



Barriers to student attendance and engagement

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Talk about Teaching 2023



Study Details - Questionnaire

Demographics

- Age
- Gender
- First in Family
- Disability
- Dependants

Attendance

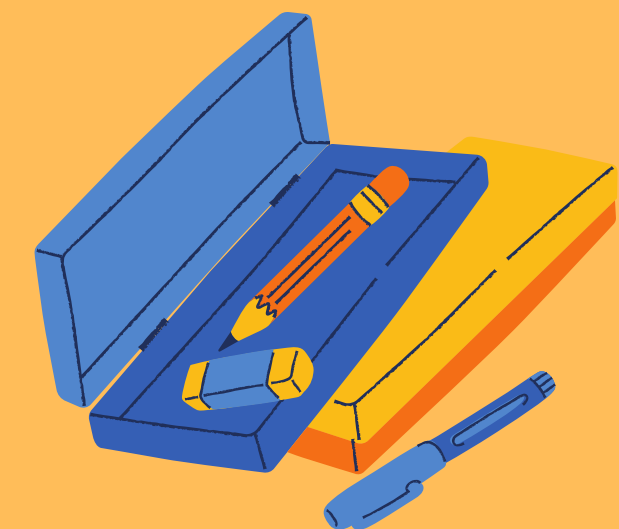
- Attendance at sessions in typical week.
- Amount of private study undertaken

