

# **CAN I DO THIS? SELF-EFFICACY IN COLLEGE STUDENTS**

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# OVERVIEW

- Introductions & Learning Outcomes
- Terminology
- Review of Literature
- Theory to Practice: Strategies to Support Student Self-Efficacy and Academic Self-Confidence
- Closing Thoughts

# LEARNING OUTCOMES

As a result of attending this session, participants will:

- Define self-efficacy and academic self-confidence.
- Identify the 4 components of academic motivation for college students.
- Compare and contrast the influence of student-faculty interactions and peer friendship groups on college students' self-efficacy and academic self-confidence.
- Identify at least 1 strategy to more intentionally support an environment of self-efficacy and academic self-confidence.

# INTRODUCTIONS



**FORT HAYS STATE UNIVERSITY**  
OFFICE OF TRANSITION  
AND STUDENT CONDUCT

*Forward thinking. World ready.*



**ARKANSAS TECH  
UNIVERSITY**

# **TERMINOLOGY**

**Academic Motivation:**

# TERMINOLOGY

**Academic Motivation:** consists of “value, self-efficacy, attributions, and goals”

(Hoopes & Rowe, 2017, p. 11)

# **TERMINOLOGY**

**Academic Self-confidence:**

## **TERMINOLOGY**

**Academic Self-confidence:** “the belief in one’s ability to perform well in school; you feel confident in your ability to succeed academically” (ACT, 2011, p. 1)



# TERMINOLOGY

Cultural Capital:

## TERMINOLOGY

**Cultural Capital:** “the extent to which one is comfortable and familiar with the norms and culture of the institution” (Lundberg, Schreiner, Hovaguimian, & Slavin Miller, 2007, pp. 58-59)

# TERMINOLOGY

Motivation:

# TERMINOLOGY

**Motivation:** “something that energizes, directs, and sustains behavior toward a particular goal” (Van Blerkom, 2012, p. 3)

# TERMINOLOGY

Persistence:

# TERMINOLOGY

**Persistence:** when a student “continues to enroll at the institution after matriculation”  
(Habley, Bloom, & Robbins, 2012, p. 4)

# TERMINOLOGY

Self-efficacy:

# TERMINOLOGY

**Self-efficacy**: “one’s belief in one’s ability to succeed in specific situations or accomplish a task” (Bandura, 2012)



# TERMINOLOGY

Social capital:

## TERMINOLOGY

**Social capital:** “resources embedded in social structures, accessibility to those resources, and use of such resources”  
(Nichols & Islas, 2016, p. 63)

# TERMINOLOGY

Thriving:

# TERMINOLOGY

**Thriving**: “optimal functioning in three key areas that contribute to student success and persistence: (a) academic engagement and performance, (b) interpersonal relationships, and (c) psychological well-being” (Schreiner, 2012, pp. 4-5)

