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Preliminary analysis of the relationship among continuous self-improvement, engagement and disengagement

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Introduction: In an academic undergraduate setting, competitive greatness (i.e., continuous self-improvement, being the best you can be when your best is needed, accepting difficult challenges) is associated with students experiencing a meaningful interaction with course material. In Bloom's taxonomy, knowledge and comprehension are associated with completing textbook reading assignments and lecture presentations. Continuous self-improvement in this context suggests student personal study habits extend their fundamental understanding of the information by analyzing, applying, evaluating, and synthesizing the information. The purpose of this educational intervention was to explore the relationship among competitive greatness/ continuous self-improvement, engagement, and disengagement. Instrumentation used to measure disengagement were Green glass' avoidance coping scale and Carver's mental disengagement and behavioral disengagement scales. Engagement skills, physical, cognitive and deep learning engagement common factors/scales were used to measure engagement.

Method: Hypothesis 1: Determine if there is a relationship among the competitive greatness, avoidance learning, mental disengagement, and physical disengagement scales. Hypothesis 2: Determine if there is a relationship among the competitive greatness, physical, cognitive, deep learning, and engagement skills scales. Hypothesis 3: Determine if correlation coefficients are significantly different from zero.

Results: Hypothesis 1: Using SPSS 25, the correlational analyses found a significant negative relationship between competitive greatness and avoidance learning ($r=-.251$, $p=.031$). The correlational coefficients among competitive greatness, mental disengagement ($r=-.187$, $p>.05$), and physical engagement ($r=.007$, $p>.05$) were in coefficient general interpretation of no relationship. Hypothesis 2: The correlational analyses found significant positive relationship among competitive greatness, deep learning ($r=.373$, $p=.001$) engagement, and engagement skills ($r=.24$, $p=.04$). The correlational coefficients among competitive greatness, physical engagement ($r=.16$, $p>.05$), cognitive engagement ($r=.10$, $p>.05$) were in coefficient general interpretation of no relationship. Hypothesis 3: Using SPSS 25 regression analysis, the ANOVA table reported a significant effect ($F=2.707$, $p=.016$). The overall regression was significant ($r=.472$, r-squared $=.223$).

Biography

Dale M Hilty is an Associate Professor at Mt. Carmel College of Nursing. He has completed his PhD in Counseling Psychology in the Department of Psychology at The Ohio State University. He has published studies in the areas of Psychology, Sociology, and Religion. Between April 2017 and June 2018, his ten research teams published approximately 100 posters at local, state, regional, national and international nursing conferences.

Notes:

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