

# **Extended Summary:**

## **“Relationship between secondary students' satisfaction and some personal-motivational variables based on the MOCSE model”**

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### **Introduction**

In the conducted study, we explore different factors that have an impact on the educational process, both directly and indirectly. One of the notable aspects we will analyze is the use of teaching and learning models by students and teachers. These models have evolved significantly with the incorporation of new technologies and changes in policies, impacting students in various ways. Additionally, the social context in which students exist can also have a profound impact on their reactions to different events and important factors. In this regard, the importance of students' personal variables is highlighted. Therefore, the present study aims to highlight that students are subject to multiple changes in different characteristics, which can hinder their academic performance. This situation can lead to the belief that their future depends on external factors beyond their control, which, in turn, can negatively affect their attitudes and beliefs towards education. This stress can result in a lack of motivation, absenteeism, and apathy in the classroom, contributing to high dropout rates in Spain. The article has been written based on the Model of Quality of the Educational Situation (MOCSE), which aims to analyze the variables present in formal education and how to improve motivation and the quality of learning, the model includes five components: contextual variables, personal variables, intention to learn, e-learning processes, and satisfaction or outcome variables. Among the different variables mentioned, the ones we will focus on are the following: personal variables, performance variables, satisfaction, commitment, and belief in expectancy-value, using the MOCSE model to define them. The dependent variable is satisfaction, while the independent variables are self-esteem and expectancy-value. Under the model, these variables are defined as: Self-esteem refers to self-evaluation, beliefs of self-efficacy, and the intention to learn that motivates behavior; Satisfaction is the subjective evaluation of students in the e-learning process and the outcomes achieved and Expectancy-value are the anticipation towards something and the importance attributed to it. For the realization of this study and its implications, research by Martínez-Antón, Buelga & Cava (2007), Miñano-Pérez, Castejón-Costa & Gilar-Corbí (2012), and Barca-Lozano, Almeida, Porto-Rioboo, Peralbo-Uzquiano & Brenlla-Blanco (2012) has been consulted.

## Objectives and Hypothesis

Taking the MOCSE model as a reference (Doménech and Abellán, 2017; Doménech-Betoret, Gómez-Artiga, and Abellán-Roselló, 2019), the objective of this study is to examine the relationship between certain motivational variables related to expectancy-value beliefs and satisfaction among secondary school students regarding the teaching they receive. An additional objective of this study is to determine if self-esteem influences satisfaction with teaching.

Hypothesis 1 (H1): A positive and significant relationship is predicted between the process and outcome expectations formed by secondary school students during the first weeks of the academic year and their satisfaction with the teaching received.

Hypothesis 2 (H2): A positive and significant relationship is predicted between the value that students attribute to the subjects and their satisfaction with the teaching received in those subjects.

Hypothesis 3 (H3): A positive and significant relationship is predicted between the concept of self-esteem that students have about themselves and the satisfaction with the teaching received in those subjects.

## Methodology

Tests were carried out to verify our hypotheses with a sample of 487 students from a high school located in Castellón de la Plana, the students' ages ranged from 12 to 18 years, with 48.3% male and 51.7% female participants. The questionnaires were administered in two separate sessions, with a time interval based on the analyzed variable and its temporal convenience. The F.R. Institute was selected for this purpose after obtaining permission from the school administration and the students' parents for the study and different educational levels were selected to obtain general data on the chosen variables. Each session lasted approximately one hour; however, some difficulties were encountered during the questionnaire administration, these included teachers not understanding how to intervene in case of problems and some questions being misinterpreted by the students. The questionnaires used were a shortened version of those published by Doménech-Betoret et al. (2020), which covered the various variables explained earlier. It is noteworthy that the questionnaires were administered in two rounds, the first in the middle of the first trimester and the second at the end of the third trimester.

## Results

In general, the results of the study follow a distribution that resembles a normal curve, considering that the skewness and kurtosis scores are close to 0, and with Cronbach's reliability above 0.7. The

three hypotheses were analyzed using Pearson's bivariate correlations, for hypothesis 1, process and outcome expectations and satisfaction with teaching received were correlated, and it was concluded that the hypothesis was supported due to a positive correlation, even though with low significance (0.223) and a high level of confidence. For hypothesis 2, the value of the subject and satisfaction with teaching received were correlated, and it was also concluded that the hypothesis was supported due to a positive relationship, but with a low level of significance (0.283) and a high level of confidence. For hypothesis 3, student self-esteem and satisfaction with teaching received were correlated, and it was concluded that the hypothesis was also supported due to a positive correlation, but with a low level of significance (0.204) and a high level of confidence.

### **Discussion**

The findings of the study revealed a positive and significant correlation among the investigated variables, although some correlations were low. The results are consistent with previous research and demonstrate consistency in areas such as intention to learn or the psychosocial consequences associated with personal variables. In summary, the statistical tests validate the confirmation of our hypotheses as there is a positive relationship among these variables. However, it is important to highlight that the level of significance is low. Although these findings hold true, we acknowledge that the significance scores are modest, therefore while they may have an impact on individual students, they may not be the primary determining factor or there may be other separate factors that are more significant. For future studies, it is suggested to use larger and more diverse samples and analyze satisfaction and expectancy variables in relation to teachers, which were found to be highly correlated.

### **Limitations**

We faced various limitations such as issues with questionnaire comprehension among students and the lack of experience of teachers in its administration, additionally the sample size and individual differences in students' developmental stages could influence the results. Furthermore, the study only considered a general social context for all students, disregarding each student's individual environment, which could be relevant for analysis.

