

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.

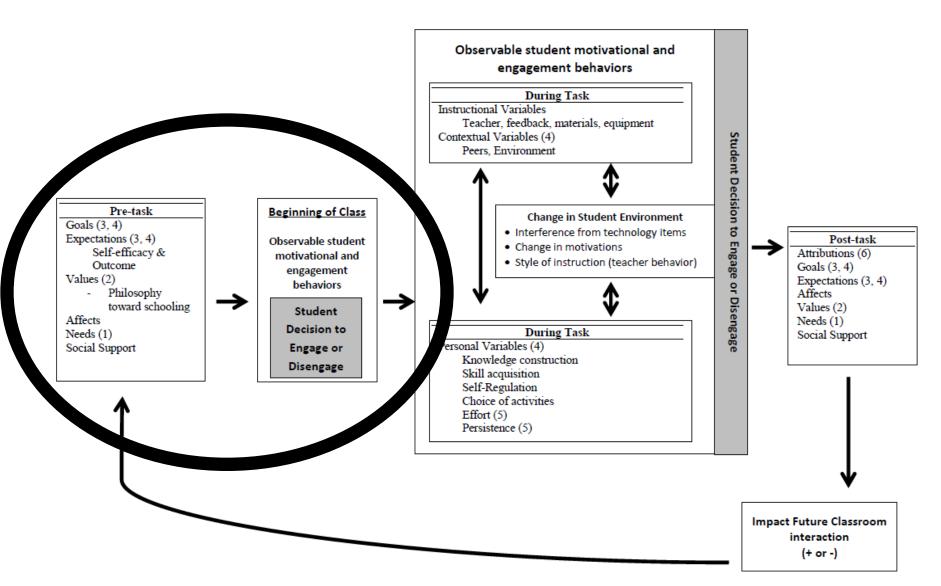


Purpose and Objectives

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

Pre-task

Goals (3, 4)

Expectations (3, 4)

Self-efficacy & Outcome

Values (2)

 Philosophy toward schooling

Affects Needs (1) Social Support

Beginning of Class

Observable student motivational and engagement behaviors

Student

Decision to

Engage or

Disengage







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
n = 17	n=38	n = 44	n = 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)

	Total ($N = 129$)	Class Mean Scores			
		Freshmen <i>M</i> (SD)	Sophomore <i>M</i> (SD)	Junior M (SD)	Senior M (SD)
Construct	Mean (SD)	(n = 17)	(n = 38)	(n = 44)	(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) **During Task** Instructional Variables Contextual Variables (4) Peers, Environment Pre-task Beginning of Class Goals (3, 4) Expectations (3, 4) Observable student Self-efficacy & motivational and Outcome engagement Values (2) behaviors Philosophy toward schooling Student Affects Decision to **During Task** Needs (1) Personal Variables (4) Social Support Engage or Knowledge construction Disengage

Observable student motivational and engagement behaviors

Teacher, feedback, materials, equipment

Change in Student Environment

- · Interference from technology items
- · Change in motivations
- Style of instruction (teacher behavior)



Skill acquisition

Self-Regulation

Choice of activities

Effort (5)

Persistence (5)

Post-task Attributions (6)

Goals (3, 4)

Expectations (3, 4)

Affects

Student Decision to Engage or Disengage

Values (2)

Needs (1)

Social Support

Impact Future Classroom interaction (+ or -)



Questions?



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