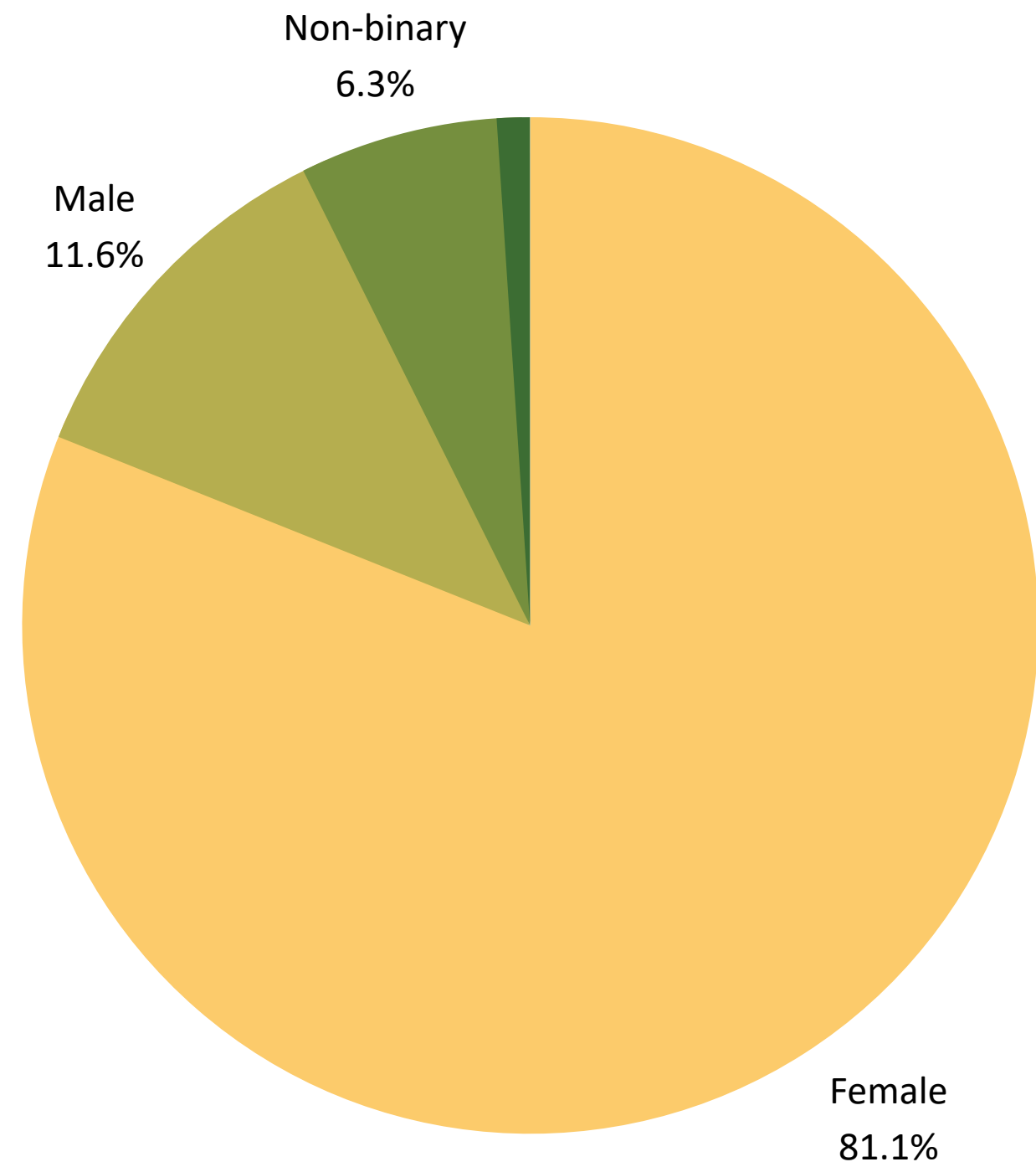
Work & Home

- Home or student accommodation
- Distance /Commuting time
- Working hours/days

Validated Measures

- Engagement Scales:
 - Transition, Academic, Peer, Student-Staff, Intellectual, Online, Beyond class.
- Attitudes to attendance





