



College Student Disengagement based on Motivation and Values Toward their Education

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Introduction

- ◆ Engagement leads to academic achievement
(Kuh, 2003; Johnson, Wardlow, & Graham, 2009)
- ◆ Disengagement is related to motivation
(Skinner & Belmont, 1993, AL-Bataineh, David, Hamann, & Wiegel, 2000)
- ◆ Engagement is often measured with a global perspective (NSSE)
(Kuh, 2003, Handelsman, Briggs, Sullivan, & Towler, 2005)
- ◆ Identifying motivation of students toward earning their college education could help educators understand student disengagement from classroom activities.

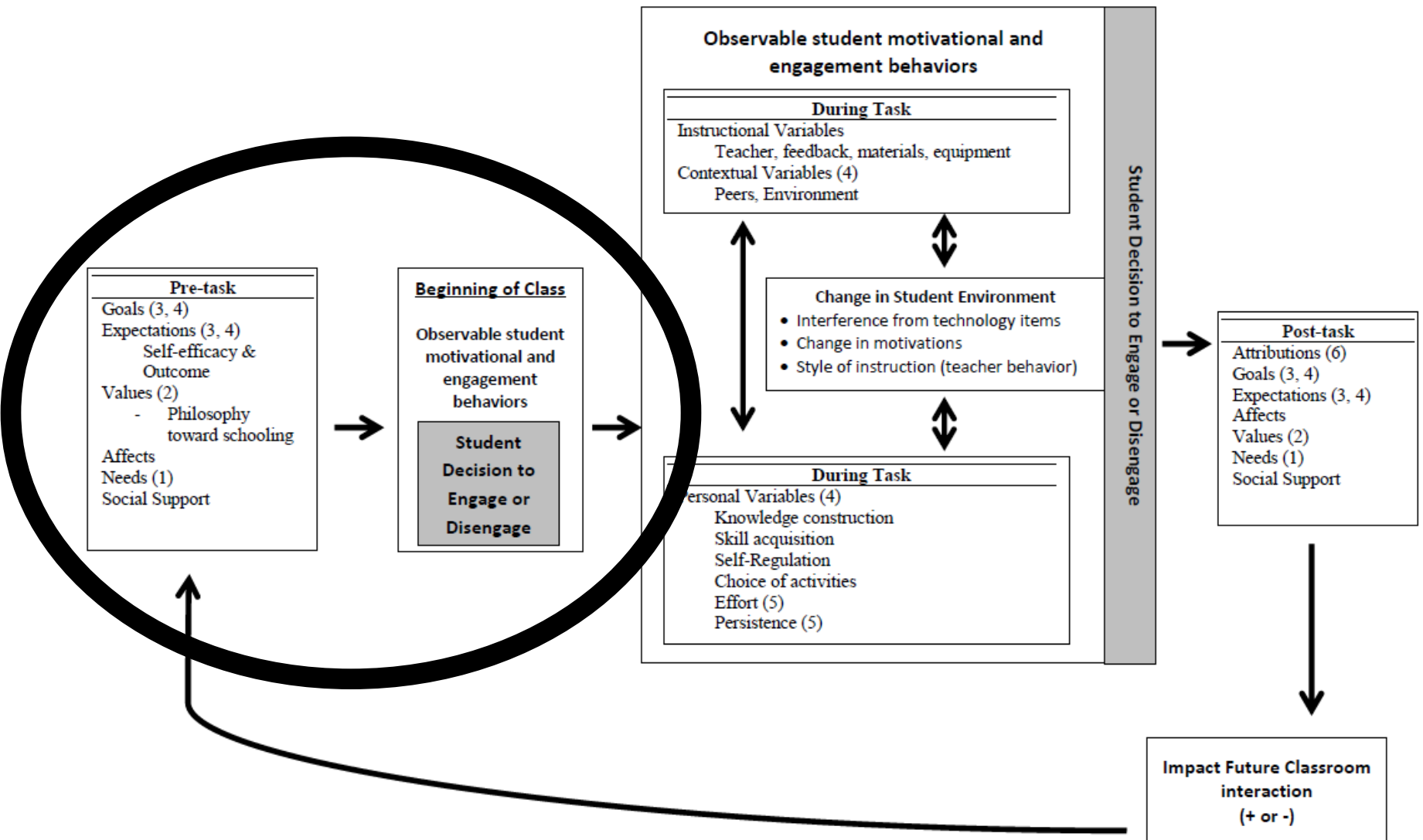


Purpose and Objectives

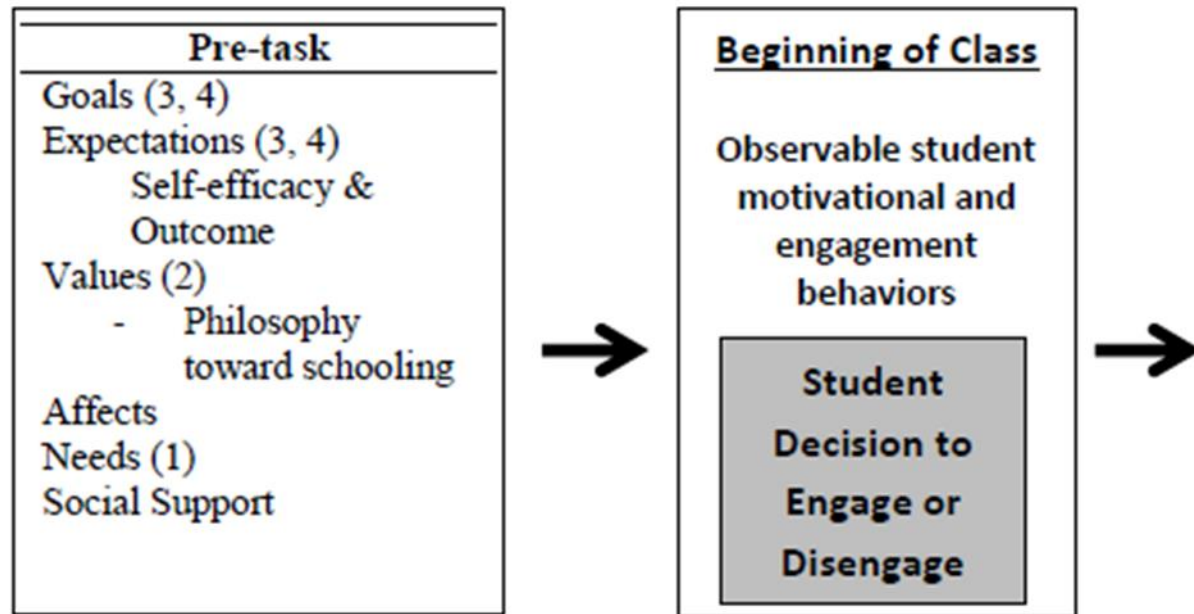
Describe classroom disengagement through students' motivation for acquiring a degree and values toward their college education.

- 1) Describe personal motivation toward schooling.
- 2) Describe personal values toward education.

Framework (Schunk, 2012)



Framework





Methods

- ◆ Descriptive study
- ◆ Inductively created instrument
(Handelsman, Briggs, Sullivan, & Towler, 2005; Kuh, 2003)
- ◆ Six Point Likert-type scale
- ◆ Pilot test (.86 and .77)
- ◆ N = 129

