Relationship between *Course perceptions, Career preferences, and Emotions* during professional training in universities

Authors:

Y. Yankulova & Y. Iliev

Sofia University, Bulgaria

Definitions of the studied phenomena

"**COURSE PERCEPTIONS**" - students` perceptions on the professional sense, objectives and standards of training, organization of the academic work and workload, ways of teaching, opportunities for developing social and professional contacts

"**EMOTIONS**" - reflect the importance of surrounding world for the people`s activity on the basis of assessments made and in the form of concrete experiences

There are **2 dimensions consistently appear in the study of emotions**:

➤ *POSITIVE AFFECT* reflects the extent to which the individual feels active, enthusiastic, highly concentrated, pleasantly engaged

➤ *NEGATIVE AFFECT* reflects the level of subjective distress and is associated with the experience of anger, dissatisfaction, guilt, fear

"**CAREER PREFERENCES**" - the result of cross-interactions between individual personality and age characteristics and conditions for learning and training in the academic context

Purpose and hypothesis of the study

➢ <u>**INITIAL THEORETICAL ASSUMPTION**</u> **- states that the topic of learning, emotions and career preferences is of considerable interest to the students. We believe that most students are aspired to achieve higher academic results and successful professional realization**

➢ <u>**RESEARCH GOAL**</u> **- oriented towards the examination of the relations between the *Course perceptions, Career preferences, and Emotions* in academic education and professional training in universities**

➢ <u>**RESEARCH HYPOTHESIS**</u> **- we assume that there will probably be statistically significant relations between the phenomena studied by us**

Sample -1/2

- **475 STUDENTS** split into 324 (68.2%) women and 151 (31.8%) men

- In the age group under 20 years there are 182 individuals (38.6%), while in the group over 21 years there are 290 students (61.4%)

- 381 (79.5%) are bachelors, and the remaining 98 people (20.5%) are masters

The surveyed students are united in separate groups:

- *Psychology* group - 158 people (33%)

- The group of *Educational Programmes* includes 32 students (6.7%)

- The group of *Medical Programmes* covered 127 people (26.5%)

- The group of *Philologies* includes 57 (11.9%) students

- The group of *Other Humanities* has 61 people (12.7%)

- The group of *Technical Programmes* - 44 students (9.2%)

Sample -2/2

The students study in 4 UNIVERSITIES:

➢ *Technical University (TU), Sofia* - **53 people (11.1%)**

➢ *Sofia University "St. Kliment Ohridski" (SU)*, **Sofia - 326 (68.1%)**

➢ *Varna Free University "Chernorizets Hrabar" (VFU)*, **Varna - 70 (14.6%)**

➢ *New Bulgarian University (NBU)*, **Sofia - 30 (6.3%)**

Research method

➢ *COURSE PERCEPTIONS QUESTIONNAIRE* **(Entwistle & Ramsden, 1983)**

➢ *THE POSITIVE AND NEGATIVE AFFECT SCHEDULE* **(PANAS) (Watson & Clark, 1988)**

➢ *QUESTIONNAIRE FOR CAREER PREFERENCES* **(Manual for employed and unemployed people seeking career development in the tourism sector - BG/ 06/ B/ Fα/ PP - 166 001 - Programme Leonardo da Vinci)**

Course Perceptions` Test - factors

After Varimax Rotation, the following factor coefficients have been established:

➢ *Clear goals and standards* – composed of 11 items, explains 24,03% of the variations, coefficient of Cronbach - $\alpha=0,866$

➢ *Openness towards students* – composed of 6 items, explains 8,02% of the variations, $\alpha=0,799$

➢ *Professional sense of the training* – includes 9 items, explains 5,75% of the variations, $\alpha=0,760$

➢ *Academic workload* – composed of 6 items, explains 5,46% of the variations, $\alpha=0,761$

➢ *Social climate* – includes 5 statements, explains 3,95% of the variations, $\alpha=0,771$

➢ *Organization of the academic work* – includes 3 statements, explains 3,83% of the variations, $\alpha=0,378$

The Positive and Negative Affect Schedule (PANAS) - factors

➢ *Negative affect* - explains **5.61% of the variations, coefficient of Cronbach - α=0,887**

➢ *Positive affect* - explains **3.85% of the variations, α=0,845**

Questionnaire for career preferences - factors

➢ *Career preferences for creativity and challenges* - explains 23.75% of the variations in the differences, α=0,729

➢ *Career preferences for the development of managerial and technical competences* - explains 11.32% of the variance, α=0,381

➢ *Career preferences for stabilizing of the professional competencies and life situation* - explains 7.75% of the variation, α=0,208

Results-1

➤ ***Clear goals and standards*** **correlates positively and strongly with *Professional sense of the training* (r=.682**), with *Openness to students* (r=.592**), and moderately and positively with *Social climate* (r=.327**), with *Career preferences for the development of managerial and technical competencies* (r=.312**), and with *Positive affect* (r=.345**)**

➤ ***Academic workload*** **correlates weakly and positively with *Negative affect* (r=.231**)**

➤ ***Openness towards students*** **correlates positively and moderately with *Social climate* (r=.358**), and with *Positive affect* (r=.256**)**

➤ ***Social climate*** **shows moderate positive correlations with *Professional sense of the training* (r=.395**), and with *Positive affect* (r=.237**)**

Results-2

➤ ***Professional sense of the training*** **correlates positively and moderately with** *Career preferences for the development of managerial and technical competencies* **(r=.305**), with** *Positive affect* **(r=.450**), and strongly with** *Openness to students* **(r=.507**)**

➤ ***Career preferences for creativity and challenges*** **correlate weakly and positively with** *Professional sense of the training* **(r=.217**), with** *Positive affect* **(r=.297**)**

➤ ***Career preferences for managerial and technical competencies*** **correlate weakly and positively with** *Clear goals and standards* **(r=.312**), with** *Professional sense of the training* **(r=.305**), with** *Career preferences for creativity and challenges* **(r=.349**), with** *Positive affect* **(r=.264**)**

Conclusions-1

1. ***The clarity in the educational goals and professional standards*** **reflects on the understanding of the professional sense of the training and on the open relationships between teachers-students**

2. ***Clarity of objectives and standards of the professional training*** **is brought by career preferences based on the development of managerial and technical competences**

3. **With the increasing of the *academic workload,* unfortenately the negative emotions increase**

4. ***Openness*** **is achieved by careful reflection and active involvement in the relationships student-teachers on the background of positive emotions and clarity about the meaning and importance of the educational goals and the adequacy of the professional standards**

Conclusions-2

5. **Favorable _social climate_ can be found when there is clarity in the sense, goals, and standards of the training, good relations between students and teachers, positive emotions, and good academic work**

6. **Proper understanding of the _professional sense of the training_ is achieved through clear educational objectives and professional standards, skills for planning of time, personal and educational resources, open relationships students-teachers, dominance of positive emotions. Professional sense of training is influenced by career preferences related to the development of managerial and technical competences**

Conclusions-3

7. ***<u>Career preferences for creativity and challenges</u>*** **unfold when there is proper understanding of the professional sense of training, clarity about the educational goals and professional standards, positive emotions**

8. ***<u>Career preferences for development of managerial and technical competencies</u>*** **manifest when there is clear sense of professional training, educational goals and standards, amid positive emotions, and in the presence of career preferences, determining opportunities for active manifestation of creative and innovative thinking**

Relationship between *Course perceptions, Career preferences, and Emotions* during professional training in universities

Thank you for the attention!