

Title: “The Effects of Goals, Personality, Relations, and Social Influence on Criminal Justice Students”

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### Abstract

This study focused on the various levels of student engagement within the criminal justice department of Liberty University in Lynchburg, Virginia. The purpose of this study was to determine whether a significant relationship exists between engagement and one of following variables: goals, personality, relations, and society. While the criminal justice students from Liberty are known to perform well in the career field, there is a lack of engagement in the classroom which produces low levels of performance. These traits can develop long-lasting habits that could spill over to the career field, thus, this study was formed to observe the characteristics and provide explanation. The survey was presented to about 500 criminal justice students with a total of 193 participants. The survey was optional so only 59 surveys were valid and accounted for in the results. The data collected was calculated within a Chi-Square format to measure correlation and relation. While prior studies conclude that students can be influenced by the presented variables, none of our findings show that any of the variables have a significant effect on student engagement. There were various factors that placed limitations on the accuracy and certainty of the results, but none were significant enough to prevent analysis. Thus, our final results and discussion revealed that goals had the largest probability to possess a significant relation. From this, our study concludes that future research should use goals as a focal point to research the performance and engagement of students.

Key words: goal, engagement, role model, criminal justice, personality.

### **Christian Worldview**

Liberty University is a unique subject for this research because of the religious environment. There were other studies conducted with similar concepts, but all were focused on secular universities. This meant our research had a key opportunity to create a distinction

between a Christian worldview and the attitude of others within our results. When this group was conducting the literature review, a secular worldview was easily identified, but the goal was to translate the foundation of those studies into a method understood through a Christian worldview. This meant every step of our research had our subjects in mind and made an effort to portray God's motivation and love within the process. In addition to the location, the study itself is a new presentation of research. As stated before, there is no research that focuses on a Christian university in America. With our variables in mind, each result is a new discovery for our culture. Motivation and engagement are influenced by internal and external sources. External includes pop culture, society at large, and relationships while internal is personality and goals. Through the analysis, our study was able to draw connections between these sources and demonstrate the emergence of worldviews. As our final results and discussion provide goals as a focal point, it offers a new guide for future research to analyze the internal sources of influence. One of the strongest factors that could contribute to the formation of goals is the will of God. While there is not a solid measurement for that, further research in Christian universities and a comparison to secular universities creates large potential to identify a distinction most likely caused by the presence of God in one's life. As shown, our study was not only conducted to create an opportunity for Christian research in the present, but for future possibilities as well.

### **Introduction**

Criminal justice is a field that continues to grow, but this is an occurrence most clearly visible at the career level. Criminal justice majors are presented various opportunities, but do not gain access because they are unaware of them. As a result, the growth is mostly available to those already in the field. The conflict that arises is the inevitable loss of potential leaders and successors for the criminal justice field. Students have a desired career, but do not show the necessary resolve to achieve it. The underlying problem for these symptoms is the low levels of engagement students show which affect their performance within the criminal justice field. Student engagement can be divided into three categories: behavioral, cognitive, and emotional (Mahatmya, Lohman, Matjasko, & Farb, 2012) and is defined as the concurrent experience of concentration and interest of a specific project (Shernoff, Abdi, Anderson, & Csikszentmihalyi, 2014). The focus of this research will be the behavioral and cognitive dimensions of engagement which include a student's involvement and application of skills.

Engagement is an important area to research because it predicts the performance of a student in the short-term, but affects self-esteem in the long-term (Lam, Wong, Yang, & Lui, 2012). Within the context of criminal justice studies, engagement is an indication of the students who have a higher probability to achieve their desired career and the performance quality. If a student is showing low levels of engagement, then a low performance in the workplace is likely to occur when the cause resurfaces. For this reason, it is important to discover the variable that has the most significant relationship to student engagement. This information gives researchers a

better understanding of the cause to develop mechanisms that increase the probability for higher performances in both the short and long-term.

### **Literature Review: Goals and Student Engagement**

A student's goals and motivation pose a challenge to engagement. The process of how students accomplish their goals can deeply affect their success because motivation is a key factor. Success can be defined as the prospect of attaining an end or destination. In the world of academia, this can be seen as an attempt to master subjects with a deep involvement. Motivation is one of the various factors that influence a student's journey. If a student is motivated, they will overcome difficulties in pursuit of academic success. However, this is not applicable to every type of motivation because some are more powerful and long-lasting compared to others. This section explores the comparison of the two basic forms of motivation: extrinsic and intrinsic.

Extrinsic motivation is produced by an outside force and primarily driven by external rewards such as money, fame, time, etc. The drive for competition is strongly apparent as students are concerned with surpassing the performance of peers. In comparison, intrinsic motivation is predominantly driven by internal desire and is founded on the value that the act itself is rewarding, rather than external achievements (Ryan & Deci, 2000). While it is probable that an individual will experience both forms of motivation, intrinsic motivation shows signs of power and profit in the long term. This is due to the diminished affects from external factors such as teachers, environment, and resources (Ryan & Deci, 2000). The ability to be successful operates as an intrinsic belief which is a key contributor towards the engagement of a goal. Specifically, this pertains to the notion that intrinsic influences create a more enjoyable atmosphere which increases productivity; also applies to the facilitation of learning. The innate

impulse for learning as its own reward is an intrinsic connection to both the engagement and achievement of goals (Giani & O'Guinn, 2010).

