

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

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Association between psychological factors and study success in adult distance education

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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

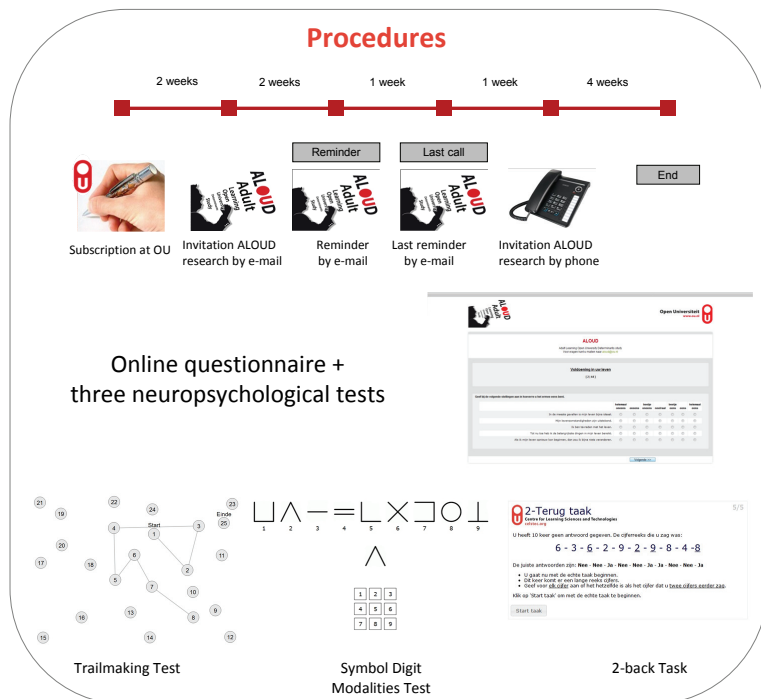
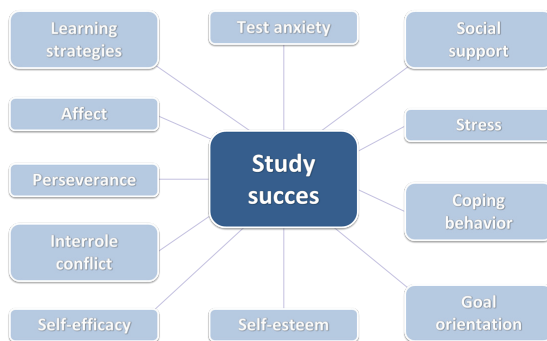
Approximately 2000 new OU students

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

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