

The Competency of Care:
How College Students' Perceptions Impact Their Motivation

by
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THE COMPETENCY OF CARE

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Abstract

This study examines motivational factors based on college students' and faculties' perceptions of motivation using a three-phase mixed-methods research design. The purpose of this research is to determine which factors are most impactful to students' perceptions and actions, so that these data can be used to inform programmatic decisions and course design in the university's education department. The quantitative data collection, which comprised Phases One and Two, utilized the College Student version of the MUSIC® Inventory, as well as the Professor version of the MUSIC® Inventory. Both are designed to determine the factors that impact student motivation (Jones, 2020). The results of the study suggest that the Care factor is the most impactful to student motivation, as its mean was consistently the highest rated across all data collections. When faculty and student survey responses were compared using a paired sample *t*-test, the Usefulness factor was rated statistically different. In Phase Three, a purposive and representative sample of 12 participants with equal representation from faculty and students utilized interviews to gain insight into their diverse perspectives of motivation and care. Care was a cross-cutting theme in both student and faculty interviews. Five themes emerged from the qualitative interviews: Caring for the Individual, Caring for the Professional, Conflicting Perceptions of Motivational Factors, Candidates' Transference of Caring Actions, and COVID Implications are Both Positive and Negative. Students identified actions from faculty that model the feeling of being *cared for* (Noddings, 2010, 2013), as well as the need for more meaningful connections to their field. Results from the interviews aligned to the survey results, as the Caring factor remained the most impactful to motivation, and there were varying perceptions of the Usefulness factor.

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Keywords: caring for, motivation, reciprocal care, MUSIC®, visible learning

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Dedication

Without the continued support and encouragement from my family and friends, I would not be where I am today having just completed the largest academic accomplishment of my life. To my committee, especially my chair, Dr. Karen Larwin, thank you. This process pushed my limits and challenged me to reach beyond my comfort zone, but that is where true growth happens. I appreciate the immense support of the students and faculty who graciously participated in this research, as their valued input provided purpose for this study. Care is a driving force for why I do what I do, as well as what I hope to instill in my students. I often tell them, *if you learn nothing else from me (and I hope you learn a lot), care for your students*. This research is close to my heart, as I truly believe that education has the power to change lives, and it starts with care.

To my parents, thank you for your unwavering support and for raising me to love and value learning. Mom, you listen when I am stressed to the max, as well as when I am celebrating a success, and you remind me of my ability to always persevere. I truly value those conversations. To my kiddos, Emily and Jacob, thank you for sharing me with my research. I know these past three years have required a lot of my time. I love being your mom above everything else, and I cannot wait for many more rounds of bananagrams.

Most importantly, I want to thank my husband, Tim. I do not know how to put into words how much you have made this process possible for me. When I decided to pursue this degree, you encouraged me without hesitation. You believe in me when I do not believe in myself, and never, ever, make me feel guilty for pursuing my dreams. Thank you for keeping our children and dogs alive, as well as keeping the house standing. You are my rock and my best friend. Thank you for being you. I love you.

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Chapter 1

Introduction

Educators have the professional responsibility to create environments that foster students' learning through utilizing strategies that increase engagement and motivation. Researchers have explored factors of motivation and determined that it is multi-dimensional (Collier et al., 2019; Jones, 2009; Trolan & Jach, 2020). Students' perceptions of these motivational factors vary based on demographic characteristics (Greene & DeBacker, 2004; Tumova, 2020; Walzer & Nottis, 2013). Additionally, care, which is one of the factors frequently associated with motivation, also varies based on perceptions (Allen & FitzGerald, 2017; Garza et al., 2010; Parsons, 2005; Roberts, 2010; Shevalier & McKenzie, 2012; Todd, 2018; Tosolt, 2010; Ullucci, 2009). Incorporating practices that meet the diverse needs of students is integral to their success, as students who perceive care have greater motivation to succeed (Allen & FitzGerald, 2017; Abry et al., 2013; Shevalier & Mackenzie, 2012).

Teacher and student relationships built on trust and respect are developed when students perceive their teachers care (Alder, 2012; Cavanagh et al., 2012; Cramer & Bennet, 2015; Falls & Roberts, 2012; Garza et al., 2014; Warren & Bonilla, 2018), as well as when instruction is responsive to students' diversity (Howard, 2001; Masko, 2018; Parsons, 2005; Shevalier & McKenzie, 2012). These strategies exemplify *caring-for* (Noddings, 2010, p. 392) rather than simply *caring-about* (p. 392) because educators are using motivational displacement to put their students' needs before their own. Hattie (2009) described a similar concept known as visible learning, which presents seeing experiences from various perspectives. Through visible learning, the teacher considers

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themselves in the role of the student and vice versa in order to design engaging instruction that positively impacts motivation and achievement.

Research has demonstrated that when inquiry, problem-based learning, and open dialogue are incorporated into teaching practices, higher levels of both motivation and care are perceived (Baeten et al., 2013; Haug et al., 2019; McQuain et al., 2016; Robertson & Padesky, 2019; Trolan & Jach, 2020). Many researchers agree that motivation is impacted by both internal and external factors, and that teachers' actions impact students' perceptions. Demotivation can be as impactful as motivation, specifically in regard to teachers' values and actions (Hattie, 2015). Determining the factors that influence students' motivation is integral to designing instruction that is meaningful, applicable, and responsive to their individual and collective needs. Through this approach, the focus is on students' learning and not solely on their achievement. Motivation is also impacted by students' self-efficacy (Bembenutty, 2011; Bandura & Adams, 1977; Bowles & Hattie, 2013; Grealish et al., 2017; Palos et al., 2019) and self-regulation (Arts et al., 2016; Bembenutty, 2011; Sava et al., 2020; Zimmerman, 2002). Just as motivation can be enhanced through a focus on fostering the theories above, demotivation due to a lack of trust or teacher bias is also influential (Hattie & Yates, 2014).

This study seeks to determine the factors that contribute to motivation for college students, as well as examining the factors from the perspectives of both students and faculty in the education department at a midwest liberal arts university. The research is intended to determine if the current coursework in the department is designed to actively engage and motivate students to grow their professional knowledge of the content.

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Additionally, exploring how motivation varies based on demographic factors, as well as how students' and educators' perceptions of motivation correlate, will inform course level and overarching programmatic decision-making. The goal of the study is to positively impact the preparation of preservice teachers by crafting coursework that is responsive to their motivational needs. Pre- and post-data collections measuring students' perspectives will be compared, as well as analyzed in relation to the educators' perspectives of what motivates their students.

To conduct this study, the MUSIC® Model of Motivation will be used. Designed by Dr. Brett Jones, MUSIC® is an acronym that represents the five factors of motivation eMpowerment, Usefulness, Success, Interest, and Caring, which were determined as influential to motivation based on an extensive review of educational and psychological research (Jones, 2018). The foundation of this research design is built on five key principles that represent what instructors should consider when creating their learning environments. To increase motivation, students should:

- feel empowered through having choice and co-creating their learning experiences;
- find the instruction relevant and useful to their current and future learning;
- know that success is attainable through continued effort;
- be interested in the coursework; and
- perceive that they are cared for holistically (Jones, p. 9)

The motivational factors described above will be utilized to compare how students' perceptions vary throughout a semester of coursework and how they compare with educators' perceptions of the same motivational factors. This research utilizes a

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mixed-methods approach, as the survey represents the quantitative data that will be further informed and supported through qualitative follow-up interviews.

Statement of the Problem

Motivation is a multidimensional construct, and there are a number of factors that influence how it is perceived. University educators have the immense responsibility of designing instruction that is relevant to students' academic and professional growth in relation to their future goals. Hattie (2015) applied visible learning to the university level and determined that educators must use the knowledge of their students' motivations and prior learning to create meaningful, clear, and aligned paths to learning. He stated that educators should go into every class session thinking, "how will I know my impact today" (p. 89). Because students are diverse, they bring with them motivations and perceptions that are unique to their own prior experiences. Consideration of what motivates them to engage in coursework provides relevant information that allows for informed decision-making for course design and provides an opportunity for educators to align their values to their outcomes. In the field of education, as educators prepare students, modeling effective instructional techniques and caring practices that represent diverse perspectives is integral to building students' educational foundation of meaningful and visible learning. Less research has been conducted in higher education regarding the variances in student motivation (Hattie, 2015), as well as how care is perceived from various subgroups, specifically educator preparation programs (Collinson, 2012; Eisenbach, 2016; Garza et al., 2014; Rabin, 2014; Shevalier & McKenzie, 2012; Todd, 2018).

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Theoretical Framework for the Study

Through a thorough review of literature, a foundation of visible learning, factors of motivation, and care theory lay out the conceptual framework that supports the rationale for the study. An examination of how perceptions vary based on demographics such as gender, race, and culture present an added layer of consideration for educators. Throughout, connections to higher education, and, specifically, teacher education programs, connect theory to practice.

Visible Learning

Hattie's (2009) theory of visible learning is focused on the teacher seeing learning through the eyes of their students. In turn, students see the teacher as their access to further learning. This reciprocal process connects with the concept of motivational displacement where the teacher places the beliefs and needs of their students above their own (Noddings, 2010). This type of relationship creates opportunities for teachers to make instructional decisions that are informed and focused on the individual needs of their students.

Another aspect of visible learning is the presence of specific and constructive feedback. Teachers should see themselves as evaluators (Hattie, 2015). This reflective view allows for the refinement of their instruction and their classroom environment. Feedback provides insight from students about what they are learning and allows them the opportunity to engage in dialogue (Arts et al., 2016; Hattie, 2015). Educators in teacher preparation programs are responsible for modeling effective and engaging teaching practices that their students can then replicate in their own practice

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(Bembenutty, 2011). These are all aspects that educators need to consider, as they evaluate the impact that they can make each day (Hattie & Yates, 2014).

The relationship between students and their teachers also play a vital role in visible learning, motivation, and care (Hattie, 2009; Noddings, 1992; Shevalier & Mackenzie, 2012; Wu, 2019). Research shows that positive relationships influence student achievement, motivation, and the perception of care (Alder, 2012; Cavanagh et al., 2012; Cramer & Bennet, 2015; Falls & Roberts, 2012; Garza et al., 2014; Urdan & Schoefelder, 2006; Warren & Bonilla, 2018). Relationship development is especially important for minority students (Collier et al., 2019), as well as females (Tumova, 2020; Waltzer & Nottis, 2013). When relationships are developed with a competency of care that is based on the differences of individuals, connectedness and belonging create opportunities for students to achieve not only personal and academic success (Froiland & Worrell, 2016; Howard, 2001; Lu, 2018; Shevalier & McKenzie, 2012; Todd, 2018; Valenzuela, 1999; Vega et al., 2015; Wang & Holcombe, 2010), but increased motivation (Abry et al., 2013; Allen & FitzGerald, 2017; Froiland & Worrell, 2016; Kimmel et al., 2016; Masko, 2018; Rabin, 2014; Velasquez et al, 2013), engagement (Falls & Roberts, 2012; Froiland & Worrell, 2016; Garza & Huerta, 2014), and relationships with others (Land et al., 2014; Rabin, 2014; Vega et al., 2015). Because of the profound holistic effect that caring relationships have on students, developing a competency of care that allows those opportunities to be realized is imperative to teachers as they design their instruction and learning environment.

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Motivational Factors

Jones's (2018) MUSIC® Model of Motivation explores five factors of motivation, eMpowerment, Usefulness, Success, Interest, and Caring, through considering various perspectives of those factors. Perceptions of students' motivational factors from the perspective of their teachers can differ from how the students perceive their motivation (Jones, 2009). The perception of these factors is fluid, as they are dependent upon the situation, feedback, and implementation of various strategies (Chittum et al., 2019; Jones, 2018). When students feel that their opinions matter, and they have choice in their own learning, they feel more empowered (Baeten et al., 2012; Grealish et al., 2017; Jones, 2018; Robertson & Padesky, 2019; Trolan & Jach, 2020), as well as cared for (Shevalier & McKenzie, 2012; Ullucci, 2009).

Creating learning environments that positively promote students' beliefs about themselves through valuing their uniqueness, empowers them to be motivated to learn. Educators' can increase students' self-efficacy, and in turn, empowerment, by providing a choice of real-world application of learning through inquiry, problem-based learning (PBL), and case-based learning (CBL) (Baeten et al., 2012; Robertson & Padesky, 2019; Trolan & Jach, 2020). These real-world applications add to the usefulness of the tasks. Eccles' and Wigfield's (2020) expectancy-value theory demonstrated that utility is a subjective task value that is often associated with extrinsic motivation; however, when coupled with student interest in a certain career path, it can contribute to intrinsic motivation as well. Additionally, when connections are made between the usefulness of a task and future goals, self-efficacy is positively impacted (Hulleman et al., 2017).

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Students' self-efficacy in a course is influential to their decision-making about perceived success and motivation (Palos et al., 2019). Tasks should be specifically designed to challenge students, but also be attainable, so that students are engaged in their learning (Jones, 2009). Mindset about what success means is also influential to motivation. Students who have an incremental mindset are more apt to challenge themselves, while students with an entity mindset are focused solely on achievement, rather than growth (Dweck, 2005). The expectations of a course and the environment that is created impact how students' perceive success (Jones, 2009). When students are motivated by interest in a course, educators must design activities that promote sustained, rather than situational, interest (Jones, 2009). Goal-directed connections, activating prior knowledge, and dialogue all contribute positively to building sustained interest (McGinley & Jones, 2014).

Care is a foundational component of education and is inextricably linked to motivation (Allen & FitzGerald, 2017; Abry et al., 2013), achievement (Froiland & Worrell, 2016; Vega et al., 2015; Wang & Holcombe, 2010), and positive teacher-student relationships (Alder, 2012; Cavanagh et al., 2012; Cramer & Bennet, 2015; Falls & Roberts, 2012; Garza et al., 2014; Warren & Bonilla, 2018). Reciprocity in regard to relationships is built on Noddings' (2010) care theory that focuses on natural caring through motivational displacement. This creates relationships that are mutually beneficial and increase motivation. Care is viewed differently based on demographic factors such as gender, race, and environment. Females have been shown to value academic challenge (Garza & Huerta, 2014) and to be more impacted by positive student-teacher relationships (Tumova, 2020; Waltzer & Nottis, 2013). Students of color learn best from

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teachers who demonstrate care through having high expectations (Howard, 2001; Vega et al., 2015; Warren & Bonilla, 2018), as well as involve their families in the learning environment (Alder, 2012; Howard, 2001). Allen's and FitzGerald's (2017) research revealed that culturally responsive practices resulted in improved effort and positivity, even when presented with challenges. Additionally, these practices impact the self-efficacy of students of color as well (Urdan & Bruchmann, 2018).

Researchers share the importance of students in educator preparation programs reflecting on their own values and actions based on those values in order to promote a growth mindset. Collinson (2012) and Eisenbach (2016) agreed that educator preparation programs need to evaluate how their practitioners are learning about care and using metacognition to understand how their perceptions are influenced from their prior knowledge and experiences.

Purpose of the Study

The purpose of an educator preparation program is to produce future teachers who are well equipped to positively impact students holistically. Ensuring that students are knowledgeable about the impact of visible learning strategies and are responsive to individuals' diverse needs is essential to their ability to design responsive and impactful instruction. To do this successfully, instructors in educator preparation programs need to effectively model these visible learning strategies to increase engagement and motivation in their courses. Preliminary data show that students are motivated most by care and success. The intent of this study is to determine the motivational factors that influence engagement from the perspectives of students in the education department throughout the semester, as well as the perceptions of student motivation from the perspective of their

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education faculty. Additionally, the influence that students' and educators' perceptions have on their own practices can be explored through qualitative follow-up questions. The purpose is to determine which factors are most impactful, so that these data can be used to inform programmatic decisions and course design in the education department.

Research Questions

This research explores perceptions of motivational factors from the perspectives of students, as well as how their instructors perceive their motivations. The researcher will determine the factors that are most influential to students' motivations in their department of education courses. Through pre- and post-data collection methods, results will be analyzed in isolation, as well as in aggregate. Comparisons between students' and instructors' perceptions will be explored, as well as how demographic factors such as gender, race, and year in school correlate with the motivational factors.

The following questions will be discussed through this research:

1. Which MUSIC® motivational factors (eMpowerment, Usefulness, Success, Interest, Caring) are identified most frequently by students in the education department courses?
 - a. Due to experiences throughout the semester, did the factors of motivation change?
2. What is the relationship between students' perceptions of motivation in comparison to their faculty perceptions of their motivation?
3. What is the relationship between students' perceptions of motivation and their unique demographic characteristics?
4. What do students identify as motivational strategies that they have experienced

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that will be implemented in their own professional practice?

b. How do these motivational strategies align with faculty perceptions?