Intrinsic motivation has been found to produce higher levels of engagement and performance. Within the field of academia, the goal should be to inspire intrinsic motivation within students. Thus, the examination of a student's motivation is important to reveal the impact of their success. Students with intrinsic characteristics have been found to experience deep levels of concentration on specific tasks which result in high levels of performance (Shernoff et al., 2014). Even further, studies show that students with intrinsic motivation have higher levels of persistency which act as a powerful factor that influences performance, education, and productivity (Shernoff et al., 2014). While it is true that motivation is a key factor in regards to a student's success, the amount and form of motivation is a significant issue to consider.

In a study performed by Robert et al. (2016), it was found that students with low levels of intrinsic motivation were associated with a lower class performance. Specifically, this pertained to course grades. This study applied to criminal justice students in an overarching way because it had the potential to explain the low levels of commitment in this field of study. While both forms of motivation can access achievement, the clear distinction is the time frame. Students with intrinsic motivation produce results in the long-term that continue to grow. Meanwhile, students with extrinsic qualities will only produce results under certain circumstances which guarantee levels of low performance and inconsistency (Robert et al., 2016). Not only does this effect the education process as a student, but also the career experience. The literature presents positive traits and results for intrinsic motivation while extrinsic motivation is deemed inferior. This research will attempt to identify if criminal justice majors are more likely to be extrinsically or intrinsically motivated and compare the relation to levels of engagement (Robert et al., 2016).



**Literature Review: Personality and Student Engagement.** Personality was defined according to the Myers-Briggs personality assessment (Briggs & Myers, 1987) which was conducted through the use of four different attribute dichotomies in an effort to define personality. These dichotomies include extraversion v. introversion, sensing v. intuition, thinking v. feeling, and judging v. perceiving. The survey featured all attributes of the Myers-Briggs personality assessment, but the focus of our research and hypothesis was the extraversion v. introversion dichotomy. Based on the literature, extroverts tend to focus on the world around them and their interactions with others while introverts focus more on inward reflection and experience (Briggs & Myers, 1987).

A study published by the New Zealand Journal of Psychology, written by Black (2000), studied the personality attributes of the cadets at the Royal New Zealand Police College. The purpose of this study was to discover if the success of cadets was affected by or could be predicted by a personality assessment. This study used the five-factor model of personality, similar to the Myers-Briggs assessment, but measures emotional stability, extraversion, intellect, agreeableness, and dependability (Black, 2000). It was determined that the success of candidates had the strongest relationship to the extroversion attribute (Black, 2000). Candidates that were determined to be extroverts were more likely to have the agreeableness, emotional stability, and other characteristics necessary for police work (Black, 2000). As expected, there are mitigating factors that affect personality in relation to performance that cannot be accounted for which include the status of the position (e.g. entry level v. management level). The thesis, however, is that extraversion showed a correlation with more successful police work.

Additionally, there were many similarities when the characteristics of an extroverted individual according to the Myers-Briggs assessment were cross referenced with the Federal

Bureau of Investigation's (FBI) list of Characteristics of an Ideal Police Officer. This further supports the previous study that extroverted personality types produce more successful police officers. The FBI's list of ideal characteristics includes initiative, communication skills, civility, and a thirst for new knowledge (Capps, 2014). Similarly, the Myers-Briggs personality study describes extroverts as individuals that are communication oriented, expressive, and those who take the initiative (Briggs & Myers, 1987). With this research considered, this study will focus on the extroverted characteristic in relation to levels of academic engagement.

***Literature Review: Relations and Student Engagement.*** Relations acts as another possible cause of low student engagement. Relationships are directly linked to emotional engagement, which have been considered to have a positive correlation with academic performance (Park, Holloway, Arendtsz, Bempechat, & Li, 2012). Students who do not feel emotionally engaged are more likely to withdraw from school activities and communities which makes them vulnerable to poor academic performances (Archambault, Janosz, Fallu, & Pagani, 2009). According to Reis, Sheldon, Gable, Roscoe, & Ryan (2000), the definition of relation is the necessity to feel a connection with someone. This includes a relationship with parents, peers, or teachers in order to possess a higher emotional engagement (Furrer & Skinner, 2003).

