

Attitudes towards the studies

Ona Valls

Albert Sánchez-Gelabert

Helena Troiano

Grup de Recerca en Educació i Treball

Universitat Autònoma de Barcelona

I Conferencia Ibérica de Sociología de la Educación

Lisboa, 9-11th July 2015

Introduction

- The communication will show the results of one part of a larger piece of the International Study of City Youth (ISCY).
- This is an international longitudinal study of 10th Grade students to find out more about student transitions through school into further study, work and life beyond school.
- The first student survey was carried out in 27 schools in Barcelona and filled in by 2000 students in their last year of secondary compulsory education (4th ESO) or students born in 1998 (enrolled in lower courses that would correspond).

Main objectives

- The aim of this communication is:
 - Explore and analyse students' motivations in compulsory education
 - Propose a typology of attitudes towards studies
 - Characterize the typology according to sociodemographic
 - Explore several outcomes taking into account students' attitudes

Theoretical framework

- Socio-cultural sources of behaviour (Merton, 1938)
- Expressive and instrumental identification in the educative context (Bernstein, 1977)
- Findings in our context (Fernandez Enguita, 1988; Subirats y Alegre, 2006; Tarabini, 2012; Alegre y Benito, 2013; Barbeta y Termes 2014)

General model of analysis



Independent variables:

- Gender
- Parental educational level
- Parental occupation
- Family structure
- Origin of parents
- Immigrant generation
- Language spoken at home

Typology of attitudes
towards studies

Outcome variables:

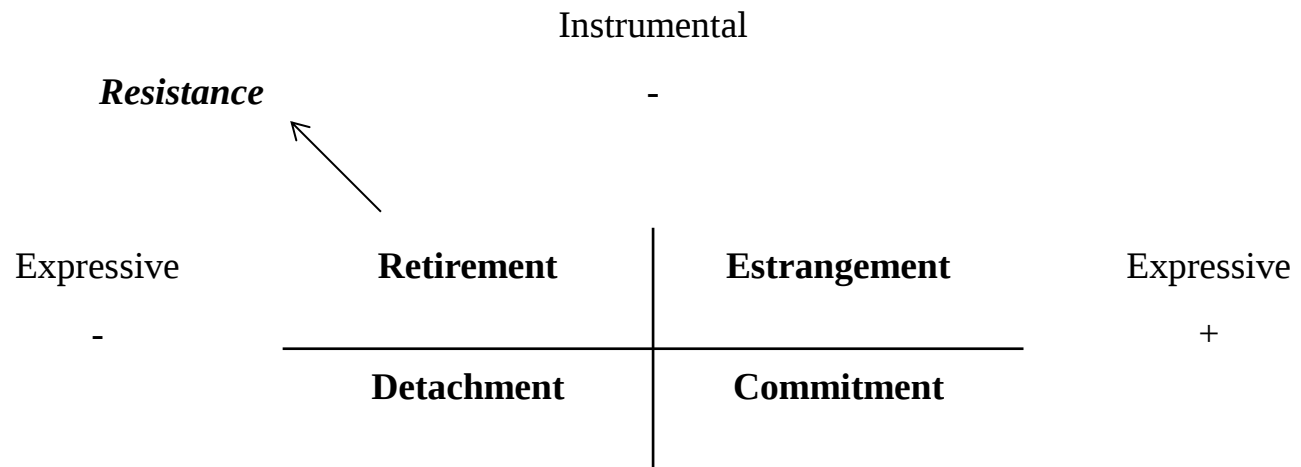
- Procastination
- Behavioral problems
- Solving skills
- Autoperception
- Academic autoperception
- Assessment of life outside school
- Assessment of teamwork
- Future expectations