Definition of Terms

Caring-about: The foundation of justice and morality (Noddings, 2010, 2013, pp. 392,11)

Caring For: the direct relational approach to addressing an individual's needs (Noddings, 2010, 2013, pp. 392, 11)

Motivation: “the extent to which one intends to engage in an activity” (Jones, 2018, p. 5)

Motivational Displacement: putting aside one's own values and beliefs to focus on the needs of another (Noddings, 2010)

MUSIC®: an acronym for eMpowerment, Usefulness, Success, Interest, Caring (Jones, 2018)

Reciprocal Care: establishes an understanding between students and teachers that takes into account individual needs, establishes rapport and relationships built on trust, and contributes to a positive school climate (Allen & FitzGerald, 2017; Parsons, 2005; Noddings, 2010; Shevalier & McKenzie, 2012)

Self-Efficacy: one's belief in oneself to be successful at given tasks, that influences the choices individuals make, the effort they exert, and how much they persist when faced with challenge (Bandura, 1997)

Self-Regulation: “the self- directive process by which learners transform their mental abilities into academic skills” (Zimmerman, 2002, p. 65)

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Visible Learning: “teachers seeing learning through the eyes of students, and students seeing teaching as the key to their ongoing learning” (Hattie, 2009, p. 22)

Methods/Procedures

This research study utilizes a mixed-methods design through the use of survey research and follow-up interviews to determine the factors of motivation of students enrolled in education courses. A three-phase model is used to gather baseline data to compare with post-collection results. College students’ perspectives of motivation are measured in both Phase One and Phase Two using the MUSIC® Model of Motivation Inventory to determine the factors that most highly impact their motivation (Jones, 2020). During Phase Two, the faculty members’ perspectives are examined as another construct for comparison and reflection. Finally, Phase Three utilizes purposive sampling to conduct interviews with both college students and faculty to triangulate the data. Additionally, this provides rich data that expand upon the quantitative results. Factor analyses are used to analyze the data in Phases One and Two, and coding is used for the interview data in Phase Three. Results are intended to positively impact programmatic design that is responsive to the motivational needs of students in education courses.

Significance of the Study

Through conducting this study, additional insight that can inform programmatic refinement, growth, and course design has the potential to make significant impacts on the educator preparation program. The motivational needs of students, both in P-12 education and higher education, are continuing to evolve with a focus on individualized instruction and culturally responsive practices at the forefront. This study will not only bring the focus to different ways that motivation is perceived based on various

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viewpoints, but it will also allow for comparisons between demographic subgroups, as well as between students' perceptions and those of their instructors. Significant implications of this include innovative program development involving the intentionality of multidimensional motivation and care.

Limitations of the Study

There are some limitations of this study in regard to the sample that will impact the ability for results to be generalized. Due to the study's being conducted with students in the education department, only a sample of the overall university population is included. Additionally, there is a lack of diversity in regard to race, which would limit generalizability for the university. To address these limitations, pre- and post-data collection will be included, student perception data will be compared to their instructors' perceptions of their motivation, and qualitative follow-up questions will help to triangulate the data and provide additional rich discussion. While the study includes only a sample of the population, the data collection will inform instructional design-making for programmatic development in the education department, which will be influential to the participants.

Organization of the Study

The researcher has organized this paper in such a way that the reader is able to first establish a comprehensive foundation about the research on visible learning, motivational factors, and care. These components in the review of literature also bring to the forefront the rationale and purpose of the current research. Following the foundation of research, methodology is explored in order to explain the reasoning for using a mixed-methods approach that incorporates survey data through a factor analysis, data

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comparison, and qualitative follow-up questions to triangulate the results. In the subsequent chapter, an analysis of the pre-data should reveal that students in the education department perceive care and success as motivational factors. Finally, the paper concludes with a summary of the implications of the research, as well as the need for future studies.

Chapter 2

Review of Literature

Research manifests that both motivation and care are multidimensional constructs that are influenced by numerous factors and perceived differently based on the diverse views of students. The role of educators is to teach; however, to do this effectively, they must create environments where students perceive care and are motivated to learn. Through an examination of research and theory focused on the actions of teachers and the unique needs of students, the foundation will be set for the purpose of the study.

Visible Learning

The impact that teachers can have in the process of student learning cannot be understated. While students have responsibilities as learners, the teachers must put themselves in the place of their students when designing instruction that motivates them to succeed. Hattie (2009) described visible learning as “teachers seeing learning through the eyes of students, and students seeing teaching as the key to their ongoing learning” (p. 22). This connects with Noddings’ (2010) concept of motivational displacement, which focused on individuals putting the needs and beliefs of the *cared-for* (p. 392) above their own. Through this practice, teachers are able to provide learning situations that are responsive to the needs of their students and incorporate evaluations to inform future practice (Hattie, 2015).

Hattie (2009) outlined the six factors of visible learning to consider as integral to strengthening achievement outcomes. The six factors are

- the child,
- the home,

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- the school,
- the curricula,
- the teacher, and
- the approaches to teaching (p. 31).

How these factors interact impacts the outcomes of the learning. How children engage in their learning is dependent upon their prior knowledge, experiences, beliefs, and self-efficacy. These are impacted by the way the teacher creates a structured and collaborative environment, the expectations of the teacher, the balance of curriculum choices, and continuously providing opportunities for feedback (Hattie, 2009).

With a focus on instructors in higher education, Hattie (2015) explained the importance of educators viewing themselves as evaluators, so that they can determine the probable impact of their instruction. To do this, educators must incorporate opportunities for feedback within their instruction, strategically plan for ways to make instruction impactful, allow time for students to share in dialogue to grasp if their understanding is in line with the instructional goals, and use data to inform future decision-making (Hattie, 2015). Of the strategies above, Hattie (2009) placed special importance on the power of feedback in refining practice, specifically when it is aligned with data collection. This feedback provides insights into what concepts students are grasping, the effectiveness of the delivery, and allows opportunities for students to engage in dialogue (Arts et al., 2016; Hattie, 2015). All of these approaches strive to encourage educators to think of the impact they can make each day and to leverage that to make goal-directed decisions in response to student learning (Hattie & Yates, 2014).

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Student-teacher relationships also play a vital role in visible learning (Hattie, 2009). Much research has linked positive student-teacher relationships with higher motivation, achievement, and perception of care (Alder, 2012; Cavanagh et al., 2012; Cramer & Bennet, 2015; Falls & Roberts, 2012; Garza et al., 2014; Urdan & Schoefelder, 2006; Warren & Bonilla, 2018), specifically for minority students (Collier et al., 2019) and females (Tumova, 2020 ; Waltzer & Nottis, 2013). These relationships are built on relational care that creates *caring-for* (p. 392) partnerships (Noddings, 2010) built on trust (Tschannen-Moran, 2004) and an understanding of the characteristics and needs of individual students. Students are adept at determining the values and expectations that drive their instructors' decisions, and this can result in either motivation or demotivation of their learning (Hattie).

Relationships are the foundation of education, and reciprocal relationships are formed on the basis of cultural care. When relationships are developed with a competency of care that is based on the differences of individuals, connectedness and belonging create opportunities for students to achieve personal and academic success (Froiland & Worrell, 2016; Howard, 2001; Lu, 2018; Shevalier & McKenzie, 2012; Todd, 2018; Valenzuela, 1999; Vega et al., 2015; Wang & Holcombe, 2010). Numerous studies indicate the impact of positive teacher and student relationships on not only achievement (Froiland & Worrell, 2016; Howard, 2001; Todd, 2018; Wang & Holcombe, 2010), but on their motivation (Abry et al., 2013; Allen & FitGerald, 2017; Froiland & Worrell, 2016; Kimmel et al., 2016; Masko, 2018; Rabin, 2014; Velasquez et al, 2013), engagement (Falls & Roberts, 2012; Froiland & Worrell, 2016; Garza & Huerta, 2014), and relationships with others (Land et al., 2014; Rabin, 2014; Vega et al., 2015). Because

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of the profound holistic effect that caring relationships have on students, developing a competency of care that allows the realization of those opportunities is imperative to leaders.

Students identified that when their teachers showed an interest in their lived experiences or future aspirations, they felt more valued and developed more influential relationships (Masko, 2018; Parsons, 2005; Warren & Bonilla, 2018). Allen's and FitzGerald's (2017) research revealed that culturally responsive practices resulted in improved effort and positivity, even when presented with challenges. In fact, challenging students to achieve their best has been shown to increase motivation and achievement, as well as lead to reciprocal relationships (Cooper & Minness, 2014; Land et al., 2014; Todd, 2018; Vega et al., 2015).

The impact of meaningful relationships on motivation and achievement are immense (Alder, 2012; Cavanagh et al., 2012; Cramer & Bennet, 2015; Falls & Roberts, 2012; Garza et al., 2014; Warren & Bonilla, 2018). Noddings (2001) described the difference between care and coercion, which both have an impact on relationships. Relationships built on care rely on actions that are based on *caring-for* (p. 36) because they are specific and are meant to represent what is best for the cared-for. Coercion, on the other hand, is represented as using actions, some of which may appear as caring, but with the intention of manipulating individuals based on self-interest. Natural caring that builds reciprocity is a process that requires motivational displacement and dedication without coercive actions (Noddings, 2010).

Teacher bias, or even perceived teacher bias, influences how students feel about their learning environment, as well as the perceived values of the teacher (Bonefield et

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al., 2019; Cramer & Bennet, 2015; Lu, 2016), as well as their own culture (Urdan & Bruchmann, 2018). Students who value and appreciate their culture tend to be more motivated to achieve because they have a greater sense of self-efficacy (Collier et al., 2019). Self-efficacy is one's belief in oneself to be successful at given tasks, and it influences the choices individuals make, the effort they exert, and how much they persist when faced with challenge (Bandura, 1997). When educators put themselves in the place of those they are *caring-for* (Noddings, 2010, p. 392), hold high expectations for all learners, provide a clear and individualized path to attain those goals, utilize feedback to refine the approach, and focus on building positive relationships where culture is valued, they are exemplifying visible learning through a lens of care.

Motivational Factors

Jones's (2018) MUSIC® Model of Motivation explores five factors of motivation, eMpowerment, Usefulness, Success, Interest, and Caring, through considering various perspectives of those factors. How individuals respond to activities is influenced by a cost/benefit analysis. This analysis impacts students' motivation and engagement in a course, as well as their motivation and engagement in other activities. Perceptions of factors of motivation from educators can differ from those of their students due to various contextual factors (Jones, 2009). The perception of these factors is not stagnant, as they are situational and can be impacted based on feedback and the implementation of various strategies (Chittum et al., 2019; Jones, 2018).

Empowerment

Students feel a sense of autonomy, as well as care, when their voices are heard and their opinions are taken into consideration (Baeten et al., 2012; Grealish et al., 2017;

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Robertson & Padesky, 2019). Practices that are perceived as caring, such as having open dialogue (Noddings, 2010; Parsons, 2005; Roberts, 2010; Shevalier & McKenzie, 2012; Ullucci, 2009), providing choices (Shevalier & McKenzie, 2012; Ullucci, 2009), and bringing culture into the classroom (Urdan & Bruchmann, 2018) all contribute positively to students' self-efficacy, which is related to their sense of empowerment (Grealish et al.). Fostering environments that build up students' beliefs about themselves through valuing their uniqueness, empowers them to be motivated to learn. Supportive student-teacher relationships contribute to empowerment because students feel a greater sense of access to their education and collaboration with others (Grealish et al.; Wu, 2019).

Educators can influence students' self-efficacy, and in turn, empowerment, by providing scenarios for active inquiry learning through PBL or CBL that is focused on student choice and real-life applications (Baeten et al., 2012; Robertson & Padesky, 2019; Trolan & Jach, 2020). This type of learning environment has positive impacts on motivation and achievement; however, structures must be in place that allow for students to feel confident completing PBL activities (Robertson & Padesky, 2019). Baeten et al. discovered that a progressive shift from lecture-based teaching to inquiry-based applications such as PBL and CBL is most effective, rather than beginning with them from the onset. This allows for the establishment of scaffolding, feedback, and structure that guides students, while providing clear expectations for the outcome.

While PBL empowers students when utilized effectively, it requires self-regulation on behalf of the students. As students progress to higher education, self-regulation becomes an integral factor in their success. Researchers have noted that when educators take the time to teach strategies for self-regulation, motivation and achievement

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are positively impacted (Zimmerman, 2002). However, it is noted that self-regulation strategies must often be explicitly taught (Sava et al., 2020). Self-efficacy, goal setting, and purpose are influential to students' abilities to self-regulate (Bembenutty, 2011). Providing autonomous opportunities where students have choice and more control over their own learning has positive impacts on motivation (Baeten et al., 2012; Grealish et al., 2017; Robertson & Padesky, 2019), but only when structured in a way that allows for feedback and growth (Arts et al., 2016; Hattie, 2015; Sava et al.). The ability to use strategy to self-regulate motivation, as well, relates positively to greater effort, persistence, and achievement (Schwinger et al., 2012).

Usefulness

Active learning frameworks such as PBL and CBL are designed to encourage higher-order thinking in order to apply concepts learned in a course to real-world scenarios (Haug et al., 2019). Motivation for these types of activities is influenced by students' self-efficacy (Roberts & Padesky, 2019), as well as the instructors' explanation for why the activity is useful (Jones, 2009). Jones (2009) explained that in some coursework the usefulness is clearer, as the real-world connections are evident. The recognition of usefulness varies from person to person, but when students feel that activities are useful to their personal and professional growth, they are more self-regulated and motivated (Simons et al., 2004).

Utility of the information provided is one of the subjective task values (SVT) associated with the Eccles' and Wigfield's (2020) expectancy-value theory. They explained that the utility of SVT is most closely related to extrinsic motivation; however, when utility is connected to a specific career path, it can be connected to an individual's

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intrinsic motivation. For students in education courses, the majority are working towards a career as an educator, so the assumption would be that usefulness would impact both their extrinsic and intrinsic motivation to succeed. Hulleman et al. (2017) found that when students made connections between the utility of the subject matter and their future goals, they increased their self-efficacy in regard to the course and felt that the work was more meaningful. Additionally, Hulleman et al. found that this helped students who were identified as lower-performing feel more able to succeed in the coursework.

Success

Students' perceived belief about whether they can succeed or not in a course is influential to their decision-making and motivation (Palos et al., 2019). Instructional design that is challenging, yet attainable sets students up for success, which motivates them to be engaged in their activities (Jones, 2009). When work is either too difficult or too easy, motivation is negatively impacted (Jones, 2009). When course content is responsive to the needs of students, both academically and culturally, students feel *cared-for* (Noddings, 2010, p. 392) and motivated to work towards success (Garza & Huerta, 2014; Howard, 2001; Masko, 2018; Parsons, 2005; Shevalier & McKenzie, 2012).

Students' self-efficacy and their mindset drive their actions. Mindsets impact how individuals view situations and what motivates them to succeed. Entity theorists are most concerned with achievement, while incremental theorists are more focused on growth (Dweck, 2005). Failure is viewed as unacceptable by those with an entity mindset and may limit their growth because they are less apt to take on challenges (Dweck, 2005). Arts et al. (2016) found that, at times, learning is overlooked because students are so focused on the grade. A growth mindset positively impacts both short- and long-term

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goals through viewing difficult situations and failures as part of the overall learning process (Dweck, 2015). Failure is an opportunity for self-reflection based on the feedback provided (Jones, 2009). The expectations of a course and the environment created impact how students perceive success (Jones, 2009). When students feel that they have the ability to be successful, they are more motivated to do the coursework (Banfield, 2020). Additionally, those with more self-efficacy set higher goals for themselves (Zimmerman & Bandura, 1994).

Interest

Jones (2009) discussed the importance of incorporating instruction that is designed for sustained, rather than temporary interest in a topic, as this leads to greater motivation. Jones (2009) referenced Schunk et al. (2008) when explaining that sustained interest allows more time for students to process information and connect it to previous learning because they do not have to regulate their efforts on something that does not interest them. Reciprocal relationships with teachers can also play an important role in the interest level of students in a course (Urduan & Schoenfelder, 2006; Wu, 2019). While there are factors that teachers cannot control that impact students' motivation, the ones that they can control can positively impact the motivation of the students in their classroom (Jones, 2009, 2018; Urduan & Schoenfelder, 2006).

McGinley and Jones (2014) found that students' perceptions of interest as a motivator are positively influenced by a brief activity on the first day of a college course. The dialogue students have about their goals for the course add to their perceptions of the usefulness of the coursework, as well as their interest in it. Dialogue is also shown to be a powerful tool for demonstrating care, which was also noted in McGinley's and Jones'

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study as a motivating factor that was increased through the opening day activity. This is in line with other research and theory that promotes dialogue as a representation of care (Noddings, 2010; Parsons, 2005; Roberts, 2010; Shevalier & McKenzie, 2012; Ullucci, 2009).

Caring

Care is a foundational component of education and is inextricably linked to motivation (Allen & FitzGerald, 2017; Abry et al., 2013), achievement (Froiland & Worrell, 2016; Vega et al., 2015; Wang & Holcombe, 2010), and positive teacher-student relationships (Alder, 2012; Cavanagh et al., 2012; Cramer & Bennet, 2015; Falls & Roberts, 2012; Garza et al., 2014; Warren & Bonilla, 2018). A foundation of care theory is presented, along with an examination of care from various perspectives. Perspectives include culture, race, gender, and environment through a synopsis of relevant studies. Miller and Mills (2019) discovered that students in college perceived engaging instruction that allows for interaction with the professor as caring. With a lack of current research examining perceptions of care from the perspective of students in college (Miller & Mills), and specifically, student teachers (Collinson, 2012; Eisenbach, 2016; Garza et al.; Rabin, 2014; Shevalier & McKenzie, 2012; Todd, 2018), a connection is made to higher education to inform future research.

Care Theory. Care theory is grounded in the view that care comes in different forms.