Interpersonal relationships are those that are truly important to a student and are associated with process of modeling, advice, and mutual support. Prior research found that interpersonal relationship can affect a student in many ways. First, students were reported to internalize what their significant others believe or value (Deci & Ryan, 2012; Vansteenkiste et al., 2010). As a result, the foundation was built for the belief that a significant person can influence academic growth because the student would adopt similar values. Interpersonal relationships were also found to help students function in the context of social, academic, and

emotional development (Martin & Dowson, 2009). For instance, if the relationship with the teachers are important to the students, they would receive a secure attachment and become more involved with their academic performance (Martin & Dowson, 2009). Similarly, Collie, Martin, Papworth, and Ginns (2016) conducted a study with 3232 high school students to examine the correlation between interpersonal relation and student engagement. It was found that teachers, parents, and peers have a great impact class participation, and class enjoyment (Collie et al., 2016). Based on previous studies, there is a strong correlation between a student's values and interpersonal relations. This variable will focus on the correlation with student engagement.

***Literature Review: Social Influence and Student Engagement.*** Social Influence can be defined as the process in which an individual's thoughts or behavior changes as a result of interactions, both small and large scale (Rashotte, 2007). According to this definition, influence can be met with various components and it supports the variable of societal influence. Individuals are likely to adopt a particular attitude when the majority favors it (Rashotte, 2007). Society represents the majority that holds a particular view portrayed through the media and news outlets. In today's society, a negative perception surrounds the criminal justice field because of concerns such as police brutality and the militarization of the field (Onyemaobim, 2016). As a result, public discourse holds the view that the police force is unjust (Chaney & Robertson, 2013). Despite this, students continue to seek employment within the criminal justice field.

Barth, Leone, & Lateano (2012) focused on the interactions one has with society and dominant perceptions of the criminal justice field magnified through entertainment. The study surveyed criminal justice students at the introductory level from two universities. The purpose of the study was to find the impact television shows had on aspiring students. Barth et al. (2012)

came to the conclusion that television focused on law enforcement had an influence in the major selection process as well as overall perceptions of the justice system. The study proves that media exposure has the possibility to effect educational goals or occupational aspirations (Barth, Leone, & Lateano, 2012).

Learning is a function of interactions that have a powerful impact on decisions, especially those frequent and of long duration (Sutherland, 1924). News outlets and other forms of media have a significant impact on society because they reach a diverse audience and carry a dominant view that shapes public perception. However, a problem arises when students create a picture that dominates their perception of the field. This increases the potential for disappointment when the job that they attended college to obtain is found to be unlike their expectations and the process to get there also falls short (Barth, Leone, & Lateano, 2012).

Further research found that major selection relied on two common factors: economic opportunity and the social impact of the professional duties (Krimmel & Tartaro, 1999). Students enter into the field because of prior exposure which creates a fantasy. Within the context of criminal justice studies, the education process can seem long and unnecessary because it does not deal with the major concerns magnified in society. Even current justice practitioners' and jurors' behavior was found to be altered due to media influence (Hans & Dee, 1991). This exemplifies the possibility for students to shift behavior and attitude as a result of societal influence. Specifically, this research will focus on the levels of engagement.

### **Gap in Literature and Present Research**

Exposure can happen through many outlets, and previous studies focus solely on entertainment (Barthe et al., 2012). While it may be true that television shows are a large part of the media, entertainment is not the only factor. This study does not include news outlets or

propaganda which carry a large amount of public perceptions that have the possibility to change opinions of criminal justice students. Thus we hypothesize, students who are more familiar with news related to the field will show higher levels of engagement. This is because they build a fantasy in their mind that shapes the education process (Barth et al., 2012) Whether or not the field meets their expectations, society is a large influence that affects their will for success. To measure societal influence as a whole, this survey uses terms such as *propaganda* and *public perception* to account for biased views of information through news outlets.

Based on prior studies, the belief is held that positive relationships can affect a student's engagement. However, past research was solely focused on the development of adolescents (Collie et al., 2012; Martin & Dowson, 2009). In order to test these results and identify similar effects, this study will be conducted in a university environment. Moreover, many researchers examined the association between the relationship and student engagement, but not many tested the effect of the parental or role model's career on engagement. We hypothesize that if the student has a family member(s) or role model who works within the criminal justice field, they are more likely to have higher level of engagement with major related activities. According to previous studies, a student has a higher opportunity for exposure to this field which increases the probability for an internalization of the parental/role model's belief towards this major (Martin & Dowson, 2009).

Setting and environment continued to sustain a gap in the literature. While the findings may be true, there is difficulty in application because the demographics are not similar. Extroversion was a personality trait that was found to increase the probability of success, however, this study was conducted on cadets enrolled in the police academy (Black, 2000). Thus, our hypothesis claims that students who are extroverts have higher levels of engagement in

comparison to introverts. The study will be conducted on criminal justice majors that attend a private university. Findings will determine if this variable is significant to student engagement, but also if findings will be consistent throughout different environments.

There was also the difficulty to determine the root cause of students' behavior which raised many questions in relation to this variable (Shernoff et al., 2014). There was no clear explanation of why certain students were intrinsically motivated and the cause for those who were not. There were different rewards that would motivate a student, but no articulation of why they would come to set those goals or even desire the rewards. Through Shernoff, Abdi, Anderson, and Csikszentmihalyi (2014), it is difficult to claim that that low intrinsic motivation levels are the only or predominant factor of a student's low performance. Furthermore, it would be beneficial to know if the percentage of low intrinsic motivation varies or remains constant from subject to subject. If there is a discrepancy, there is the possibility that the cause might relate with the field, class, or even the type of students involved in that field. As a result, the lack of articulation leaves room for multiple interpretations.

