

AN ANALYSIS OF THE TYPES, THE LEVELS, AND THE FACTORS THAT AFFECT STUDENT ENGAGEMENT

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Keywords: student engagement; engagement dimension; engagement instruments

The concept of student engagement in learning has received lot of attention worldwide because it is considered as an important factor affecting the academic success of students; and has a significant role in assessing and improving the quality of education (Kraft & Dougherty, 2013; Phillips, 2015). There is a common agreement that concerns the multi-dimensional nature of student engagement including cognitive, behavioral, affective, and agentic aspects (Fredricks et al., 2004; Reeve, 2013). This study aimed to investigate the type and level of student engagement in learning and how some demographic factors influence it. The instrument of the study was the questionnaire adapted from the College Student Report of the National Survey of Student Engagement of the United States. The questionnaire includes 105 items related to student engagement and 20 demographic items. The first 105 items are divided into 9 blocks including institutional experiences; cognitive activities; workload; nonacademic activities; activities before graduating; relationships with others; time on typical school week; opinions about the university; and educational and personal growth. Most of the items use 4-point and 7-point Likert response scales. The participants of this study were 676 second and fourth year undergraduate students from Vietnam National University, Hanoi, selected with the stratified sampling technique. The collected data were summarized and analyzed by using SPSS software. The results show that student engagement in learning was presented in six engagement scales, namely: academic challenge, active learning, student–staff interactions, enriching educational experiences, supportive learning environment, and work integrated learning ($.683 \leq \text{Cronbach's } \alpha \leq .916$); and five educational outcome scales, including high-order thinking, general learning outcomes, general development outcomes, career readiness, and overall satisfaction ($.622 \leq \text{Cronbach's } \alpha \leq .845$). The students engage most with academic challenge ($M=58.42\%$), and least with enriching educational experiences ($M=26.26\%$); while they satisfy most with general learning outcomes ($M=66.17\%$), and least with career readiness ($M=36.16\%$). All of the engagement and educational outcome scales have a positive correlation with each other ($.004 \leq r \leq .836$). The study also shows that gender and school year have a significant influence on student engagement in learning: women are more engaged than men ($t=3.540$; $p=.001$); and fourth year students are more engaged than their second-year counterparts ($t=2.371$; $p=.019$). However, former living place and parents' educational level do not really affect student engagement. As the next steps in the study, a model of student engagement will be proposed, demonstrating how and why students learn.