Noddings (1984, 1992, 2005, 2010, 2013) discussed the virtue of care versus relational care, as well as ethical versus natural caring. These ideals serve as the foundation for numerous studies that aim to determine what care looks like, how it is perceived, and the strategies that educators can put into practice in order to increase motivation,

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achievement, and relationships. When thinking of actions that would be categorized as care, teachers must begin to think about how those actions are being perceived by their students. Are the actions leading to reciprocal care, or are they based on traditional understandings of what it means to care? The ethic of care from Noddings (1984) speaks to the natural caring that is required to establish care as the foundation of decision-making based on the needs of the individual. Noddings' (2001, 2010) work describing the difference between the virtue of care, *caring-about* (p. 36), and relational care, *caring-for* (p. 392), has been influential in researchers' examinations of care. Mutually beneficial, relational care focuses on relationships built on a foundation where both sides benefit from the care, while a virtual care is broad and typically one-sided (Noddings, 2010).

Teachers can feel as though they are demonstrating care for their students, even if their students do not feel the same. Noddings (2001) would describe this as a *caring-about* (p. 36) method because both sides are not experiencing the same feelings. However, she proposes that relational care, or the *caring-for* (p. 36) approach, is more mutually beneficial for people because the care is reciprocated. Examples of *caring-for* (p. 36) are based on what is best for the person being cared for and sets aside the beliefs of the person doing the caring. In education, an example would be taking time to have conversations about difficult subjects that the person who is caring knows is important to the cared-for. These types of *caring-for* (p. 36) actions consider the unique needs of individuals and promote reciprocity built on trust and respect. From an educational standpoint, care that is reciprocal establishes an understanding between students and teachers that accounts for individual needs, establishes rapport and relationships built on trust, and contributes to a positive school climate (Allen & FitzGerald, 2017; Parsons,

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2005; Shevalier & McKenzie, 2012). Essentially, “Belonging is two-sided” (R. Knight, personal communication, March 5, 2020).

Care theory has also been influenced by the work of Carol Gilligan. While many associate Gilligan with gender, she also theorized about moral injury, specifically trust built by listening: “If we are serious about recognizing and respecting differences, then we need to hear and encourage the full range of voices within and around us by becoming a society of listeners” (Gilligan, 2014, p. 104). Gilligan’s (2014) work established the importance of knowing the needs of the individuals and allowing their voices to be heard by respecting the diversity that they bring. For voices to be heard, there must be open lines of communication that allow for dialogue. Noddings (2005, 2010) identified the need for dialogue as a representation of relational care, and numerous current research studies have been conducted that support Noddings’ theory (Alder, 2012; Collinson, 2012; Cramer & Bennett, 2015; Land et al., 2014; Masko, 2018; Parsons, 2005; Shevalier & Mackenzie, 2012; Tosolt, 2009; Velasquez et al., 2013; Wang & Holcombe, 2010). Care that recognizes, acknowledges, and allows for differences to be discussed leads to more chances for meaningful relationships to be developed.

Cultural Care. Creating a culture of care means being intentional about integrating culturally responsive practices into the classroom to honor and develop an understanding of how students’ differences impact their perceptions of teacher care. Beginning with developing an understanding of students and their unique characteristics, these culturally responsive practices create learning environments where students feel cared for (Noddings, 2010) and valued (Allen & FitzGerald, 2017; Cavanagh, et. al, 2012; Cramer & Bennett, 2015; Howard, 2001; Masko, 2018; Parsons, 2005; Warren & Bonilla, 2018)

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because their individual needs are being met holistically. Researchers have discovered that both students and teachers view academic scaffolding as a representation of care (Garza et al., 2014); however, this requires a *caring-for* (Noddings, 2010, p. 392) approach, as it is based on individual needs. Additionally, practices that account for the diversity amongst individuals are imperative to building reciprocal care (Garza & Huerta, 2014; Howard, 2001; Masko, 2018; Parsons, 2005; Shevalier & McKenzie, 2012). When students' individual academic, social, and emotional needs are meaningfully incorporated into practice, the results are impactful.

Students value open communication and learning that meets their needs (Masko, 2018; Shevalier & McKenzie, 2012). Noddings (2010) identified dialogue as important to reciprocal care because students appreciate when teachers include their cultural opinions in the functioning and creation of the classroom environment (Shevalier & McKenzie, 2012). Through bringing in aspects of diverse cultures into their classrooms instead of shying away from them, teachers are able to build reciprocal care through incorporating culturally responsive practices (Roberts, 2010; Ullucci, 2009). The physical environment and instructional choices of the classroom also influence how care is perceived.

Incorporating multicultural aspects demonstrates to students that their culture is valued (Shevalier & McKenzie, 2012; Ullucci, 2009). Small group instruction encourages collaboration and social interaction, which allows for relationships to develop (Allen & FitzGerald, 2017; Shevalier & McKenzie, 2012; Ullucci, 2009). Using interactive instruction such as morning meetings or class discussions encourages dialogue and open communication (Noddings, 2010; Parsons, 2005; Roberts, 2010; Shevalier & McKenzie,

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2012; Ullucci, 2009). These are universal aspects that yield positive results and provide favorable outcomes for students and educators.

Motivation and Achievement

When students feel that they matter holistically, they have a greater intrinsic desire to learn and be a part of the classroom community (Froiland & Worrell, 2016; Rabin, 2014; Wang & Holcombe, 2010). Both conscious and unconscious bias influence how teachers exemplify care, as well as how care is perceived by students (Bonefield et al., 2019). “We take it [bias] and define the invisible” (R. Knight, personal communication, March 5, 2020). The assumptions made impact the competency of care and the actions associated with them. Researchers have mentioned the importance of teachers to move beyond bias in order to demonstrate a true belief in students’ ability to succeed regardless of obstacles (Cramer & Bennett, 2015; Howard, 2001) because when this does not happen, a lack of belief results in negative attitudes about learning (Vega et al., 2015). When students know that their teachers believe in their unique abilities and value their individual differences, students not only have a greater motivation to succeed, but they have a more positive self-image (Falls & Roberts, 2012). Additionally, personal development and social competency lead to a more positive learning environment for all (Abry et al., 2013; Garza & Huerta, 2014; Rabin, 2014; Todd, 2018).

Perceptions of Caring Actions

Research has demonstrated that cultural care results in more positive and meaningful teacher-student relationships, as well as increased motivation and achievement. In order to effectively integrate culturally responsive practices, it is

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essential to have a foundation of proven practices that exemplify care and result in reciprocal care.

Dialogue

Dialogue about race, relationships built on support, social learning, teacher modeling, and culturally relevant instruction are practices that researchers identify as demonstrating caring dispositions (Parsons, 2005; Roberts, 2010; Ullucci, 2009). Freire (2018) discusses the need for a “problem posing educator” who promotes inquiry and growth through placing a priority on reflection and including students in their educational decisions. This allows for reciprocal relationships to develop, resulting in learning that is constructed together, rather than the teacher solely acting at the authority of the learning process (Freire). While race and ethnicity can be uncomfortable for some to discuss, students view this as a demonstration of care that allows them to take an active role in the learning process (Masko, 2018; Noddings, 2001; Shevalier & McKenzie, 2012; Ullucci, 2009). Through validating opinions and having open dialogue, a sense of community creates a positive learning environment (Rabin & Smith, 2016; Ullucci, 2009) that leads to “...an increase in effort, motivation, and positive disposition in subjects or tasks...” (Allen & FitzGerald, p. 17). Roberts (2010) also found through observations that conversations between African American teachers and their African American students supported the use of Critical Race Theory (CRT) which brings knowledge of the realities of racism as an ethic of care. Delgado and Stefancic (2017) describe CRT as engagement in “studying and transforming the relationship among race, racism, and power” (p. 3). Ignoring race and cultural differences exemplifies colorblindness, rather than critical conversation about the realities of race and cultural factors.

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Dialogue was a key finding in Shevalier and McKenzie (2012), who found that students appreciated teachers who included their opinions in the functioning of the classroom through application-based ideas such as class meetings, real world knowledge integrated into culturally relevant practice, hands-on activities, and group work. Connected to the work of Ullucci (2009) and Roberts (2010), Shevalier and McKenzie discovered that teachers perceived as caring were able to seamlessly include aspects of students' cultures into their instruction through activities and discussions instead of shying away from practices that could sometimes be viewed as difficult or uncomfortable.

High Expectations

Practices that demonstrate an understanding of where students are, as well as setting goals for them to attain have resulted in positive outcomes (Froiland & Worrell, 2016; Wang & Holcombe, 2010). Demonstrating a belief that students can achieve regardless of ability level is successful at growing students at all ability levels, even those who have been marginalized in the past (Land et al., 2014). In addition to having high expectations for students academically, care is also recognized by students when the teachers hold high expectations for them personally (Todd, 2018). Engaging in conversations about future plans or lived experiences leads to stronger reciprocal relationships (Masko, 2018; Parsons, 2005; Warren & Bonilla, 2018). Land et al. also discovered that these high expectations lead to personal resilience and more of an opportunity to build positive relationships with others.

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Sense of Community

Researchers have identified that when students know their teachers care, the environment is a safe place to learn based on a family atmosphere (Cavanagh et al., 2012; Howard, 2001; Falls & Roberts, 2012; Rabin, 2014). Specific strategies such as engaging in meaningful class discussions, presenting real-world applications, developing self-efficacy, including physical cultural representations in the classroom, treating students with respect, and a focus on individual needs have all led to increased feelings of teacher care (Alexander & FitzGerald, 2017; Garza et al., 2014; Shevalier & McKenzie, 2012; Todd, 2018; Tosolt, 2009; Ullucci, 2009; Velasquez et al., 2013).

Varied Perceptions

Care is perceived differently based on a number of factors, with some of the most impactful being race and gender. While the caring actions noted above have been successful at increasing levels of perceived care, their impact varies based on the perception being examined. In order for educators to successfully establish reciprocal relationships with their students, it is imperative that they are aware of the diversity of care.

Race. Race influences how care is perceived by students (Allen & FitzGerald, 2017; Garza et al., 2010; Parsons, 2005; Roberts, 2010; Shevalier & McKenzie, 2012; Todd, 2018; Tosolt, 2010; Ullucci, 2009). Impacts on academic growth, motivation, and relationships with peers are all influenced by the care that students perceive from their teachers. Tosolt (2010) found that academic growth as an ethic of care varies based on race. African American students value help with academic success as an ethic of care, while White students value interpersonal relationships. An interesting finding was that

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Tosolt (2010) shared that teachers' ethnic backgrounds do not impact students' perceptions of care, which aligns with Parsons's (2005) study as well. Parsons conducted a study in an urban elementary school in the southeastern United States to examine how White teachers can reach their African American students. Similarly to Roberts's (2010) study of African American teachers and African American students, dialogue emerged as a significant factor to promote an ethic of care between White teachers and African American students.

While much research compares how African American students and White students view care, Garza et al. (2010) compared perceptions from White, African American, and Latino students to determine if previous studies, which noted varying perceptions of teacher care based on ethnicity and gender, are accurate for students in these two ethnic categories. Their research, which utilized a Likert-type scale to rate aspects of care, did not find any significant differences between students' races, but they did note, "Latino and African American students perceived providing academic support as critical in demonstrating care, more so than White students" (p. 5). While Garza et al. found that race does not yield significant results, gender does.

Some students of color identified that they only felt successful when they assimilated into the White culture because of their feelings of marginalization and a lack of teacher care (Cooper & Miness, 2014; Tabron & Chambers, 2019). Students of color learn best from teachers who demonstrate care and a true belief in their abilities (Howard, 2001; Vega et al., 2015; Warren & Bonilla, 2018), as well as involve their families in the learning environment (Alder, 2012; Howard, 2001).

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Gender. Garza et al. (2010) revealed that gender results in significant differences between what females perceive as care, as opposed to what males perceive as care. Males value “jokes”, while females value personalized support and understanding (Garza et al.). Taking place in a high school setting, their study aligned with Carol Gilligan’s (2014) exploration of the influences of gender in high school. At this age, boys tend to be more independent and stoic, while girls tend to be emotionally vulnerable (p. 94). In another study focused on students as agents of change, feedback, fostering engagement, and individualized goals were all identified as areas of importance by males and females, but females placed more of an emphasis on academic factors than males (Garza & Huerta, 2014). Tosolt (2010) also examined gender influences and determined that females value academic success, while males value interpersonal relationships. From a higher education perspective, Lu (2018) found that female students only felt cared for by female educators, and that there is more of a focus on education than the holistic student. How teachers view gender also impacts how students view themselves (Ullman, 2017). When students feel accepted and valued regardless of gender, perceptions of care and motivation increase.

Higher Education Connection

Clinical Practitioners

Caring dispositions are essential to teacher success, as many evaluations of teacher performance include ratings of care. Providing support and experiences where practitioners practice growing their dispositions is imperative to successful teacher education programs. Todd (2018) suggested sharing strategies with practitioners which demonstrate the influence they can have on their students’ academic and personal lives

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through high expectations, enthusiasm, and respect. In addition to respect between teachers and students, Rabin (2014) shared that a hands-on approach to building community through growing students' metacognition about caring actions sparked intrinsic motivation with students.

Shevalier and McKenzie (2012) proposed the use of theory-based discussions about the differences in *caring-for* (p. 392) and *caring-about* (p. 392) that are linked to Noddings' (2010) motivational displacement theory in order to develop a more comprehensive understanding of cultural care. Expanding on the importance of these discussions for interactions with students from urban settings, specifically on the power of relationship and community-building in students' positive cultural views of themselves and others, is imperative (Garza et al., 2014; Ullucci, 2009). Ullucci shared why these factors are important, "As teacher educators continue to prepare our students for urban placements, it is critical that we convey to them that community building, relationship building, and honesty in our conversations pay dividends" (p. 26). Ensuring that teacher education programs are effectively preparing clinical practitioners to demonstrate dispositions of care in diverse settings is essential to the success of the programs.

Finally, researchers share the importance of clinical practitioners reflecting on their own values and actions based on those values in order to promote a growth mindset. Collinson (2012) and Eisenbach (2016) agreed that teacher education programs need to evaluate how their practitioners are learning about care and using metacognition to understand how their perceptions are influenced from their prior knowledge and experiences. Through professional development plans focused on reflective dispositions,

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Zoellner et al. (2017) discovered that these practices promote practitioners' thinking about the impact of their decisions more frequently.

Development

With limited research available directed at understanding clinical practitioners' perceptions of care based on prior knowledge and experiences, as well as the influence those factors have on their teaching practices, this is an area that needs further investigation. Theory-based discussions will help preservice teachers develop a more comprehensive understanding of the diverse ways to demonstrate care (Shevalier & McKenzie, 2012). Expanding on the importance of these discussions for students from urban settings, Shevalier and McKenzie proposed that teacher education programs, "...foster preservice teachers' capacity to care for and value urban students and help them understand that all they do as teachers...is not just nuts-and-bolts of the profession but is truly a manifestation of the care and ethics" (p. 1102).

In addition to incorporating the theory of motivational displacement in teacher education programs, impressing the power of relationship and community-building in students' positive cultural views of themselves and others is imperative (Garza et al., 2014; Ullucci, 2009).

Ullucci stated it best:

As teacher educators continue to prepare our students for urban placements, it is critical that we convey to them that community building, relationship building, and honesty in our conversations pay dividends. The work that teachers do

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upfront to show students the importance of their culture, the dignity of their worth and the leavening power of kindness and humor will in many ways serve them better than any of the ‘management’ programs available. (p. 26)

Ensuring that the educator preparation program is effectively modeling and teaching about the competency of care is essential to programmatic success.

Summary

The review of literature focused on Hattie’s (2014) visible learning theory and its relationship to the motivational factors utilized in the survey design. The factors demonstrated that motivation is multidimensional. Aspects of care theory are present throughout the discussion of the factors of motivation with underpinnings in the notion of *caring-for* (Noddings, 2010, p. 392). The concepts of motivational displacement and visible learning are related because both encourage teachers to put themselves in the place of their students and to consider their students’ needs at the forefront. While there are culturally responsive practices that create positive learning environments for all, it is imperative that individual differences are considered as well. Research shows that motivational factors vary based on individual perceptions, and caring actions are perceived differently based on race and gender. This provides insight for educators to consider when designing their classroom environment, activities, and expectations to meet the needs of all of their students. Through incorporating opportunities for feedback, evaluation, and reflection, reciprocal relationships with students built on trust, respect, and most of all, care, can add to their motivation. While much of the current research is concentrated on P-12 education, connections to higher education are integral for the

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effective development of educator preparation programs that produce caring and motivational teachers.

Methodology

Research Purpose and Questions

The way in which motivation and care is viewed varies based on individual perspectives. Research has shown that when teachers create learning environments that provide choice, challenge students appropriately, develop meaningful relationships, and incorporate feedback into decision-making, motivation is positively impacted. Jones (2009) expanded upon motivation to include five factors that influence individuals' perceptions of motivation. Those factors are "eMpowerment, Usefulness, Success, Interest, and Caring" (p. 273). This investigation examined the factors in the MUSIC® Model of Motivation from the perspective of college students in an educator preparation program. Additionally, this investigation also explored faculty's perceptions about how their students perceive motivation. The perceptions of both students and faculty were examined in isolation, as well as aggregate to draw comparisons. Factors were then analyzed in terms of gender, year in school, and race. For triangulation, and to provide rich data, qualitative interview questions were used to provide additional insight into the perspectives and practices of both students enrolled in undergraduate education courses and college faculty.

