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# TEACHER AND STUDENT MOTIVATION AND PERSONAL AGENCY, ACROSS POVERTY LEVELS, IN SETTINGS USING THE LINKED LEARNING APPROACH



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# Introductions

**Dr. Nancy Akhavan**



**Dr. Cherie Solian**

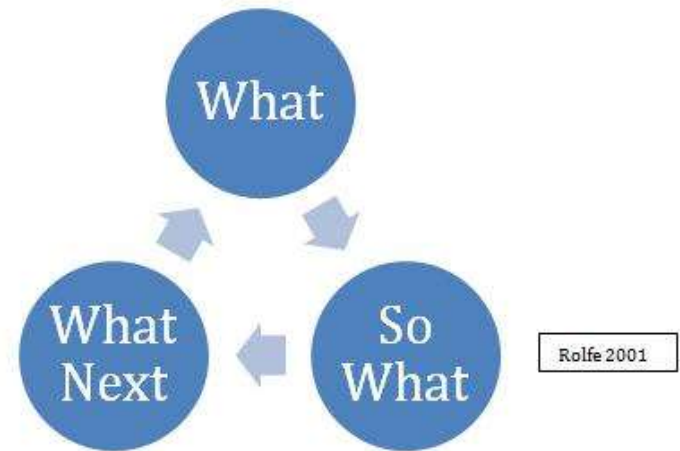


**Dr. Chantel Cox**



**\*\*\*YOU\*\*\***

# Objectives



- Share what students and teachers, in school settings across poverty levels, say about the Linked Learning approach impacting motivation.
- Discuss the impact that educational leaders can have on teacher and student motivation in settings where the Linked Learning approach is being used.
- Participants will be reflective about personal agency and their work in education moving forward.

# Motivation and Personal Agency Defined

## Motivational System's Theory (Ford, 1992)

- **Emotions**
- **Personal Agency Beliefs**
  - Capability Beliefs*
  - Context Beliefs*
- **Personal Goals**

*Humans Reach Full Potential through Motivation,  
Combined with Skill and a Responsive Environment*

# Activity



- What do you think motivates teachers who are working in school sites using the Linked Learning approach?
- What do you think motivates students enrolled in programs using the Linked Learning approach?
- What role do YOU personally play in motivating teachers and students?

# Problem of Practice

## Students

- **Preparation for College and Career Readiness requires reform** (Kazid & Leibowitz, 2003; McDonald & Farrell, 2012; Perrin, 2011; Pleasants & Clagett, 2010; Saavedra & Opfer, 2012; Stephens, 2009)
- **Children living in poverty have lower academic outcomes** (Linda-Darling-Hammond, 2007; Murnane, 2007; Prince & Howard, 2002; Suss, Hannaway, Zuyu, David & Li, 2010)
- **Educational environments lacking relevance for students, have negative impact** (Symonds, 2011)
- **High poverty in California** (U.S. Census Bureau, 2010)
- **Students living in poverty are underperforming in academic settings** (NAEP, 2015)

## Teachers

- **Teacher shortage** (Borman & Dowling, 2008; Cochran-Smith, 2004; Darling-Hammond, et al., 2016; Kersaint, et al., 2007)
- **Teaching profession is highly stressful** (Stoeber & Rennert, 2008)
- **Job stress leads to teacher burnout** (Maslach, Jackson, & Leiter, 1996; Teven, 2007)
- **Teacher burnout leads to high rates of attrition** (Maslach, Jackson, & Leiter, 1996; Teven, 2007)
- **Students most heavily affected by teacher shortages are students from low socio-economic backgrounds** (Borman & Rachuba, 1999; Darling-Hammond, 1990, 1996; Kozol, 1991; Murnane, 2007; Oakes, 1990; Ullucci & Howard, 2015)

# Literature Review

- **Motivation is the most essential construct explaining performance** (Vallerand, 1997)
- **Motivation is a necessary factor for optimal functioning** (Ford, 1992)
- **Motivational patterns are attached to goals, social responsibility and caring behavior** (Ford, 1992)



# Literature Review Continued

## Students

- **Students' increased motivation positively impacts their desire to commit to working towards goals**  
(Locke & Lathan, 1994)
- **Personal agency/ self-efficacy are interconnected to students' emotional state of being which negatively or positively impact one's self-system and decisions making**  
(Bandura, 2001; Ford, 1992; Wang & Guo, 2003; Wigfield, 1994)

## Teachers

- **Teacher Motivation results in increased job satisfaction, job performance and job persistence**  
(Richardson & Watt, 2010; Sinclair, 2008)
- **Teacher motivation and goals are tied to a value component: importance and interest attributed to the task of teaching**  
(Thoonen et al., 2011)



# RQ's



1. What role does the Linked Learning approach play in motivation of students and teachers in high poverty, mid poverty, and low poverty programs?
2. How does the Linked Learning approach impact student's and teacher's sense of personal agency beliefs in high poverty, mid poverty, and low poverty programs?

