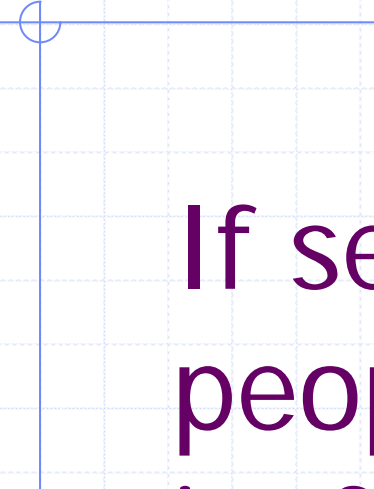


New Thoughts on Self-efficacy in the Classroom

Results of a study on

**Improving Self-efficacy in
Emerging Adults with Limited
Life Experiences**

M. Schneider



If self-efficacy is lacking, people tend to behave ineffectually, even though they know what to do.

SELF -EFFICACY

(Bandura, 1977)

- ◆ Self-efficacy – a conviction that one can successfully perform behaviors necessary to achieve the expected outcome
- ◆ Based on:
 - Performance Accomplishment
 - Vicarious Experience
 - Verbal Persuasion
 - Emotional Arousal

SELF-EFFICACY AND SELF-ESTEEM

Self Concept

- ◆ Self esteem – regarding oneself as a competent, need satisfying individual

- ◆ Self-efficacy associated with confident effort to accomplish a task/goal

How Self-Efficacy Differs

◆ Self-efficacy is **CONTEXT SPECIFIC**

Assessments of competence to perform a specific task are tied to the domain of that task

It is a question of “Can I do this?”



◆ Self-efficacy

I am confident that I can write an essay without spelling errors. (I'll ask for help if I need to)

◆ Self-concept

I try hard to write well and not ask the teacher to help me. (I see myself as a poor student)

Self-efficacy Study

- ◆ California State University, Long Beach
- ◆ Fall 2000
- ◆ Career and Personal Exploration

With all the information provided, why did many students still not make decisions about their selection of a major?

Descriptive Data

Pre-test

Experimental

86

Control

136

Total

222

Post-test

66

85

151

Males post test

52

Female post test

99

Assumptions

Based on Self-efficacy Literature....

- ◆ Providing positive reinforcement of past accomplishments
- ◆ Peer feedback focusing on validating past experiencing
- ◆ Model verbal persuasion; reduce anxiety

RESULTS

Q	Pre test		Post-test		p	Pre-test		Post-test		p
	M	SD	M	SD		M	SD	M	SD	
Q1	2.77	.89	3.21	.77	.133	2.68	.80	2.89	.84	.724
Q2	2.87	.75	3.29	.80	.205	2.90	.79	3.11	.73	.448
Q3	3.21	.83	3.29	.74	.623	3.17	.76	3.24	.70	.999
Q4	3.13	.77	3.32	.71	.877	2.95	.96	3.00	.84	.084
Q5	3.29	.78	3.48	.73	.743	3.05	.93	3.17	.83	.772
Q6*	3.27	.85	3.61	.58	.000	3.24	.70	3.29	.69	.817
Q7	3.06	.83	3.42	.63	.404	3.13	.65	3.23	.68	.336
Q8	2.92	.87	3.30	.76	.640	3.00	.86	3.01	.81	.716
Q9	3.09	.86	3.35	.79	.839	3.19	.86	3.21	.79	.472
Q10	3.35	.74	3.50	.71	.968	3.30	.72	3.38	.69	.956
Q11*	3.32	.83	3.50	.61	.040	3.41	.60	3.36	.72	.061

*p < .05

Significance

* $p > .05$

- ◆ Q 6. How confident are you that you can narrow down your interests enough to make a choice to declare a major within this class time?
- ◆ Q 11. How confident are you that you can set aside what important people in your life may think of your career choice?

