



## Department of Educational Psychology

### Data Summary: A study of students' emotions and motivation during a semester (Fall 2012)

**Description of the project:** Dr. Lia Daniels (University of Alberta) and Prof. Robert Klassen (The University of York, UK), and a research team of graduate students were interested in exploring motivation and emotions as experienced by university students. The study of students'/pre-service teachers' emotions and motivation overtime therefore provided an avenue to exam the development and/or the change of these attributes during a course of study.

**Procedure:** A total of 156 students were recruited through a participant pool in exchange for research credits. The majority of participants (98.7%) belonged to a connected study that was conducted earlier in the semester. Participants were required to complete 4 online surveys; each was administered approximately three weeks apart: early October (T1), mid-late October (T2), mid-November (T3), and early December (T4).

*Note. For EDPY 202: there were a mid-term exam in mid-late October and a final exam after early December. For EDPY 200: there were three separate examinations throughout the course. Researchers may access the course syllabus along with the other data materials.*

**Data summary:** The remainder of the document is intended as feedback to our participants. Thank you so much for your willingness to complete this survey. We have included information that we hope you find interesting and informative, as outlined below.

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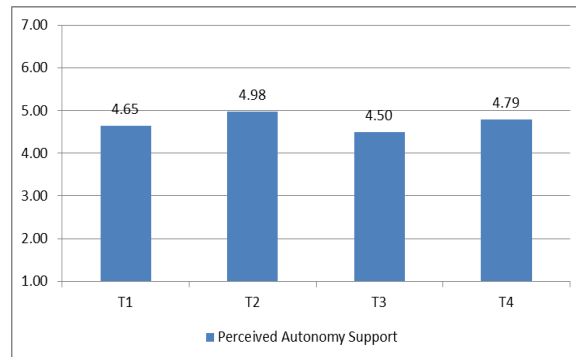
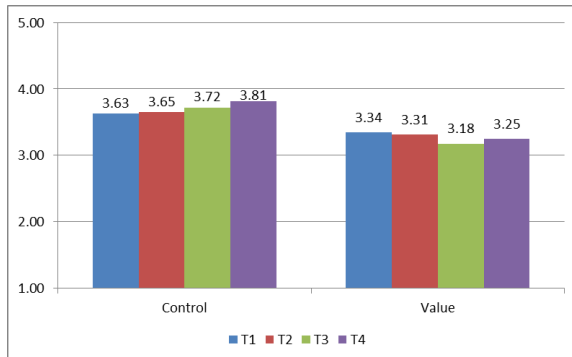
## Description of Participants

Of the 156 students, 73.7 % are female, 25% are male, and 1.3% did not specify. The ages range from 17 to 50 years old with most students being within 18-19 years old.

## Section A: Experiences as University Students

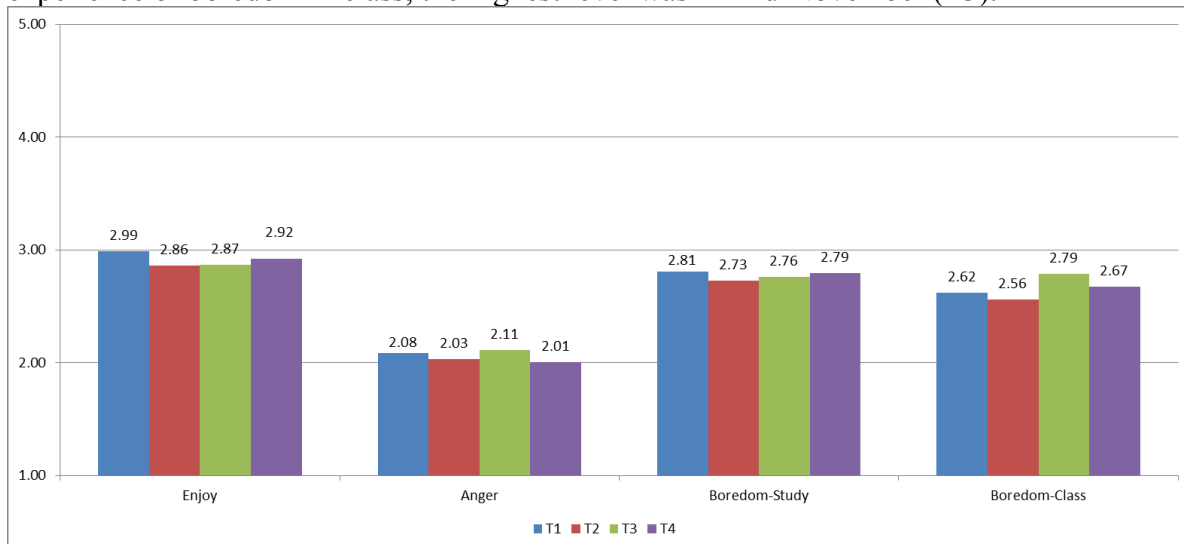
### *Perceived Academic Control and Value, and Autonomy Support*

