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Improve student success through their realities

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Abstract

In recent years, research in Higher Education showed that student achievement is particularly influenced by their motivation and their commitment to their studies. However, in recent years, teachers in higher institutes of technological studies in Tunisia observed among a number of students from 1th and 2nd year license economic sciences and management decreased their motivation and commitment to their studies. In 2008, with the adoption of License Master license PhD program in Tunisia, teaching modules have been integrated in the (personalized career plan, entrepreneurial culture) these curriculum modules were designed to better understand student reality. In the context of training, these modules provide a better understanding of the reality of the students and consequently improve their success. It is in this context that a study was conducted among students of 2nd year License Economics and Management enrolled at Higher Institute of Technological Studies of Nabeul (ISETN). To do this, a questionnaire and a guide of maintenance have been developed in order to examine the different components of the model of model of motivation, commitment and success proposed by Prégent et al (2009). - Model adapted from Pintrich, Schrauben (1992) and Eccles, Wigfield, Schiefele (1998). This two-pronged approach aimed to assess and better understand the perceptions of students in relation to the components of the model used, in addition to promoting their reflexivity. The results obtained in particular allow teachers to identify areas of intervention to improve the success of their students.

Keywords: Reality student, motivation and commitment, conditions for success, reflexivity

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1. Introduction

This communication is the result of a collective work by a team of teachers Department of Economic and Management Sciences in collaboration with the Director of Studies in the ISET of Nabeul. It aims to present the results of a completed fall 2013 with the main objective exploratory studies to develop a better understanding of the reality of the 2nd year students of economics and license management to identify areas for intervention improve their success. This interest in better understanding the student actually broadly follows the recommendations of the Ministry of Higher Education in Tunisia.

The first section of this article presents the context behind this research project and objectives inherent in the latter. The second sections briefly state the theoretical framework on which this study is based. The third section depicts the methodological elements that guided the collection of data from students referred. In the fourth and the fifth section, the main results are presented and discussed. The first courses of action that were identified under conditions of student success are finally revealed in conclusion.

2. Background and objectives of the study

During the second year students take five courses: three disciplinary courses, technical, course data analysis and two language courses. The first four courses are compulsory and must be inculcated notions are fundamental to exercise the professions related to business administration.

Despite repeated and unequivocal about it with students' indications, we observe a decrease in recent years their academic performance in these courses. This concerns us, especially as the conditions of assessment remained essentially the same over time: a constant team teaching, course content unchanged, similar examinations, criteria identical correction.

Students also seem to us little incentive to invest in learning their future profession. They say find difficult assessments and claim lack of time to prepare the required work. Their absenteeism rate class is growing and we have the perception that they are more likely to check boxes (I finished it even though I did not understand much).

In this context, we decided to conduct a study to develop a better understanding of the reality of our students - that is to say, the relationship they have with their studies - in order to identify possible intervention to improve their success. At the same time, we wanted to find a way to make them think about their motivations, perceptions, attitudes and learning strategies.

3. Theoretical framework

Before explaining briefly the theoretical framework used for this study, we consider it relevant to define the concept of success based on our thinking.

The acquisition and integration by the student or the student knowledge and skills in connection with a high-level training registering the personal project and at the same time contributing to the development of the artistic professional, scientific, cultural, civic and personal.

In recent years, research in Higher Education showed that student achievement is particularly influenced by their motivation and their commitment to their studies.

To make intelligible the dynamics underlying these two phenomena in the acquisition of knowledge in a university context, Prégent et al. (2009: p. 252) have shown in a model of motivation, commitment and success (Figure 1).

Motivation is presented as a dynamic state that has its origins in a series of internal and external determinants that drive the student to actively engage in the learning process. Prégent et al. (2009: p. 252-253) describe their model as follows: "The dynamics of the model assumes that all of these assumptions could have an impact on the level of commitment (cognitive engagement and behavioral engagement) and perseverance. In turn, commitment levels and high persistence significantly contribute to skills development and success. Finally, the loop effect, the student is