



# Student Attitude Effect on Willingness to Learn and Succeed in College

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## Introduction

The study was conducted to analyze the impact of attitude on student willingness to learn and succeed in college. This study assessed various nonacademic factors that looked at students holistically, rather than focusing solely on cognitive measures. This study analyzed whether attitude, student year in college, whether they commute to school or not, and if they work while attending college impacted student academic achievement.

## Literature Review

- In a previous study, researchers found first year student mindset to be a significant predictor of academic achievement and increased students' likelihood of advancing to their second year in college (Farruggia et al, 2018).
- Another study conducted by Gerardi (2006), suggested that students with the highest level of dissatisfaction in college were most likely to have a low GPA between 0-1.99, while students with higher levels of satisfaction were more likely to have GPA's between 2.00-4.00.
- The information gathered from this study will be valuable to see if there is a relationship between York College student attitude and academic success.

## Research Question

Which of the following variables impact willingness to learn and GPA?

- Attitude towards a typical class at York College
- Attitude toward professors at York College
- Attitude towards learning environment at York College
- Class year
- Commuter or non-commuter
- Working or not working

## Methods

The study was conducted by surveying York College Students through Qualtrics. The sample included 43 participants.

Male	8
Female	35
First Year	6
Sophomore	13
Junior	20
Senior	3
Graduate Student	1

## Results

Commuter status, working status, and class year had no significant results when predicting willingness to learn and GPA.

- Class attitude - Willingness to learn  
Nonsignificant:  $F(1,42) = 2.05, p = .159$
- Class attitude - GPA  
Nonsignificant:  $F(1,42) = .063, p = .804$
- Attitude toward professors – Willingness to learn  
Nonsignificant:  $F(1,42) = .200, p = .657$
- Attitude toward professors - GPA  
Nonsignificant:  $F(1,42) = .000, p = 1.000$
- Learning Environment at York College - Willingness to learn  
**Significant:  $F(1,42) = 5.76, p = .021$**
- Learning Environment at York College - GPA  
Nonsignificant:  $F(1,42) = .654, p = .423$

## Discussion

It is intuitive to believe that outside factors, such as work, commuting status, and class year, would have an adverse effect on a York College student's willingness to learn and GPA; however, the results of this study show that this natural inclination is false. In addition, the study provided evidence that student attitude on classes and professors does not predict student willingness to learn and GPA. Also, it was found that learning environment is a significant determiner of student willingness to learn, although it was not shown to effect GPA. Based on this study, if York College continues to provide a positive and inviting learning environment to their students, student's willingness to learn and engagement in class will increase.

### Limitations

One limitation of this study was the sample size is not a justifiable representation of the entire student body at York College. The sample size included 8 males and 35 females. Also, not every major was included in this study.

### Future research

- Future work could explore specifically what students believe makes a positive or negative learning environment at York College.
- This research would be valuable for professors to accommodate into their teaching to influence student willingness to learn.

## References

Farruggia, S. P., Han, C., Watson, L., Moss, T. P., & Bottoms, B. L. (2018). Noncognitive factors and college student success. *Journal of College Student Retention: Research, Theory & Practice*, 20(3), 308-327. doi:10.1177/1521025116666539

Gerardi, S. (2006). Positive college attitudes among minority and low-income students as an indicator of academic success. *The Social Science Journal*, 43(1), 185-190. doi:10.1016/j.soscij.2005.12.016