### **Research question**

Students who major in Criminal Justice were reported to have lower amounts of involvement within the program in comparison to other majors. Previous studies provided the foundation to question the correlation between student engagement and four other independent variables such as goals, personality, relationship and social influence. Thus began the exploration of four key hypotheses. First, students who show extrinsic goal characteristics have a higher level of engagement. Second, students who are extrovert have a higher engagement than students who are introvert. Third, students with personal relations in the field show a higher level of

engagement. Finally, students who are more familiar with news related to the field show higher levels of engagement.

## **Method**

### **Participants**

A total of 193 students responded to the survey. Their mean age range was 17-21, 44% female, 56% male; 1% of the respondents were Native American, 4% Asian, 6% Black, 7% Latino(a), and 80% White. Over half (53%) was upperclassmen (seniors and juniors) while underclassmen were 47%. Ninety percent were criminal justice majors while 10% was not. Out of the 193 students, only 59 completed the survey. The following demographics represent the valid surveys that contribute to the results. The mean age was 17-21, 46% female, 54% male; 2% of the respondents were Native American, 3% Asian, 3% Black, 3% Latino(a), and 52% White. 22% were freshmen, 28% sophomores, 31% juniors, and 19% seniors. Out of the 59, 92% were criminal justice majors while 8% was not.

### **Procedure**

All procedures were reviewed by the supervisor, Dr. Cox. An online survey was posted on blackboard, an official website for the university. The link of the survey was also sent out in a mass email to the students of Dr. Cox to raise awareness. The survey consisted of 27 questions. Each question would belong to one of the six categories: demographics, goals, personality, engagement, relations and societal influence. The participants were required to answer all of the questions. An uncompleted survey would be eliminated from the final results. The students were not required to take the survey, but an extra ten points were offered upon completion. All collected information was kept anonymous.

**Measure**

**Goal.** There were four questions in the survey, with a 5-point Likert scale from 1 to 5 (1- strongly agree, 2- agree, 3- neutral, 4- disagree, 5- strongly disagree), used to determine which type of goal each student had. Out of five items, two items inquired about intrinsic goal characteristics while the other inquired about extrinsic goal characteristics. Students who received 2 points and higher were considered to have characteristics of extrinsic goals. Since the data was ordinal variables, Chi Squares were used to examine the correlation between the two goal forms and student engagement.

**Personality.** There were four questions in the survey used to determine the type of personality each student reflected. Our study used the Myer Brigg personality assessment as the foundation for the questions. The answers included the following options: extrovert and introvert, intuition and sensing, thinking and feeling, judging and perceiving. Due to the limitation of the data, this study focused solely on the correlation of extrovert v. introvert and student engagement. Students who are introverts were coded as 1, while students who were extrovert were coded as 2. Students who claimed that they did not know, were coded as 0. Since the data was nominal variables, Chi Squares were used to test the correlation between the two personality types and student engagement.

**Relationship.** There were five questions in this section: two items with a 5-point Likert scale from 1 to 5 (1- strongly agree, 2- agree, 3- neutral, 4- disagree, 5- strongly disagree), two items with yes/no answers, and one item with categories (education, STEM, visual/ performing arts, business, military, religious, multiple, medical, public service, N/A). The purpose of this section was to determine the influence relations had on each student. Students who have any family members or role models who work in criminal justice field were counted and examined



the correlation between those relationship and student engagement. Since the data was both nominal and ordinal, Chi Squares were used to examine the correlation.

**Social Influence.** There were three questions in the survey with a 5-point Likert scale from 1 to 5 (1- strongly agree, 2- agree, 3- neutral, 4- disagree, 5- strongly disagree) which were used to determine the level the student was affected by society. A high score indicated that they are impacted by public perceptions and propaganda. Since the data was ordinal variables, simple logistic regression was used to examine the correlation social influence and student engagement.

**Engagement.** There were two questions in the survey used to determine whether the students participated in extracurricular activities and if there was any relation to criminal justice studies. After gathering the data, Chi Squares were used to examine the association between student engagement and other independent variables.

## Results

### Extrinsic Goal and Students Engagement

There was one student with extrinsic characteristics and high engagement. There were seven students who possess high levels of extrinsic characteristics, but low levels of engagement. For a group of students, there is no significant relationship between extrinsic goals/motivation and student engagement.

Statistic statement:  $\chi^2 (1, N = 60) = 2.606, ns$ , Cramer's  $V = .21$  (small effect size).

### Intrinsic goal and Student Engagement

There were twenty-two students who possess high levels of intrinsic characteristics and engagement. In comparison, there were thirty-one students with high levels of intrinsic characteristics and low levels of engagement. For a group of students, there is no significant relationship between intrinsic goals/motivation and student engagement.