Participants

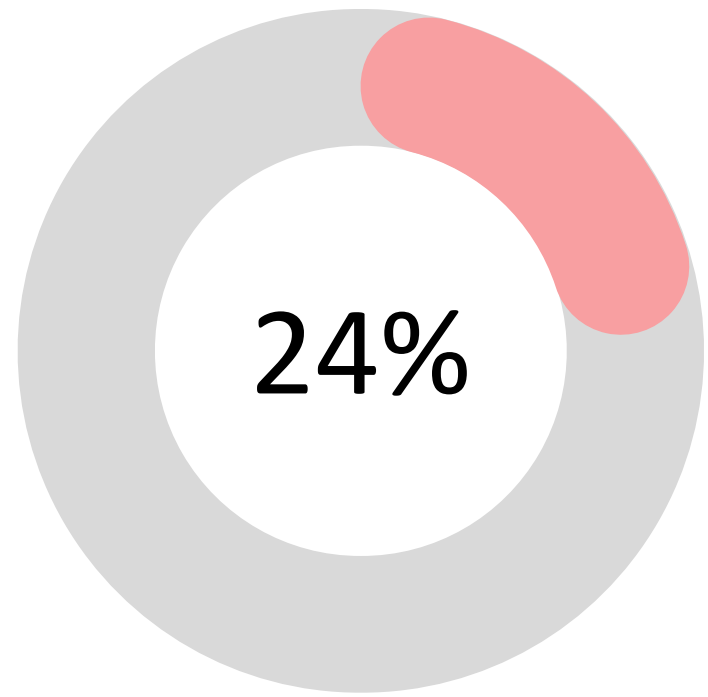
Subject

First- year Psychology students

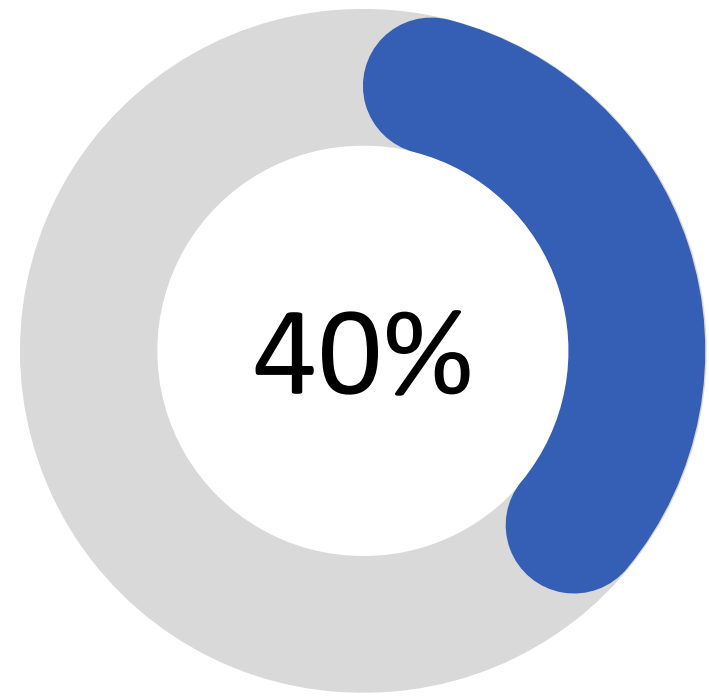
Age

18-42. Mean = 19.84 (4.29)