Research Questions

This research explored perceptions of motivational factors from the perspectives of students, as well as how their instructors perceive their motivations. The researcher determined the factors that were most influential to students' motivations in their department of education courses. Through pre- and post-data collection methods, results

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were analyzed in isolation, as well as in aggregate. Comparisons between students' and instructors' perceptions were explored, as well as how demographic factors such as gender, race, and year in school correlated with the motivational factors.

The following questions were discussed through this research:

1. Which MUSIC® motivational factors (eMpowerment, Usefulness, Success, Interest, Caring) are identified most frequently by students in the education department courses?
 - a. Due to experiences throughout the semester, did the factors of motivation change?
2. What is the relationship between students' perceptions of motivation in comparison to their faculty perceptions of their motivation?
3. What is the relationship between students' perceptions of motivation and their unique demographic characteristics?
4. What do students identify as motivational strategies that they have experienced that will be implemented in their own professional practice?
 - b. How do these motivational strategies align with faculty perceptions?

Research Design

The research conducted utilized a mixed-methods design through the use of Likert-type response scale survey, as well as qualitative follow-up interviews with both students and faculty. When replicating the survey for use in the study, the researcher utilized suggestions from the "User Guide for Assessing the Components of the MUSIC® Model of Motivation" (Jones, 2020). The research examined the factors of

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motivation that are most influential based on undergraduates' perceptions, as well as those of their faculty members. Baseline- and post-collection data were analyzed in isolation, as well as in aggregate, using factor analysis to determine any significance between responses and demographic characteristics. Additionally, comparisons were examined to determine if a correlation existed between the perceptions of college students and those of the faculty who educate them. To triangulate the data, which reduces measurement error (Trochim et al., 2016), qualitative follow-up interviews were used as additional measures. Interview transcripts were coded to determine trends, as well as to examine if students' perspectives influence their practice.

Participants

For this study, the population from which the sample was chosen includes students enrolled in undergraduate education courses during the Fall 2020 semester. To participate in the study, participants must have been currently enrolled in a course in the education department at a freshman, sophomore, junior, senior, or post baccalaureate level. The target population of students currently enrolled in undergraduate education courses was 315 students. This population included representation from 39 majors (see Appendix A) with the majority (58.41%) having a declared major or minor in education (L. Bigham, personal communication, October 30, 2020). Educators from the university's education department were also part of the study. To participate, the faculty members must have been currently teaching or supervising students in an education related course during the Fall 2020 semester. The target population of educators included 35 faculty members with varying ranks: four Professors, four Associate Professors, four Assistant Professors, and 25 Adjunct Professors/Lecturers. The educators and candidates included

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in the target population represent the following education programs: i.e., Adolescent to Young Adult, Art Education, Health Education, Intervention Specialist, Middle Childhood, Music Education, Physical Education, and Primary Education.

Setting

The setting for the research study included students enrolled in undergraduate education courses at a private liberal arts university in northeastern Ohio. The university is located within a city that was originally built on industry, specifically the railroad. There are three schools located within the city. Two are Preschool through 12th grade public school districts. According to the typology chart, one is classified as urban, and the other is rural (Ohio Department of Education). The third school is private with Preschool through 5th grade enrollment. The demographic make-up of the city's population is listed in Table 1 (United States Census Bureau), as well as the university's demographics in Table 2 (Univstats). The university's education department currently consists of 315 students, which represents over 10% of the overall undergraduate enrollment at the University. Table 3 details the demographic characteristics of the students in the target population including: gender, level in university, and race (L. Bigham, personal communication, October 30, 2020). The declared majors of the students represented in the target population is located in Appendix A.

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Table 1

Demographic Characteristics of the City's Population

Baseline characteristic	<i>n</i>	%
Gender		
Females	11,216	52.3
Males	10,230	47.7
Race		
White	18,336	85.5
Black	1,930	9.0
Multiracial	815	3.8
Hispanic	365	1.7
Asian	129	0.6
Indian	86	0.4

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Table 2

Demographic Characteristics of the University's Undergraduate Population

Baseline characteristic	<i>n</i>	%
Gender		
Males	1,212	54.87
Females	997	45.13
Race		
White	1,816	80.2
Black	181	8.00
Multiracial	88	3.90
Unknown	58	2.60
Asian	21	0.90
Indian	11	0.50

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Table 3

Demographic Characteristics of Students in the Target Population

Baseline characteristic	<i>n</i>	%
Gender (<i>n</i> = 315)		
Females	192	60.95
Males	123	39.05
Level in University (<i>n</i> = 315)		
Freshman	51	16.19
Sophomore	47	14.92
Junior	85	26.98
Senior	118	37.46
Post Baccalaureate	14	0.04
Race (<i>n</i> = 312)		
White	270	86.54
Black	15	4.80
Multiracial	11	3.53
Hispanic	10	3.21
Unknown	4	1.28

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Asian	1	0.32
Indian	1	0.32

During the study, the delivery of instruction in this educational setting varied from traditional semesters due to the COVID-19 pandemic. The university had students return to campus, but there was a hybrid delivery of instruction with students typically only attending face-to-face class once a week due to social distancing protocols. While an online learning management system was already in place at the university, faculty had to navigate how to deliver their traditional instruction in a virtual format. These factors are important to note in the study, as they have the potential to impact participant responses.

Instrumentation

The quantitative data collection utilized the College Student version of the MUSIC® Inventory, as well as the Professor version of the MUSIC® Inventory (see Appendices B and D). Designed to “help instructors in any field understand how to apply current motivation research and theories to instruction” Jones and Skaggs (2016, p. 5) provided the conceptual framework of the MUSIC® model and validity evidence to support its implementation. A measure of internal consistency revealed Cronbach’s alpha values of: $\alpha = 0.91$ for empowerment, $\alpha = 0.96$ for usefulness, $\alpha = 0.93$ for success, $\alpha = 0.95$ for interest, and $\alpha = 0.93$ for caring (p. 4). Both item analysis, as well as confirmatory factor analysis demonstrated how the five factors represent unidimensional measures, “each loading was statistically significant with none of the items cross loading on any of the other factors” (p. 5). Further investigation using Pearson’s correlation coefficients revealed that the factors were moderately correlated, yet “distinct factors” (p. 6). To provide reliable and valid ratings, Jones (2020) noted that a sum or average of all

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26 scales produce inconsistent data, as each factor should be analyzed in isolation.

Aggregated data, as well as an analysis of each unidimensional measure provided for more reliable results (K. Larwin, personal communication, October 28, 2020).

Jones (2020) classified the College Student version of the MUSIC® Inventory as a “very good, if not excellent” (p. 9) survey instrument based on the validity and reliability evidence from numerous studies (Chittum et al., 2019; Jones, 2019; Jones & Skaggs, 2016; Pace et al., 2016). Both Chittum et al. (2019) and Pace et al. (2016) found Cronbach’s alpha values ranging in the $\alpha = 0.80$ to 0.90 or above. A confirmatory factor analysis in each study also revealed that the factors in each of the studies were distinct, which is a similar finding to Jones’ and Skaggs’ (2016). The data were collected using a six-point Likert-scale survey rather than a seven-point scale because measures indicated that this provides more reliability (Jones, 2009). The scale used in the study is provided below:

1 Strongly disagree	2 Disagree	3 Somewhat disagree	4 Somewhat agree	5 Agree	6 Strongly agree
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Following data collection, results for this instrument were scored using the formulas below to determine an overall rating for each scale (Jones, 2020):

$$\text{Empowerment score} = (\text{item 2} + \text{item 8} + \text{item 12} + \text{item 17} + \text{item 26}) / 5$$

$$\text{Usefulness score} = (\text{item 3} + \text{item 5} + \text{item 19} + \text{item 21} + \text{item 23}) / 5$$

$$\text{Success score} = (\text{item 7} + \text{item 10} + \text{item 14} + \text{item 18}) / 4$$

$$\text{Interest score} = (\text{item 1} + \text{item 6} + \text{item 9} + \text{item 11} + \text{item 13} + \text{item 15}) / 6$$

$$\text{Caring score} = (\text{item 4} + \text{item 16} + \text{item 20} + \text{item 22} + \text{item 24} + \text{item 25}) / 6. \text{ (p.}$$

14)

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The Professor version of the MUSIC® Inventory was utilized as a reflective tool to determine if correlations existed between the perspectives of students enrolled in undergraduate education courses and the faculty that educate them. Because the Professor version is still undergoing validity testing (Jones, 2020), the results were used to triangulate the perception data from the students, as well as to inform the reflective follow-up interview questions. The data for the Professor version also utilized the same six-point Likert-scale and scoring formulas represented above. Jones indicated that professors could utilize this data to determine which factors of their instruction are consistent with and can compare their beliefs to those of their students. All of this is intended to inform instructional decisions that provide impactful learning experiences.

Data sets for college student perceptions were collected during the first half of the Fall 2020 semester, as well as at the end of the semester. This was intended to determine if motivational factors changed over time for participants who participated in both collections, as well as to provide two sets for analysis in isolation. The data set for faculty was collected once at the end of the semester as a tool for comparison and reflection. Data were analyzed in isolation, as well as in aggregate, and factor analysis was used to determine if correlations existed between distinct factors and demographic characteristics such as gender, race, level in university, and major area of study.

For the qualitative interview component, results from the surveys were shared with the participants in the purposive sample, which included both college students and faculty members. The questions utilized in the structured interview were informed by Jones' (2020) guide that provided examples from several studies, as well as questions specific to the study's research questions. To limit any social desirability bias, interviews

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were conducted individually via Zoom by a third-party interviewer with no connection to the institution in the study. Interviews lasted an average of 23 minutes, and all identifier information was removed when the transcriptions were provided to the researcher.

Demographic characteristics were collected to provide context for the reader; however, when the characteristic impacted anonymity, they were excluded from reporting.

Reflective questions for the college student interviews included:

- What aspects of your coursework give you ownership of your learning?
- What choices did you have in assignments to demonstrate mastery?
- What changes could be made to the coursework to make it more useful?
- What makes you feel that you can be successful in the coursework?
- What adjustments could be made in the coursework to make it more engaging?
- How do you view care?
- How do the professors in the education program demonstrate care?
- How do you demonstrate care?
- Has the COVID-19 pandemic impacted the way you perceive and/or show care?
If so, how?
- What motivational factor (empowerment, usefulness, success, interest, or caring) do you feel is most impactful for your future students?
- What motivational strategies have you seen modeled in your coursework that you plan to implement in your practice?
- How do you motivate yourself to succeed?
 - Are your motivational needs different in a virtual setting? If so, how?

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Reflective questions for the faculty member interviews included:

- Do students have a choice in how they complete their coursework to demonstrate mastery? Explain.
- Do you believe that students find the coursework useful? Explain.
- Do your students believe they can be successful in your course? Explain.
- How do you design lessons based on students' interests?
- How do you support students' self-efficacy?
- How do you view care?
- How do your students show that they care?
- How do you demonstrate care?
- Has the COVID-19 pandemic impacted the way you show care? If so, how?
- How do you model motivational strategies for your students?
- What motivational factor (empowerment, usefulness, success, interest, or caring) do you feel is most impactful for your students?
- How do you motivate yourself to succeed?
 - Are your motivational needs different in a virtual setting? If so, how?

Procedures

Prior to collecting data, approval from the Institutional Review Board (IRB) at Youngstown State University (YSU) was granted. The IRB determined that the research would not put participants at risk through using anonymous survey research.

Additionally, it was noted that the data would be beneficial for informing future practices. Once approved, the researcher worked with the Dean of the College of Applied and Social Sciences, the Chair of the Education Department, and the Licensure

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Coordinator to generate a data set of students currently enrolled in undergraduate education courses for the Fall 2020 semester. This data set represented the target population of students for the study. Data collection consisted of both quantitative and qualitative components. Quantitative measures included the use of a valid and reliable survey instrument for pre- and post-perception data of college students, as well as a reflective comparison survey for professors (Jones, 2020). Quantitative results were triangulated through the use of qualitative interviews with both college students and professors. Data collection efforts were broken into three phases.

Phase One

For the first phase of this mixed-methods study, baseline data was collected to determine the need for future research and to provide a point of reference for comparative analysis. The education program consists of courses taken by both students who are majoring or minoring in education, as well as those who are not. Currently 39 majors are represented in the enrollment of students in undergraduate education courses (L. Bigham, personal communication, October 30, 2020). The program level college student version of the MUSIC® Model of Motivation survey was used to identify the factors of motivation in undergraduate college students (Jones, 2020). The anonymous survey was disseminated by the Chair of the Education Department and remained opened for 10 calendar days. This pre-data collection phase occurred during the first half of the Fall 2020 semester.

Phase Two

For the second phase of this mixed-methods study, post data collection of college students' perspectives was collected at the end of the Fall 2020 semester using the same

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measures as in Phase One. The post data collection utilized the same present tense College Student version of the MUSIC® Model of Motivation survey. Comparative analysis was used to determine if perspectives changed as the semester progressed. Phase Two of the data collection included gaining insight into the perspectives of the educators through utilizing the past tense Professor version of the MUSIC® Model of Motivation survey as a reflective tool for further analysis. Results from Phase One and Phase Two were analyzed in isolation as well as in aggregate to determine areas of significance.

In both Phase One and Phase Two, scale reliability analyses were computed for the factors of motivation. In both Phase One and Phase Two, reliability estimates were at acceptable levels (Field, 2018). Descriptive statistics were also examined to analyze the mean, standard deviation, skewness and kurtosis of the factors. Caring revealed the highest average endorsement for all collections. For further analysis, paired samples *t*-tests were computed to reveal changes from the college student pre and post collections, as well as the college student post collection and faculty responses. With highly correlated factors, a MANOVA allowed further analyses.

Phase Three

Phase Three of the study included the qualitative interviews used to triangulate the quantitative survey data. This phase included using the results of the aggregated data from Phases One and Two to gain additional insight through conducting individual follow-up interviews with both students enrolled in undergraduate education courses and faculty members. Twelve interviews, six with college students and six with faculty members, were conducted through a third-party interviewer, to limit any social desirability bias (Trochim et al., 2016). Following the interviews, transcripts with all

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identifier information removed were coded to reveal themes in the data. Five themes emerged: Caring for the Individual, Caring for the Professional, Conflicting Perceptions of Motivational Factors, Candidates' Transference of Caring Actions, and COVID Implications are Both Positive and Negative.

Summary

Through the use of a valid instrument, quantitative results were used in conjunction with qualitative interview data to determine how motivation is perceived from the perspectives of both undergraduate college students and university faculty. Using a three-phase model, the researcher first collected baseline data from college students during the first half of the semester that were then compared to post-collection data at the end of the semester. Faculty perspectives were utilized for correlations and reflection following the post-data collection. Rich data were provided through interviews conducted with a purposive sample of students and faculty. Both students and faculty members had the opportunity to reflect on how their perspectives were influenced by their experiences with the education coursework. The data collected provided the opportunity to analyze results in isolation, as well as in aggregate to determine areas of significance that could inform programmatic decisions in the education department.

Chapter 4

Results

The current mixed-methods investigation consists of three phases of data collection to examine the factors that impact motivation from the perspective of college students and the faculty members who teach and or supervise them. The multidimensional research specifically addressed the following research questions:

1. Which MUSIC® motivational factors (eMpowerment, Usefulness, Success, Interest, Caring) are identified most frequently by students in the education department courses?
 - a. Due to experiences throughout the semester, did the factors of motivation change?
2. What is the relationship between students' perceptions of motivation in comparison to their faculty perceptions of their motivation?
3. What is the relationship between students' perceptions of motivation and their unique demographic characteristics?
4. What do students identify as motivational strategies that they have experienced that will be implemented in their own professional practice?
 - b. How do these motivational strategies align with faculty perceptions?

Phase One

The baseline investigation, Phase One, sought to examine the factors that impact college students' perceptions of motivation for courses in the department of education during the first half of their Fall 2020 semester. The sample included $n = 137$ out of a

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possible 315 in the target population. Tables 4-6 provide the descriptive data for Phase One.

Table 4

Descriptive Data - College Students by Gender

Gender Identity	N	%
Female	99	72.3
Male	37	27.0
Gender Neutral	1	.7

As indicated in Table 4, those who identify as female responded to the survey more than those who identify as males or gender neutral. This is representative of the demographics of the target population in the education department where 60.95% of students identify as female.

Table 5

Descriptive Data - College Students by Race

Race Identity	N	%
White or Caucasian	129	94.2
Black or African American	3	2.2
Asian or Asian American	2	1.5
American Indian or Alaska Native	1	.7
Multiracial	1	.7
Prefer not to answer	1	.7

The majority of respondents identified as White or Caucasian. This is also representative

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of students in the education department where 86.54% of the population identify as White or Caucasian.

Table 6

Descriptive Data - College Students by Level of Schooling

Level of Schooling	N	%
Freshman	24	17.5
Sophomore	24	17.5
Junior	34	24.8
Senior	47	34.3
Post Baccalaureate	7	3.8
Prefer not to answer	1	.7

As shown in Table 6, seniors responded more than students at any other level of schooling. Again, this is representative of the target population where seniors make up 37.46% in department of education courses. For more information, a breakdown by major is located in Appendix F.

