Effects of Education and Attitude on Essential Learning Outcomes

Introduction

Previous approaches and researches unanimously pointed out to the value of 'general education courses' that it could be a framework for instructional practice management around the way of living in support that gradually increased complexity in competition, incorporation, social gap, dangers in technology and natural fluctuation (Sappahayakul, 2015). The importance and value of general education courses, including the requirements in the development of students learning according to essential learning outcomes, have been the reasons for implementation in several researches and development in general education courses for many years until the present time.

However, the studies of general education courses have remained some interesting aspects and been insufficient researches that give explicit explanation regarding to the following inquiries i.e. 1) Whether the instructional practices, apart from the general education courses, provided by the university education curriculums, can discipline and implant students according to the characteristics based on the essential learning outcomes or not? Also, what is the level these courses are discipline and implant students? 2) How the student development process according to the characteristics based on the essential learning outcomes have been conducted? Whether the students can achieve the essential learning outcomes which are directly affected from the education process are conducted by the process, then they achieve the essential learning outcomes later. Moreover, how does the connection between the steps in the process can be explained? 3) The students raised in different environments will be affected to the educational implantation process and the essential learning outcomes or not? How?

Consequently, in order to fill the gap between of the state of knowledge related to the general education courses in the points mentioned above, and to provide the benefits toward the development of students based on the learning outcomes and nature of students in each group, the researcher proposed the study of the relation between the essential learning outcomes in general education courses and university curriculums.

The framework of the study and variable selection were based on the concept of instructional practice management related to the general education courses in accordance with systemic thinking which was comprised of the followings dimensions i.e. input, process, attribute, environment, and background (different input) who received quality educational implantation process (process) could be directly affected by the learning achievement (output). In other words, the educational process could have been an effect to the thoughts or attitude toward the way of life of the students (process) in positive side, then the students developed themselves according to the essential learning outcomes

This study using secondary data from the survey database of the Monitoring the Future: A continuing study of American youth (12th-grade survey) which has been conducted by the University of Michigan, U.S.A. The research choose the data from 1st sub-group which was composed of 2,209 samples and the students in this group were under 18 years old at 43%, over 18 years old at 57%, and 48.6% were male, 51.5% were female respectively, including 45% of them were grow up in the urban area. Measurement

Measurement in this research was conducted by the researcher selected appropriate data which were the definition and represented in essential learning outcomes variable assessment. Education variable and attitude toward life were measured with a Likert scale ranging from 1 to 5. The variables selection and quality testing were as follows (at this stage the researcher conducted random sampling for 100 samples in order to select, analyze and develop quality of measured data in each variable).

The data covered all research content were selected from one of six questionnaires. After the selection, the research found that the 1st questionnaire provided the most primary variables covered all needed content.

- At least 3 items of the questionnaire per 1 observable variable were selected to analyze upon basic criterion which were the content of items in the questionnaire should be valid or similar to the definition of primary interest variables in this research. Also, each item in the questionnaire was not overlap in content or 2 variables measurement is 1 item.

Results

The effects of education and attitude toward life on essential learning outcome and mediating effect analysis. The result revealed that the essential learning outcomes model was fitted to empirical data (Chi-square = 10.273, d.f. = 8, p = 0.246, RMSEA =0.014, RMR =0.015, GFI =0.998, AGFI =0.983). As a result of that, essential learning outcomes variable was received direct effect by attitude toward life variable (p=0.238) at the 0.05 statistical significance and education variable (p=0.354) at the 0.05 statistical significance, as well as, direct effect by attitude toward life variable (p = 0.182) at the 0.05 statistical significance. Additionally, direct effect of attitude toward life showed in high score (p=0.765) at the 0.01 statistical significance. The effect size of education variable influencing on essential learning outcomes variable and attitude toward life variable influencing on essential learning outcomes were conducted the mediator effect by Sobel test (Source: http://quantpsy.org/sobel/sobel.htm). The test revealed that attitude toward life variable was partial mediator with the significant at the level of 0.05.

Result of Invariance analysis between the students grown up in urban and non-urban. According to invariance analysis was found that essential learning outcomes model with unconstraint was fitted to empirical data. However, model with constraint in equal LX, LV was not fitted to empirical data. It could be inferred that the model was invariance in form at the significant at the level of 0.01. Considering model that unconstraint was discovered that the most of loadings in essential learning outcomes model of two groups were statistically significant. Moreover, it could be seen that loadings in model of the students who grown up in urban were values high than students who grown up in non-urban group except the effect of attitude toward life on essential learning outcomes and the effect of education on attitude toward life. To sum up, this research model was indicated that two student groups who were received quality education were equally influenced for create appropriate attitude toward life. However, the students who grown up in different surroundings could be different in weighed reasons leading to the characteristic according to essential learning outcomes. This could be concluded that students who grown in non-urban have characteristic as essential learning outcomes directly caused from educational factors more than the others. On the other hand, non-urban group were seen as essential learning outcomes directly caused from attitude toward life factors more than receiving quality education factors. In addition, considering in each latent variable revealed that 1) in educational aspect, students who grown up in non-urban received effect of attention from schools or teachers more than students who grown up in urban. In aspect of instructional practice and the institution environment were equally affected to both groups. 2) In attitude toward life aspect, students who grown up in urban group were affected by proper attitude toward education better than students who grown up in non-urban. The students in non-urban group were affected by proper attitude toward social better than students who grown up in non-urban. 3) Essential learning outcomes in students who grown up in urban, communication and social education were less effective as much as students who grown up in non-urban. These results indicated that students who grown up in rural group have more social-emotional skill and civic engagement, while, students who grown up in urban group influenced of intellectual skill as same as communication and interpersonal skill.

Conclusion

Attitude toward life of the students was partial mediator of educational effects on the essential learning outcomes.

According to the result revealed that attitude toward life of the students was partial mediator of educational effects on the essential learning outcomes was compared with the other researches related to attitude (such as Jowell & Hoop, 2005; von der Zwaluw, Kleinje, Lemmers, Sprijbear & Engels, 2013) that there was a relationship between attitude and behavior or characteristics in high level. The attitude of people in something could affect to their expression coherently. Therefore the positive experiences of students about learning or retraining the good attitude could be positive attitude establishment related to the experiences. The positive attitude occurred could be intrinsic drive, belief causing action, and behavior in positive way by themselves.

The differences in the environment that students grown up affected on the essential learning outcomes was positive promoting strong mental state or awareness to positive attitude toward education as well as the social.

References

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