# Your District?



# Methodology

## Convergent, Parallel, and Transformative Mixed Methods Design - Convenience Sampling



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- 1 on 1 Interviews
- Online Survey

- Focus Group Interviews
- Online Survey

- Qualitative: Emergent Themes
- Quantitative: MANOVAs, Post Hoc Tukey, Correlations

# Findings – Teacher Study

- 13 one-on-one interviews
- High Poverty – 5 teachers, Mid Poverty - 8 teachers
- Low Poverty – NO LOW POVERTY SCHOOLS IN ANY OF THE DISTRICTS

Variables	Teachers in Mid-Poverty Linked Learning Schools	Teachers in High-Poverty Linked Learning Schools
Average Number of Years Teaching Experience	11.75	17.0
Average number of Years Teaching Experience in Linked Learning	2.38	10.2
Percent of teachers holding advanced degrees	55	50

# Quantitative Data – Teacher Study

Variable	Poverty Levels	Mean	SD	Sample Size
Performance	High	1.19	0.89	32
Approach	Mid	1.72	0.77	20
Performance	High	2.23	0.80	32
Goal	Mid	2.05	0.74	20
Structures				
Mastery	High	2.11	0.99	32
Approach	Mid	2.44	1.03	20
Mastery Goal	High	3.51	0.41	32
Structures	Mid	3.34	0.48	20
Personal	High	2.43	0.28	32
Teaching	Mid	2.45	0.36	20
Efficacy				
Emotions	High	3.34	0.55	32
	Mid	3.19	0.58	20

**Descriptive Statistics  
for PALS (adapted  
version)  
Variables by Poverty  
Level**

# Results of Dependent Variables from PALS (adapted) by Poverty Levels

Source	Sum of Squares	Df	Mean Square	F	p	eta <sup>2</sup>
PerfApp	.451	1	.451	.628	.432	.012
Error	35.25	50	.705			
PerGIStr						.013
Error						
MasApp						.026
Error						
MastGIStr						.037
Error						
PerTchEff						.001
Error	4.373	50	.087			
Emotions	.275	1	.275	.868	.356	.017
Error	15.862	50	.317			

**NO STATISTICALLY SIGNIFICANT RESULTS**  
  
**TEACHER MOTIVATION IN PROGRAMS USING THE LINKED LEARNING APPROACH WAS NOT DIFFERENT, DESPITE POVERTY LEVEL**

# Qualitative Data – Teacher Study

**1. *Personal Investment***

**2. *Creative Freedom***

**3. *“We” Collegiality***

**4. *High Hope, Expectations, and Aspirations***

**5. *Personal Impact, Meaningful Experiences, Positive Results***

**6. *Joy***

# Findings- Student Study



Method	High Poverty 75.1% - 100%	Mid-High Poverty 50.1%-75%	Mid- Low Poverty 25.1%-50%
Survey	37	241	51

District	Number of Schools	Number of Focus Group Participants	Number of Survey Respondents
District A	1	8	37
District B	2	2	123
District C	3	4	118
District D	1	0	15



# Quantitative Data Results (PALS) Students

Personal Goal Approach Orientation	Performance Avoidance Goal Orientation	Academic Efficacy	Emotions
no significant difference	no significant difference		no significant difference
performance approach goal orientation ( $F(2, 250) = 0.67, p = .51$ )	performance approach goal orientation ( $F(2, 250) = 0.67, p = .51$ )		performance approach goal orientation ( $F(2, 193) = 0.32, p = .82$ )
high poverty ( $M = 3.71$ )	high poverty ( $M = 3.71$ )		high poverty ( $M = 3.71$ )
mid-high poverty ( $M = 3.52$ )	mid-high poverty ( $M = 3.52$ )		mid-high poverty ( $M = 3.52$ )
and mid-low poverty ( $M = 3.18$ )	and mid-low poverty ( $M = 3.67$ )		and mid-low poverty ( $M = 2.95$ )

**Three variables of student motivation in programs using the Linked Learning approach were not statistically significantly different across poverty levels**  
**PerfApprGoalOr**  
**PerAvoidGoalOr**  
**AcadEff**

# Results by Poverty Levels (PALS)- Student Study

Goal Mastery Orientation

Skepticism About School for Future Success

statistically significant  
difference

difference

mid-high poverty a

poverty

mid-high poverty a

poverty

M = -.69, r = .20, p

high poverty group

low poverty

M = .32, r = .14, ar

7.

high poverty and r

n poverty

M = -.37, r = .23, ar

13

Two variables of student motivation in programs using the Linked Learning approach were statistically significantly different across poverty levels

GoalMasterOr  
Skepschofutsucc

# Qualitative Data- Student Study

## PURPOSE DRIVEN

goals related to student  
Linked Learning approach  
experience

## CONFIDENT

self- assurance and belief in their  
ability to engage in academics and  
work- based projects successfully in  
their Linked Learning approach  
experience

## HOPEFUL

gratitude, interest in others,  
and maintaining a positive  
disposition in their Linked  
Learning approach experience

## ALTRUISM

willingness to share and give  
anything they have with classmates,  
school, or community

# Implications for Practice

- ❑ Create systems so that teachers can build effective, collegial, collaborative teams
- ❑ Create systems in which teachers build ongoing relationships with a wide network of individuals (students' families, industry partners, district administrators, etc.)
- ❑ Provide a platform for teachers to be involved in the decision making processes
- ❑ District administrators and teachers – establish a robust Student Advisory Board that actively participates in a continued focus on goal orientation
- ❑ School administrators, counselors, and lead teachers – put systems in place that provide meaningful and effective career pathway exploration experiences prior to students' enrollment in an academy or pathway
- ❑ Educational leaders - provide a comprehensive mentorship program

# Closing Activity

What's next for  
your district?



THANK  
YOU!!



THE ONLY THING  
IN YOUR CONTROL IS  
*effort.*  
THAT'S ALL AND  
THAT'S EVERYTHING

MAKE  
THINGS  
HAPPEN!