Students reported an increase of control over their study across time; however their perceived value to study decreased at the beginning and increased when approaching the end of the course. (The maximum score was 5.) In terms of perceived autonomy support (the maximum score was 7), it followed a cyclic pattern throughout the course of study, with highest rating reported during the middle of the course.



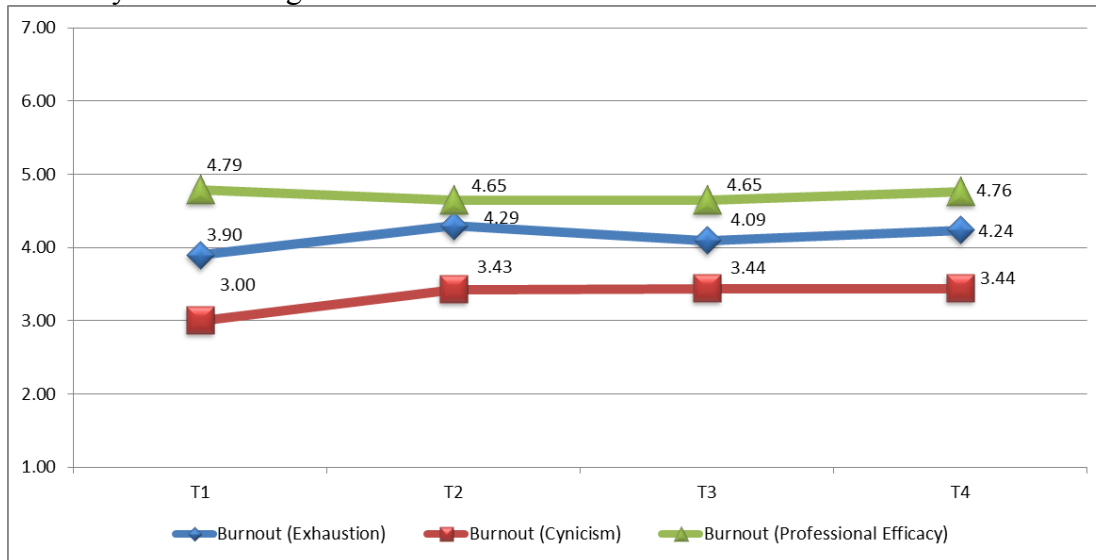
### *Emotional Experiences*

Students reported relatively stable levels of anger in class, as well as boredom during study. By contrast, students' experience of enjoyment slightly reduced after the beginning of the course and increased to a similar level when approaching the end of the course. Regarding students' experience of boredom in class, the highest level was in mid-November (T3).

