Corner of the Classroom: Sense of Belonging in Education Students

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Corner of the Classroom: Sense of Belonging in Education Students

Rationale

Recent research states that today’s college students are not who we think they are; their demographics are changing. Using demographic information, traditional vs non-traditional indicators, and a sense of belonging instrument we wanted to get a more accurate picture of who our undergraduate students are in the College of Education. This information will give us data to provide better support to our students to increase persistence, sense of belonging, and self-efficacy to address the teacher shortage South Carolina is facing. Finally, our hope is to help keep our students connected to both the College of Education and Clemson University.

Literature

Sense of Belonging:
- Basic human need to feel connected to something.
- Correlated to motivation, drive, behavior, and has a role in how students view themselves.

Self-Efficacy:
- Factors into motivation, goal attainment, and perception of curriculum.
- Self-efficacy controls depth of goals set, motivation to achieve said goals, and perceptions of their experience.

Demographics:
- Undergraduate enrollment increase to 17.4 million by 2027
- Race, gender, ethnicity, and sexual orientation relation to the overall student experience shows it does matter.

Generational:
- Undergraduate enrollment increase to 17.4 million by 2027
- Generation Z: vastly different than previous generations; campus environments may not be equipped

Research Design

Three-Way Factorial MANOVA

Independent Variables
- Academic Year
- Job Status
- Race

Dependent Variables
- Sense of Belonging
- Advisor Relationship
- College of Edu Participation

Table 1: Dependent Variables Mean

<table>
<thead>
<tr>
<th>Variable</th>
<th>Mean</th>
<th>SD</th>
<th>N</th>
<th>Cronbach’s Alpha</th>
</tr>
</thead>
<tbody>
<tr>
<td>Belonging</td>
<td>3.91</td>
<td>0.66</td>
<td>101</td>
<td>0.95</td>
</tr>
<tr>
<td>Participation</td>
<td>3.24</td>
<td>0.69</td>
<td>100</td>
<td>0.494</td>
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<tr>
<td>Advisor Relationship</td>
<td>3.99</td>
<td>0.87</td>
<td>100</td>
<td>0.826</td>
</tr>
</tbody>
</table>

Conclusions

- Overall model of MANOVA was significant for Advisor Composite score (p=0.039). From there we saw that Academic year (Q33) had main effect on advisor composite score (p=.001).
- Interaction with academic year and job showed juniors with no job had lower advisor relationships scores.

- ~74% of undergrads nationally are nontraditional
- 11% of undergrads at Clemson are nontraditional
- Clemson College of Education undergraduate students fall into the traditionally held description of traditional students
- 97% under the age of 24
- 78.2% attended Clemson right out of high school
- 97% don’t have dependents
- 88% Financially dependent
- The majority of our students work (56%), but all of them are only part time

Selected References:

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