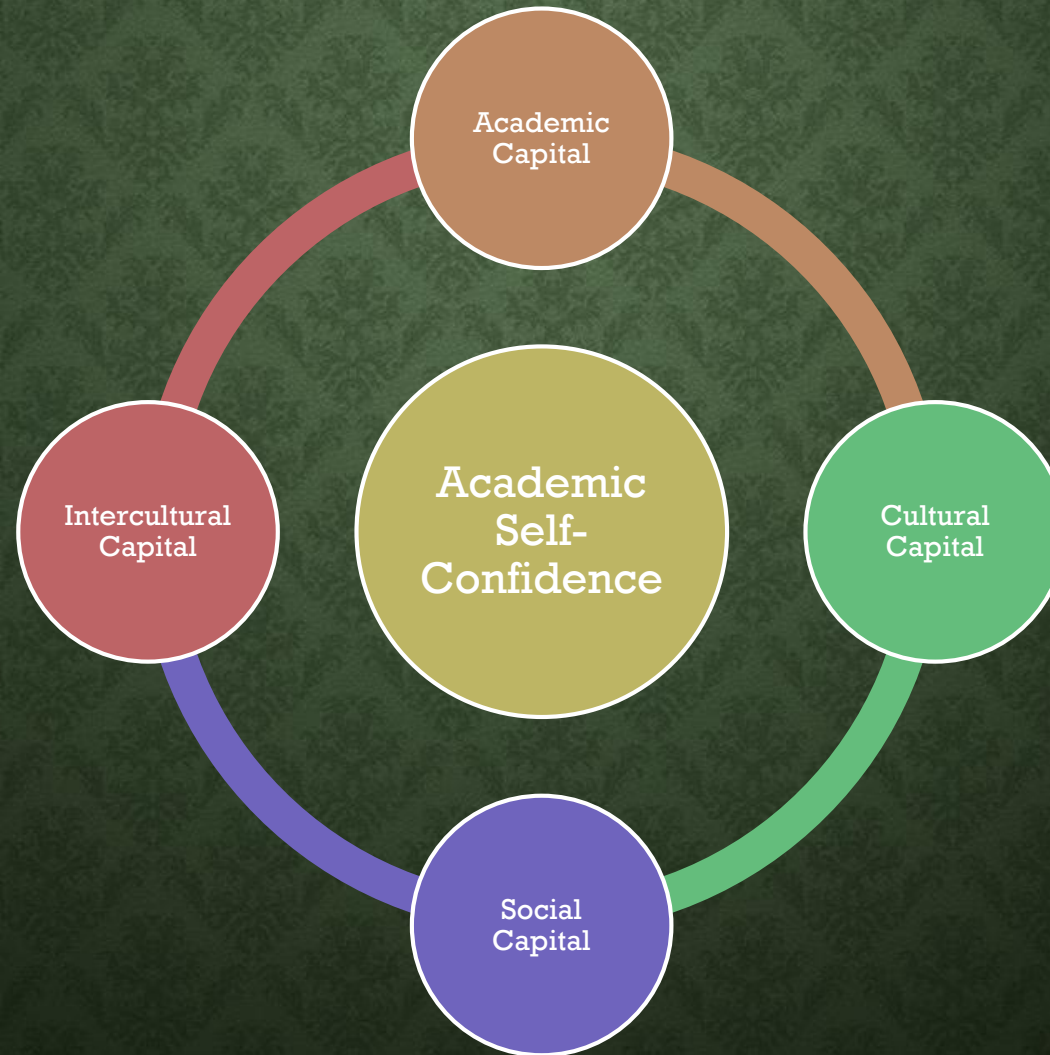
# TERMINOLOGY

Transition:

# TERMINOLOGY

**Transition:** “an event or nonevent that is perceived as significant by the student: something occurs that was either anticipate or unexpected, or a significant event that was expected to happen does not” (Schreiner, 2012, p. 3)

# REVIEW OF LITERATURE



# REVIEW OF LITERATURE

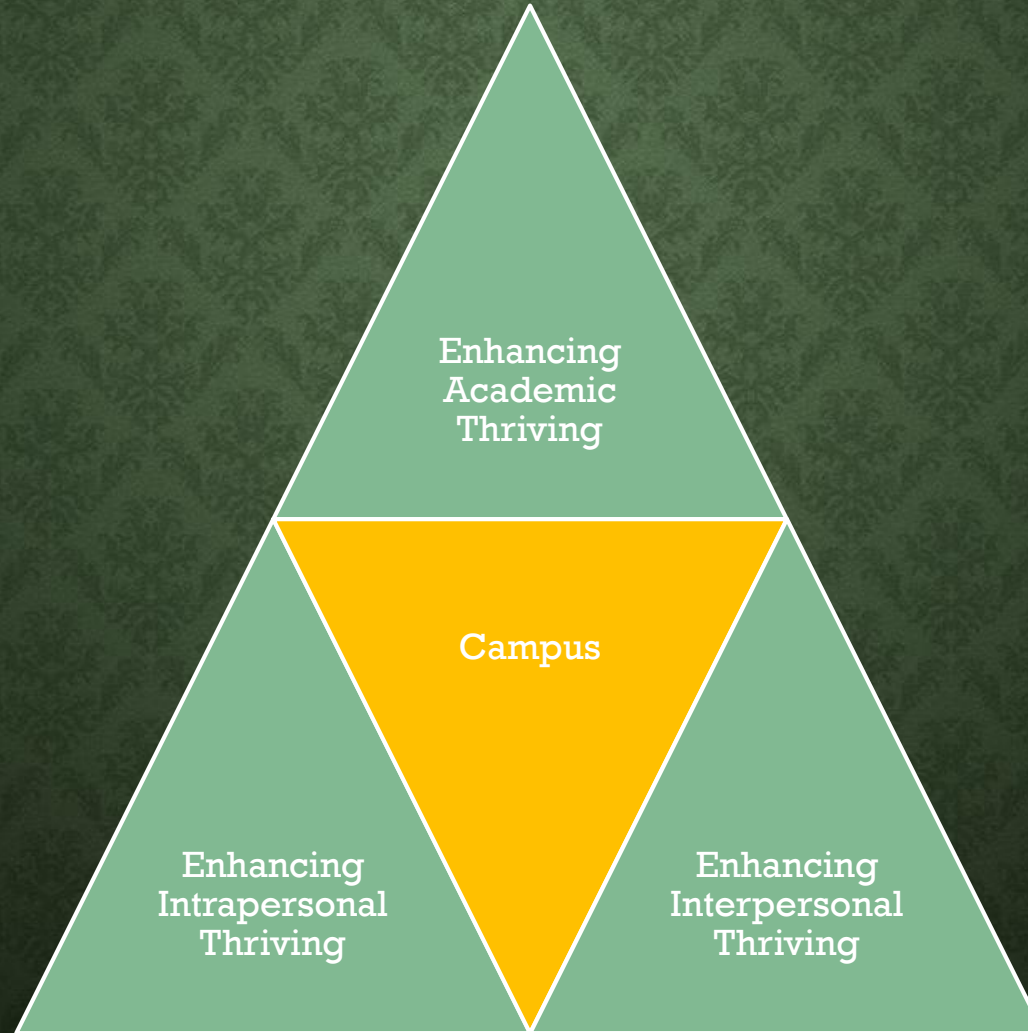
- Students who perceive faculty members as being approachable, respectful, and available for frequent interactions outside the classroom are more likely to report being confident of their academic skills and being motivated.
- Student perception of faculty members as being genuinely respectful toward them are associated with stronger student academic self-confidence and motivation.
- So What?