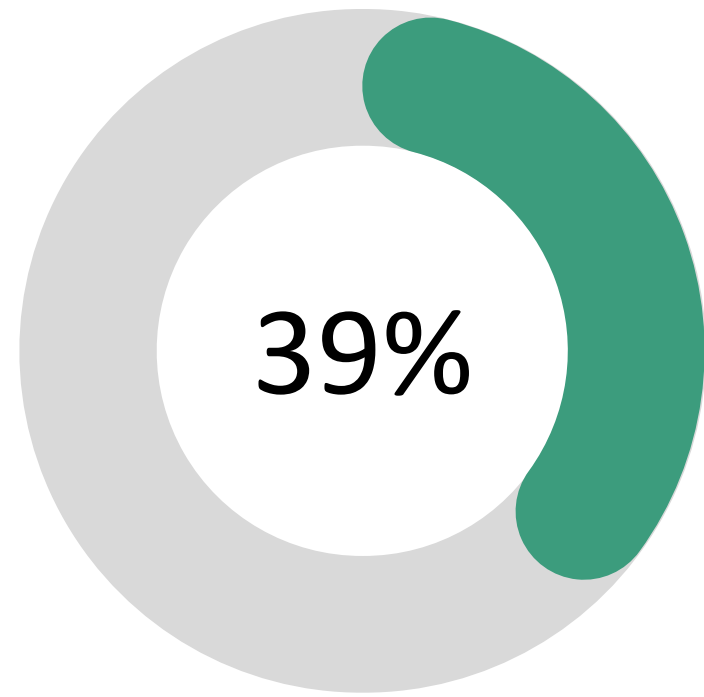
Demographic Factors



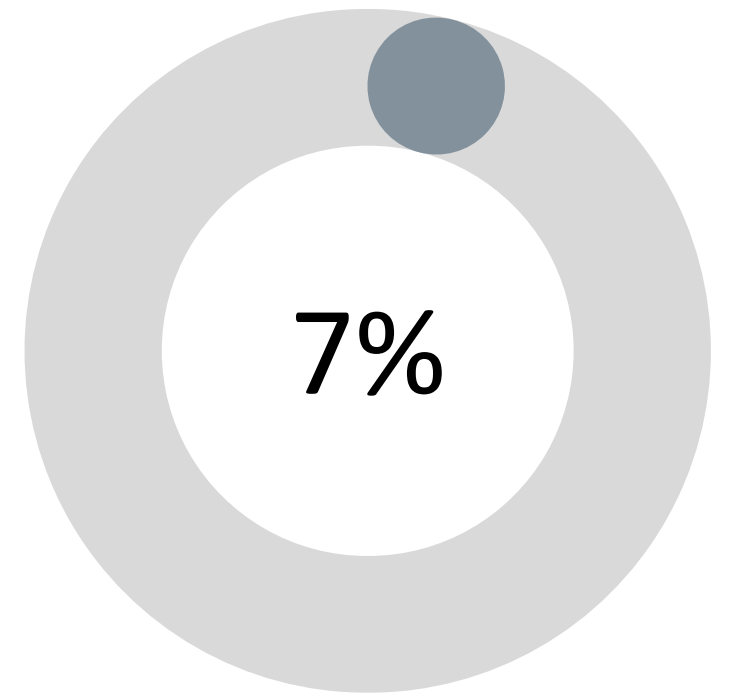
Disability



First in
Family



Paid Work



Dependants

Most common reason for missing
taught session

lack of motivation

tiredness

uni work

bereavement

childcare

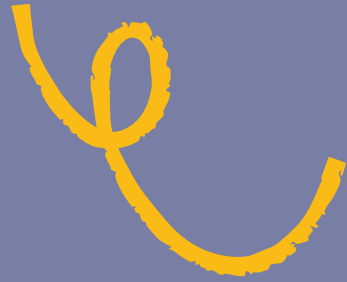