Variables for the factors of motivation were computed using the guidelines provided in Jones (2020) (See formulas in Appendices C and E). After the computation of variables, scale reliability estimates were computed using Cronbach's alpha to determine the internal consistency of the factors as shown in Table 7.

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Table 7

Scale Reliability Analysis for Factors of Motivation

Factor	N	α
Empowerment	5	.859
Usefulness	5	.893
Success	4	.848
Interest	6	.877
Caring	6	.910

Table 7 shows scale reliability estimations at the acceptable levels with the factor of caring identified with the highest reliability estimate (Field, 2018).

Descriptive statistics were also computed to analyze the mean, standard deviation, skewness, and kurtosis for each of the factors of motivation. The descriptive summary for these variables is indicated on Table 8.

Table 8

Descriptive Data

Variable	Mean	SD	Skewness	Kurtosis
Empowerment	4.54	0.79	-1.02	2.73
Usefulness	5.27	0.64	-1.04	1.27
Success	5.14	0.64	-0.80	2.26
Interest	4.66	0.71	-0.66	1.43
Caring	5.41	0.63	-2.05	8.99

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As indicated in Table 8, Caring revealed the highest average endorsement, followed by Usefulness. Assumption tests reveal that most assumptions are tenable and included the following: normality was assessed by examining the skewness and kurtosis levels of the variables, and all but one, Caring, were found to be within acceptable levels ($|2.0|$ and $|5.0|$) respectively (Jones, 2018). A frequency table (see Appendix H) for the Caring factor revealed 110 of the overall responses rated this factor at 5 or higher, which resulted in a kurtosis above the acceptable levels of ($|2.0|$ and $|5.0|$).

Phase Two

The post investigation sought to reexamine the factors that impact candidates' perceptions of motivation for courses in the department of education at the conclusion of their Fall 2020 semester. The sample $n = 77$ of a possible 315 students is lower than in the baseline collection; however, the demographic percentages represented in both collection phases were consistent. Additionally, the post collection examined the perceptions of candidates' motivational factors through the use of faculty perception data. The sample of faculty members represents $n = 30$ out of a possible 36. Tables 9 through 20 provide the descriptive data for the post collection.

College Student Responses

Table 9

Descriptive Data - College Students by Gender (Post)

Gender Identity	N	%
Female	56	72.7
Male	21	27.3

As Table 9 indicates, while $n = 77$, instead of 137 as in the baseline collection, the

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percentages were within 1% from baseline to post collections.

Table 10

Descriptive Data - College Students by Race (Post)

Race Identity	N	%
White or Caucasian	71	92.2
Black or African American	4	5.2
Multiracial	2	2.6

Like gender, the percentage of respondents who identified as White or Caucasian were within 2% of the baseline data.

Table 11

Descriptive Data - College Students by Level of Schooling (Post)

Level of Schooling	N	%
Freshman	16	20.8
Sophomore	17	22.1
Junior	14	18.2
Senior	26	33.8
Post Baccalaureate	4	5.2

The percentage of freshman and sophomore students were greater than in baseline data collection, while the juniors were less; however, in both collections, seniors represented the greatest number of respondents. The percentage represented by seniors was less than half a percent different than the baseline collection.

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Table 12

Descriptive Data - College Students by Major (Post)

Licensure	N	%
Primary Education	28	36.4
Middle Childhood Education/ Adolescent to Young Adult Education	27	35.1
Intervention Specialist	10	12.9
Health/Physical Education	5	6.5
Education - General*	7	9.1

Note. * indicates that student response did not fall into other categories

For more information, a breakdown by major is located in Appendix G. College student responses in the post collection were recategorized for matching analyses.

As previously indicated, variables for the factors of motivation were computed using the formulas provided in Jones (2020). After the computation of variables, reliability estimates were computed using Cronbach's alpha and presented in Table 13.

Table 13

Scale Reliability Analysis for Factors of Motivation (Post)

Factor	N	α
Empowerment	5	.917
Usefulness	5	.888
Success	4	.873
Interest	6	.922
Caring	6	.891

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All scale reliability estimates fell within acceptable ranges demonstrating strong internal consistency (Field, 2018).

Descriptive statistics were also computed to analyze the mean, standard deviation, skewness, and kurtosis for each of the factors of motivation. The descriptive summary for these variables is indicated on Table 14.

Table 14

Descriptive Data (Post)

Variable	Mean	SD	Skewness	Kurtosis
Empowerment	4.86	0.86	-0.82	0.46
Usefulness	5.28	0.65	-0.92	1.04
Success	5.29	0.60	-0.63	-0.05
Interest	4.80	0.79	-0.12	-0.81
Caring	5.52	0.58	-1.24	0.94

Assumption tests reveal that most assumptions are tenable and included the following: Normality was assessed by examining the skewness and kurtosis levels of the variables, which were all found to be within acceptable levels ($|2.0|$ and $|5.0|$) respectively (Field, 2018). Consistent with baseline descriptive statistics, Caring revealed the highest average endorsement.

Faculty Responses

In addition to a post collection of college student responses, faculty perceptions were also collected. The descriptive statistics for faculty members are included below.

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Table 15

Descriptive Data - Faculty by Gender

Gender Identity	N	%
Female	23	76.7
Male	7	23.3

As represented in Table 15, faculty members who identify as female responded more than those who identify as male. Across all collections of data, the percentages of female to male respondents were within 4% of one another.

Table 16

Descriptive Data - Faculty by Position Rank

Position Rank	N	%
Full Professor	2	6.7
Associate Professor	5	16.7
Assistant Professor	3	10.0
Adjunct/Lecturer	10	33.3
Supervisor	10	33.3

The data in Table 17 are representative of the department, as a number of faculty members are adjunct professors or supervisors, while a small percentage hold a higher rank.

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Table 17

Descriptive Data - Faculty by Licensure Area

Licensure	N	%
Intervention Specialist	2	6.7
Primary Education	16	53.3
Middle Childhood Education/ Adolescent to Young Adult Education	9	30.0
Health Education	2	6.7
Physical Education	1	3.3

As indicated in Table 17, the majority of faculty instruct and/or supervise in Primary Education, while Middle Childhood Education/Adolescent to Young Adult Education represents the next highest percentage. These percentages are representative of the enrollment in each of the licensure areas in the Department of Education.

Table 18

Descriptive Data - Faculty by Years in Higher Education

Years	N	%
0-5	8	26.7
6-10	9	30.0
11-15	7	23.3
16-20	3	10.0
21-25	2	6.7
>25	1	3.3

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As indicated above, 80% of faculty respondents have instructed or supervised in higher education 15 years or less.

After the computation of variables for the faculty responses, reliability estimates were computed using Cronbach's alpha and presented in Table 19.

Table 19

Scale Reliability Analysis for Factors of Motivation (Faculty)

Factor	N	α
Empowerment	5	.816
Usefulness	5	.858
Success	4	.840
Interest	6	.717
Caring	6	.826

All scale reliability estimations fell within acceptable to good ranges as represented above.

Descriptive statistics were also computed to analyze the mean, standard deviation, skewness, and kurtosis for each of the factors of motivation. The descriptive summary for these variables is indicated on Table 20.

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Table 20

Descriptive Data (Faculty)

Variable	Mean	SD	Skewness	Kurtosis
Empowerment	4.52	0.66	-0.09	-0.80
Usefulness	5.54	0.43	-0.58	-0.85
Success	5.20	0.54	-0.63	-0.09
Interest	4.88	0.41	1.14	2.44
Caring	5.72	0.33	-1.18	0.46

Assumption tests reveal that most assumptions are tenable and included the following: normality was assessed by examining the skewness and kurtosis levels of the variables, which were all found to be within acceptable levels ($|2.0|$ and $|5.0|$) respectively (Field, 2018). Consistent with baseline and post collections from college students, Caring is the factor with the highest average endorsement.

Research Question Analyses

Research Question One

Which MUSIC® motivational factors (eMpowerment, Usefulness, Success, Interest, Caring) are identified most frequently by students in the education department courses?

- a. Due to experiences throughout the semester, did the factors of motivation change?

The Caring factor was the highest endorsed by both college students and faculty. This is indicated above in Tables 8, 14, and 20.

After reviewing the responses in isolation, further analyses were done that provide

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baseline and post averages' responses for the matching group. The matching group consisted of participants who completed both the baseline and post survey. A paired sample *t*-test determined the mean and standard deviation of the factors from the baseline to the post-data collection, as shown in Table 21.

Table 21

Paired Samples' Statistics

Pairs	Factors	Mean	N	Std. Deviation
Pair 1	Empowerment	4.68	26	0.75
	Empowerment (Post)	4.87	26	0.96
Pair 2	Usefulness	5.35	26	0.71
	Usefulness (Post)	5.22	26	0.66
Pair 3	Success	5.28	26	0.63
	Success (Post)	5.31	26	0.57
Pair 4	Interest	4.79	26	0.79
	Interest (Post)	4.83	26	0.84
Pair 5	Caring	5.49	26	0.50
	Caring (Post)	5.56	26	0.56

Table 21 indicates that all of the means for the factors increased from the baseline to the post-data collection phases, except for Usefulness.

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Table 22

Paired Samples Test

Pairs	Factors	Mean	Std. Deviation	95% Confidence Interval of the Difference	
				Lower	Upper
Pair 1	Empowerment - Empowerment (Post)	-0.18	0.95	-0.57	0.20
Pair 2	Usefulness - Usefulness (Post)	0.13	0.64	-0.13	0.39
Pair 3	Success - Success (Post)	-0.03	0.67	-0.30	0.24
Pair 4	Interest - Interest (Post)	-0.04	0.61	-0.28	0.21
Pair 5	Caring - Caring (Post)	-0.07	0.59	-0.31	0.17

Table 22 *cont. Paired Samples Test*

Pairs	Factors	t	df	Sig (2-tailed)
Pair 1	Empowerment - Empowerment (Post)	-0.10	25	0.330
Pair 2	Usefulness - Usefulness (Post)	1.04	25	0.307
Pair 3	Success - Success (Post)	-0.22	25	0.829
Pair 4	Interest - Interest (Post)	-0.32	25	0.749
Pair 5	Caring - Caring (Post)	-0.61	25	0.547

As indicated in both Table 22 reporting, there were no significant changes from baseline

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to post collections for any of the factors.

Research Question Two

What is the relationship between students' perceptions of motivation in comparison to their faculty perceptions of their motivation?

Table 23

Descriptive Statistics for Faculty

Licensure Area		E	U	S	I	C
Intervention Specialist	N	2	2	2	2	2
	Mean	3.90	5.30	4.50	4.75	5.75
Primary Education	N	15	15	15	15	15
	Mean	4.32	5.51	5.20	4.89	5.74
MCH/AYA Education	N	9	9	9	9	9
	Mean	4.87	5.69	5.36	5.00	5.69
Health/PE	N	3	3	3	3	3
	Mean	4.87	5.40	5.17	4.56	5.72

According to Table 23, for all licensure areas, the Caring endorsement had the highest mean of all of the factors.

A paired sample *t*-test was conducted to compare the mean and standard deviation of the factors from the college student post collection to the faculty collection, as shown in Table 24.

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Table 24

Paired Samples' Statistics

Pairs	Factors	Mean	N	Std. Deviation
Pair 1	Empowerment (Post)	4.87	26	0.96
	Empowerment (Faculty)	4.55	26	0.35
Pair 2	Usefulness (Post)	5.22	26	0.66
	Usefulness (Faculty)	5.55	26	0.14
Pair 3	Success (Post)	5.31	26	0.57
	Success (Faculty)	5.19	26	0.26
Pair 4	Interest (Post)	4.83	26	0.84
	Interest (Faculty)	4.89	26	0.13
Pair 5	Caring (Post)	5.56	26	0.56
	Caring (Faculty)	5.72	26	0.03

Table 24 reveals that college students are evaluating the Empowerment and Success factors higher than faculty. Faculty is evaluating the Caring and Usefulness factors higher than the college students.

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Table 25

Paired Samples' Test

Pairs	Factors	Mean	Std. Deviation	95% Confidence Interval of the Difference	
				Lower	Upper
Pair 1	Empowerment (Post)- Empowerment (Faculty)	0.32	1.06	-0.10	0.75
Pair 2	Usefulness (Post)- Usefulness (Faculty)	-0.34	0.64	-0.60	-0.08
Pair 3	Success (Post)- Success (Faculty)	0.12	0.51	-0.08	0.33
Pair 4	Interest (Post)- Interest (Faculty)	-0.07	0.82	-0.40	0.26
Pair 5	Caring (Post)- Caring (Faculty)	-0.16	0.55	-0.38	0.06

Table 25 *cont. Paired Samples Test*

Pairs	Factors	t	df	Sig (2- tailed)
Pair 1	Empowerment (Post)- Empowerment (Faculty)	1.56	25	0.131
Pair 2	Usefulness (Post)- Usefulness (Faculty)	-2.66	25	0.013
Pair 3	Success (Post)- Success (Faculty)	1.22	25	0.235
Pair 4	Interest (Post)- Interest (Faculty)	-0.42	25	0.679
Pair 5	Caring (Post)- Caring (Faculty)	-1.48	25	0.153

Both Table 25 data report the Usefulness factor is statistically significant with a *p* value of <0.02 suggesting a difference between college student and faculty ratings of the

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Usefulness endorsement.

Research Question Three

What is the relationship between students' perceptions of motivation and their unique demographic characteristics?

For the following analyses, college student responses in the post collection were utilized to examine correlations between factors, as well as their possible interactions based on demographic characteristics.

Table 26

Correlations

Factor		E	U	S	I	C
Empowerment (Post)	Pearson Correlation	-				
Usefulness (Post)	Pearson Correlation	0.713**	-			
Success (Post)	Pearson Correlation	0.625**	0.683**	-		
Interest (Post)	Pearson Correlation	0.740**	0.765**	0.598**	-	
Caring (Post)	Pearson Correlation	0.664**	0.604**	0.559**	0.474**	-

As shown in Table 26, all factors are highly correlated, resulting in further analysis using a MANOVA.

A MANOVA allows researchers to examine the associations between the independent variables and dependent variables (Field, 2018). In the MANOVA, gender, level of schooling, and licensure area of college students on the post-data collection

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represent the independent variables, and the factors of Empowerment, Usefulness, Success, Interest, and Caring represent the dependent variables. Tables 27 and 28 detail the analyses.

Table 27

MANOVA

Source	Value	F	df	Error df	Sig.
Gender	0.06	0.51b	5	38	0.768
Level of Schooling	0.19	0.42	20	164	0.987
Major	0.62	1.49	20	164	0.090

The MANOVA in Table 27 utilizes Pillai's Trace to show how the predictors behave if all MUSIC® factors (Empowerment, Usefulness, Success, Interest, Caring) are aggregated, eliminating the overlap for the best estimate of what the data are showing. After analyzing the factors in aggregate, a Between-subjects' Test was computed to analyze each MUSIC® factor based on the predictor variables.

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Table 28

Between-subjects' Test of Participant Demographics and Factors of Motivation

Source	Factor	Mean Square	F	Sig.
Gender	Empowerment (Post)	>0.01	>0.01	0.961
	Usefulness (Post)	0.10	0.20	0.655
	Success (Post)	0.08	0.20	0.660
	Interest (Post)	0.20	0.33	0.570
	Caring (Post)	0.31	0.99	0.327
Level of Schooling	Empowerment (Post)	0.43	0.50	0.735
	Usefulness (Post)	0.29	0.63	0.647
	Success (Post)	0.14	0.33	0.859
	Interest (Post)	0.33	0.54	0.705
	Caring (Post)	0.21	0.66	0.621
Major	Empowerment (Post)	0.29	0.33	0.856
	Usefulness (Post)	0.42	0.90	0.471
	Success (Post)	0.45	1.06	0.386
	Interest (Post)	0.40	0.66	0.627
	Caring (Post)	0.62	1.99	0.113

As indicated in Table 28, the results of the Between-subjects' Test reveal no significant interactions between the demographic factors of the college students in the post collection and their response to the factors of motivation.

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Phase Three

Research Question Four

What do students identify as motivational strategies that they have experienced that will be implemented in their own professional practice?

a. How do these motivational strategies align with faculty perceptions?

To examine this question, qualitative interviews were conducted with an equal number of college students and faculty members. The sample of participants was purposive to reflect the demographic characteristics of the department of education. As an additional piece of perception data, college students were asked if they felt that they were from an underrepresented group (i.e., first generation, race or ethnicity, low socioeconomic status, etc). The demographic information, including the pseudonyms that participants identified for themselves, can be seen in Table 29 and Table 30.

Table 29

Demographic Characteristics - College Students

Participant	Gender	Level of Schooling	Underrepresented (Self-Identified)
Casey	Male	Junior	Yes
Gunther	Male	Senior	Yes
Helen	Female	Senior	Yes
June	Female	Junior	No
Maddie	Female	Sophomore	No
Paisley	Female	Senior	Yes

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While demographic information about the college students' licensure areas/major area of study were provided, details are not included in the table for confidentiality purposes. As an aggregate, the sample consisted of the following majors: two primary, two middle childhood, and two adolescent to young adult/multi-age.

