While ample research exists addressing the implications of social class differences and its impact on a student’s college experience, research in management education rarely addresses social class. We gave Business Administration majors at two Northeastern four-year institutions, with large clusters of working-class students, a quantitative survey designed to get at some of the issues raised by a review of social class research. One college is a small non- selective private college, and the other is a small, non-selective, comprehensive public university. We used the Princeton National Longitudinal Survey of Freshmen Wave 2. From the state university, we received 114 complete responses to the quantitative survey. From the private school, we received 102 responses.

We conducted two-tailed t-tests on the responses to several survey questions.

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| --- | --- |
| 1. I have a place to be alone to read or study | 6. Do you feel it is necessary to work to finance your college education? |
| 2. I was trying to study but was distracted by talking | 7. I learn more in a group setting than on my own. |
| 3. I was trying to study but was distracted by someone watching TV | 8. I think a group project is a waste of time. |
| 4. I was trying to study but I had work responsibilities | 9. I learn important things with other students. |
| 5. I was trying to study but friends talked me into going out. | 10. It is good for students to help each other learn. |

We wrote a paper discussing our findings, highlighting differences between the two groups, how they respond to certain learning approaches and the distractions they face due to living arrangements. Key findings included the students’ different views related to their undergraduate education – relational versus transactional – based on the institution they attended. Other findings included the impact of living arrangements, work schedules and relationships with fellow students and professors on their academic experience. We also addressed possible implications for pedagogical approaches. We presented this paper at EAM’s 2017 conference in Baltimore, and then submitted it to a journal in early 2018. We would like to build on this work and submit a paper at AOM 2019 in Boston.

**The kind of help we are seeking:**

1. Where do we go next with this? Another paper? More data analysis that potentially looks at other factors?
2. Should we conduct qualitative interviews with focus groups of students and faculty?
3. Do we continue to gather new data? If yes, from different geographical areas? Different kinds of schools? One of us has moved to a new institution - a large, private, non-selective university in a somewhat different metropolitan area than the first two involved schools. This presents a potential new group of students who can be surveyed.
4. Should we focus on developing pedagogical techniques? Partner with educational scholars? Policy makers? If so, any suggestions?

We look forward to receiving feedback from our respected colleagues as we continue to pursue this area of research, and understand implications for pedagogy.