Self Efficacy

“Whether you think you can, or you think you can't--you're right.”

-Henry Ford
In This Webinar

- Identify student success factors
- Define self-efficacy
- Understand what affects self-efficacy
- Identify what self-efficacy predicts
- Understand what educators can do to impact self-efficacy
Individual Exploration

Passions

Values

Personality and Strengths

Skills and Aptitudes - Roles

Roles, Occupations, and Vocations

YOU!

Academic Innovations Bull’s-eye
### The MUSIC Inventory Constructs and Their Definitions

<table>
<thead>
<tr>
<th>Constructs</th>
<th>Definition</th>
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<tbody>
<tr>
<td>Empowerment</td>
<td>The degree to which a student believes that: he or she has control of his or her learning environment in the course</td>
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<tr>
<td>Usefulness</td>
<td>The coursework is useful to his or her future</td>
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<td>Success</td>
<td>He or she can succeed at the coursework</td>
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<td>Interest (situational)</td>
<td>The instructional methods and coursework are interesting or enjoyable</td>
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<tr>
<td>Caring (academic and personal)</td>
<td>The instructor cares about whether the student succeeds in the coursework and cares about the student’s well-being</td>
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Brett D. Jones, 2014, Virginia Tech
MUSIC Model of Academic Achievement

- **eMpowerment** - “Above all, be the heroine of your life, not the victim.” - Nora Ephron
- **Usefulness** - “Any fact becomes important when it's connected to another.” - Umberto Eco
- **Success** - In order to succeed, your desire for success should be greater than your fear of failure. - Bill Cosby
- **Interesting** - “A sense of curiosity is nature’s original school of education” (Smiley Blanton)
- **Caring** - “No significant learning occurs without a significant relationship” (James Comer)
Success

Students need to believe they can succeed if they put forth effort
Let’s Start with a Quiz

• On a scale of 1-5
  – 1 = not confident
  – 3 = somewhat confident
  – 5 = very confident

• How confident are you that if asked run:
  • 100 yards
  • 5k
  • a marathon
Saturday
Predicts Achievement and Performance

Definition:

“Perceived capabilities for learning or performing actions at designated levels”
(Schunk and Pajares, 2009, p. 35 based on Bandura, 1997)
What factors affect self-efficacy?

• *Past/Actual Performance
• Vicarious Experiences
• Social Persuasion
• Physiological Indexes

*Most important

Past/Actual Performance

Travis Pratt
Vicarious Experiences

[Bethany Hamilton]
Social Persuasion
Physiological Indexes

ANXIETY

STRESS

Mr. Bean
What Does Self-Efficacy Predict

• Motivation
• Learning
• Self-Regulation
• Achievement

Ideas related to self-efficacy

• A high level of self-efficacy does not compensate for lack of ability
• Having self-efficacy a little above ones true ability is ok, and probably ideal as it leads to more positive outcomes than lower self-efficacy.
• Too high self-efficacy can be problematic
• Students make choices based on other things beyond self-efficacy like values
How is self-efficacy different from other psychological concepts?

- **Self-efficacy** - Perceived capabilities for learning or performing actions at designated levels” (Schunk and Pajares, 2009, p. 35 based on Bandura, 1997)

- **Self-concept** – one’s perception of herself, including ability-related perceptions and feelings about those ability-related perceptions (Bong and Skaalvik, 2003)

- **Global self-esteem** – an overall evaluation of the self as a person of worth (Rosenberg, 1979)
Self-concept is multidimensional and hierarchical

Quiz – Label the following as self-efficacy, self-concept or self-esteem

• “I can put my ideas into writing”
• “On the whole, I am satisfied with myself”
• “I am good at science”
• “I’m confident I can choose an appropriate formula to solve a chemical problem”
Quiz – Label the following as self-efficacy, self-concept or self-esteem

- “I can put my ideas into writing” – Self-efficacy
- “On the whole, I am satisfied with myself” – Self-esteem
- “I am good at science” – Self-concept
- “I’m confident I can choose an appropriate formula to solve a chemical problem” – Self-efficacy
Academic Achievement

• Self-efficacy – high correlation
• Self-concept – some correlation
• Global self-esteem – no correlation

The connection between self-efficacy and achievement gets stronger as students advance through school. By the time students are in college, their self-efficacy beliefs are more strongly related to their achievement than any measure of their ability. If we wish to develop high educational achievement among our students, it is essential that we begin building stronger self-efficacy as early as possible.