Statistic statement:  $\chi^2 (1, N = 60) = 1.939, ns$ , Cramer's  $V = .18$  (small effect size).

### **Personality and Student Engagement**

For a group of students, there is no significant relationship between personality and student engagement. The study conducted by Jonathan Black and our analysis of the FBI and Myers-Briggs characteristics concluded that individuals that are extroverts tend to have more success in the criminal justice field. Despite the results from the study done at the Royal New Zealand Police College and the analysis done of the Myers-Briggs study, there was no correlation between extraversion and student engagement.

Statistic statement:  $\chi^2 (1, N = 43) = .220, ns$ , Cramer's  $V = .072$  (small effect size).

### **Relationship and Student Engagement**

There are ten students that know somebody who works in the criminal justice field that influence their engagement in the field. There are eleven students who know somebody who works in the field but do not affect their engagement with this major. For a group of students, there is no significant relationship between relationship and student engagement.

Statistic statement:  $\chi^2 (1, N = 60) = 1.178, ns$ , Cramer's  $V = .14$  (small effect size).

### **Social Influence and Student Engagement**

There were ten students who agree that current propaganda influence the perception of the field; twenty-eight disagree, four strongly disagree, and seventeen neutrals. The results indicate that societal influence is not a statistically significant predictor of student engagement, Wald = .296,  $p = .586$ .

## Discussion

### Findings

Overall, the results show no significant relationship between any of the variables. Our first hypothesis claimed that students who show intrinsic characteristics would have a higher level of engagement. Based on the results, this hypothesis has been rejected. While it is true that motivation and goal-setting has an impact in long-term performance (Shernoff et al., 2014), there was no significant relationship found within this study. However, this variable has the highest relationship compared to others and has the potential to form a significant relationship.

The second hypothesis claimed that extroverted students would have higher levels of engagement compared to introverts. The results revealed no significant relationship between personality and engagement. Whether a student portrayed extroverted or inverted personality traits, there was no effect on the levels of engagement. Thus, hypothesis two was rejected.

The third hypothesis claimed that students with personal relations within the field would show higher levels of engagement. According to the result, this hypothesis has been rejected. While it may be true that personal relationships affect a student's growth and values, it was found that these relations have no effect on student's engagement.

The fourth hypothesis claimed that students with a higher awareness of news outlets would have higher levels of engagement. While it may be true that public perceptions and media have an influence on the decisions leading into higher institutions of learning (Barthe et al., 2012), the results showed that societal influence and public perceptions have no effect on student engagement. Even if a student is influenced by propaganda and views the field a certain way as a result of society, those influences have no effect on the education process or actions. Thus, hypothesis four has been rejected.

**Limitations**

This research did suffer from some limitations. As mentioned previously, there was a total of 193 participants, but our results only represent 59. Many were unable to complete the survey and, as a result, many were left invalid. A probable cause was that this survey was optional. Since students were not required to take the survey at all, there was a higher risk for misrepresentation. Also, since the sample size was small, there was an inability to generalize the results. Another limitation was the inclusion of non-criminal justice major students as students of another major may take a class out of interest or to fulfill a requirement. Since our study pertains specifically to criminal justice majors, the results may not have an accurate representation of the field, but this limitation was miniscule as CJUS major were the majority.

The last limitation our group faced was survey validity and reliability. The survey was sent out twice because the initial did not include all of the sections. The first survey was open for a week, while the second was only open twelve hours which meant there was less time for more students to participate. This also created the possibility for the same student to take the survey twice or alter responses.

**Implication and future research**

Our findings show no significant relationship from our variables to student engagement, however, this was expected based on our limitations. Despite the findings, the variable that showed the greatest possibility to have a significant relationship was goals. Future research should focus on how goals, specifically extrinsic and intrinsic, effect a student's engagement and performance. Future Research should mandate the survey to get an accurate representation of the criminal justice majors. The survey should pertain mostly to criminal justice majors and have a

clear distinction of them. Future research may include a comparison of majors, and an increased sample size.

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### Appendix

Table 1

*Descriptive Statistic of Extrinsic goal and Engagement for a sample of 59 college student.*

	Value	df	Asymptotic Significance (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	1.939 <sup>a</sup>	1	.164		
Continuity Correction <sup>a</sup>	.958	1	.328		
Likelihood Ratio	2.201	1	.138		
Fisher's Exact Test				.233	.165
Linear-by-Linear Association	1.906	1	.167		
N of Valid Cases	60				

a. 2 cells (50.0%) have expected count less than 5. The minimum expected count is 2.68.

