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# Corner of the Classroom: Sense of Belonging in Education Students

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## 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

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## Research Questions

1

Do our college of education students resemble national data? If so, what do our students look like?

2

What about their experiences are shaping their overall sense of belonging to the CoE?

## Research Design

### Three-Way Factorial MANOVA

Independent Variables



Dependent Variables



**CLEMSON**  
UNIVERSITY

## Results

Tests of Between-Subjects Effects						
Source	Dependent Variable	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	Belonging	5.708 <sup>a</sup>	14	.408	.919	.542
	CoEParticipation	6.234 <sup>a</sup>	14	.445	1.300	.225
	AdvisorCompositeScore	17.693 <sup>a</sup>	14	1.264	1.885	.039
Academic Year →						
	Q33	Pillai's Trace	.267	3.111	9.000	.255.000
		Wilks' Lambda	.721	3.234	9.000	202.151
		Hotelling's Trace	.365	3.234	9.000	245.000
		Roy's Largest Root	.277	7.853 <sup>a</sup>	3.000	85.000

Table 1: Dependent Variables Mean\*

	Mean	SD	N	Cronbach's Alpha
Belonging	3.91	0.66	101	0.95
Participation	3.24	0.69	100	0.494
Advisor Relationship	3.99	0.87	100	0.826

\*Five-point scale used

## Conclusions

Table 6: Interaction*Advisor Composite Score		
	F	Sig.
Academic Year	4.858	0.004
Race	2.322	0.063
Job	.136	.713
Academic Year*Job	2.352	0.078

- Overall model of MANOVA was significant for Advisor Composite score ( $p=.039$ ). 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 no traditional

- 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

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