# REVIEW OF LITERATURE



# REVIEW OF LITERATURE



**Schreiner, Nelson, & Louis, 2012**

# REVIEW OF LITERATURE



# **REVIEW OF LITERATURE**

## **Strategies to Support College Student Self-Efficacy**

1. Remind students of past success.
2. Start with what they do know.
3. Let them know that YOU believe.

# **THEORY TO PRACTICE: STRATEGIES TO SUPPORT SELF-EFFICACY & ACADEMIC SELF-CONFIDENCE**

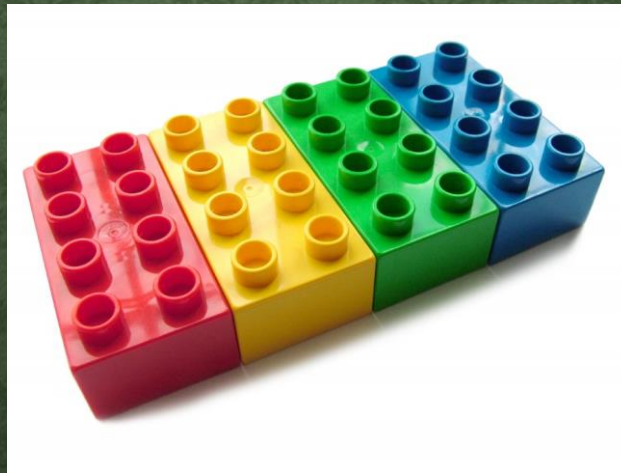
- Group 1: Student-faculty interactions
  - Group 2: Friendship groups
- Group 3: Creating conditions within higher education environments

**Describe your campus with regards to this topic. What are your successes or areas of growth?**

**What practical strategies can you share with colleagues on how to “do this” on your campus?**

# CLOSING THOUGHTS

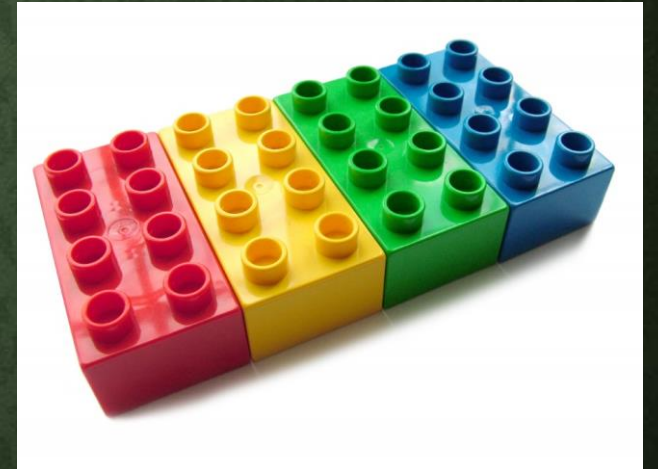
**You cannot do this alone...**



# CLOSING THOUGHTS

You cannot do this alone...

SEPARATE



But you can champion the cause  
INTEGRATED

# CAN I DO THIS? SELF-EFFICACY IN COLLEGE STUDENTS

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