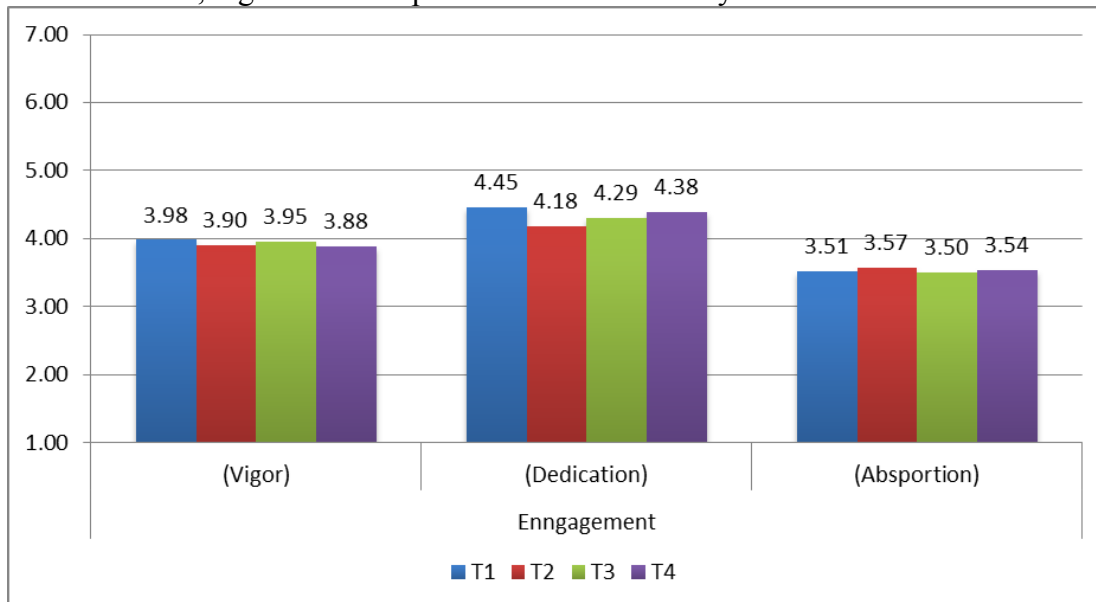


### ***Burnout Versus Engagement***

Although students perceived having professional efficacy at the beginning of the course, their efficacy decreased across time and increased when approach the end of the course. Interestingly, students' levels of exhaustion followed a cyclic pattern, with highest level of exhaustion in the middle of the course. By contrast, after the initial increase in the level of cynicism, it remained relatively stable throughout the course.

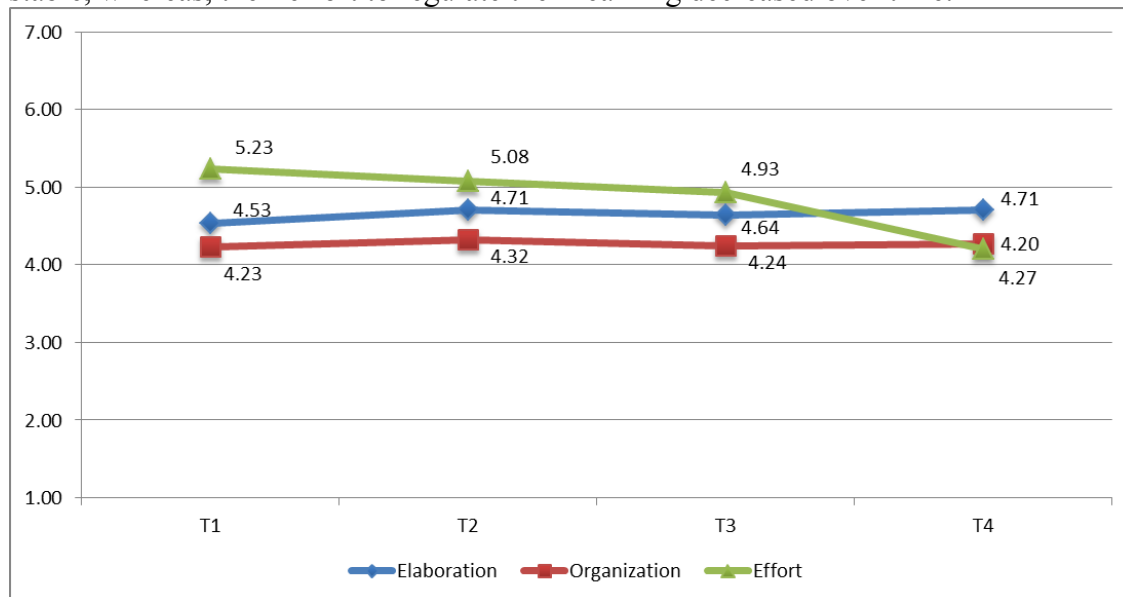


Like the pattern of professional efficacy, students' levels of dedication showed a U-shape across time. However, vigor and absorption remained relatively stable over time.