Freshmen	Sophomores	Juniors	Seniors
<i>n</i> = 17	<i>n</i> = 38	<i>n</i> = 44	<i>n</i> = 30



Study Orientation

- ◆ Motivation

- Importance of educational activities and engagement in college courses

- ◆ Value

- Attendance, participation, attentiveness, and personal assessment



Sample of Items

◆ Motivation

- I am in college to only obtain a degree.
- I am engaged in the courses directly related to my major. (vs. general education courses)

◆ Value

- Attending class is important.
- I attempt to apply course material to enhance my learning.

Note. Six point Likert-type Agree/Disagree Scale: 1 = strongly disagree, 2 = disagree, 3 = slightly disagree, 4 = slightly agree, 5 = agree, 6 = strongly agree.

Findings

Student motivation and value toward schooling (N = 129)

Construct	Total (N = 129)	Class Mean Scores			
	Mean (SD)	Freshmen M (SD) (n = 17)	Sophomore M (SD) (n = 38)	Junior M (SD) (n = 44)	Senior M (SD) (n = 30)
Motivation Toward Schooling	4.59 (.59)	4.85 (.53)	4.59 (.57)	4.61 (.53)	4.40 (.60)
Student Value Toward Their Education	4.58 (.67)	4.93 (.46)	4.54 (.63)	4.63 (.61)	4.36 (.78)

- ◆ Motivation and value toward schooling was highest with Freshmen; Lowest with Seniors.



Findings, cont.