b. Computed only for a 2x2 table

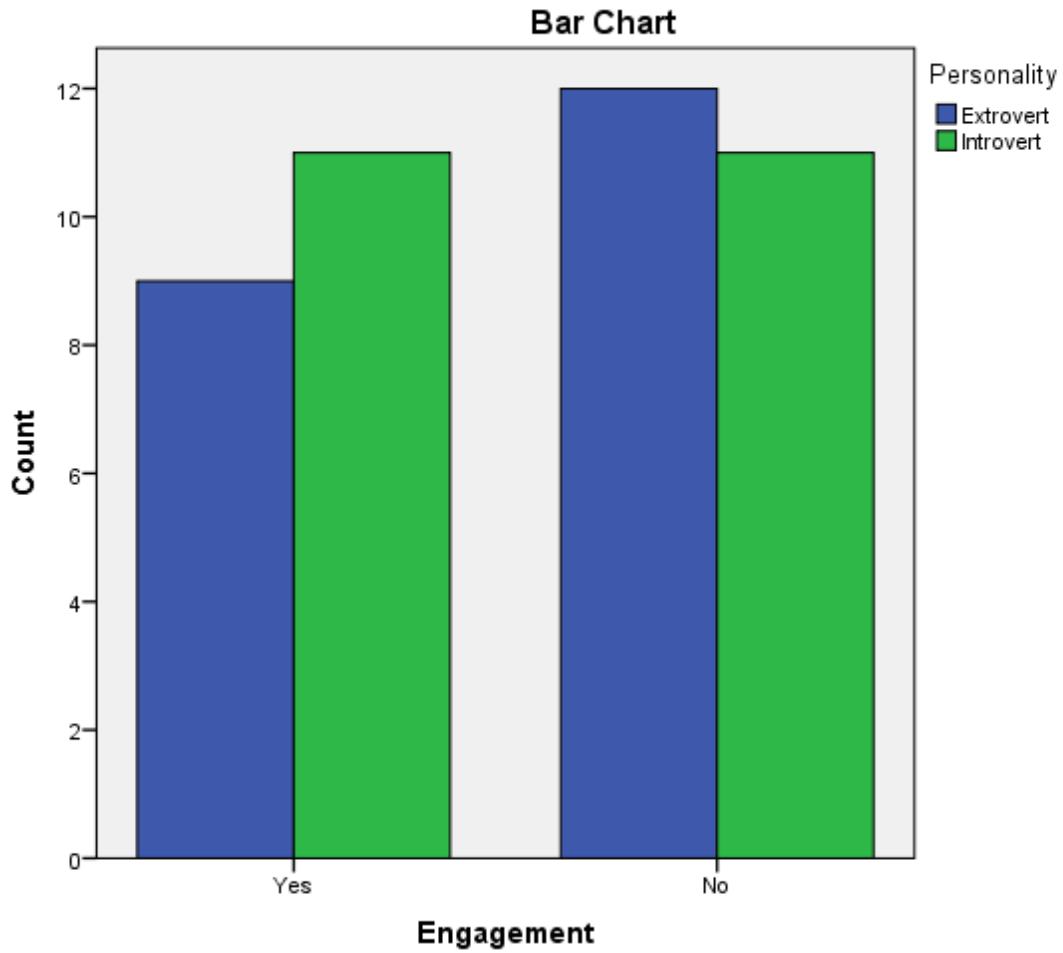


Figure 1. Bar chart of Extrinsic goal and Engagement for a sample of 59 college student.

Table 2

Descriptive Statistic of Intrinsic Goal and Engagement for a sample of 59 college student.

	Value	df	Asymptotic Significance (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	2.606 <sup>a</sup>	1	.106		
Continuity Correction <sup>b</sup>	1.498	1	.221		
Likelihood Ratio	3.001	1	.083		
Fisher's Exact Test				.138	.108
Linear-by-Linear Association	2.563	1	.109		
N of Valid Cases	60				

a. 2 cells (50.0%) have expected count less than 5. The minimum expected count is 3.07.