Self-belief does not necessarily ensure success, but self-disbelief assuredly spawns failure (1977)

Regression analyses show that self-efficacy contributes to achievement behavior beyond the effects of cognitive skills.

SELF -EFFICACY

(Bandura, 1977)

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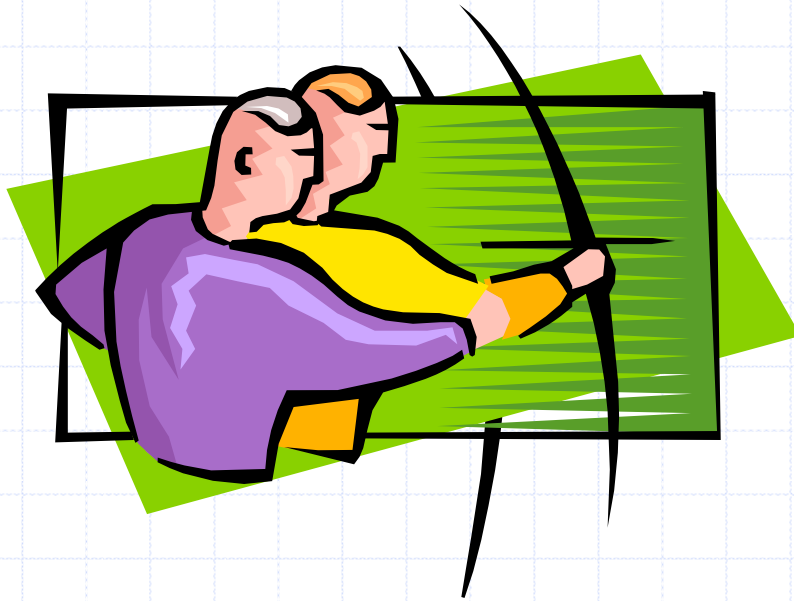
Performance

Interpretation of an “ENACTIVE MASTERY EXPERIENCE”

- ◆ Positive - High task complexity, limited resources, short time spans
- ◆ Negative - Interpretation of mistakes, distractions, Perceived threat



