

## **Changes in the working conditions of academics in Argentina and their impact on the satisfaction and stress with the profession**

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In the context of the “knowledge – based society”, a new relationship between academics and society led to changes in the nature of academic profession (Teichler & Commings 2015), with new academic roles aiming at responding to societal demands (Barth & Schlegelmilch, 2013; Barge & Shockley-Zalabak, 2008) and higher education massification (Enders & Musselin, 2008). The changes have been analyzed as a process toward differentiation of faculty profiles, with a diversity of contractual modalities (Carvalho & Diogo, 2018; Karran; 2007) and working conditions (Cavalli & Moscati, 2010; Finkelstein, 2010). Some authors have associated these changes with the concept of vertical fragmentation (Jones; 2013) which represents an irreversible structural shift in response to larger economic forces transforming the world of work (Finkelstein, 2010).

In this work we propose to show how these changes are expressed in the Argentine academic profession in the last decades. We assume that these changes in the profession are manifested mainly in the objective working conditions and contractual modalities, and impact on the perceptions of satisfaction and stress of academics with their profession.

We decided to analyse these changes across academic generations. We agree with Shaw (2008) and his definition of generation, in which he considers that the aspects of time and space affect the aggregate of subjects’ generations because of their presence in a delineated historical period, as well as the specific processes of socialization in terms of values, beliefs, attitudes, and demands toward the work of academics in higher education institutions. We recognize three current generations in Argentina (Marquina, et al., 2021), based on APIKS survey (2018), by considering the year of access to the academic career, according to periods of governments and policies that highly impacted the academic profession in the country. In addition, we analyse the variation of the objective working conditions and perceptions mentioned above with data from CAP survey, 2008.

We carry out a descriptive analysis of the mentioned variables to characterize the three generational groups of academics, and later we elaborate a statistical model that allows us to corroborate our hypothesis about of the incidence of generations on the changing working conditions and satisfaction and stress of Argentine academics with their profession.

We conclude by confirming our main hypothesis about the change in the nature of the academic profession in Argentina, in light of the processes of differentiation and fragmentation produced as a consequence of new social demands and massification.

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