b. Computed only for a 2x2 table

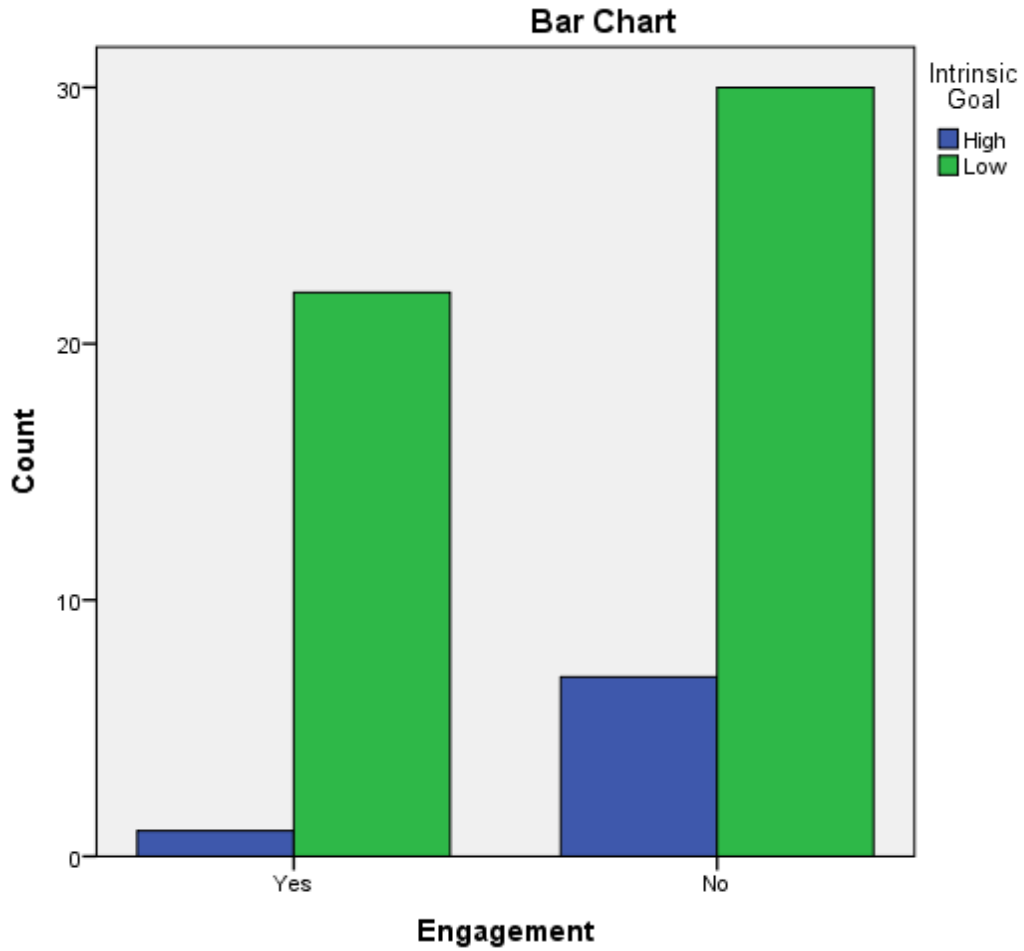


Figure 2. Bar chart of Intrinsic goal and Engagement for a sample of 59 college student.

Table 3

Descriptive Statistic of Personality and Engagement for a sample of 59 college student.

	Value	df	Asymptotic Significance (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	.220 <sup>a</sup>	1	.639		
Continuity Correction <sup>a</sup>	.027	1	.870		
Likelihood Ratio	.221	1	.639		

Fisher's Exact Test				.763	.435
Linear-by-Linear Association	.215	1	.643		
N of Valid Cases	43				
a. 0 cells (0.0%) have expected count less than 5. The minimum expected count is 9.77.					
b. Computed only for a 2x2 table					

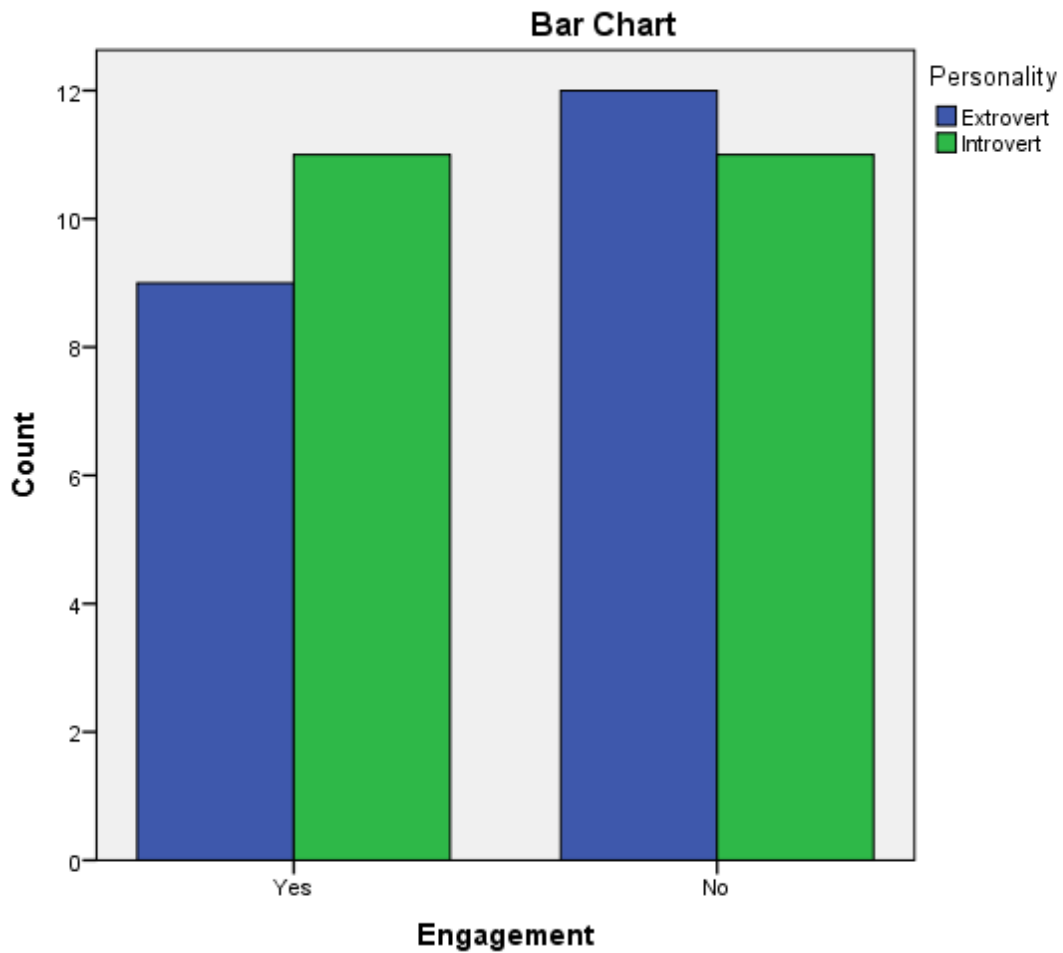


Figure 3. Bar chart of Personality and Engagement for a sample of 59 college student.