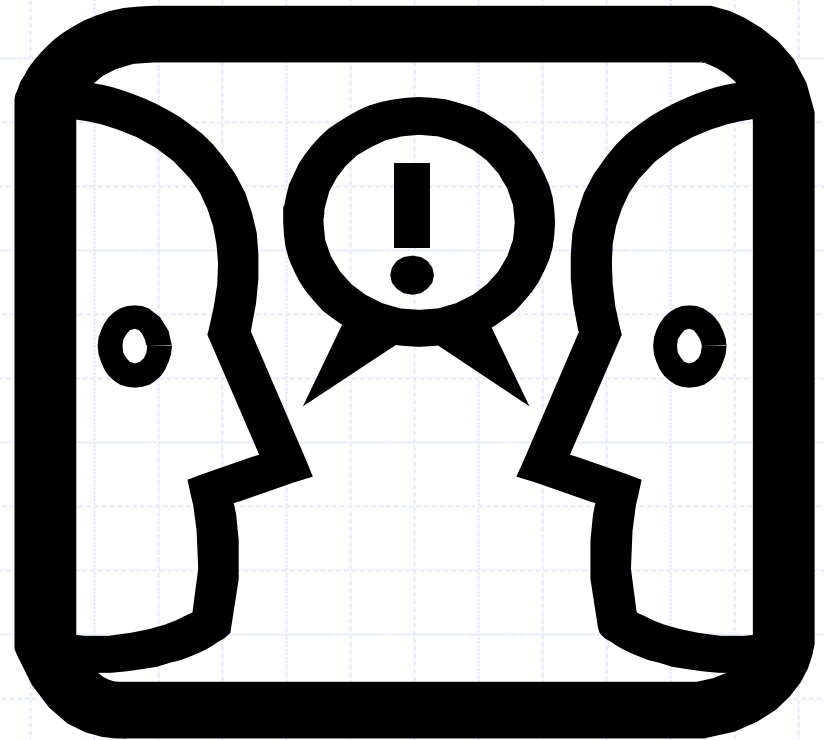
VICARIOUS LEARNING



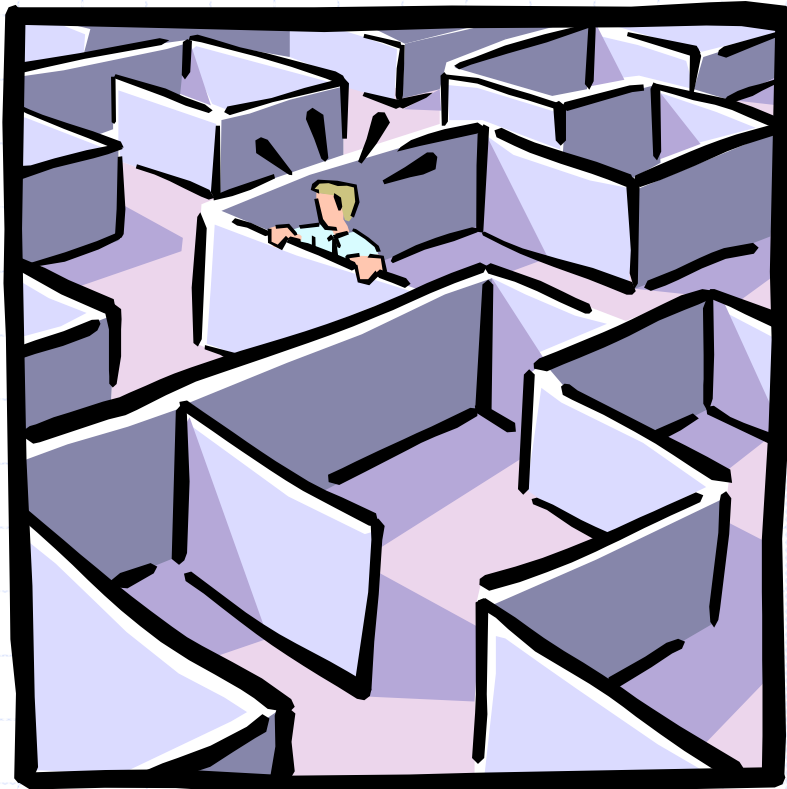
- ◆ Similarity between the model and the observer improves learning capability
- ◆ Best if performance is graded, step by step

VERBAL PERSUASION

- ◆ Reinforces self-perception
- ◆ Galatea Effect
- ◆ Reframe disappointments
- ◆ Normalizes limited life experiences



PSYCHOLOGICAL AROUSAL



- ◆ We tend to perform best when we experience a moderate degree of anxiety
- ◆ Task achievement and locus of control

