



# The Role of Academic Self-Efficacy in Student Success

Alanea Graci, Chris Brown, & Jessica Kelley  
The Psychology and Counseling Department  
Tennessee Technological University  
Matthew Zagumny, Ph. D, Faculty Advisor

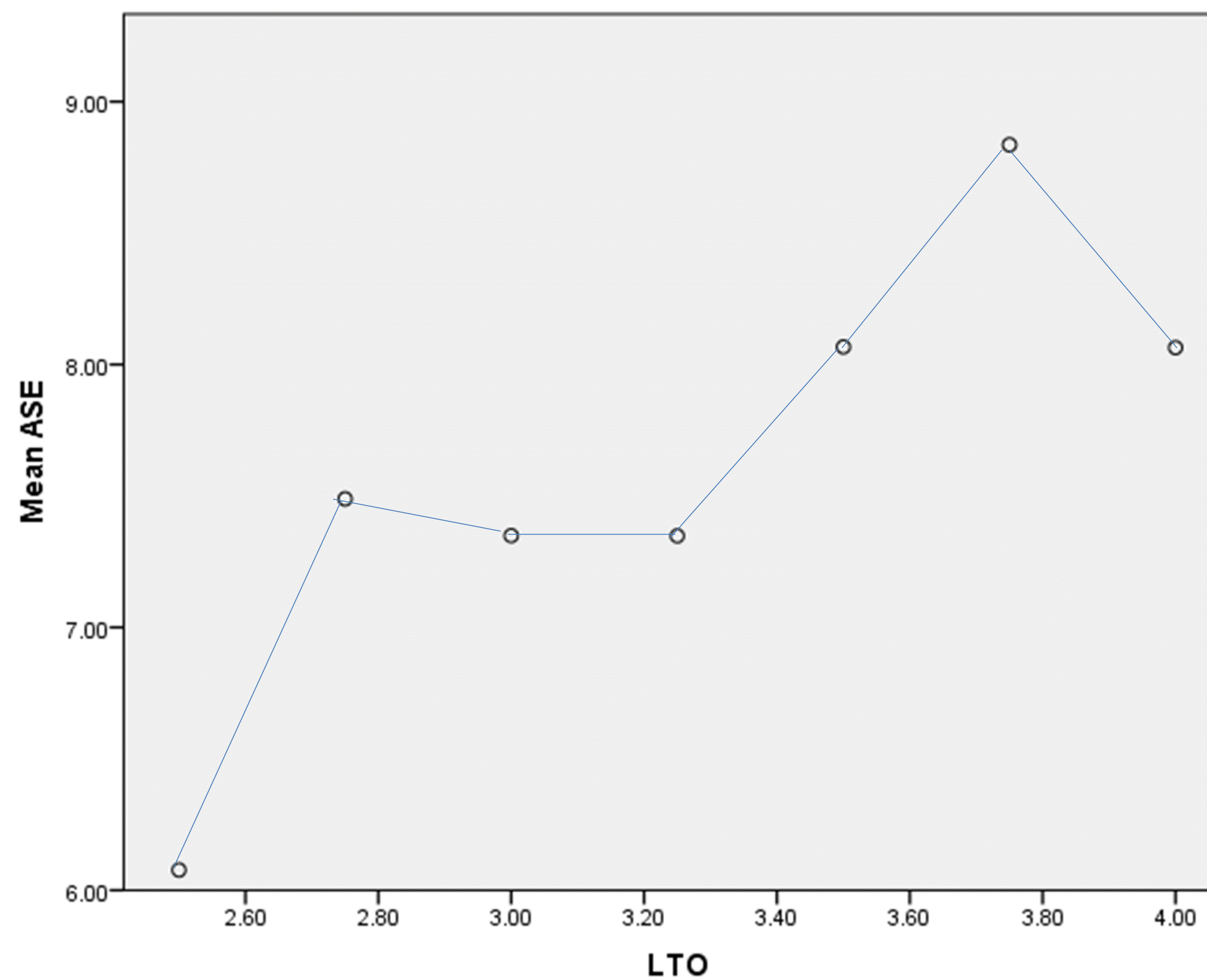


## Abstract:

Self-efficacy, the extent of an individual's belief of one's own confidence in performing tasks, solving problems, and initiating social contact, plays a fundamental role in an individual's academic performance. For first year college students academic self-efficacy is especially important for goal orientation and student success. Self-efficacy is a good predictor of obstacles, problems, or failures that may influence academic success in college. Perceived academic self-efficacy among college students in this study was analyzed in an attempt to understand student performance.

## Methods :

- Gathered responses via Qualtrics survey website.
- Scales were used to determine academic self-efficacy, academic stress, long term orientation to major, personal values, and academic control relative to current major.
- An online questionnaire of undergraduate students resulted in 140 completed surveys with 74 first year students (52.1%) and 85 females (59.9%) with an average age of 19.21 (SD = 2.31).



## Conclusion:

- Researchers hypothesized that freshman would score lower in levels of academic self-efficacy, however this correlation was non-significant.
- The results of the study put emphasis on increasing long term orientation to current major of the students, as well as increasing self-perception of performance in order to increase academic self efficacy among college students.

## Results:

- Certain factors for the participants such as stress, gender, level of education, level of commitment to current major, and their absolute value judgement of their individual performance at the university were tested as predictors of academic self-efficacy.
- It was found that their commitment to their major was significantly correlated with levels of academic self-efficacy [ $r(138) = .279, p = .001$ ] and with their absolute judgement of their academic performance [ $r(138) = .344, p = .001$ ].

## Discussion:

- Factors such as long term orientation, or commitment, to major as well as self perception of performance at the university were significantly correlated with recorded levels academic self efficacy.
- Current level of education and self perception of competence in relation to peers were non-significantly correlated.

## References:

- Hsieh, P., Sullivan, J. R., & Guerra, N. S. (2007, Spring). A closer look at college students: self efficacy and goal orientation. *Journal of Advanced Academics*, 18(3), 454.
- Wei, M., Russell, D. W., & Zakalik, R. A. (2005). Adult Attachment, Social Self-Efficacy, Self-Disclosure, Loneliness, and Subsequent Depression for Freshman College Students: A Longitudinal Study. *Journal Of Counseling Psychology*, 52(4), 602-614.