Table 4

*Descriptive Statistic of Relationship and Engagement for a sample of 59 college student.*

	Value	df	Asymptotic Significance (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	1.178 <sup>a</sup>	1	.278		
Continuity Correction <sup>b</sup>	.652	1	.420		
Likelihood Ratio	1.168	1	.280		
Fisher's Exact Test				.404	.209
Linear-by-Linear Association	1.159	1	.282		
N of Valid Cases	60				
a. 0 cells (0.0%) have expected count less than 5. The minimum expected count is 8.05.					
b. Computed only for a 2x2 table					

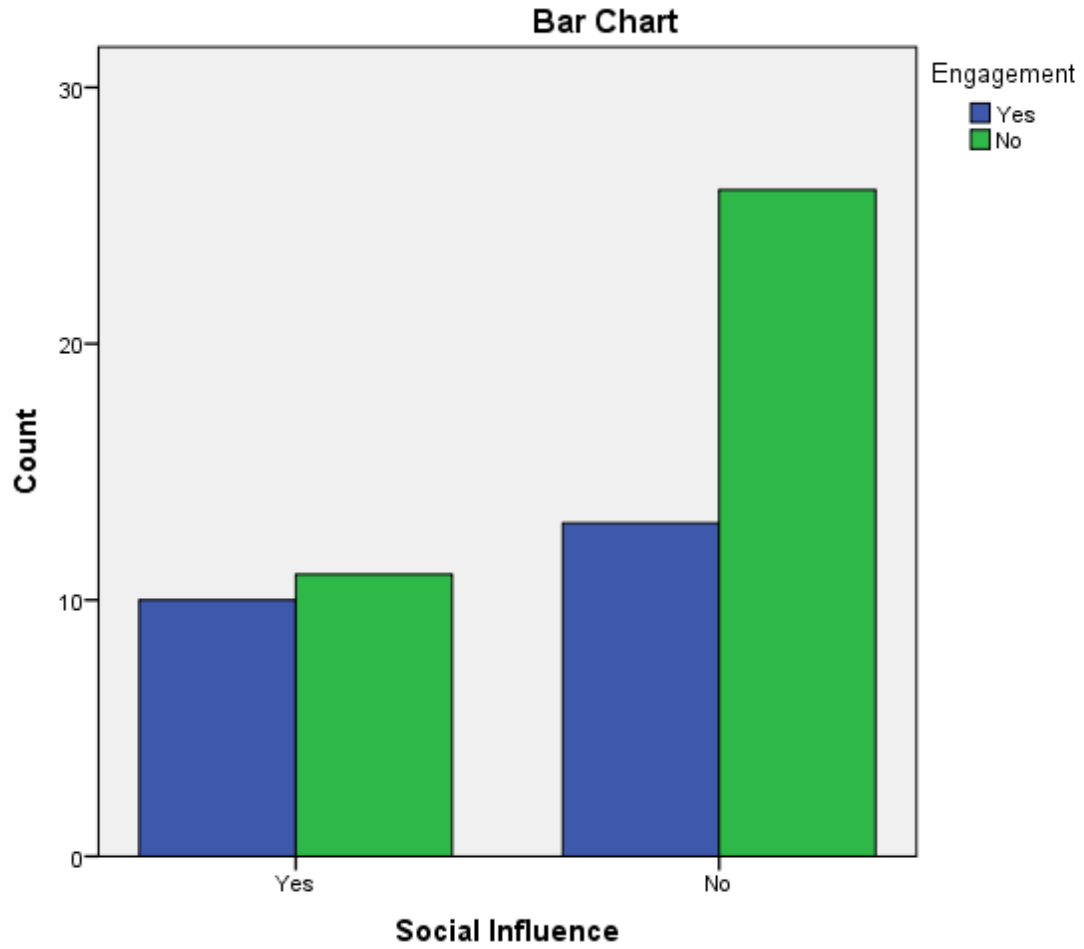


Figure 4. Bar chart of Relationship and Engagement for a sample of 59 college student.

Table 5

Descriptive Statistic of Social Influence and Engagement for a sample of 59 college student.

		B	S.E.	Wald	df	Sig.	Exp(B)
Step 1 <sup>a</sup>	social_influence	.071	.130	.296	1	.587	1.073
	Constant	-.923	2.455	.141	1	.707	.398