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VaSEV 1990 – 2010: Assessment of study achievement characteristics. Does the changing educational context matter at all?

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1990 – 2010 : significant changes in Flemish higher education

Modern Times!

Student generation X – Y – Z

Generalisation of IT-apps

Mass & social media

More heterogeneous student population

European Educational Space

Bologna – Bachelor / Master

Strict year organisation replaced by credits:
flexibility!

1990 – 2010 : significant changes in Flemish higher education

Didactic adaptations

Professor – student relation

Evaluation teaching

Guidance and Counselling services within and outside the departments / faculties

etc. Modern Times!!!

Research question 1

Did these changes influence student behaviour, emotions, attitudes?

1990 - 2010

Introduction: VaSEV - TASTE

VaSEV – Vragenlijst Studie- en
ExamenVaardigheden – (Depreeuw, Eelen &
Stroobants – 1996)

TASTE – Test Abilities for Study and Examination
78 items

4 scales: Study valuation (14) / Self Confidence
(19) / Fear of Failure + somatic stress (30) /
Procrastination (15)

Theoretically based on Value – Expectancy Model

Research questions

1. Is the VaSEV (TASTE) still understandable after 20 years and accompanying changes?
2. Is the VaSEV factor structure stable?
3. Are scores on the 4 VaSEV scales stable or were generation and contextual changes accompanied by changes in Study valuation, Self Confidence, Fear of Failure and Procrastination?
4. What will be the relation of a test based on Expectancy – Value Theory and and a test based on Self Determination theory?

Question 1 – Understandable?

Yes - Perfectly

Research 1990

Classical testing (paper version)

| | | | | |
|---|---|-----|---|-----|
| High school (general) | M | 283 | } | 795 |
| | F | 512 | | |
| University (70% 1st yr / 20% 2nd yr) | M | 570 | } | 865 |
| | F | 295 | | |

Research 2010

High School (5th – 6th year) - paper version

| | | | | |
|--------------|---|-----|---|-----|
| General HS | M | 136 | } | 340 |
| | F | 204 | | |
| Technical HS | M | 158 | } | 310 |
| | F | 152 | | |

Research 2010

Higher Education (1st Bach) – paper version and on line version

| | | | | |
|-----------------------|---|-----|---|-----|
| Professional Bachelor | M | 208 | } | 739 |
| | F | 531 | | |
| Academic Bachelor | M | 83 | } | 256 |
| | F | 173 | | |

Question 2 : factor structure

Confirmatory factor analysis

Perfect structure, although some items changed
in factor loading

VaSEV survived and kept his original shape: 4
scales and 78 items

Question 3 :

Results total sample - Males

N 1990 = 853 (High school + Univ)

N 2010 = 377 (High school + Univ)

Study Valuation ns

Self Confidence *** 2010 > 62,7 > 61,3

Fear of Failure ns (0,053) 2010 > 68 > 67,3

Procrastination ns

Question 3 :

Results total sample - Females

N 1990 = 807 (High school + Univ)

N 2010 = 529 (High school + Univ)

Study Valuation ns

Self Confidence *** 2010 > 58,1 > 57

Fear of Failure ns

Procrastination ns

Question 3 :

Results High School - Males

N 1990 = 283 (High school General)

N 2010 = 294 (High school General + Technical)

Study Valuation ns

Self Confidence * 1990 > 62,8 > 61,1

Fear of Failure ns

Procrastination ns

Question 3 :

Results High School - Females

N 1990 = 512 (High school General)

N 2010 = 356 (High school General + Technical)

Study Valuation ns

Self Confidence *** 1990 > 58,7 > 57,6

Fear of Failure ns

Procrastination ns

Question 3 :

Results University - Males

N 1990 = 570

N 2010 = 83

Study Valuation ns

Self Confidence ns

Fear of Failure ns

Procrastination ns

Question 3 :

Results University - Females

N 1990 = 295

N 2010 = 173

Study Valuation 2010> 51,4>50,7

Self Confidence ns

Fear of Failure ns

Procrastination ns

Question 3: Conclusion

In despite of manifest generation and contextual changes over the last 20 years

the majority of mean scores on Study Valuation, Self Confidence, Fear of Failure and Procrastination did NOT change

When significant differences were found, they were only minimal and seem in reality not relevant

Additional: Gender differences

| | HS – G | | HS – T | | Prba | | Acba | |
|-----|--------|----|--------|----|------|----|------|----|
| | M | F | M | F | M | F | M | F |
| SV | 44 | 48 | 45 | 47 | 46 | 50 | 50 | 51 |
| SC | 62 | 59 | 61 | 55 | 60 | 57 | 62 | 56 |
| FF | 66 | 71 | 70 | 77 | 70 | 80 | 67 | 80 |
| Pcr | 46 | 41 | 49 | 46 | 48 | 42 | 46 | 45 |

Gender differences: conclusion

Hypotheses are retained.

Females have

Tendency toward more 'motivation' (except univ)

Less Self Confidence

Clearly more Fear of Failure

Less Procrastination (except univ)

Additional Differences between study
domains:

HS General vs HS Technical

SV – no difference

SC – General > Technical for F

FF – Technical > General for M and F

Pcr – Technical > General for M and F

FF - Females score higher in Higher Education

Additional: Differences between study domains: Prof. Bachelors

Biomedical

M F

SV 46 50

SC 60 58

FF 68 80

Pcr 50 40

Exact Sc

M F

47 50

60 58

68 77

47 42

Human Sc

M F

44 49

59 55

72 81

48 44

Differences between study domains: Prof. Bachelors

No clear conclusions

study domains: Academic Bachelors

Biomedical

M F

SV 50 51

SC 62 56

FF 67 81

Pcr 50 44

Exact Sc

M F

49 51

62 55

65 81

44 46

Human Sc

M F

44 49

59 55

72 81

48 44

Differences between study domains: Academic Bachelors

Rather negative tendency in Human sciences for
Males

Question 4 :Self Determination Theory (Ryan & Deci)

Zelf Determinatie Vragenlijst (Van Steenkiste et al. 2009)- 16 items – 4 per scale

External regulation

Introjected regulation

Identified regulation

Intrinsic Motivation

Scale intercollerations VaSEV- ZDV

| | SV | SC | FF | PrC |
|-------|-------|-------|-------|-------|
| ExReg | ns | **(-) | **(+) | **(+) |
| INReg | **(+) | **(-) | **(+) | ns |
| IDReg | **(+) | ns | **(+) | **(-) |
| IntrM | **(+) | *(+) | **(+) | **(-) |

Scale intercollerations VaSEV- ZDV

Conclusions in the expected direction: the more external control / regulation, the more negative motivational parameters.



Thanks for attention

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