# Article information:

Examining Motivator Factors of Stem Undergraduate Persistence through Two-Factor Theory - EBSCO
<https://research.ebsco.com/c/babias/viewer/pdf/zzcut2ux4f>

# Article summary:

1. The article examines motivator factors of STEM undergraduate persistence through Herzberg's Two-Factor Theory, focusing on hygiene factors such as interpersonal relationships, supervision (academic advisement), working conditions (STEM academic environment), personal life (cultural capital, living situation), and salary (financial assistance).

2. Research shows that positive faculty-student interaction and peer-to-peer interaction through extracurricular activities are associated with STEM student success and persistence. Additionally, financial assistance, including grants, family contribution, work-study, and loans, plays a significant role in predicting STEM persistence.

3. Factors such as academic and social integration, supportive institutional interventions for underrepresented students and women in STEM fields, and the impact of living situations on campus versus commuting from home are all important considerations in understanding and promoting STEM undergraduate persistence.

# Article rating:

May be slightly imbalanced: The article presents the information in a generally reliable way, but there are minor points of consideration that could be explored further or claims that are not fully backed by appropriate evidence. Some perspectives may also be omitted, and you are encouraged to use the research topics section to explore the topic further.

# Article analysis:

The article "Examining Motivator Factors of STEM Undergraduate Persistence through Two-Factor Theory" provides a comprehensive analysis of the motivator factors that influence STEM undergraduate persistence. The article draws on Herzberg's Two-Factor Theory to categorize these factors into hygiene factors and motivator factors, providing examples and evidence from existing literature to support their claims.

One potential bias in the article is the focus on Herzberg's Two-Factor Theory as the primary framework for understanding motivator factors in STEM undergraduate persistence. While this theory has been widely used in organizational psychology, its applicability to educational settings, specifically STEM education, may be limited. The article could benefit from exploring other theoretical frameworks or perspectives that may offer a more nuanced understanding of student persistence in STEM fields.

Additionally, the article predominantly focuses on motivator factors such as academic and social integration, faculty-student interaction, and financial assistance, while giving less attention to potential barriers or challenges that students may face in pursuing STEM degrees. For example, issues related to discrimination, lack of representation, or institutional barriers within STEM disciplines are not adequately addressed in the analysis. By only highlighting motivator factors without considering potential obstacles, the article may present an incomplete picture of the complex dynamics influencing STEM undergraduate persistence.

Furthermore, some claims made in the article lack sufficient evidence or empirical support. For instance, when discussing the impact of living situations on student persistence, the article mentions that students who live on campus have higher persistence outcomes than commuters without providing specific studies or data to back up this assertion. Including more concrete evidence and references would strengthen the credibility of these claims.

Moreover, there is a lack of exploration of counterarguments or alternative perspectives throughout the article. By presenting a one-sided view of motivator factors influencing STEM undergraduate persistence, the article may overlook important nuances or conflicting viewpoints that could enrich the discussion.

Overall, while the article offers valuable insights into motivator factors affecting STEM undergraduate persistence through Herzberg's Two-Factor Theory framework, it could benefit from addressing biases related to theoretical limitations, unbalanced reporting of factors influencing persistence, unsupported claims, and missing considerations for potential barriers faced by students in STEM fields. By incorporating a more diverse range of perspectives and evidence-based arguments, the article could provide a more comprehensive and nuanced analysis of this important topic.

# Topics for further research:

* Barriers to STEM undergraduate persistence
* Discrimination in STEM education
* Representation of minorities in STEM fields
* Institutional obstacles in STEM disciplines
* Alternative theories of student persistence in education
* Empirical studies on living situations and student outcomes

# Report location:

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