Fall Showcase for Research and Creative Inquiry

Available and Quality of Resources and Their Effect on Continuance to Higher Education

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Today’s students are the future medical staff, mechanics, scientists, teachers, chefs, pilots, business owners and accountants, and the list goes on. In 2018, 67% of all students in the state of Virginia who had graduated with a high school diploma enrolled in higher education. While this may seem like a decently large number of students from the general population, this percentage decreases for students that are considered “economically disadvantaged” to 52% enrollment (Figure 1). Over the years, there has been an increased need for many fields that require at least a bachelor’s degree or a degree from a technical school. There are many hardy studies out there that have looked at resources effect on students’ academic performances, but there are none that look to see if the resources, or lack of, have an effect on students seeking higher education, whether the plan to higher education be collegiate or a technical institute. It has been shown that increase in spending per student led to increased academic performance (Gigliotti and Sorensen 2018). With the need for workers with degrees and just an overall goal of equity of education, it is important to know if resources play a role in students seeking higher education.

Specific Aim

▪ To determine which resources influence student’s confidence and continuance to higher education
▪ To determine the effects of increased funding

Previous Research

◦ Four different categories of resources: operations, instructional support, instruction, and leadership

◦ Social economic status plays a large role in student achievement (Archibald 2006)

◦ Funding for resources broken into staff salaries and instructional

◦ It has been stated that increasing student achievement in school can lead to larger economic benefits (Carnoy, Ngware, and Oketch 2015)

◦ It is also acknowledged that resources play a larger role in learning within poorer areas

◦ Students that attended schools that had more extracurricular activities and more learning space resources, such as dedicated labs and libraries, scored higher on math tests that students of the same SES in schools without these resources (Chudgar et al 2015)

Methods

Expected Results and Implications

➢ Higher SES areas will have higher percent of students who plan to attend higher education
➢ Increasing funding in low SES counties will give students more equitable opportunities in education
➢ Increased funding will increase confidence, therefore closing the gap in the percent of students from low and high SES areas that attend higher education
➢ Results can be used to create a more equitable learning experience

Resources