appointment

mental health

illness

transport

family



What factors influence attendance, engagement and sense of belonging?

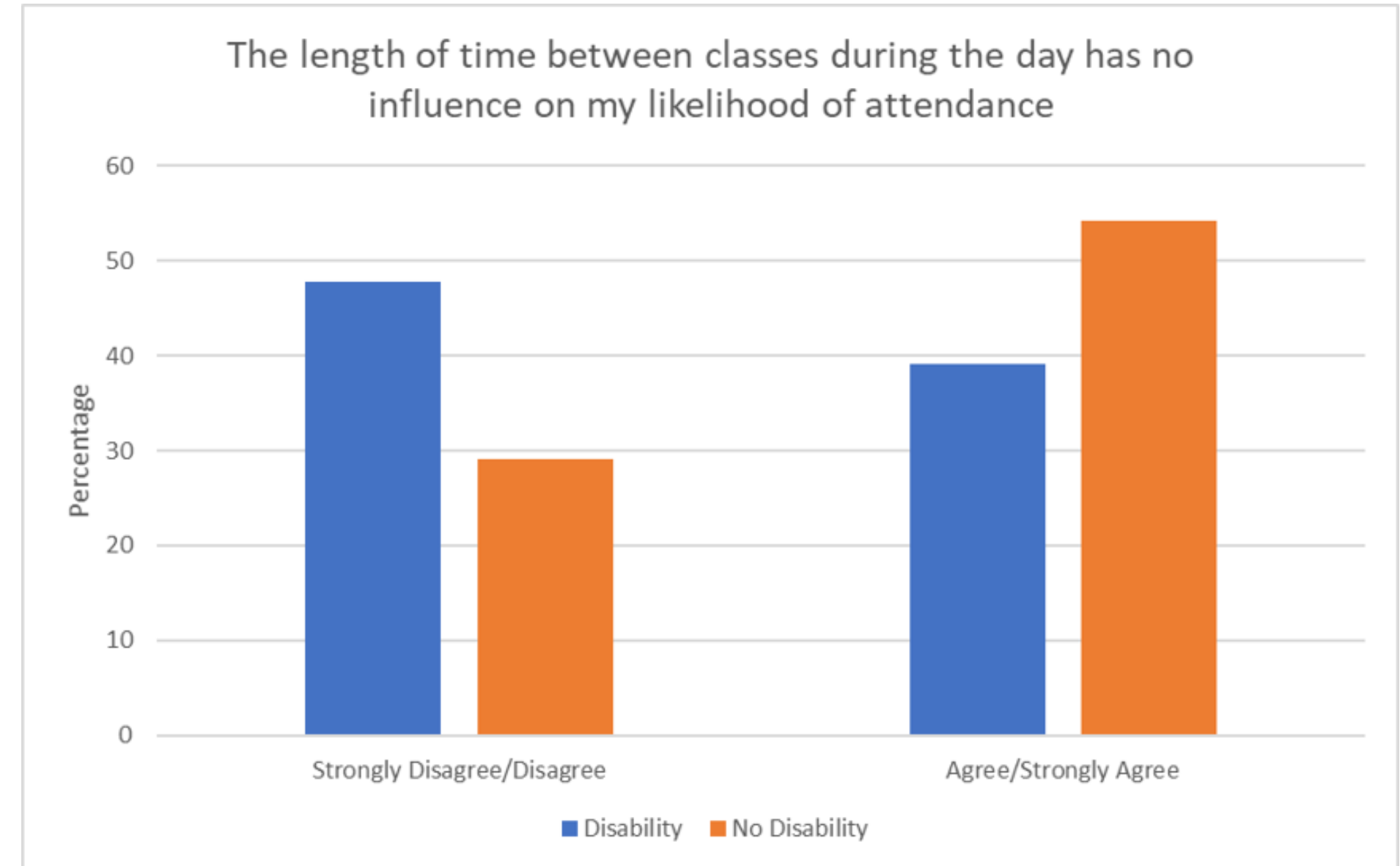
- We found no differences between students who work or commute
- The differences found were in students who reported having a disability



