A perceived **lack of control** is associated with **anxiety** and **reduced satisfaction** which can enhance **dropout intentions** among freshmen.

Applying the control-value theory of emotions to higher education

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INTRO

- control-value theory[1]: appraisals of control and value determine emotions
- relation between emotions in higher education and student satisfaction as well as dropout intentions lack a detailed exploration
- ➢ research question: Is the control-value approach able to explain anxiety, satisfaction and dropout intentions among freshmen in higher education?

METHODS

- three cohorts of freshmen, $N_{total} = 397$, longitudinal design
- 80 % female, $M_{age} = 20.85$ years ($SD_{age} = 3.84$)
- SEM using lavaan (Rosseel, 2012; R Core Team, 2018)[2,3]

RESULTS

- good model fit: $\chi^2/df = 2.71$, $SRMR = .068$, $RMSEA = .066$ [.061; .070]
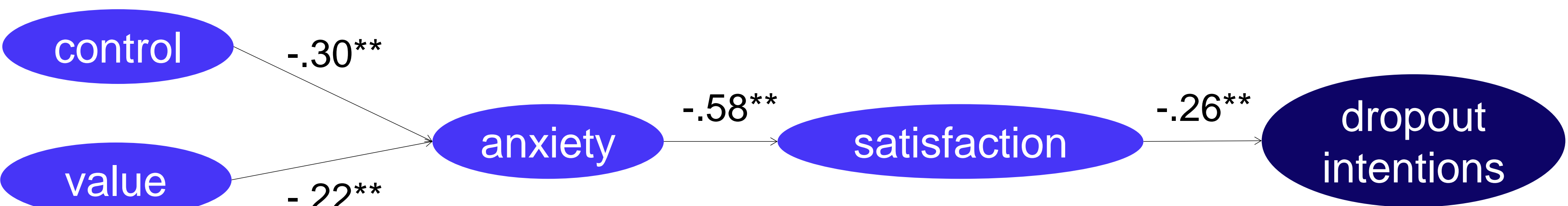- regression: $F(4, 392) = 7.91$, $p < .01$, $R_{corr}^2 = .07$

Figure 1. Modelfit, *standardized path coefficients,* ** $p < .01$, $N = 397$

DISCUSSION

- control-value theory affirmed, further: anxiety sign. related to satisfaction which can in turn predict dropout intentions
- importance of achievement emotions in higher education
- limitation: expl. var. in dropout intentions is small (emotions only *one* reason)
- stakeholders should pay attention to students' achievement emotions: Tailored interventions to prevent highly anxious freshmen from dropout?

Descriptives ($N = 397$)