### **Conclusion**

In the article, several factors are identified that influence students' satisfaction with teaching, including their expectations and the value they attribute to the subject. Additionally, it highlights that personal variables, such as self-esteem, also play an important role in this assessment. Our study reveals a positive but low correlation between motivational and personal variables and satisfaction. Lastly, the study emphasizes the importance of other variables, such as self-efficacy and outcome expectations, which were not fully explored.

# Relación entre la satisfacción del alumnado de secundaria y algunas variables personales-motivacionales tomando como punto de partida el modelo MOCSE



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## Introducción

Bajo el marco del **modelo MOCSE**, diseñado por el Dr. Doménech-Betoret

VD → Satisfacción

VI → Autoestima

VI → Expectativa-Valor

Basamos en Estudios anteriores como:

La satisfacción con la vida en la adolescencia y su relación con la autoestima y el ajuste escolar Antón, M. M., Vázquez, S. B., & Caballero, M. J. C. (2007).

Motivación escolar y rendimiento: impacto de metas académicas, de estrategias de aprendizaje y autoeficacia. Barca-Lozano, A., Almeida, L. S., Porto-Riboo, A. M., Peralbo-Uzquiano, M., & Brenlla-Blanco, J. C. (2012).

An explanatory model of academic achievement based on aptitudes, goal orientations, self-concept and learning strategies. Pérez, P. M., Costa, J. L. C., & Corbi, R. G. (2012).

## Hipótesis

Se pronostica una relación **positiva y significativa** entre:

- H1:** Las EXPECTATIVAS de RESULTADO y de PROCESO durante las primeras semanas y su SATISFACCIÓN sobre la docencia
- H2:** El VALOR que los alumnos ATRIBUYEN A LAS MATERIAS y su SATISFACCIÓN sobre la docencia
- H3:** El concepto de AUTOESTIMA propia de los alumnos y la SATISFACCIÓN sobre la docencia

## Metodología

Distribución en las clases de:

**Hombres y mujeres**



La **edad** estuvo comprendida desde los 12-18 años

Antes de comenzar a pasar las escalas:

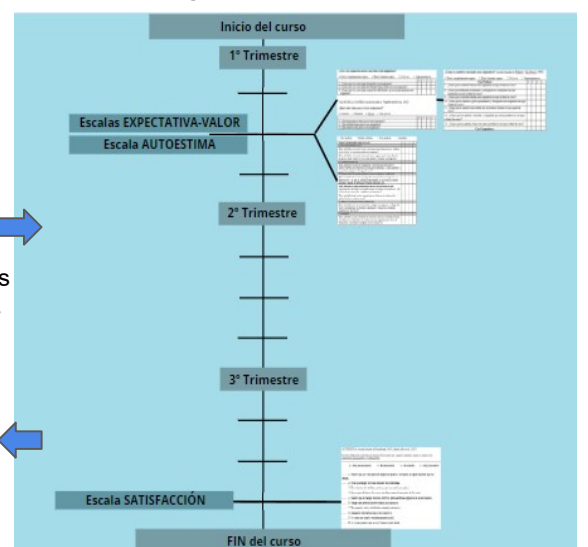
- Autorización
- Consentimiento informado
- Paso voluntario de los cuestionarios

Una vez pasadas las escalas:

- Tratamiento estadístico de los datos mediante **SPSS**

- Análisis **factorial exploratorio**
- Análisis **estadísticos descriptivos**
- Bivariadas Pearson**

## Cronología de los cuestionarios



## Resultados

Estadísticos descriptivos y fiabilidad

Variables utilizadas en el estudio análisis descriptivo y de fiabilidad						
Escalas y Factores	Nº items	Media	D.T.	Asimetría	Curstosis	Alpha de Cronbach
1. Variables personales: Autoestima	10	3,0994	0,45707	-0,689	0,341	0,722
2. Expectativas-Valor: Valor materia	9	3,0570	0,53396	-0,417	-0,313	0,891
Expectativas de resultado	3	3,3231	0,78916	-0,618	0,042	0,793
Expectativas de proceso con el profesor	3	3,0253	0,77250	-0,469	-0,594	0,841
3. Satisfacción	8	3,0308	0,69063	-1,082	0,348	0,883

Correlaciones Bivariadas de Pearson

Tabla de correlaciones	
1. Variables antecedentes o independientes:	2. Variables consecuentes o dependientes:
Valor de la materia	Satisfacción
Expectativa resultados	
Autoestima	
Expectativas con el profesor	

Correlaciones entre variables

Variables	Autoestima	Satisfacción	Expectativas de resultados	Valor de la materia	Expectativas con el profesor
Autoestima	1	0,204**	0,411**	0,128**	0,204**
Satisfacción		1	0,223**	0,283**	0,330**
Expectativas de resultados			1	0,333**	0,410**
Valor de la materia				1	0,365**
Expectativas con el profesor					1



Destaca que la correlación de Pearson máximo de 1 y mínimo de -1

Los datos obtenidos nos indican un nivel **alto** de **significación** y un alto índice de **confianza**

## Discusión

Los datos obtenidos afirman e indican que existe una relación **significativa y positiva** de **todas** nuestras hipótesis planteadas

Algunas **limitaciones** del estudio:

- Edad dispar
- Contextos personales/ambiente
- Profesores

Sigue la línea de otros estudios como:

**Problemas relacionados con el ámbito escolar.** Pérez, J. C. N., Pérez, C. R., Bernardo, A. B., & García, D. Á. (2016).

**La satisfacción con la vida en la adolescencia y su relación con la autoestima y el ajuste escolar.** Martínez-Antón, M., Vázquez, S. B., & Cava, M. J. (2007).

## Conclusiones

- Expectativas-Materia
- Valor-Materia
- Variables Personales
- Correlación satisfacción baja
- Autoestima y expectativas de resultado para futuros estudios

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