How do disabilities effect attendance, engagement and sense of belonging?

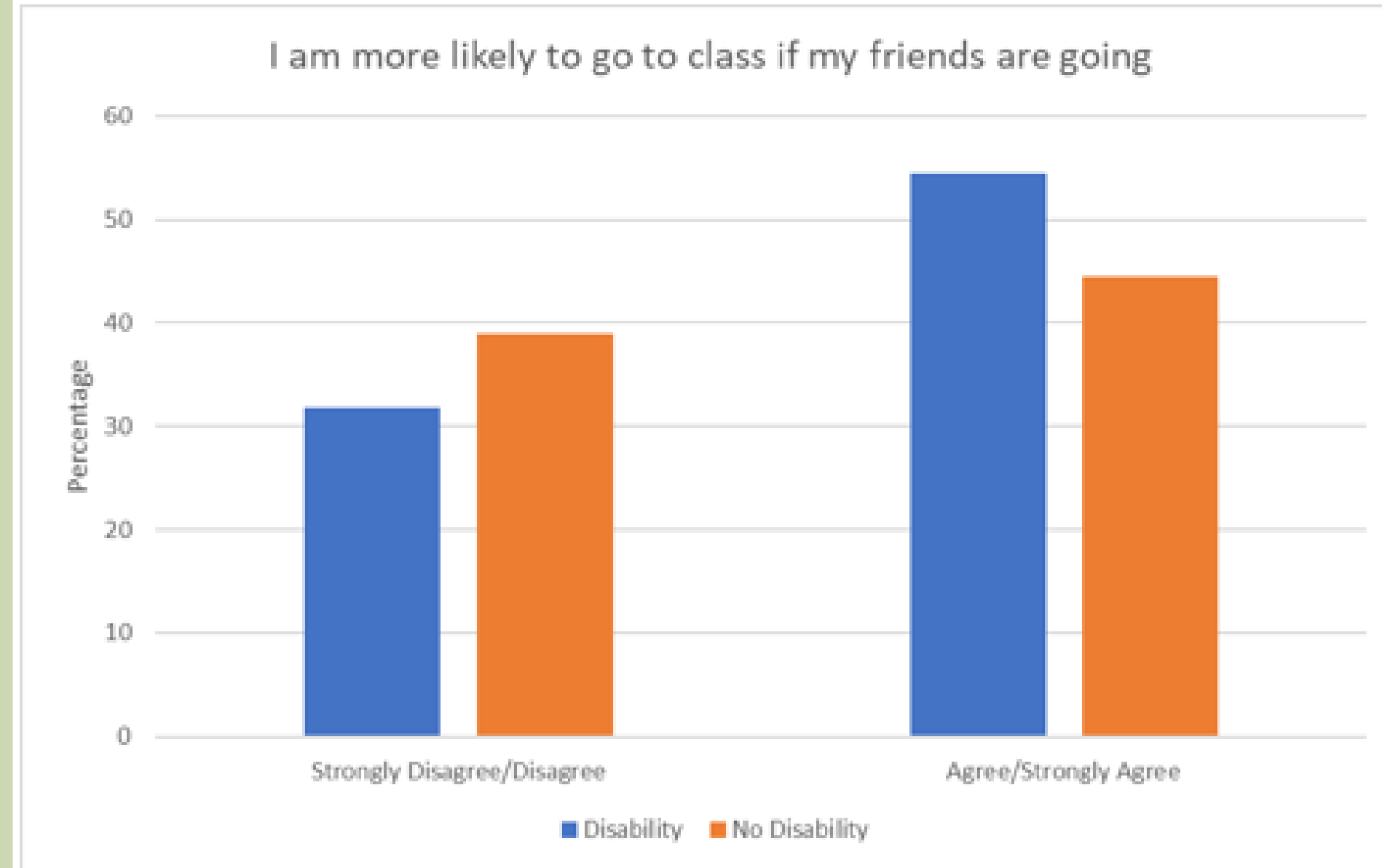
Timetable

Disabled students reported the time between timetabled sessions having more of an influence on their attendance



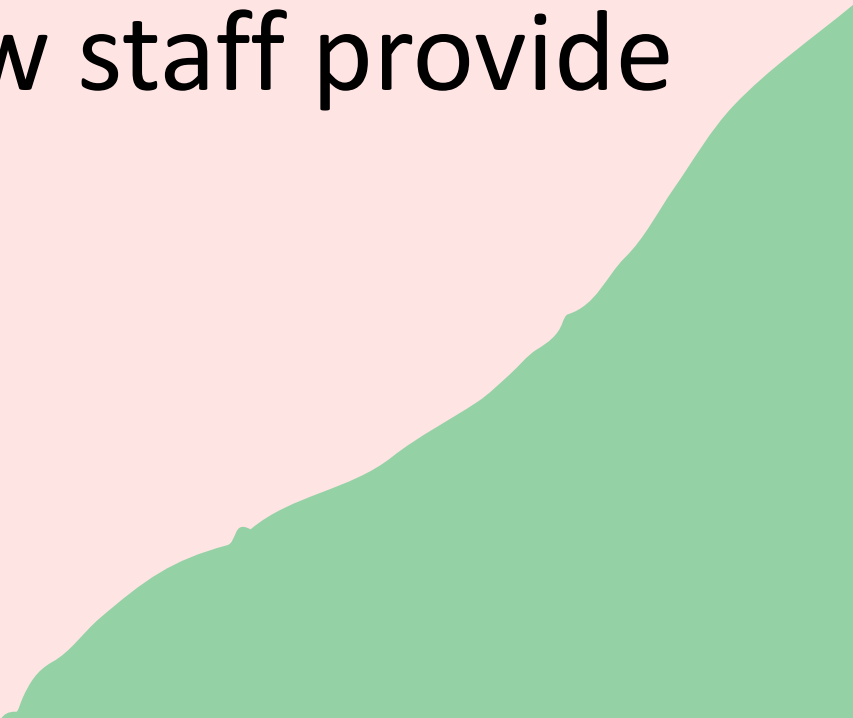
Friends

Disabled students reported they would be more likely to attend class if their friend was attending

