrá puntuaciones mayores en las variables expectativa-valor y por tanto en satisfacción escolar.

La población de esta investigación cuenta con 56 estudiantes del Colegio Hermes de Patraix, Valencia. El análisis de los tres componentes anteriormente mencionados, se ha realizado en base a tres escalas extraídas del Modelo de Calidad Situación Educativa (MOCSE) (Doménech Betoret & Abellán Roselló, 2017). Una vez se han obtenido los resultados y se han analizado estadísticamente mediante análisis correlacional, análisis de regresión lineal simple y análisis lineal múltiple, llegamos a la conclusión de que sí existe una relación significativa y positiva entre el valor de la materia, las expectativas de éxito y la satisfacción escolar. Por tanto, confirmamos que cuanta mayor sea la intención de aprender, mayor será la satisfacción por la enseñanza. Sin embargo, la segunda hipótesis queda rechazada debido a que en matemáticas se ha obtenido mayor puntuación en las variables que en la asignatura de inglés.

Palabras clave: satisfacción escolar, expectativas de éxito, valor de la materia, motivación escolar.

ABSTRACT

The objective of this study is to research the relationship between the beliefs of expectation of success and the value of the subject with respect to the school satisfaction of ESO students.

For this, two possible hypotheses are evaluated:

(i) The first hypothesis of this study predicts that the relationship between the expectation of success and school satisfaction will be positive. In the same way that the relationship will also be positive between the value of the subject with respect to school satisfaction. (ii) The second hypothesis is that the subject of English will get higher scores in the expectation-value variables and, therefore, in school satisfaction.

This research counts with 56 students from Hermes School in Patraix, Valencia. All of them are Obligatory Secondary School's students. The analysis of these three components has been carried out based on three scales extracted from the Educational Situation Quality Model (MOCSE) (Doménech Betoret & Abellán Roselló, 2017). Once the results have been obtained and statistically analyzed using correlational analysis, simple linear regression analysis and multiple linear analysis, we conclude that there is a significant and positive relationship between the value of the subject, the expectations of success and school satisfaction. Therefore, we confirm that the greater the intention to learn, the greater the satisfaction with teaching. However, the second hypothesis has been rejected due to the fact that the subject of mathematics has obtained a higher score in the variables than the English subject did.

Keywords: school satisfaction, expectations of success, value of the subject, school motivation.

STUDY OF THE RELATIONSHIP BETWEEN THE VARIABLES EXPECTATION-VALUE AND SCHOOL SATISFACTION

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1. INTRODUCTION

The objective of this study is to research the relationship between the beliefs of expectation of success and the value of the subject with respect to the school satisfaction of ESO students.
For this, two possible hypotheses are evaluated:
(i) The first hypothesis of this study predicts that the relationship between the expectation of success and school satisfaction will be positive. In the same way that the relationship will also be positive between the value of the subject with respect to school satisfaction. (ii) The second hypothesis is that the subject of English will get higher scores in the expectation-value variables and, therefore, in school satisfaction.
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2. METHOD

2.1. Sample
56 students: 31 women and 25 man Secondary School
85.7% Spanish

2.2. Statistics
R and Open Office Calc

2.3. Measuring tools
Stage 1: Expectation-Value Scale (February) → 31 items: 23 Likert-type items and 8 Linear Scale
Stage 2: School Satisfaction Scale (March) → 10 items: 9 Likert-type items and 1 open-ended question

3. RESULTS

3.1. Descriptive analysis

MATHS	Mean	Desv_est	N
School satisfaction	3,2375	0,4982	57
Expectation-value	2,9376	0,3963	57
ENGLISH	Mean	Desv_est	N
School satisfaction	3.0114	0,7186	57
Expectation-value	2,8779	0,4189	57

3.2. Correlational analysis

The coefficient of connections (Pearson's) between both variables is measured, giving a value of p= 0.68 for English and p= 0.67 for mathematics.
Therefore, there is a positive linear relationship between both variables for both subjects with a p-value < 0.05.