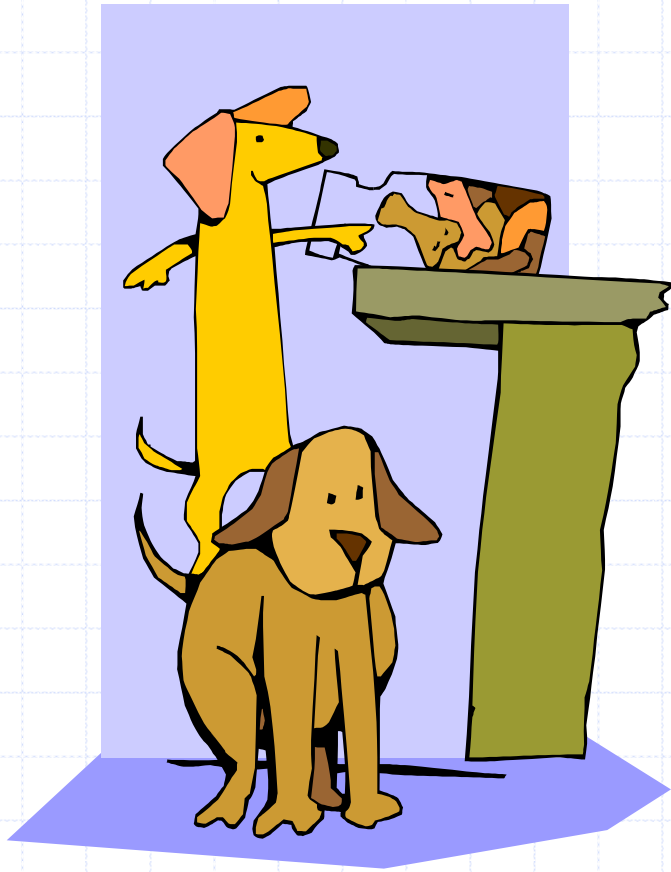
Applying Self-efficacy to the Classroom

SUMMARY

- ◆ Classroom Climate
- ◆ Timely Feedback-Written and Verbal
- ◆ Encourage Self-management
- ◆ Gradation of Challenges
- ◆ Peer to Peer Learning
- ◆ Anecdotal Reminders



INTERVENTIONS



- ◆ Normalization of Limited Life Experiences
- ◆ Feedback
- ◆ Minimizing Fear and Self Doubt

STAR Reports

◆ Situation

◆ Task

◆ Action

◆ Result

“What good came of your efforts?”



Written and Verbal Feedback



- ◆ Self management
- ◆ Self evaluation

		Strategies for success	Actual
Myers-Briggs	10		

GALATEA BOXES

◆ WEEK 1 February 3 and 5

Welcome to Psychology!!!!

**Assignment: Read Chapter 3 – Nature vs Nurture pg. 56
for 9-28**

WEEK 2 February 3 and 5

Assignment	Points	DUE	Points Earned
Birth Order Exercise IN-Class	(20)	9-26	

Frame of Reference

- ◆ Modeling
- ◆ Reality test
- ◆ Self Talk
- ◆ Visualization



“Up until now....”

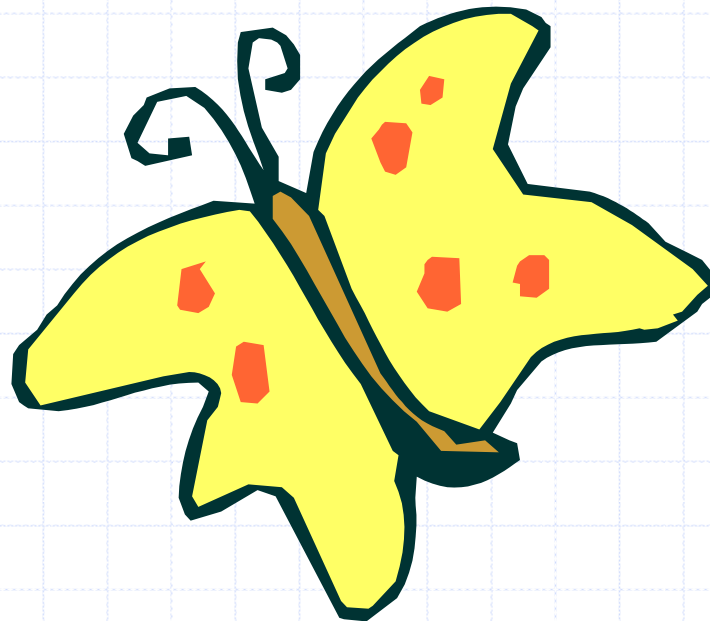
INTERVENTION - ACADEMIC

My Feedback Sheet

Overall Purpose/Goal

- ongoing source of feedback
- self-monitoring
- identifies skills relevant to successful completion of task

Thank you for your interest!
As change agents, we can
influence our student's
Self-efficacy Beliefs



Thank you,
Monica