Albert Bandura, 1986
How can educators foster self-efficacy

• Past/Actual Performance
• Vicarious Experiences
• Social Persuasion
• Physiological Indexes
Strategies

- Provide students with meaningful choices as to the topics they can study, the materials they can use, the strategies they can implement, and/or the students with whom they can work.
- Allow students to control the pace of the lesson
- Provide rationales for rules and directions – typing
- Explicitly state to students how the material is related to their interests, career goals, and/or the real world.
- Provide opportunities for students to engage in activities that demonstrate the usefulness of the content to their future career or in the real world. Service learning activities
• Make the expectations for the course activities clear and explicit.
• Provide clear and understandable directions for all assignments.
• Divide longer or more complex learning activities into manageable sections that challenge, but do not overwhelm students.
• Think broadly about ways in which they can provide feedback to students. – twitter
• Include any of the following elements into activities to enhance the situational interest: novelty, food, social interaction, games and puzzles, fantasy, humor, narrative, physical movement, or content related to injury, sex, or scandal
• Show concern for students’ successes and failures. One way to accomplish this is to stay in touch with your students on a fairly regular basis
• Compliment Students on the Skills They Develop
• Help Students Practice Lack-of-Effort Explanations for Poor Performance
• Avoid the Appearance of Unsolicited Help
• Promote Recognition of Progress During a Lesson
• Help Students Set Goals
• Help Students Document Their Growth
• Use Peer Models
• Help Students Serve as their Own Model
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<th>Research Finding</th>
<th>Implications for Practice</th>
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<td>Motivation, persistence, engagement and goal attainment are influenced both by individual characteristics, such as self-efficacy, and environmental factors</td>
<td>Make learning environments (classrooms, programs, individual tutoring) support individual growth in self-efficacy, self-regulation, and other positive individual characteristics</td>
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<td>Self-efficacy related to literacy is related to positive outcomes in literacy, while general self-esteem doesn’t seem related to particular outcomes.</td>
<td>Seek ways to enhance individual learners’ self-efficacy in literacy, rather than trying to increase their general self-esteem.</td>
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<td>Self-efficacy can be “adaptive” or malleable.</td>
<td>Help students see that they can change the way they think of their own ability to be successful at a task.</td>
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<td>An incremental view of literacy may make it easier to influence one’s sense of self-efficacy.</td>
<td>Helping students believe that intelligence is incremental, coupled with belief that success is controllable, may increase self-efficacy.</td>
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<td>Self-efficacy changes over time; it can decrease with age or with inactive lifestyles, and stronger self-efficacy in mid-life predicts “cognitive and intellectual performance over the lifespan”.</td>
<td>Help students set reasonable goals, set tasks in the “zone of proximal development”, ones that are challenging but achievable while giving scaffolding, give students accurate feedback about skills and progress towards those goals, and help them attribute success as controllable and internal</td>
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Questions

• In your current practice, how can you develop self-efficacy with the students with whom you work?
• What are three key concepts you learned today?
• What would you like to know more about?
"It's kinda fun to do the impossible."

Walt Disney ~
Resources

• http://www.gifted.uconn.edu/siegle/selfefficacy/section1.html University of Conn website
• http://p20motivationlab.org/ University of Kentucky website on self-efficacy
• Self-Efficacy in Sport, by Deborah Feltz, Sandra Short, and Philip Sullivan. [See the Announcement!]
• Academic Motivation of Adolescents (chapter on self-efficacy by Prof. Schunk). Also see
• International Perspectives on Adolescence.
• General Issues on the Education of Adolescents.
• Prof. Bandura’s Self-efficacy: The Exercise of Control.
• Description and chapter contents.
• Chapter outline, created by Prof. Giovanni Valiante, Rollins College.
• Reference List, provided by Prof. Bandura (html document).
• Complete draft of Chapter 6 - Cognitive Functioning.
• Prof. Bandura’s Social Foundations of Thought and Action: A Social Cognitive Theory.
• Have a look at selected passages from this book.
• Missing pages 496-497 from later editions of this book.
• In Spanish by Martinez Roca, Barcelona (Pensamiento y accion, #84-270-1162-8).
• Prof. Bandura’s Self-Efficacy in Changing Societies.

• Published in Spanish by Desclée De Brouwer, Bilbao
• Prof. Bandura’s Social Learning Theory.
• Prof. Zimmerman’s Developing Self-Regulated Learners.
  • Professor Zimmerman has a first-rate chapter in Pajares and Urdan’s book on academic motivation.
  • And another chapter in the new self-efficacy volume.
• Prof. Valiante’s outstanding new book Fearless Golf - self-efficacy brought to sports.
• James Maddux’s Self-Efficacy, Adaptation, and Adjustment.
  • Description and chapter contents.
• Ralf Schwarzer’s Self-Efficacy: Thought Control of Action.
• M. J. Kernis’s Efficacy, Agency, and Self-Esteem.
• Self-Efficacy in Nursing, edited by Lenz and Shortridge-Baggett
• Michael Aleksiuks’s, Power Therapy: Maximizing Well-Being Through Self-Efficacy.
• And here is Caprara and Cervone’s Personality: Determinants, Dynamics, and Potentials .
• Also see Richard Evans’ Albert Bandura: The Man and His Ideas - A Dialogue.