MATHS
$f(x) = 0,84 x + 0,76$
$R^2 = 0,45$

ENGLISH
$f(x) = 0,39 x + 1,67$
$R^2 = 0,46$

3.3. Simple Linear Regression

Hypothesis 1: there is a positive and significant relationship between expectation-value and school satisfaction.
Hypothesis 2: it is discarded due to the fact that mathematics has a higher score in the variables than English does.

3.4. Multiple Linear Regression

After a correlational analysis, the variables expectation of control and expectation of peers have been discarded for both subjects (p-value>0.05).
A relationship is established between the response variable and the selected explanatory sub-variables
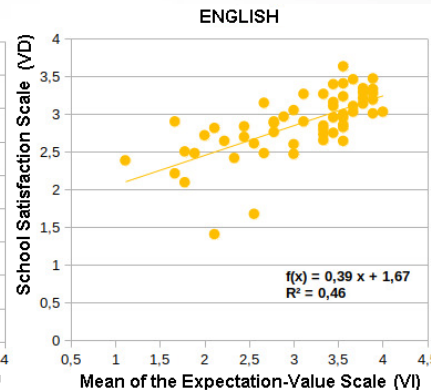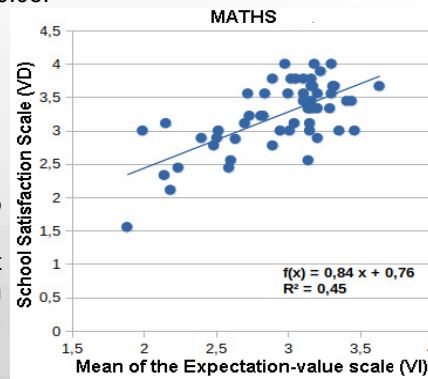After the multiple linear regression, which clarified that for the subject of mathematics, the most representative variables are subject expectation and teacher expectation (Pvalue <0.05), meanwhile the variable in the subject of English is teacher expectation (Pvalue < 0.05).

ENGLISH	Coefficient	P valor	Mean	Desv_est
Intersection	0,97	0,016		
Commodity value	0,08	0,57	3,26	0,45
Expectation of success	0,23	0,053	2,91	0,73
Subject expectation	0,008	0,93	2,78	0,86
Teacher expectation	0,37	0,0003	3,35	0,60
Teacher props	0,02	0,67	2,88	0,96

MATHS	Coefficient	P valor	Mean	Desv_est
Intersection	1,27	0,0002		
Commodity value	-0,16	0,134	3,41	0,57
Expectation of success	-0,43	0,58	2,73	0,73
Subject expectation	0,25	0,0007	2,99	0,85
Teacher expectation	0,58	4,67E-13	2,92	0,97
Teacher props	0,39	0,52	2,68	0,91

4. DISCUSSION

To sum up, our study concludes that: it exists a positive relationship between the variables value-expectation and satisfaction in the pupils selected for the study in both subjects, English and Mathematics. On one hand, there are some differences between the subjects analyzed In the simple regression model we observe that the slope of the line is steeper Mathematics than it is in English. Thus, we can conclude the subject of Mathematics has suffered more changes in the expectation questionary. On the other hand, respect to the multiple regression analysis, after taking into account only the subgroups which have shown a significant correlation with the satisfaction results, we conclude that, in Mathematics, most of the results of satisfaction stem from the variable teacher and the variable subject-expectation. In English, the variable teacher-expectation is the one with a significant P value and it turns out to be the most important factor that explains the result of this model.

5. LIMITATIONS AND IMPROVEMENT PROPOSALS

- The population of this study is small and it is not very representative, therefore, the number of participants in the study must increase so that the diversity of nationalities, degrees and answers can increase too.
- This research has been carried out in a single high school, if it were carried out in other centers the results would be more representative if the study had been conducted also in other schools. Like this, the results could be less specific in sociocultural context and more generalized.
- Having the quizzes done more tan once during the school year, could alter the results.

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