


## Educational expectations of Latinoamerican immigrant students: differences according to gender, origin and years in Spain

### Expectativas educativas del alumnado inmigrante latinoamericano: diferencias según género, procedencia y tiempo en España

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#### Background

One of the fundamental effects of globalization is the extraordinary increase in migratory movements. Spain, a country traditionally characterized by emigration, has become a recipient of immigration since the 90s. This reality is also manifested in classrooms where a growing presence of students of immigrant origin is observed.

#### Aims

The aim of this study was twofold: on the one hand, it seeks to analyze the educational expectations of immigrant students from Latin America and, on the other, to examine the influence exerted by gender, the length of stay in the host country and the country of origin on their expectations.

#### Method & procedures

To carry out this study, a quantitative methodological approach was adopted, and a survey was designed. For gathering data, an ad hoc Likert-type scale was designed based on the one used by Fuligni et al. (2005). The participants were 468 first-generation and second-generation immigrant students enrolled in 37 Compulsory Second Education schools in Andalucía (Spain).

#### Results & discussion

Overall, the participants declared high educational expectations, although it was the first-generation students and those who have been in Spain for less than two years, who assigned a higher value to school and showed higher educational expectations. Likewise, differences were found in the assessment based on gender and length of stay in Spain, except for the country of origin. Regarding the students' assessment of academic success, the findings suggest that females give greater importance to this issue than males.

#### Conclusion

This study intends to provide a deeper understanding of the educational expectations from the students' perspective. The findings corroborated the data of a larger study with immigrant students from diverse backgrounds that already indicated that Latin American students showed the highest regard for the school institution as a space that generates opportunities to improve their lives. In line with previous work, although students did not understand the usefulness of learning, the data confirmed the notable connection that students attributed to the importance of schooling for obtaining a good job, which calls into question the discredit of school as a meaningless space. The results can help to challenge the stereotypes that some teachers have about immigrant students from Latin America.

**Keywords:** Compulsory Secondary Education, expectations, gender, immigration, intercultural management

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