Ask Dom:

About NAs - done

About stepwise regression from sleep article

Need to change data and/or descriptions in methods to match the coding of the data set. For instance need to change coding for stress so it indicates 0 for no incidence of the stressor and 1 if it occurs. -done

Also, most measures used 1 for never so need to adjust the totals on the measures or re code so 1 is 0 etc.

Also, Sleep Hygiene has 1 for always and 5 for never.

Results:

The demographic characteristics of the subjects are presented in Table 1, including means and standard error.

Demographic variables for the participants are summarized in Table 1. Out of 203 participants there were 199 complete data sets used for analyses. Counter to methods outline in the original questionnaire research, the SH variable was collected with low scores indicating poorer hygiene practices in order to improve interpretability. Additionally, coding found on the stress factor (1=occurrence of the stressor and 2=NO occurrence of the stressor) was corrected post hoc so that the total stress amount reflected the total number of stressors (changed so that 0=NO occurrence of the stressor).

|  |  |
| --- | --- |
| Table 1  *Participant demographics.* | |
| Variable | N |
| Participants | 203 |
| Gender |  |
| Female | 159 |
| Male | 44 |
| Age |  |
| 18-19 | 88 |
| 20-21 | 88 |
| 22-25 | 25 |
| 26-30 | 0 |
| 30+ | 2 |
| Ethnicity |  |
| Asian | 10 |
| Black | 40 |
| Hispanic | 23 |
| White (Non-Hispanic) | 121 |
| Biracial/Mixed | 9 |
| Class Standing |  |
| Freshman | 50 |
| Sophomore | 51 |
| Junior | 56 |
| Senior | 44 |
| N/A | 2 |
| *Note.* | |

Do table of demographic means as compared to AE factors. Table 2

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Table 3  *Pearson product-moment correlations.* | | | | | | | | | |  |
|  | AE | Skills | | Emot | Part/int | Perf | Stress | SH | Exercise |
| Total Academic Engagement (AE) | -- | |  |  |  |  | .055 | .254\*\* | .089 |
| Skills |  | | -- |  |  |  | .242\*\* | .349\*\*\* | .072 |
| Emotional |  | |  | -- |  |  | -.066 | .048 | .180! |
| Participation/interaction |  | |  |  | -- |  | -.122 | .097 | .041 |
| Performance |  | |  |  |  | -- | .112 | .212\* | -.113 |
| Stress | -.026 | | -.205\* | .109 | .150! | -.109 | -- | -.306\*\*\* | .113 |
| Sleep Hygiene (SH) | .254\*\* | | .349\*\*\* | .048 | .097 | .212\* | .327\*\*\* | -- | -.055 |
| Exercise | .089 | | .072 | .180! | .041 | -.113 | -.054 | -.055 | -- |
| Mean | 45.92 | | 17.30 | 9.99 | 10.54 | 8.19 | 43.04 | 41.33 | 46.86 |
| *SD* | 7.14 | | 2.99 | 2.51 | 2.86 | 1.42 | 11.53 | 6.09 | 14.83 |
| *Note.* \*p<.01; \*\*p<.001; \*\*\*p<.0001; ! should I report p<.05? | | | | | | | | | |  |

|  |  |
| --- | --- |
| Table 6  *Random Forest Variable Importance.* | |
| Variable | MSE |
| Total Academic Engagement |  |
| Gender |  |
| Age |  |
| Ethnicity |  |
| Class Standing |  |
| Stress |  |
| Sleep Hygiene |  |
| Exercise |  |
| Skills |  |
| Gender |  |
| Age |  |
| Ethnicity |  |
| Class Standing |  |
| Stress |  |
| Sleep Hygiene |  |
| Exercise |  |
| Skills |  |
| Exercise |  |
| *Note.* |  |

|  |  |  |
| --- | --- | --- |
| Table 7  *Results of hierarchical regression analyses predicting Academic Engagement and its factors.* | |  |
| Variable | β | x |
| Gender |  |  |
| Age |  |  |
| Ethnicity |  |  |
| Class Standing |  |  |
| Stress |  |  |
| Sleep Hygiene |  |  |
| Exercise |  |  |
| *Note.* |  |  |

Confirmatory Factor Analysis for Academic Engagement measure SCEQ:

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| TABLE 8. |  |  |  | | |  | |  | | |  | |  | |  | | |
| Confirmatory Factor Analysis of Factor Structure of Student Course Engagement Questionnaire | | | | | | | | | | | | | | | | | |
|  | Factor 1  (Skills) | | | Factor 2  (Emotional) | | | | Factor 3  (Part/int) | | | | | Factor 4  (Performance) | | | | |
| Items | *Orig* | *New* | | *Ori* | | *New* | | *Orig* | *New* | | | | *Orig* | | *New* | | |
| Making sure to study on a regular basis | .64 | .63 | |  | |  | |  |  | | | |  | |  | | |
| Putting forth effort | .59 | .54 | |  | |  | |  |  | | | |  | |  | | |
| Doing all homework problems | .57 | .61 | |  | |  | |  |  | | | |  | |  | | |
| Staying up on the readings | .55 | .55 | |  | |  | |  |  | | | |  | |  | | |
| Looking over class notes between classes to  make sure I understand the material | .53 | .51 | |  | |  | |  |  | | | |  | |  | | |
| Being organized | .53 | .58 | |  | |  | |  |  | | | |  | |  | | |
| Taking good notes in class | .53 | .66 | |  | |  | |  |  | | | |  | |  | | |
| Listening carefully in class | .51 | .55 | |  | |  | |  |  | | | |  | |  | | |
| Coming to class every day | .47 | .53 | |  | |  | |  |  | | | |  | |  | | |
| Finding ways to make the course material  relevant to my life |  |  | | .86 | | .87 | |  |  | | | |  | |  | | |
| Applying course material to my life |  |  | | .86 | | .81 | |  |  | | | |  | |  | | |
| Finding ways to make the course interesting  to me |  |  | | .54 | | .73 | |  |  | | | |  | |  | | |
| Thinking about the course between class  meetings |  |  | | .46 | | .65 | |  |  | | | |  | |  | | |
| Really desiring to learn the material |  |  | | .43 | | .52 | |  |  | | | |  | |  | | |
| Raising my hand in class |  |  | |  | |  | | .82 | .97 | | | |  | |  | | |
| Asking questions when I don’t understand  the instructor |  |  | |  | |  | | .64 | 1.02 | | | |  | |  | | |
| Having fun in class |  |  | |  | |  | | .57 | .50 | | | |  | |  | | |
| Participating actively in small-group  discussions |  |  | |  | |  | | .55 | .77 | | | |  | |  | | |
| Going to the professor’s office hours to  review assignments or tests or to ask questions |  |  | |  | |  | | .50 | .60 | | | |  | |  | | |
| Helping fellow students |  |  | |  | |  | | .45 | .41 | | | |  | |  | | |
| Getting good grades |  |  | |  | |  | |  |  | | | | .77 | | .62 | | |
| Doing well on the tests |  |  | |  | |  | |  |  | | | | .68 | | .69 | | |
| Being confident that I can learn and do well  in the class |  |  | |  | |  | |  |  | | | | .64 | | .66 | | |
|  |  |  | |  | |  | |  |  | | | |  | |  | | |
| *Note. Orig = original study, New = new data set*  All factor loadings are significant, *p*< .01. (check this) | | | | | | | | | | | | | | | | | |
|  |  |  | |  |  | |  |  | |  | |  | |  | |  |  | |  |  |  |

In order to determine the variables that would explain the most variance in AE, a Random Forest approach was utilized. Results of the Random Forest analysis can be found in Table 6, including variable importance measures for all potential predictor variables. Variable importance was measured by the average increase in mean squared error (MSE) across all regression trees when each variable was omitted. Generally, the demographic variables showed the least importance, with age showing the most among demographic variables. Consequently, the variables used in a final multiple regression model to predict AE are stress, sleep hygiene, and exercise.

In order to determine the variables that would explain the most variance in AE, a Random Forest approach was utilized. Results of the Random Forest analysis can be found in Table 6, including variable importance measures for all potential predictor variables. Generally, the demographic variables showed minimal explanation of variance, with age showing the largest, yet still an insignificant beta weight. Consequently, the variables used in a final multiple regression model to predict AE are stress, sleep hygiene, and exercise.