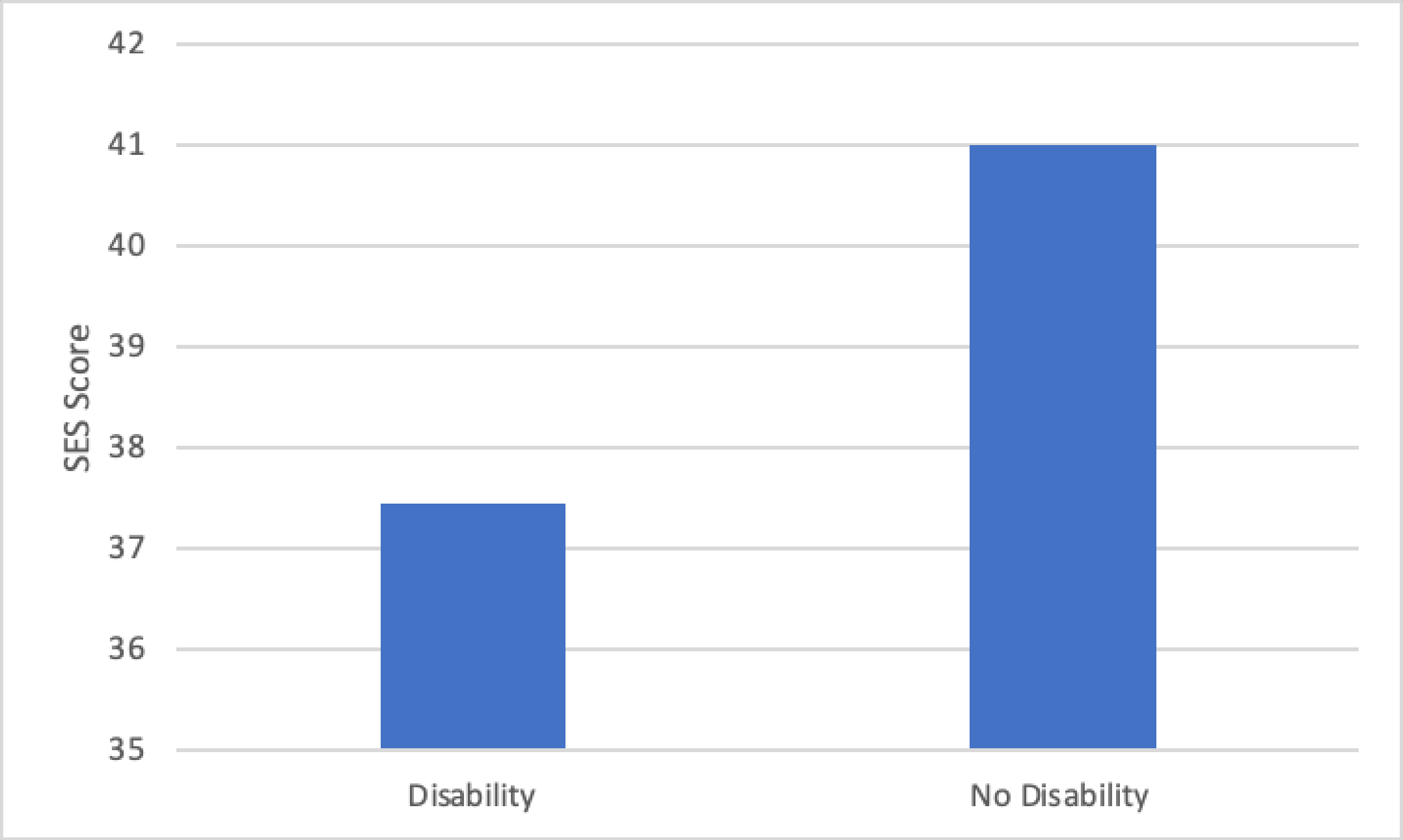


Staff-Student Engagement Scale (SES)

The SES reflects the critical role academic staff play in helping first-year students to engage with their study and the learning community

- Taps into key qualities of the student experience
 - Students' perceptions of the interest that teaching staff show in student progress
 - The empathetic attitudes and behaviours of academics; how staff provide feedback on student progress
- 

Staff-Student Engagement Scale (SES)