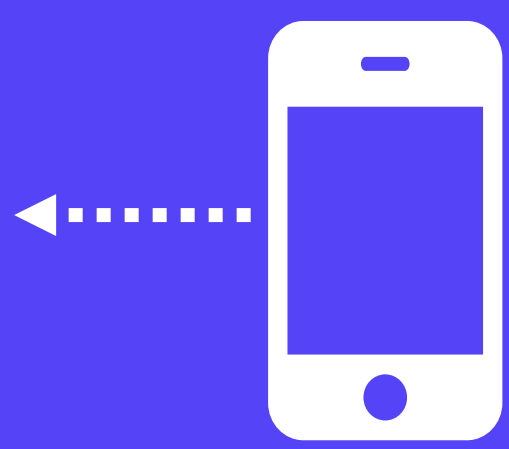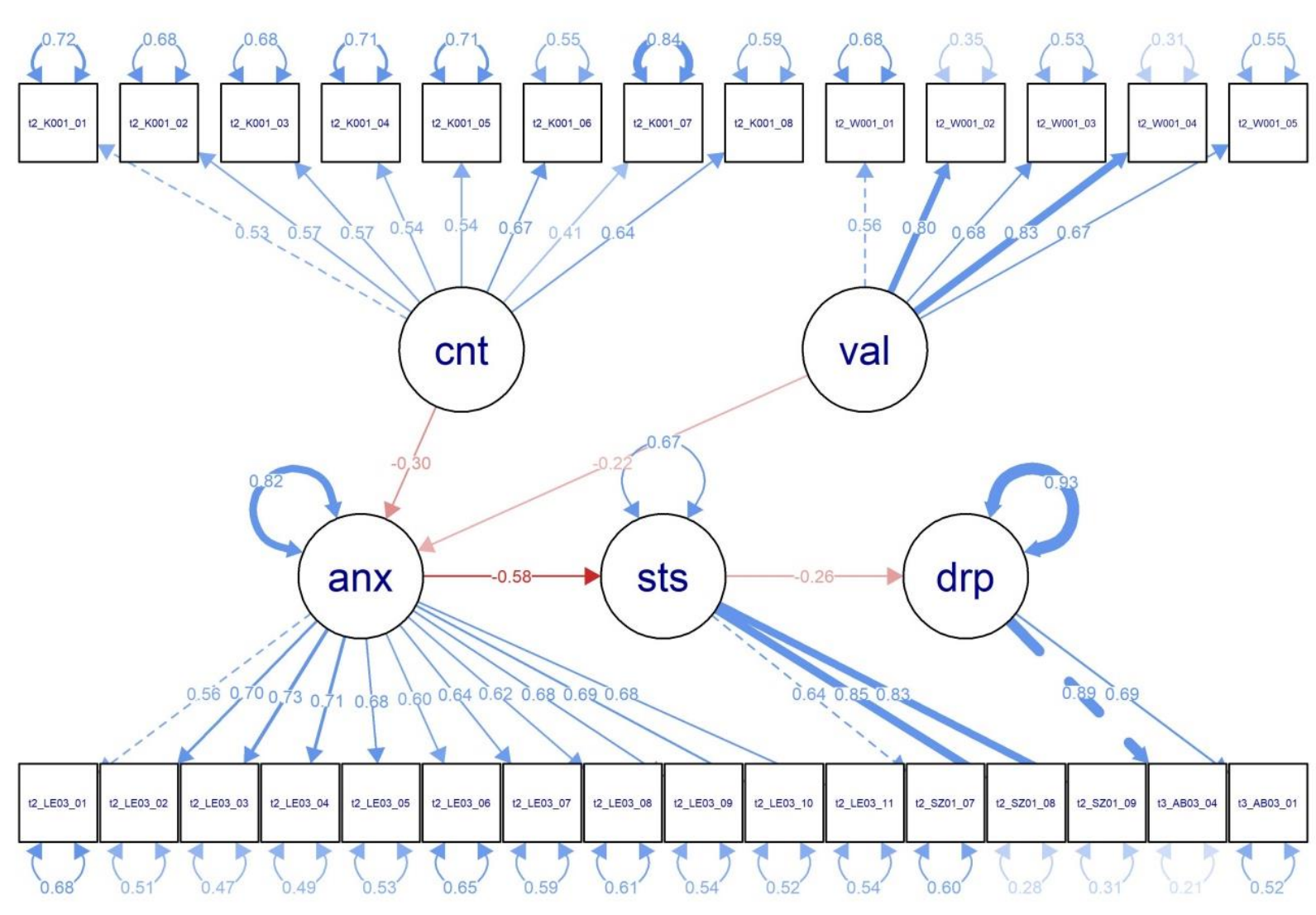| scale	M (SD)
control [1;5]	4.03 (0.54)
value [1;7]	5.99 (0.80)
anxiety [1;5]	2.66 (0.85)
satisfaction [1;5]	3.42 (0.94)
dropout intentions [1;7]	2.87 (1.85)

Design

Longitudinal design with two points of measurement:
1. end of first semester
2. end of second semester

scales:
- control[4] (8 items, α = .78)
- value[5] (5 items, α = .84)
- anxiety[6] (11 items, α = .89)
- satisfaction[7] (3 items, α = .81)
- dropout intentions (2 items)

Detailed Model

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