Table 30

Demographic Characteristics - Faculty

Participant	Gender	Years in Higher Ed.
Cat	Female	16
Dog	Female	7
Estelle	Female	12
Katherine	Female	19
Ohio Boy	Male	20
Sassy	Female	5

While demographic information about the faculties' licensure/primary teaching areas were provided, details are not included in the table for confidentiality purposes. As an aggregate, the sample consisted of the representation from technology and assessment, foundations (includes all licensure areas), adolescent to young adult, multi-age, and primary.

Following the interviews, transcripts were coded, and interrater reliability estimates were analyzed. The researcher and the first rater had an initial level of agreement of 80%. After discussion and explanation, the final level of agreement was

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estimated at 100%. The researcher then shared the themes with the interviewer to determine the level of agreement, which was also estimated at 100%. The five themes that emerged from the interview data are below.

Theme 1: Caring for the Individual

Support and encouragement from faculty are meaningful for student success and perceptions of care. Actions such as listening and taking an interest in students' lives outside of school emerged as impactful factors to students' perceptions and definitions of care. Identified by four of the six college students, as well as five of the six faculty members, listening is a key action in demonstrating care and motivating students. June shared that *"To me, caring is listening...making sure that no matter who you're talking to their opinion is heard, whether it be like a student or professor or just a friend."* One faculty member, Ohio Boy, noted that *"We are different...if we can listen and learn from each other, then we will all be successful... My approach is more to provide them a space where students can express their opinion and listen to each other."* Estelle also shared the importance of listening, *"I think it's a journey that you're on together. I think care is really being there and doing a lot of listening, a lot of asking questions and demonstrating that at all times."*

Additionally, taking an interest in students' lives outside of the classroom was identified by five of the six college students, as well as four of the six faculty members. Gunther said *"...she reached me outside of education, and outside of learning, outside of college. Reached me on a personal level, and this showed you really care. So that was huge for me."* Both Paisley and Maddie related caring about their lives outside of school to being available. Paisley shared, *"They're just really so flexible and always willing to*

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work with you, work around your schedule.” Maddie said, “I’m a student athlete, so I’m in school and I’m in volleyball season, and then I work a job on campus. They’ll all sit down and they make special time if I need to like Zoom with them, just to get a better understanding of the material. So, I think they care a lot, and they want to see us do good in the real world.” Faculty members also shared their responsibility to know the students at a deeper level. Dog shared, “I really need to be in tune to their lives, not just as a teacher candidate or student at the University, but their athletic life, their extracurricular/ co-curricular life, their working life.” Sassy noted “I show care as truly showing that I care about them and their lives outside of school. It’s not just, you know, an hour and a half there with me per day or two days a week.”

In addition to listening and taking an interest in their personal lives outside of class, college students also identified the following caring actions: checking in, knowing students’ names, accessibility, flexibility, individualized support, relationship building, and positive affirmations. Helen shared, *“It’s one thing to show up, but not just saying ‘I care about you.’ It’s really easy to say it, but actually showing it, like randomly getting a text to check-in or when we have a meeting, not starting right away and actually talking to you, getting to know you, asking how things are going with your life in general. So that’s big, showing that you actually care about someone is when you dig deeper and don’t just get right to business.”* Katherine, noted: *“...how we define and live care looks different amongst us, for cultural reasons, gender reasons, age reasons. So that’s a tricky one because of course we’re motivated when we feel like somebody cares about us, but whether or not you’ve got a good match between, ‘I recognize this person cares for me’ and ‘I feel cared for by them’ is harder.”* Cat mentioned that she checks in with students

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as a demonstration of care, “*I’ll check in on students via email or text if it looks like they’re struggling, the best I can. So yeah, I guess care means again, doing for my students, what I hope someday someone does for my [children].*” Sassy acknowledges the importance of lasting relationships, “*I always tell them, “Once you’re mine, you’re always mine.” And that means 10 years from now, if I can help you, reach out. When you become teachers together, you have that community.*”

Theme 2: Caring for the Professional

Students value when connections to their future careers are incorporated into their courses and seek additional opportunities for this to occur. Both June and Paisley suggested having guest speakers in to make connections to the field and to make the learning more meaningful. “*I would have liked to have heard from other speakers earlier on, to just know what’s expected or advice*” (Paisley). “*...more guest speakers of people who have actually been in the field, not necessarily just teachers but administrators*” (June). When assignments are applicable and relevant, students find them more useful. Casey shared, “*There are times where I’m just like, “Okay. Where is this applicable in terms of my learning?” And then I don’t usually get the feel for it sometimes. Other time’s there’s nothing... there aren’t opportunities. But I’m just saying there should be more opportunities, and just overall experiences or whether it’s storytelling or just other assignments that relate more towards my major, more towards my career path.*” Gunther also noted the importance of connecting observational work to the content being taught in the course, “*If I was observing for a course, there wasn’t a lot of tie back to the observation. It’s kind of like you’re just doing it for hours and we weren’t bouncing anything off of that. So probably more engagement in that sense.*”

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Five out of six faculty members noted that often once students are out in the field for preservice experiences or in their own classrooms after graduation, they recognize the usefulness of the assignments and experiences. When asked if her students find the classwork useful, Dog shared, *“They may not necessarily at that given moment, but when they have the opportunity to apply it in either a field setting or a clinical setting, they definitely know it's applicable.”* Sassy shared, *“I’ve had many come back and say, ‘Oh. Now I get it.’ So, I think some do, but I think a large majority don’t until later.”* Estelle even shared that a past student of hers recently reached out, *“I just got a text over break... Another candidate who's doing the summative assessment saying, ‘Thank you so much for putting me through the wringer back then, because this is so simple right now, and I'm confident. I am not at all concerned when I submit it. I know I passed.’ So, I think it's those kinds of situations that you have to provide clarity, if they don't understand it. Right now, you need to find a way to make them understand it.”*

Theme 3: Conflicting Perceptions of Motivational Factors

While the factor of care, or the identification of caring actions, was evident in 10 of the 12 interviews, there were conflicting perspectives regarding empowerment and usefulness, specifically when comparing student and faculty responses. Students identified lesson plans as a means of empowerment because they have choice in their content area and delivery. Paisley shared, *“You can pick any topic, you can pick any standard and just make it like the most fun or most engaging, whatever you want and there was still a rubric, like a standard. But I felt that was something that I could just do whatever I wanted.”* June also felt that lesson planning provided ownership of her learning, *“I think when I write lesson plans, and study and develop them because that*

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makes me feel like I'm in control of what my students could learn.” While Katherine did note that lesson planning allows students to choose topics of interest, overall, faculty responses showed that there was only some choice in their assignments. Two responded that there was no choice.

When students were asked which motivational factors they feel will be most impactful to their future students, there was variability, except when it came to the factor of care. Gunther shared, *“If you care for students, that's how you build those relationships. And if you build relationships with each other, have that mutual respect, if you care and they care for you, they'll listen to you. And they'll do things, even if they're not interested. You'll be able to get a little give and take with that, but I feel like if there's care, there's a lot more comfort in the classroom and they're able to do a lot more and even seek more help if they're comfortable and cared for.”* Paisley also noted the connection between relationships and care, *“Showing that you're always going to care about them, is going to motivate them the most, because they're going to be like, ‘She cares about me, and I want to do good, because I know I matter to her.’”* Other than care, two students identified success, two identified usefulness, two identified empowerment, and one identified interest.

Faculty were asked which factors they felt were most impactful to their students, and again, care was mentioned in five of the six responses. There was less variability with the other factors mentioned, as four of the six also identified usefulness, while one noted empowerment. Cat noted that the pandemic influenced her response, *“I am definitely drawn to usefulness and care. Most impactful? Hmm. I would say care certainly right now, January 24, 2021 in pandemic time. Yes. I maybe last year would*

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have said usefulness, but I think that care is going to overwhelm everything else at the moment.” Estelle identified the connection between factors, “I think if you care and feel cared for by others that can really lead to a lot of really positive things. I think if you can feel empowered, then you'll find ways to be successful. You'll be interested in things. I think that those two can really sort of capitalize on everything else.”

All participants were asked how they motivate themselves. Five of the six students mentioned goal setting, list making, or success. Casey was one of the students to mention goal setting, and he shared, *“Well, I got a set of goals here to my right that you can't see. So, some of the goals I have is just staying positive whenever I'm playing [sport], getting a 3.5 GPA, and just overall being the best person I can be. So, I look at these every so often, just so I have them. I heard that when I was younger, that if you write down your goals and you look at them every single day, you're more likely to be able to succeed in them. And so far, I've been able to succeed in them, you know, some of these are still at work.”* Gunther identified family as his motivator, *“I think about it a lot, but I'm the first male in my family to go to college. So that's a big motivator for me. And while I was in college, my mom and my older sister both went back to college to get their associates, and now are going for their bachelors. When I saw my mom walk... they walked the same day at the same time on the same stage, and I was there. And that pretty much told me, you know, you can't give up now. Yeah, it's now or never. You know, you gotta do it now. So I kind of think about that. And you know, I want to be able to walk across the stage and them be in the crowd, the reverse. So that's definitely my motivator.”*

When asked the same question, faculty identified modeling and the impact they are having and their future students will have on the field of education. Dog said *“I need*

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to model for them the importance of their serving the students, just as I'm serving them. I guess my caring has changed with each decade. I think more deeply about impact and legacy and all those things." Katherine indicated the importance of education, *"I am motivated by the reason I'm in this profession, and why I deeply care about this work. So, I feel like I am living an authentic life where I believe in the power of education to improve lives and improve our society. I see that in some small way I can be a part of that, as a professor of Teacher Education."* Estelle shared about an alumni event, *"I mean, it makes it all worth it. They're saying, 'Can I be a supervisor in the future?' They're all mentoring our candidates now. I mean it's very cyclical that they realize how much they benefited and how they want to give back. And it's like, this is exactly what it's all about. It's really nice."* Cat reflects, *"I have had a lot of privilege in my life, and I remind myself that privilege has a price and part of that is doing a good job everyday with what I'm doing. Being a role model for my [children] and my students motivates me."*

Theme 4: Candidates' Transference of Caring Actions

Throughout the interviews, students identified actions of their faculty such as listening, being interested in their lives outside of school, and caring for them as individuals. When asked how they demonstrate care or which motivational strategies they have seen modeled by their professors, both tangible and intangible strategies were mentioned. Two students provided tangible examples such as homework passes, candy, or other rewards. One student said, *"I feel like candy and food is always a big motivator."* Two provided intangible examples such as encouragement and relating the content to students' lives. Helen shared, *"It would definitely just be the little praises that*

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they give you. Like, 'I'm so glad you showed up today.' That is the hardest thing, to just show up, so for them to say they are happy you showed up today... that's probably the most... I lost my words, probably like the biggest thing I'll use. When the students come in, I'll be like, 'I'm so happy you showed up today.' You know?" One did not note any examples that they have seen modeled that they would replicate.

The way faculty models caring practices and motivational strategies were primarily intangibles. Being positive and prepared, sharing the purpose, modeling thought processes, having high expectations and open discussions, sharing their passion and energy, listening, relationship building, as well as trying to demonstrate that there is always room for growth were some of the intangibles mentioned. Ohio Boy mentioned the importance of dialogue in the classroom community, *"One way I empower students in my class, that each student is a valued member of the... we are in a learning community. I say "we" — me included. I tell them that I learn from them every day, and we're all there to learn. And I am not perfect, we all make mistakes. And if we can only listen to each other, and challenge them, not just in my class, but in other professor's class also that if they don't understand, raise their hands and ask the professor, "What do you mean by social justice statement?"*

Theme 5: COVID Implications are Both Positive and Negative

While there was a specific question designed to investigate if perceiving and showing care has changed because of COVID, student and faculty participants noted both positive and negative implications of COVID on their motivation and care. Examining the positives, learning more about individuals' lives outside of the classroom, valuing the ability to be in-person, alternative avenues for participation, and flexibility were

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identified. Estelle noted, *“I have been preaching flexibility and grace with everything, probably to a fault, but I want to give students the benefit of the doubt.”* Katherine mentioned how care looks different, *“I’m certainly creating more videos where I’m doing cheerleading in the videos at the beginning and the end, and reminding the students that I’m here for them, and to please reach out. That’s a different type of caring than I could do in an in-person class.”* Casey noted the things he learned, *“I actually got to spend more time with my family. I got to actually get great experiences working one-on-one with a 5 year old and a 2 year old, which was fantastic. And that really shows me like all things happen for a reason.”* Gunther also noted the impact on teaching, *“I feel like, now is a time that kind of shows that teachers need to be able to be more, what’s the word I’m looking for more... diverse in their teaching and just be ready for any situation.”*

Some of the negative implications included difficulties connecting with one another at the same meaningful levels as before, as well as the added responsibilities and accountability. Maddie shared the challenges of learning, *“Then this semester hit and last semester, and I’m over it. It sucks. I don’t have that connection. I’m in some classes like once a week, but usually online through Zoom for class, and I’m not retaining the material as much, so I don’t really care as much.”* Helen also shared her struggles with motivation, *“A lot of everything is virtual now, so like some days I go to class and other days we just have to log on to Zoom or some other site. It’s hard sometimes getting out of bed and coming here, like do I have to. I tell myself, my professors are counting on me to show up. They want me in class and I enjoy being in class. So, I just have to pep talk myself out of my bed to come in here to do my schoolwork, so it’s a lot of more talking to*

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myself, and reminding myself that my professors want to see me. I want to see them. I need to do some type of interaction with other human beings.”

Overall, more positive implications were noted than negative because it was viewed as a time for growth and discovery. Dog reflected on society’s perceptions of college students, *“So, that also enlightened me to that extra level of care. Don't stereotype them just because they're at university. Many are as diverse just as PK-12 students.”* Gunther shared what he’s learned, *“So like, just you never know what people are going through. And you never know when you're going to see somebody you're not going to see them ever again. So just kind of take advantage of the little things. Love everybody. And just I think it will be a much better place if we all just have a lot less hate. It's crazy.”*

Summary

Chapter 4 examined the perceptions of motivational factors and care from college students and faculty through a mixed-methods approach. Quantitative survey data from pre- and post-collection phases were utilized to determine which MUSIC® motivation factors were perceived as most impactful from college students, as well as faculty. Not only were post collection results examined in isolation, but pre- to post-results were analyzed to determine if perspectives changed throughout the semester. Additionally, post collection results were investigated with faculty responses to determine the levels of correlation between the perspectives of college students and the faculty who instruct them. Descriptive Statistics revealed that the Caring endorsement was rated highest by both college students and faculty. A Paired Samples’ test determined that the Usefulness endorsement was rated significantly different by college students and their faculty.

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Qualitative interview data were collected following the pre-and post-data collection phases. For the interviews, a purposive sample of six college students and six faculty members were selected as a representative sample of the demographic make-up of the department of education at the private liberal arts institution. From coding the interview transcripts, five themes emerged: Caring for the Individual, Caring for the Professional, Conflicting Perceptions of Motivational Factors, Candidates' Transference of Caring Actions, and COVID Implications are Both Positive and Negative. The degree to which these themes align with the quantitative findings will be examined further in Chapter 5.

Chapter 5 will include a discussion of the findings from the quantitative and qualitative phases of the study, as well as their alignment to existing research. Additionally, the implications of the findings, limitations of the study, and recommendations for continued research will be examined.

Chapter 5

Discussion

The way individuals perceive care can vary based on a number of factors. This mixed-methods study was designed to determine the factors that contribute to motivation for college students, as well as to gain insight into those factors from the perspectives of both students and faculty in the education department. Further examination into how the factors were perceived based on demographic characteristics such as gender and level of education, as well as how students' and faculties' perceptions of motivation correlate were investigated. The purpose of this research is to positively impact the preparation of preservice teachers by making informed decisions about how to best motivate students through caring for their diverse needs.

The study was split into three phases of data collection. Phase One began with a baseline data collection of survey data of college students' perception of the MUSIC[®] factors of motivation. Phase Two included the post collection of college students' perceptions, as well as the perceptions of their faculty. Phase Three used one-on-one interviews with six college students and six faculty to gain further rich data of their perspectives. The group of interview participants was representative of the make-up of the department of education at the university. Below, there are summaries, interpretations, contexts, and implications for each research question. Additionally, limitations and further research are discussed.

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Research Question One

Which MUSIC® motivational factors (eMpowerment, Usefulness, Success, Interest, Caring) are identified most frequently by students in the education department courses?

- c. Due to experiences throughout the semester, did the factors of motivation change?

Summary of Findings

From examining the pre- and post-collections of college student data, as well as post collection of faculty data, results suggest that the Caring factor was endorsed consistently as the most influential factor of motivation. Usefulness and Success were the next highest rated factors with means consistently above 5.00 using a six-point Likert-scale survey ranging from 1.00 for “strongly disagree” and 6.00 for “strongly agree.” Interest and Empowerment were rated as the lowest with means consistently below 5.00. While the order of the factors of Usefulness, Success, Interest, and Empowerment fluctuated from baseline to post collections, Caring remained as the most impactful. In the qualitative interviews, care was also the factor most consistently mentioned both directly and indirectly by participants.

Interpretation of Findings

Faculty rated the Caring factor highest with a mean of 5.72. In the baseline collection of college students’ perceptions, the mean for the Caring factor was 5.41, followed by 5.52 for the post collection. While the mean increased slightly for college students throughout the semester, the Caring factor remained consistent as the endorsement with the highest mean. Usefulness and Success were the two factors rated

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consistently above a mean of 5.00, while Interest and Empowerment had mean scores of 4.52 to 4.88 in all data collections. All factors for college students increased from baseline to post data collections, except for the Usefulness endorsement. The mean for Usefulness decreased from 5.35 in the baseline collection to 5.22 in the post collection, while it was rated as the second highest factor by faculty at 5.54. The findings above suggest that care is consistently a motivating factor for individuals in the department of education where this study was conducted.

