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)

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**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

<table>
<thead>
<tr>
<th></th>
<th>Pre-test</th>
<th>Post-test</th>
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<tbody>
<tr>
<td>Experimental</td>
<td>86</td>
<td>66</td>
<td>151</td>
</tr>
<tr>
<td>Control</td>
<td>136</td>
<td>85</td>
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<tr>
<td>Total</td>
<td>222</td>
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- 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 M | Pre-test SD | Post-test M | Post-test SD | p   | Pre-test M | Pre-test SD | Post-test M | Post-test SD | p   |
|-----|------------|-------------|-------------|--------------|-----|------------|-------------|-------------|--------------|-----|-----|
| 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?

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

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<th>Myers-Briggs</th>
<th>10</th>
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GALATEA BOXES
WEEK 1 February 3 and 5

Welcome to Psychology!!!!

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

<table>
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<tr>
<th>Assignment</th>
<th>Points</th>
<th>DUE</th>
<th>Points Earned</th>
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<tr>
<td>Birth Order Exercise</td>
<td>(20)</td>
<td>9-26</td>
<td></td>
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Frame of Reference

- Modeling
- Reality test
- Self Talk
- Visualization

“Up until now….”
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