Does Motivation Predict (Dis)Engagement During Transition to Uni?

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Aim: To investigate relationships between motivation and (dis)engagement during transition to university.

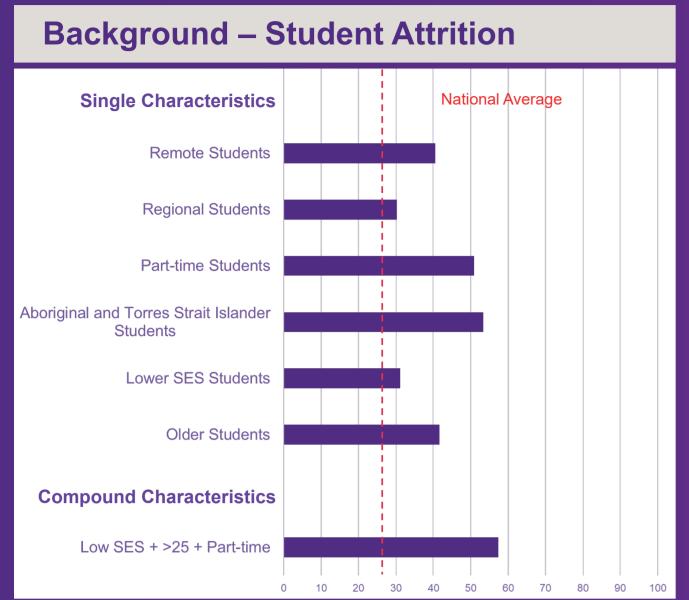


Figure 1: Attrition rates for select student demographics (Edwards & McMillan, 2015)

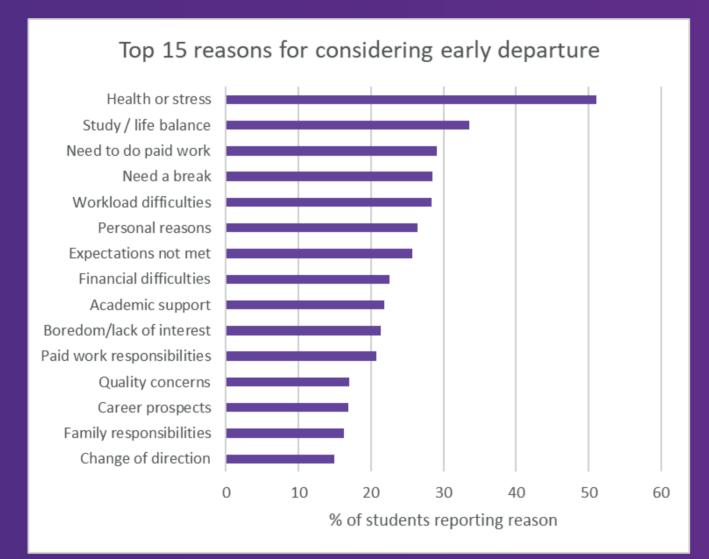


Figure 2: Top 15 reasons for considering early departure (Student Experience Survey 2022, QILT)

Method Questionnaire **Student Characteristics** Self-Report Likert-Type Scales O-Week Cognitive Task Week 1 **Short Answer Questions Weekly Surveys** Hours Engaged Self-Report Likert-Type Scales Weeks 1-6 Questionnaire Student Characteristics Self-Report Likert-Type Scales Cognitive Task Week7 **Short Answer Questions** Semi-Structured Interviews Results Grade Point Average Weeks 8-13 Intention to Withdraw

Theory – Situated Expectancy Value Theory Motivation Value Expectancy (Cost) Effort Effort Academic (Unrelated) (Related) Task Self-Extrinsic Attainment Intrinsic Difficulty Concept Loss of Valued Alternatives Emotional

Figure 4: Components of Expectancy, Value, and Perceived Cost

Qualitative Results

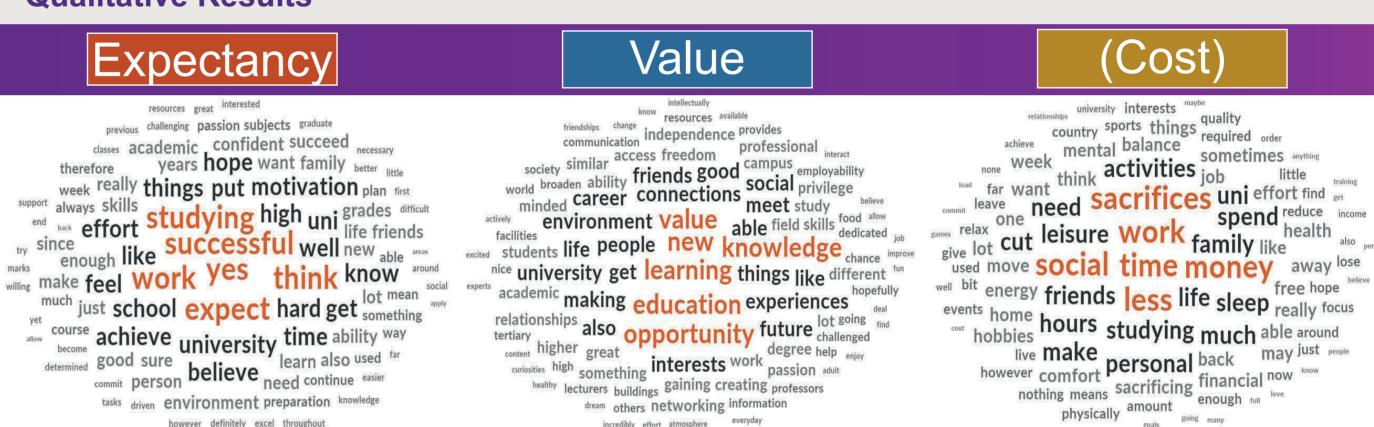


Figure 5: Word clouds – Common Reponses

Quantitative Results (Weekly Trends) Value Expectancy Cost **Academic Hours General Wellbeing** Depression Anxiety **Assessment Weighting** Personal Wellbeing Family, Close Relationships Work, School Friendships Intention to Withdraw

Figure 6: Weekly trends in Motivation, Wellbeing, and Academic Behaviours

Implications

To facilitate positive outcomes for students, institutions should help students to answer and address three questions:

- Can I do this?
- Should I do this?

(Expectancy) (Value) (Cost)

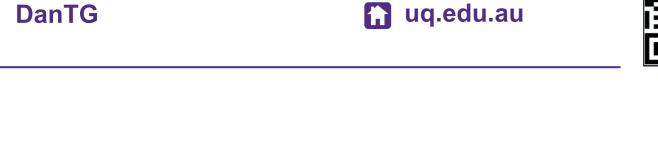
What will it take to do this?

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Cost



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Figure 3: Data Collection throughout the Semester

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