

Adult Learning Open University Determinants (ALoud) study: Psychological factors associated with study success

Citation for published version (APA):

Neroni, J., De Groot, R., & Kirschner, P. A. (2013). *Adult Learning Open University Determinants (ALoud) study: Psychological factors associated with study success*.

Document status and date:

Published: 21/01/2013

Document Version:

Peer reviewed version

Please check the document version of this publication:

- A submitted manuscript is the version of the article upon submission and before peer-review. There can be important differences between the submitted version and the official published version of record. People interested in the research are advised to contact the author for the final version of the publication, or visit the DOI to the publisher's website.
- The final author version and the galley proof are versions of the publication after peer review.
- The final published version features the final layout of the paper including the volume, issue and page numbers.

[Link to publication](#)

General rights

Copyright and moral rights for the publications made accessible in the public portal are retained by the authors and/or other copyright owners and it is a condition of accessing publications that users recognise and abide by the legal requirements associated with these rights.

- Users may download and print one copy of any publication from the public portal for the purpose of private study or research.
- You may not further distribute the material or use it for any profit-making activity or commercial gain
- You may freely distribute the URL identifying the publication in the public portal.

If the publication is distributed under the terms of Article 25fa of the Dutch Copyright Act, indicated by the "Taverne" license above, please follow below link for the End User Agreement:

<https://www.ou.nl/taverne-agreement>

Take down policy

If you believe that this document breaches copyright please contact us at:

pure-support@ou.nl

providing details and we will investigate your claim.

Downloaded from <https://research.ou.nl/> on date: 29 Jun. 2020

Open Universiteit
www.ou.nl





Association between psychological factors and study success in adult distance education

Joyce Neroni¹, Renate H. M. de Groot¹, Paul A. Kirschner¹

¹ Centre for Learning Sciences and Technologies, Open Universiteit, Heerlen. Contact: jne@ou.nl / +31 (0)45 576 2138

Background

In our rapidly changing society, it is important to be able to keep developing knowledge and skills on a higher age (The World Bank, 2003). Certain psychological factors seem to play an important role in being a successful learner. For instance, research shows a positive effect of self-efficacy for learning on academic performance within postgraduate students (e.g. Lane & Lane, 2001), as well as a positive correlation between high school students' perseverance and academic achievement (e.g. Hardre & Reeve, 2003). Also, there has been found a negative correlation between test anxiety and academic performance within college students (e.g. Cassady & Johnson, 2002). However, most of the research has been conducted within children, adolescents, and college students in traditional education. How these psychological factors are associated with successful learning within adult learners didn't receive much attention so far.

Research questions

- (1) What characterizes persons participating in formal distance education?
- (2) Which differences are apparent between successful and non-successful students?
- (3) Which factors determine study success, and in what way?
- (4) Which factors are age and sex dependent?
- (5) What are the associations between the respective psychological factors?

Methods

Participants

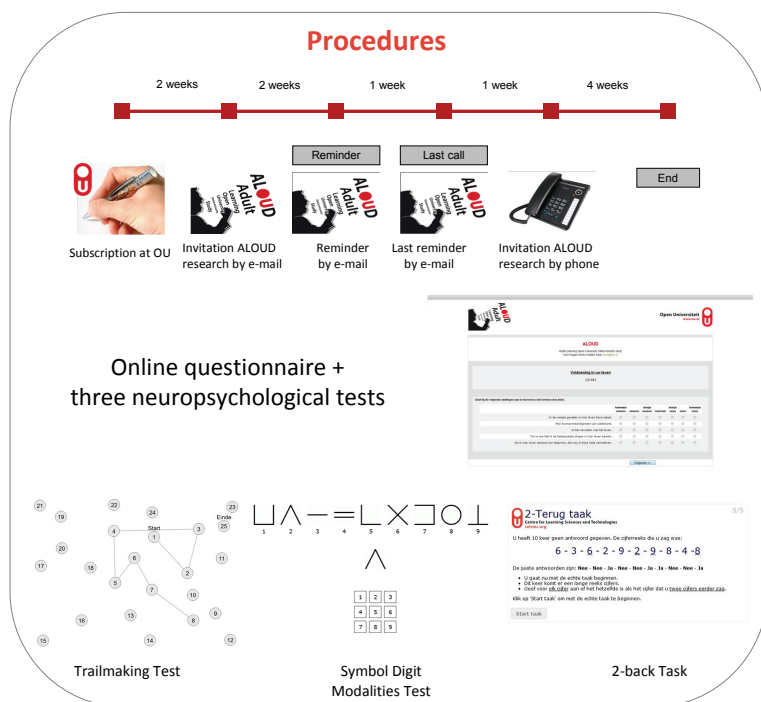
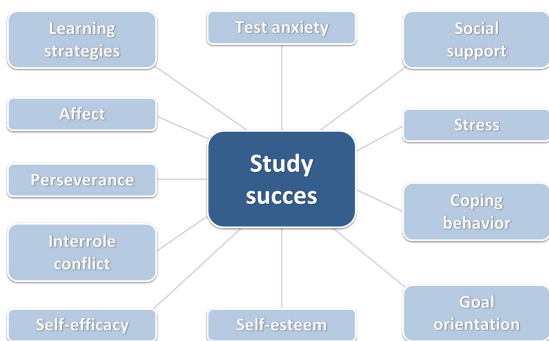
Approximately 2000 new OU students

Data collection

Baseline: 1 sept 2012 – 1 sept 2013

1st follow-up after 6 months

2nd follow-up after 12 months



Keywords

Psychological factors, study success, adults, distance education

References

Cassady, J. C., & Johnson, R. E. (2002). Cognitive test anxiety and academic performance. *Contemporary Educational Psychology*, 27, 270–295. doi:10.1006/ceps.2001.1094

Hardre, P. L., & Reeve, J. (2003). A Motivational Model of Rural Students' Intentions to Persist in, Versus Drop Out of, High School. *Journal of Educational Psychology*, 95, 347–356.

Lane, J., & Lane, A. (2001). Self-efficacy and academic performance. *Social Behavior and Personality*, 29, 687–694.

The World Bank (2003). Lifelong learning in the global knowledge economy: Challenges for developing countries. Retrieved from siteresources.worldbank.org/INTLL/Resources/Lifelong-Learning-in-the-Global-Knowledge-Economy/lifelonglearning_GKE.pdf