Context of Findings

Research on care shows that it is a multidimensional construct and demonstrates that care and motivation are inextricably linked (Allen & FitzGerald, 2017; Abry et al., 2013). The survey results above suggest that care is consistently a driving force in how both college students and faculty perceive their motivation. These findings are in line with current research studies that also find the positive impact of care on educational outcomes such as success (Froiland & Worrell, 2016; Vega et al., 2015; Wang & Holcombe, 2010), which was the second highest rated factor on the post data collection for students.

Noddings' (2010, 2013) research reveals the difference between *caring about* and *caring for*, and reveals the imperativeness of motivational displacement, as a means of putting someone else's needs above one's own. Current studies that utilize Noddings' (2005, 2010) care theory expand on the actions that individuals perceive as caring, especially dialogue (Alder, 2012; Collinson, 2012; Cramer & Bennett, 2015; Land et al., 2014; Masko, 2018; Parsons, 2005; Shevalier & Mackenzie, 2012; Tosolt, 2009; Velasquez et al., 2013; Wang & Holcombe, 2010) and individualized support (Garza &

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Huerta, 2014; Garza et al., 2014). Data from qualitative interviews suggest that there are examples of these *caring for* actions present in the study. Ohio Boy's mentioned the importance of class discussions, *"Well my approach is more to provide them a space where students can express their opinion and listen to each other. And I always emphasize that I wouldn't want them to be my clone. We are different. And if we can listen and learn from each other then we will all be successful."* Estelle makes it a point to get to know and support her students, *"I think it comes down to really trying to get to know them well. I spent countless hours on Zoom, with students on a one-on-one basis, so that they know...I don't even post office hours. That's not my thing, because a lot of times they have questions at unique times of the day. So, most people don't post office hours on a Saturday, but if that's when they're working on an assignment, shoot me a text. Ask me then, so then that way I can help to meet your needs."*

Implications of Findings

Care is a foundational component of building relationships, and positive relationships are paramount to education, specifically motivation (Abry et al., 2013; Allen & FitGerald, 2017; Froiland & Worrell, 2016; Kimmel et al., 2016; Masko, 2018; Rabin, 2014; Velasquez et al, 2013). The results indicate that care is an influential factor in individuals' perceptions of motivation. Not only was care consistently identified as the highest rated factor amongst all collections, but care or caring actions were mentioned throughout in participants' interviews. Actions such as building relationships, seeing the individual holistically, knowing students' names, accessibility, and listening were identified as caring and motivating factors in the participants' interview responses. This qualitative data supports and helps to further validate the survey responses through

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providing another point of reference. Through this collection of data, the value that students place on care is evident, and the faculty in the education department can use this data to inform their knowledge of students' perceptions of caring actions and motivational factors.

Research Question Two

What is the relationship between students' perceptions of motivation in comparison to their faculty perceptions of their motivation?

Summary of Findings

Both faculty and college students rated the Caring factor as the most impactful to college students' motivation in the quantitative data collections. Comparing post college student survey responses to faculty responses, the Usefulness factor was rated significantly different from the two groups of participants. While college students are evaluating the Empowerment and Success factors higher than faculty, there are no significant differences noted. Additionally, faculty rated the factors of Care and Usefulness higher than college students; however, the only significant difference was with Usefulness. Comparing the Interest factor, post student responses and faculty responses had the closest means of any factor.

Interpretation of Findings

A paired samples' *t*-test suggests a statistically significant difference ($p < 0.02$) between college student and faculty ratings of the Usefulness endorsement. Faculty rated the Usefulness significantly higher than college students. The mean for Usefulness from baseline to post for students actually decreased, which was the only factor to do so. While faculty rated this as the second most motivational factor behind care, students rated

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it as the third, which also was a change from pre-to post-collections. The findings suggest that faculty is rating their coursework as more useful than students. Qualitative data support these findings as well, as students consistently noted the need for assignments to be meaningful and relevant for preparing them for their future careers. Casey shared, *“I’m just saying there should be more opportunities, and just overall experiences or whether it’s storytelling or just other assignments that relate more towards my major, more towards my career path.”*

Context of Findings

While the coursework is designed to prepare preservice teachers for their future careers, there is a disconnect between faculty and students’ perceptions in terms of this factor. Both faculty and students rated this factor above 5.00, which means that there is a consensus that the coursework is useful. Jones (2009) would suggest that for some coursework, the connections to the real-world are clearer, which one would relate to courses in educator preparation programs. This may account for why, even though there is a significant difference in the ratings of the two groups, both still rate the Usefulness factor in the agree to strongly agree range. Research from Simons et al. (2004), as well as Hulleman et al. (2017) would indicate that activities that are useful to individuals’ professional growth result in more motivation and more meaningful connections.

Implications of Findings

In a higher education context, Hattie (2015) shared that educators need to use the knowledge of their students’ motivations to create meaningful, clear, and aligned paths to learning, and in the case of preservice teachers, this would relate directly to teacher preparation. The results for the research question above would suggest that while both

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faculty and students are rating the Usefulness factor positively, there appears to be a disconnect in the utility of the coursework, as students suggest that they need more opportunities to connect the content to their futures. Students noted the need for more real life situations (Helen), more applicable experiences and connections (Gunther), and more meaningful assignments (Casey). One of the college students even noted that while she feels like her professors care, she wants to know the real future expectations, even if they seem daunting. Paisley shared, *“I feel like they protected us too much...they told us it was going to be a lot, but I didn’t feel prepared for it.”*

Faculty shared that often students come to the realization of the usefulness of the material when they are teaching during their first few years or applying it in the field, but faculty recognizes the importance of making it relevant. Cat notes, *“We all work really hard to try and make the experiences meaningful and things that support our content standards.”* Ohio Boy makes connections with past students to help his current students make connections, *“Even some of my students after graduation, we’re still in contact. I have those who I invite to come to my class. I have one who is an elementary school principal, who was in my intro class to education... I say to them, ‘Some of you may end up being superintendents, principals, even professors... and here come to my class and tell them.’”*

Research Question Three

What is the relationship between students’ perceptions of motivation and their unique demographic characteristics?

Summary of Findings

Using the demographic characteristics of gender, level of schooling, and licensure

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area of the college students on the post collection survey, analyses were computed to determine if there were any interactions between the demographic characteristics and the motivational factors. Results suggest that there were no significant interactions between the variables.

Interpretation of Findings

Because a Pearson's Correlation test revealed that all motivational factors were highly correlated, a MANOVA was computed to further analyze any interactions between the variables. None were found, which indicates that on the post survey, the demographic factors of gender, level of schooling, and licensure area did not impact how motivation was perceived by college students.

Context of Findings

Research suggests that gender influences students' perceptions. Previous studies have found that females value personalized support and understanding (Garza et al., 2010), as well as place more of an emphasis on academic success (Garza & Huerta, 2014; Tosolt, 2010) than males. Tosolt also found that males valued interpersonal relationships more than females. Because of the noted gender differences in previous studies, the researcher hypothesized that how motivation is perceived would vary based on gender as well; however, there were no findings to support this.

Many studies found that care is perceived differently based on race (Allen & FitzGerald, 2017; Garza et al., 2010; Parsons, 2005; Roberts, 2010; Shevalier & McKenzie, 2012; Todd, 2018; Tosolt, 2010; Ullucci, 2009). Studies suggest that high expectations (Howard, 2001; Vega et al., 2015; Warren & Bonilla, 2018), learning more about students lived experiences and future plans (Masko, 2018; Parsons, 2005; Roberts,

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2010; Warren & Bonilla, 2018), as well as engaging in dialogue (Freire, 2018; Shevalier & McKenzie, 2012; Rabin & Smith, 2016; Ullucci, 2009) are all caring actions that lead to supportive, reciprocal relationships between students of color and teachers. In the current study, results were not analyzed by race due to the sample size, although this information was collected. While the sample was purposely drawn to represent the department, race was not collected as a demographic characteristic for the qualitative interviews because it would have impacted the anonymity of the participants. Qualitative data did reveal that learning about students' lives outside of class was consistently an area that students identified as a faculty representation of care. This was part of the theme that was classified as *Caring for the Individual*. Additionally, open dialogue and creating a community of learners were also noted by two faculty members. Because of the limited sample size, further analyses were not computed.

Implications of Findings

With no significant differences based on gender, level of schooling, or licensure area, implications of the above findings are limited. Interview data showed that some of the actions mentioned in research studies as being valued by students of color were noted by both faculty and students. These practices could be valuable to integrate into practices when designing and implementing courses; however, the limited sample did not allow for significant findings.

Research Question Four

What do students identify as motivational strategies that they have experienced that will be implemented in their own professional practice?

- a. How do these motivational strategies align with faculty perceptions?

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Summary of Findings

From the qualitative interviews, five themes emerged based on students' experiences with the MUSIC® motivational factors: Caring for the Individual, Caring for the Professional, Conflicting Perceptions of Motivational Factors, Candidates' Transference of Caring Actions, and COVID Implications are Both Positive and Negative. Similarly to survey data, care remained a consistent influence in the responses of both students and their faculty. Also related to survey results, the Usefulness factor emerged as a point of disconnect between student and faculty responses. The Empowerment factor also appeared in the qualitative interviews as a point of difference, as a number of faculty noted limited to no choice in their courses, while students saw lesson planning, which is present in most education courses, as a demonstration of empowerment.

Interpretation of Findings

Caring for the Individual. In this theme, listening and taking an interest in students' lives outside of the classroom were consistent caring actions identified by both students and faculty that impacted motivation. Listening was mentioned by nine of the 12 participants and taking an interest in students' lives outside of school was also identified by nine participants. This suggests that students want to have their voices heard and opinions validated, as well as be valued as individuals. Responses from two students below demonstrate this importance. *"To me, caring is listening...making sure that no matter who you're talking to their opinion is heard..."* (June) and another student said *"...she reached me outside of education, and outside of learning, outside of college. Reached me on a personal level..."* (Gunther). A faculty participant, also noted that hearing individual perspectives are imperative, *"We are different...if we can listen and*

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learn from each other, then we will all be successful...” (Ohio Boy). In addition to the two most identified actions above, there were other actions modeled by faculty that students perceived as caring. Those included:

- Checking in (i.e., text, phone call, email)
- Knowing students’ names
- Accessibility/flexibility
- Individualized support
- Relationship building
- Positive affirmations (i.e., *I’m so glad you’re here!*)

Caring for the Professional. The Usefulness factor emerged again as a point of disconnection between faculty and student perceptions, as it did in the survey analyses. For this theme, students noted the need for meaningful connections to the field and their future careers. They recommended having more guest speakers (June & Paisley) and more modeling of opportunities that could be applied to practice (Casey & Gunther). Faculty noted the importance of making connections, as Estelle shared that students have to find value in what they do by making connections, and Dog said, *“The most important part is purpose.”* Interestingly, five of the six faculty members shared that often once students have started their careers, they realize the usefulness of what they had done previously. One faculty member shared, *“I’ve had many come back and say, ‘Oh. Now I get it.’ So, I think some do, but I think a large majority don’t until later”* (Sassy).

Faculty felt that modeling personal and professional practices are part of their roles as educators to make a positive impact on the field of education. They see their

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roles as bigger than a moment in time. Katherine shared that she wants to “...*help students understand that the choices we make are motivated by our values and we need to know what our values are and make sure that our actions are a reflection of our values, so we’re living authentic lives.*” Another faculty member said, “*I need to model for them the importance of their serving the students, just as I’m serving them*” (Dog).

Conflicting Perceptions of Motivational Factors. As reflected in the quantitative results, care remained a constant across participants’ responses; however, empowerment emerged as a factor in the interviews, specifically with lesson planning. When asked about empowerment, four of the six student participants noted that when they complete lesson plans, they feel in control of their own learning because they have choice in the content and delivery they include. One senior education student shared, “*We usually have a lot of choice, especially in our biggest assignments like writing lesson plans*” (Helen). Additionally, even though many mentioned rubrics that outline the expectations, they did not feel limited by the guidelines. In contrast, only two of the faculty noted that lesson plans allow for some choice of the content they teach.

In the post-survey collection, students identified the Success factor as the second most influential to motivation; however, when participants were asked in the interviews which factor they felt would motivate their students, behind care, the factors varied. Each factor was identified at least once, which was in contrast to the survey results. When faculty were asked this same question, behind care, the Usefulness factor was clearly identified as the second most impactful. This is in alignment with the faculty survey responses where Usefulness had a mean of 5.54 behind Care at 5.72.

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Candidates' Transference of Caring Actions. While students identified faculties' caring actions throughout, many of those actions were intangibles, such as listening, taking an interest in students' lives outside of the classroom, building relationships, positive affirmations, individualized support, flexibility, and accessibility. When students were asked which strategies they had seen modeled by faculty that they would use in the future, tangible examples emerged such as rewards, candy/food, and homework passes, while some did mention encouragement, little praises, and meeting their students on an individual level. When faculty was asked strategies they use, most also mentioned intangibles such as being positive, prepared, modeling thought processes, having high expectations, sharing passion, energy, and purpose, as well as modeling that making mistakes is acceptable. In addition to the intangibles she mentioned, one faculty also brought to light that even college students may need their basic needs met, "*I didn't realize that kids don't eat*" (Sassy), so she has snacks available during class and in her office for any student who wants one, not as a reward, but as meeting their needs.

COVID Implications are Both Positive and Negative. When asked if COVID had impacted motivation or the way they demonstrate care, participants' responses were mixed; however, 10 of the 12 did mention at least one positive. Some of the positives that both students and faculty mentioned were:

- New opportunities and ways of presenting and participating
- Flexibility
- More time with family/focus on people
- A better understanding of students' home lives

Some students noted that care remained a constant for them, and some faculty noted

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that they are energized by in-person interactions, and this showed them how much they value those times. Additionally, some faculty did note that leniency and understanding was modeled.

While the responses were primarily positive, there were some negative implications as well. Students noted that the instruction was less engaging, especially at the beginning, one struggled with accountability, and one mentioned that she wanted more interaction with faculty. Some of the negatives mentioned by faculty included missing out on meaningful discussions, technological issues, and students struggled because they had more responsibilities at home than they did when on campus.

Context of Findings

Throughout the themes, care and caring actions emerged again as an overarching factor in students' and faculties' perceptions. While the samples in all phases of the study did not allow for a breakdown based on race, during the interviews, there were connections to some of the strategies that were identified as influential components of education for students of color. Dialogue is on practice that was noted by two of the faculty participants, as they are creating communities within their classrooms. Dialogue and discussion regarding challenging subjects is seen as a demonstration of care in other research studies (Freire, 2018; Noddings, 2010; Shevalier & McKenzie, 2012; Rabin & Smith, 2016; Ullucci, 2009). Another faculty member noted the importance of setting high expectations, which is also mentioned in numerous studies (Howard, 2001; Vega et al., 2015; Warren & Bonilla, 2018). Valuing students' lived experiences and taking an interest in their futures also were evident in participants' responses, which aligns with (Masko, 2018; Parsons, 2005; Roberts, 2010; Warren & Bonilla, 2018).

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Noddings' (2010) care theory, specifically *caring for*, was exemplified in examples, as well as specifically mentioned by Katherine. She referred to Noddings and said, "...all the different types of care that are important for a self-actualized being, and that we want to encourage ourselves and our students to care for themselves, to care for each other, to care for their family, to care for the environment. That's a very challenging call, but I'm aware of it." Each student had at least one response that represented a *caring for* action from faculty. Four mentioned that faculty are willing to meet outside of class to provide individualized support or offer flexibility because they are aware of what is going on outside of the classroom for their students. Paisley shared, "They're always there for me." In this aspect, faculty are putting the individual needs of their students above their own, which connects to motivational displacement (Noddings, 2010). Two students mentioned that faculty take a vested interest in getting to know what is going on in their personal lives. Helen even said, "It's one thing to show up, but not just saying 'I care about you.' It's really easy to say it, but actually showing it, like randomly getting a text to check-in or when we have a meeting, not starting right away and actually talking to you, getting to know you, asking how things are going with your life in general. So that's big, showing that you actually care about someone is when you dig deeper and don't just get right to business." Helen mentioned that when she is not motivated to come to class, she remembers that her professors are counting on her to be there. The relationship that is exemplified here is one of reciprocity, which again represents *caring for* (Noddings, 2010).

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Implications of Findings

These interviews provided an additional layer of rich data that aligned with quantitative results. They provide specific examples that can inform future practice when creating and implementing courses because the value that students place on care and relationship building is clearly evident. Listening and getting to know students outside of the classroom are actions that are recognized by students as caring and motivating. Ensuring those practices, amongst others, are included by faculty and are vitally important.

Another aspect that was interesting was the transference of caring and motivating actions to practice. While students recognize intangible motivators and care, some of their examples were more tangible. This may suggest that faculty would benefit by explicitly sharing that certain actions are done because they care. For example, sharing that they take the time to get to know students on an individual level because that demonstrates that they are invested in the person beyond their academic abilities. Additionally, helping students to make connections and reflect how they could do this for their own students may be helpful.