- ◆ Seniors reported less importance to become well educated and more toward just obtaining a degree
- ◆ Freshmen more motivated toward success in GECs
- ◆ Freshmen perceived attendance as participation
- ◆ Seniors found class attendance less important



Conclusions & Recommendations

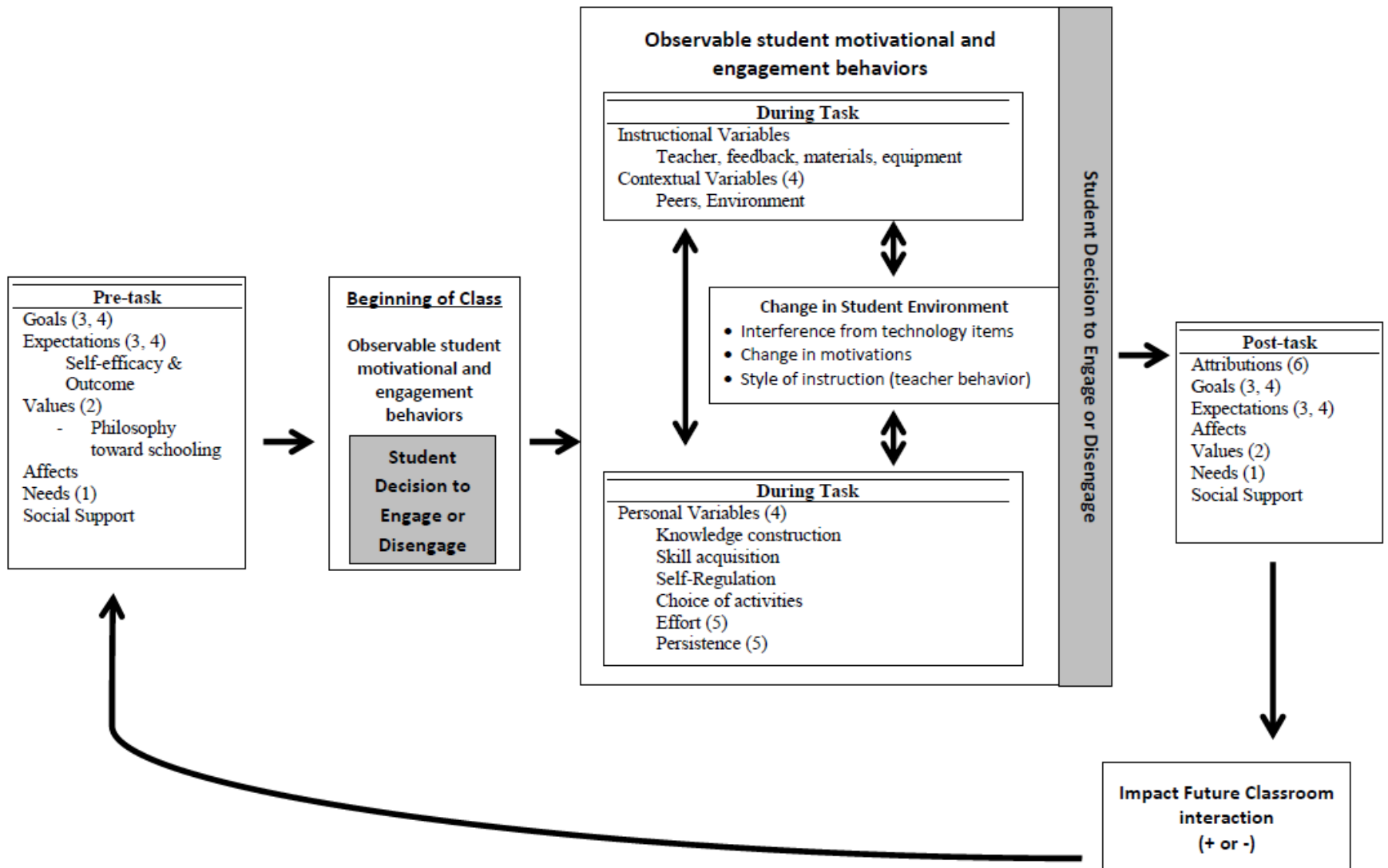
- ◆ Decreased motivation toward lower level courses
 - Potentially not as engaged throughout course activities
- ◆ Changing classroom composition: Students entering courses at various points in their degrees
 - Make learning real for the audience



Conclusions & Recommendations

- ◆ Advising Considerations
 - Encourage earlier scheduling
 - Foundational knowledge important
- ◆ Paint a Picture:
 - Further description of student's motivational and value orientation
 - Incorporate Behavioral Observational Instrument
- ◆ One course, Refined instrumentation, End of Spring Semester

Framework (Schunk, 2012)





Questions?



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