### *Self-Regulatory Strategies*

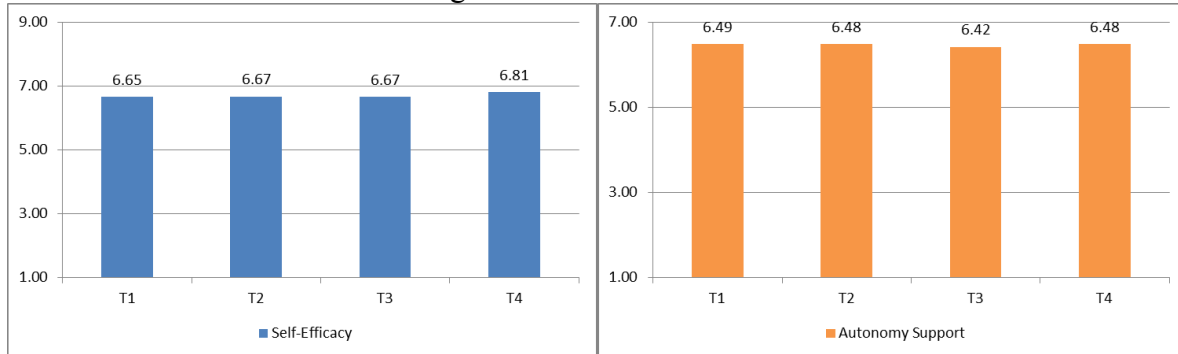
During the course of study, students' levels of organization and elaboration remained relatively stable, whereas, their effort to regulate their learning decreased over time.



## Section B: Experiences as pre-service-teachers

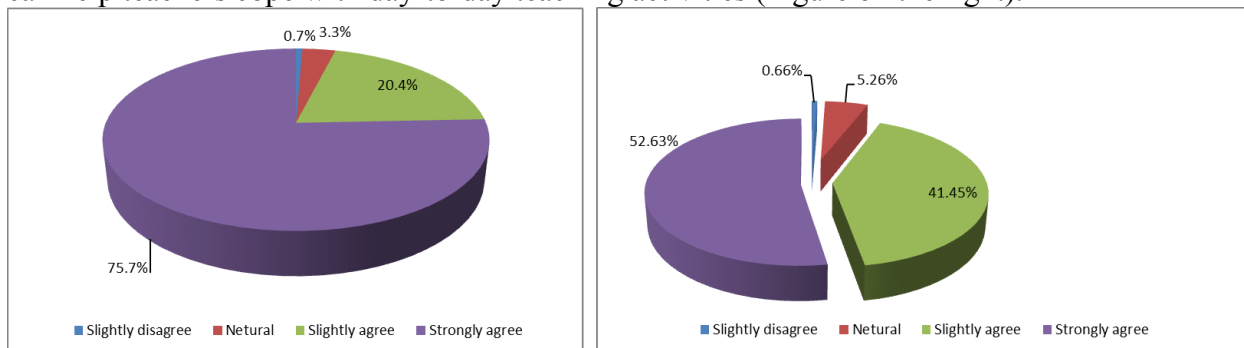
### *Self-Efficacy and Autonomy Support*

As pre-service teachers, their perceived teaching efficacy and supporting future students' autonomous learning were relatively stable over time. These findings also indicated that these pre-service teachers were generally confident to teach well and would like to be supportive for their students' autonomous learning.



## Section C: Life-Long Learning

Majority of students (75.7%) strongly agreed that all teachers need to continually upgrade their skills (Figure on the left), and more than 94% students agreed that professional learning activities can help teachers cope with day-to-day teaching activities (Figure on the right).



In addition, approximately 62% of students agreed the importance of gaining subject knowledge as personal professional learning goal, and 66.23% of student strongly agreed to the importance of gaining confidence in teaching social and emotional skills to students. There were 19.87% of students considered that they possessed important skills need for teaching.

Most students reported various learning opportunities (i.e., children and youth [60.14%], oneself [63.64%], and effective teaching [77.62%]) as most valuable.