Faculty noted that students often see the usefulness after the fact; however, from both survey results and interview themes, the need for students to see those connections earlier on is imperative. Usefulness was the only factor to decrease from pre to post collections, and suggestions for how to make the coursework more useful were mentioned by a number of students. They want to have more guest speakers, more meaningful connections, and more preparation for the challenges they will face as teachers. Usefulness was rated highly by faculty in both survey results and in the

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interviews, and this would suggest that while they know the students will find these components useful in the future, ways to demonstrate their utility in the present may benefit students.

Limitations

This study was designed to examine the perceptions of students and faculty within the department of education at a university to provide data regarding the motivational needs of the students in education courses. This study provided relevant information to the faculty in the department; however, there are limitations that do not allow for external validity. While the selection of the target population was purposive and aligned to current research on motivation and care, this research was conducted at a single institution, in a single department, which limited the number of participants and the diversity of the sample.

The target population had slightly more females and less individuals of color than the undergraduate enrollments overall. More females responded to the survey than males, and more White students responded to the survey than students of color. While there is diversity within the department, less than half of the students of color in the target population responded to the survey. Because of the limited subgroup sample, further analyses into how their perceptions may have varied, based on current research studies, were not computed.

To limit social desirability bias, interviews were conducted through a third-party individual with no affiliation to the university; however, participants may have felt uncomfortable with sharing information for some of the questions due to being part of a purposive sample that was representative of the department. All individuals' participation

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in the interviews were completely voluntary, and measures were taken to assure anonymity in the collection, analysis, and reporting of interview responses.

Future Research Directions

The current study provided data on the perceptions of motivation and care within one department of education; however, the possibilities of further research are exciting. There are various avenues for how this study could expand in the future. To provide even more targeted data to inform practices, the department in the study could gather more data on specific assignments, practices, field opportunities, and connections with the community that spark student interest and empower them to use the strategies in their own practice.

To expand and increase its generalizability, the study could be conducted at various institutions in their departments of education to draw comparisons and analyze differences. Extending the research to other departments of education with greater diversity would allow for further analyses of the perception data that could then be connected to other current research. This type of expansion would allow for a cross-institutional analysis of motivational factors that influence students' perceptions.

The possibilities to extend this research beyond educator preparation programs also exists. At the university in the current study, there is more diversity represented in the undergraduate enrollment overall than the target population utilized in the study. By expanding the study across campus, the possibility of analyzing variances due to the participants' field of study/department and demographic factors such as race could be explored further.

Conclusion

This study revealed that while there are other factors that impact motivation, such as usefulness, empowerment, success, and interest, the constant is care. The mixed-methods approach used survey data and interviews to examine how college students' and faculties' perceptions of the above factors influence students' motivation.

Overwhelmingly, in all data collection phases and interviews, care emerged as the driving force behind the motivations and actions of not only college students, but of their faculty as well. Care matters. Feeling *cared for* matters. Motivation is impacted by perceptions of feeling *cared for*.

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Appendix A

Declared Majors by Students in the Target Population

Declared major	<i>n</i>	%	Declared major (<i>cont.</i>)	<i>n</i>	%
Art	10	0.03	Intervention Specialist	24	0.07
Biology	17	0.05	Japanese	2	0.01
Civil Engineering	1	< 0.01	Management	7	0.02
Criminal Justice	3	0.01	Marketing	8	0.02
Communications	1	< 0.01	Math	6	0.02
Computer Science	1	< 0.01	Middle Childhood Education	24	0.07
English	4	0.01	Multi-Platform Software Development	1	< 0.01
Exercise Science	4	0.01	Music	2	0.01
Environmental Science	8	0.02	National Security	2	0.01
Finance	3	0.01	Neurology	2	0.01
Foreign Intel Analysis	1	< 0.01	Nursing	11	0.03
French	5	0.01	Political Science	1	< 0.01
German	1	< 0.01	Physical Education	21	0.06
Geology	1	< 0.01	Primary Education	72	0.20
Human Development and Family Science	5	0.01	Psychology	9	0.02
History	13	0.04	Spanish	3	0.01

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Health	10	0.03	Sports Business	13	0.04
Human Resources	3	0.01	Undecided	52	0.14
Integrated Media	1	< 0.01	Writing	2	0.01

$n = 366^*$

*Some students have declared more than one major.

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Appendix B

MUSIC Inventory (College Student version, present tense, major/program level) (to be administered while the student is enrolled in college)

Instructions

Please rate the items in this section using the following scale:

1 Strongly disagree	2 Disagree	3 Somewhat disagree	4 Somewhat agree	5 Agree	6 Strongly agree
---------------------------	---------------	---------------------------	------------------------	------------	---------------------

Thinking about the [insert name of major or program] courses you have taken and are currently taking in your academic major (i.e., [insert specific majors]), please rate your level of agreement or disagreement with the following statements:

- _____ 1. The coursework holds my attention.
- _____ 2. I have the opportunity to decide for myself how to meet course goals.
- _____ 3. In general, the coursework is useful to me.
- _____ 4. The instructors are available to answer my questions about the coursework.
- _____ 5. The coursework is beneficial to me.
- _____ 6. The instructional methods used in the courses hold my attention.
- _____ 7. I am confident that I can succeed in the coursework.
- _____ 8. I have the freedom to complete the coursework my own way.
- _____ 9. I enjoy the instructional methods used in the courses.
- _____ 10. I feel that I can be successful in meeting the academic challenges in the courses.
- _____ 11. The instructional methods engage me in the courses.
- _____ 12. I have options in how to achieve the goals of the courses.
- _____ 13. I enjoy completing the coursework.
- _____ 14. I am capable of getting a high grade in the courses.
- _____ 15. The coursework is interesting to me.
- _____ 16. The instructors are willing to assist me if I need help in a course.
- _____ 17. I have control over how I learn the course content.
- _____ 18. Throughout the courses, I have felt that I could be successful on the coursework.
- _____ 19. I find the coursework to be relevant to my future.
- _____ 20. The instructors care about how well I do in their courses.
- _____ 21. I will be able to use the knowledge I gain in the courses.
- _____ 22. The instructors are respectful of me.
- _____ 23. The knowledge I gain in the courses is important for my future.
- _____ 24. The instructors are friendly.
- _____ 25. I believe that the instructors care about my feelings.
- _____ 26. I have flexibility in what I am allowed to do in the courses.

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Jones, B. D. (2017, December). *User guide for assessing the components of the MUSIC® Model of Motivation*.
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Appendix C

Instructions for Scoring the MUSIC Inventory (College Student version)

To obtain a score for each scale, average the values for the items in the scales as shown below.

Empowerment score = (item 2 + item 8 + item 12 + item 17 + item 26) / 5

Usefulness score = (item 3 + item 5 + item 19 + item 21 + item 23) / 5

Success score = (item 7 + item 10 + item 14 + item 18) / 4

Interest score = (item 1 + item 6 + item 9 + item 11 + item 13 + item 15) / 6

Caring score = (item 4 + item 16 + item 20 + item 22 + item 24 + item 25) / 6

Other important notes:

- Do not sum or average all 26 items because this produces a meaningless value. It is inconsistent with the principles of the MUSIC model to assume that motivation is the sum of empowerment, usefulness, success, interest, and caring. Although this may be true in some cases, it is possible that a student is highly motivated and engaged when she is high on only one or two of the MUSIC components and low on the others.

Appendix D

MUSIC Inventory (Professor version, past tense)
(to be administered near the end of a course)

Instructions

List a course for which you want to assess students' motivation: _____

Respond to the items below in relation to this one course using this scale:

1	2	3	4	5	6
Strongly disagree	Disagree	Somewhat disagree	Somewhat agree	Agree	Strongly agree

Note that the word "coursework" refers to anything that students do in the course, including assignments, activities, readings, etc.

Students believed that:

- _____ 1. the coursework held their attention.
- _____ 2. they had the opportunity to decide for themselves how to meet the course goals.
- _____ 3. in general, the coursework was useful to them.
- _____ 4. I was available to answer their questions about the coursework.
- _____ 5. the coursework was beneficial to them.
- _____ 6. the instructional methods used in this course held their attention.
- _____ 7. they were confident that they could succeed in the coursework.
- _____ 8. they had the freedom to complete the coursework their own way.
- _____ 9. they enjoyed the instructional methods used in this course.
- _____ 10. they could be successful in meeting the academic challenges in this course.
- _____ 11. the instructional methods engaged them in the course.
- _____ 12. they had options in how to achieve the goals of the course.
- _____ 13. they enjoyed completing the coursework.
- _____ 14. they were capable of getting a high grade in this course.
- _____ 15. the coursework was interesting.
- _____ 16. I was willing to assist them if they needed help in the course.
- _____ 17. they had control over how they learned the course content.
- _____ 18. throughout the course, they could be successful on the coursework.
- _____ 19. the coursework was relevant to their future.
- _____ 20. I cared about how well they did in this course.
- _____ 21. they would be able to use the knowledge they gained in this course.
- _____ 22. I was respectful of them.
- _____ 23. the knowledge they gained in this course was important for their future.
- _____ 24. I was friendly.
- _____ 25. I cared about their feelings.
- _____ 26. they had flexibility in what they were allowed to do in this course.

Appendix E

Instructions for Scoring the MUSIC Inventory (Professor version)

To obtain a score for each of the five scales, place the item numbers from the prior page onto the corresponding line below. Then, average the values for the items in each scale by adding the numbers and dividing by the total number of items in the scale as shown below.

(item 2 + item 8 + item 12 + item 17 + item 26) / 5

(_____ + _____ + _____ + _____ + _____) / 5 = _____ = **eMpowerment**

(item 3 + item 5 + item 19 + item 21 + item 23) / 5

(_____ + _____ + _____ + _____ + _____) / 5 = _____ = **Usefulness**

(item 7 + item 10 + item 14 + item 18) / 4

(_____ + _____ + _____ + _____) / 4 = _____ = **Success**

(item 1 + item 6 + item 9 + item 11 + item 13 + item 15) / 6

(_____ + _____ + _____ + _____ + _____ + _____) / 6 = _____ = **Interest**

(item 4 + item 16 + item 20 + item 22 + item 24 + item 25) / 6

(_____ + _____ + _____ + _____ + _____ + _____) / 6 = _____ = **Caring**

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Appendix F

What is your academic major (i.e. Finance, Exercise Science, History, etc)?

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Art	3	2.2	2.2	2.2
Art and Biology	1	.7	.7	2.9
Art Education	1	.7	.7	3.6
Biochemistry	1	.7	.7	4.4
Biology	2	1.5	1.5	5.8
Early Childhood	3	2.2	2.2	8.0
Early Childhood Development	1	.7	.7	8.8
Early Childhood Education	1	.7	.7	9.5
early childhood education	3	2.2	2.2	11.7
Early childhood education	5	3.6	3.6	15.3
Early Childhood Education	25	18.2	18.2	33.6
Early childhood/intervention	1	.7	.7	34.3
ECH	1	.7	.7	35.0
Education	11	8.0	8.0	43.1
EDUCATION	1	.7	.7	43.8
English	3	2.2	2.2	46.0
Environmental Science	1	.7	.7	46.7
French	1	.7	.7	47.4
French Language	1	.7	.7	48.2
French, History, Primary Ed., Intervention Specialist	1	.7	.7	48.9
HDFS	1	.7	.7	49.6
Health and Physical Education	1	.7	.7	50.4
health edu/ Physical edu	1	.7	.7	51.1
History	5	3.6	3.6	54.7
Human Development and Family Science	1	.7	.7	55.5
Intervention Specialist	4	2.9	2.9	58.4
ISP	1	.7	.7	59.1
Japanese	1	.7	.7	59.9
Management	1	.7	.7	60.6
Management and Marketing	1	.7	.7	61.3
Math	1	.7	.7	62.0
Math and Science Middle childhood	1	.7	.7	62.8
Mathematics	2	1.5	1.5	64.2
Middle Childhood Edu.	1	.7	.7	65.0
Middle childhood education	2	1.5	1.5	66.4
Middle Childhood Education	11	8.0	8.0	74.5
MIDDLE CHILDHOOD EDUCATION	1	.7	.7	75.2
Middle Childhood ELA and History	1	.7	.7	75.9
Middle Childhood with English and History	1	.7	.7	76.6
National Security	1	.7	.7	77.4
Neuroscience	1	.7	.7	78.1
Neuroscience and Middle Childhood Education	1	.7	.7	78.8
Nursing	3	2.2	2.2	81.0
Nursing and Spanish	1	.7	.7	81.8
physical education	1	.7	.7	82.5
Physical Education	1	.7	.7	83.2
Physical Education and Health	1	.7	.7	83.9
Physical education and intervention specialist	1	.7	.7	84.7
Physical Education and Sociology	1	.7	.7	85.4
Primary Childhood Education	1	.7	.7	86.1
Primary Education	9	6.6	6.6	92.7
Psychology	2	1.5	1.5	94.2
Psychology & Intervention Specialist	1	.7	.7	94.9
Psychology and Intervention Specialist	1	.7	.7	95.6
Spanish	1	.7	.7	96.4
Sport Business	1	.7	.7	97.1
Undecided	4	2.9	2.9	100.0
Total	137	100.0	100.0	

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Appendix G

What is your academic major (i.e. Finance, Exercise Science, History, etc.)?

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Art	1	1.3	1.3	1.3
Art and Education	1	1.3	1.3	2.6
Biology	1	1.3	1.3	3.9
early childhood education	1	1.3	1.3	5.2
Early childhood education	3	3.9	3.9	9.1
Early Childhood Education	7	9.1	9.1	18.2
Early Childhood Education and development	1	1.3	1.3	19.5
ECH	1	1.3	1.3	20.8
EDU	1	1.3	1.3	22.1
Education	9	11.7	11.7	33.8
English	1	1.3	1.3	35.1
Finance, Marketing	1	1.3	1.3	36.4
French/Japanese Language	1	1.3	1.3	37.7
Health and Physical Education	1	1.3	1.3	39.0
History	3	3.9	3.9	42.9
Human Development and Family Sciences	1	1.3	1.3	44.2
Intervention Specialist	2	2.6	2.6	46.8
Intervention Specialist/Early Childhood	1	1.3	1.3	48.1
Japanese	2	2.6	2.6	50.6
Math	1	1.3	1.3	51.9
Math Education	1	1.3	1.3	53.2
Middle Childhood EDU	1	1.3	1.3	54.5
Middle childhood education	3	3.9	3.9	58.4
Middle childhood Education	1	1.3	1.3	59.7
Middle Childhood Education	6	7.8	7.8	67.5
Music Education	1	1.3	1.3	68.8
Physical education	1	1.3	1.3	70.1
Physical Education and Health	1	1.3	1.3	71.4
Physical education/health education	1	1.3	1.3	72.7
primary education	1	1.3	1.3	74.0
Primary education	2	2.6	2.6	76.6
Primary Education	8	10.4	10.4	87.0
Primary Education & Intervention	1	1.3	1.3	88.3
Primary Education and Human Development and Family Science	1	1.3	1.3	89.6
Psychology	4	5.2	5.2	94.8
Sociology	1	1.3	1.3	96.1
Spanish	2	2.6	2.6	98.7
Special Education	1	1.3	1.3	100.0
Total	77	100.0	100.0	

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Appendix H

Caring						
		Frequency	Percent	Valid Percent	Cumulative Percent	
Valid	1.67	1	.5	.8	.8	
	3.67	1	.5	.8	1.6	
	3.83	1	.5	.8	2.3	
	4.17	1	.5	.8	3.1	
	4.33	2	1.1	1.6	4.7	
	4.50	2	1.1	1.6	6.2	
	4.67	5	2.7	3.9	10.1	
	4.83	6	3.2	4.7	14.7	
	5.00	21	11.4	16.3	31.0	
	5.17	9	4.9	7.0	38.0	
	5.33	11	5.9	8.5	46.5	
	5.50	8	4.3	6.2	52.7	
	5.67	11	5.9	8.5	61.2	
	5.83	12	6.5	9.3	70.5	
	6.00	38	20.5	29.5	100.0	
	Total		129	69.7	100.0	
	Missing	System	56	30.3		
Total		185	100.0			

Appendix I



One University Plaza, Youngstown, Ohio 44555
www.yсу.edu

December 18, 2020

Dr. Karen Larwin, Principal Investigator
Ms. Caitlin Reash, Co-investigator
Department of Teacher Education and Leadership Studies
UNIVERSITY

RE: HSRC PROTOCOL NUMBER: 060-2021
TITLE: The Competency of Care: Determining the Factors that Drive Student
Motivation

Dear Dr. Larwin and Ms. Reash:

The Institutional Review Board has reviewed the abovementioned protocol and determined that it meets the expectations of DHHS 45 CFR 46.104(b)(2) and therefore is exempt from full committee review and oversight. Your project is approved.

Any changes in your research activity should be promptly reported to the Institutional Review Board and may not be initiated without IRB approval except where necessary to eliminate hazard to human subjects. Any unanticipated problems involving risks to subjects should also be promptly reported to the IRB.

The IRB would like to extend its best wishes to you in the conduct of this study.

Sincerely,

Dr. Severine Van Slambrouck
Director Research Services, Compliance and Initiatives
Authorized Institutional Official

SVS:cc

c: Dr. Marcia Matanin, Chair
Department of Teacher Education and Leadership Studies

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