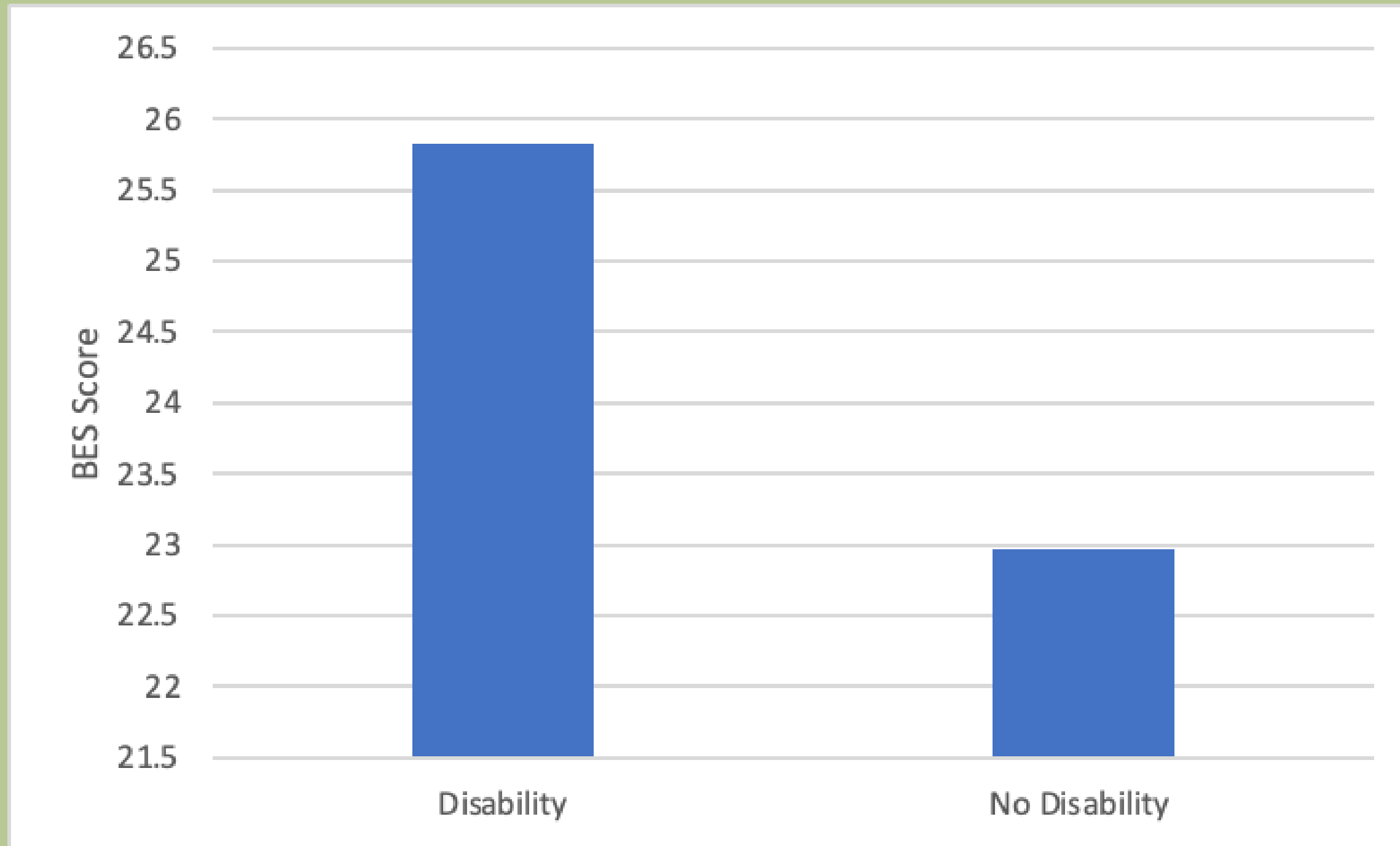
Using an independent t-test, a significant difference was found $t(92)=-2.26, p=.026$.

Disabled students report **lower** levels of staff-student engagement.

Beyond Class Engagement Scale (BES)

- This scale includes items specifically related to extracurricular involvement (e.g. sporting or cultural activities)
- It also comprises several items intended to gauge students' sense of belonging and social connectedness with other students beyond the "classroom" setting
- Focusing on whether students feel they belong to the university community

Beyond Class Engagement Scale (BES)



Using an independent t-test, a significant difference was found $t(93)2.10, p=.038$.

Disabled students report **higher** levels of beyond-classroom engagement.

Discussion Points

To get started...

Point 1

How can we improve staff-student engagement?

Point 2

How can we help students to feel less "overloaded"?





**Thank you for listening and
taking part in today's talk about
session. Your contributions are
much appreciated.**