Identification indicators

Expresivo		alpha
ST_17_01	Me gusta estar en la escuela	0,727
ST_17_02	Me siento seguro en la escuela	
ST_17_07	Tengo buena relación con la mayoría de profesores/as	
ST_17_11	Cuando termine el colegio tendré muy buenos recuerdos	
ST_17_12	Me siento satisfecho con lo que hago en clase	
ST_19_04	Saca lo mejor de mí	
Instrumental		alpha
ST_17_13	Trabajar duro en el colegio ayuda al éxito en el mercado laboral	0,794
ST_17_14	Lo que aprendemos en clase es necesario para tener éxito en el futuro	
ST_17_15	El colegio me enseña cosas valiosas	
ST_17_16	El colegio me prepara para tener un proyecto de vida	
Desmotivación		alpha
ST_17_06	La mayoría de las tareas escolares son aburridas	0,584
ST_17_08	El colegio es a menudo una pérdida de tiempo	

Typology of attitudes

Results suggest a typology of five types of attitudes toward studies based on students' motivations:



- Commitment (26%)
- Estrangement (20,6%)
- Detachment (11,2%)
- Retirement (13,9%)
- Resistance (28,3%)

Outcome indicators

- ***Procastination*** (Tiendo a dejar las cosas para el último momento, Soy perezoso)
- ***Behavioral problems*** (He sido castigado, He tenido problemas con algún profesor por mi conducta, Frecuentemente me meto en problemas, Soy respetuoso con los demás)
- ***Solving skills*** (Puedo resolver cualquier problema que pueda tener, No hay nada que me pueda apartar de mis objetivos, Tengo muchas formas de conseguir mis actuales objetivos)
- ***Academic self-perception*** (Cómo crees que te calificarían tus profesores como estudiante, Como crees que te irán los estudios este año, Ahora mismo me veo como un estudiante de éxito, Estoy seguro de que lo hago bien en el colegio)
- ***Self-perception*** (Comprendo los sentimientos de los demás, Soy un/a buen/a líder, Expreso ideas claras en mis exposiciones orales, Cuando escribo expreso claramente mis ideas)
- ***Assessment of life outside school*** (La relación con la gente, Lo que haces en tu tiempo libre, Tu vida en casa, Tu vida en general, Tu futuro)
- ***Assessment of teamwork*** (Prefiero trabajar solo, Trabajo bien en grupos)

Commitment students

Students with instrumental and expressive motivations.

Independent variables:

- Female
- Foreign
- Lowest economic and educative familiar background

Outcome variables:

- Not leave the school tasks for the last minute
- Not lazy
- High capacity for solving problems.
- Not get in trouble
- Respectful with other
- Self-perception of good students
- With social skills
- Positive assessment of teamwork
- Positive assessment of life outside school
- Academic expectations (university)

Detachment students

Students more involved in the instrumental order than in the expressive one

Independent variables:

- Male
- Born in Spain or arrived before 12 years old
- Parents born in other country
- Low economic and educational familiar background
- Speak spanish with family

Estrangement students

Students with high expressive motivations but not involved in the instrumental order.

Independent variables:

- Female
- Parents born in Spain
- High economic familiar background

Outcome variables:

- Good behavior in the school
- Self-perception of good student
- Academic expectations (university)

Retirement students

Students not involved neither instrumental nor expressive, and they have low desmotivation level

Independent variables:

- Both parents born in other country
- Low economic familiar background

Outcome variables:

- Strive students
- Not leave the school tasks for the last minute
- Not lazy
- Self-perception of bad students
- Few social skills
- Negative assessment of teamwork
- Negative assessment of life outside school

Resistance students

Students not involved neither instrumental nor expressive, and they have high desmotivation level.

Independent variables:

- Male
- Parents born in Spain
- High economic familiar background

Outcome variables:

- Not strive students
- Lazy
- Get in trouble
- Low capacity for solving problems
- Self-perception of bad students
- Negative assessment of teamwork
- Negative assessment of life outside school
- Professional expectations (vocational training)

Conclusions

- Analytical dissociation allows to:
 - Analyse several students' outcomes (actions, perceptions...)
 - Explore identification – action binomial
 - Identify differential behaviour among students with some attitudes based on sociodemographic features.
- Interactive and dynamic attitudes (Bernstein, 1997)
 - Longitudinal analyses of attitudes (ISCY Project)
 - Explore future decisions related to life course decisions (educational and work)

Thank you