

Introductory Higher Education Initiatives: developing self-efficacy

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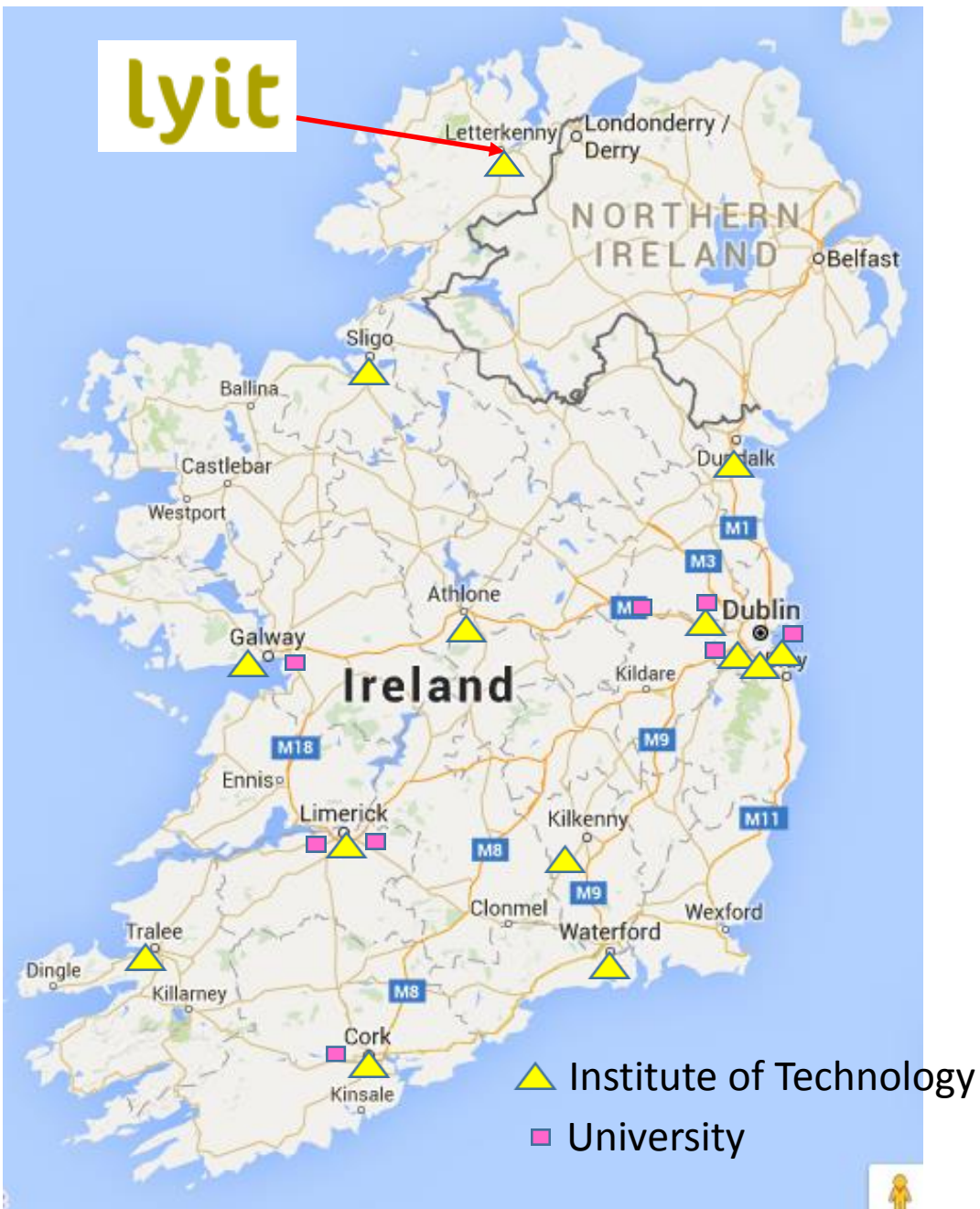
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Higher Education

Universities & Institutes of Technology

- 7 Universities
Enrolment - **85,467**
- 14 Institutes of Technology (IOT)
Enrolment - **80,934**
- Letterkenny Institute of Technology
Enrolment - **3,399**
4% of IOT enrolment

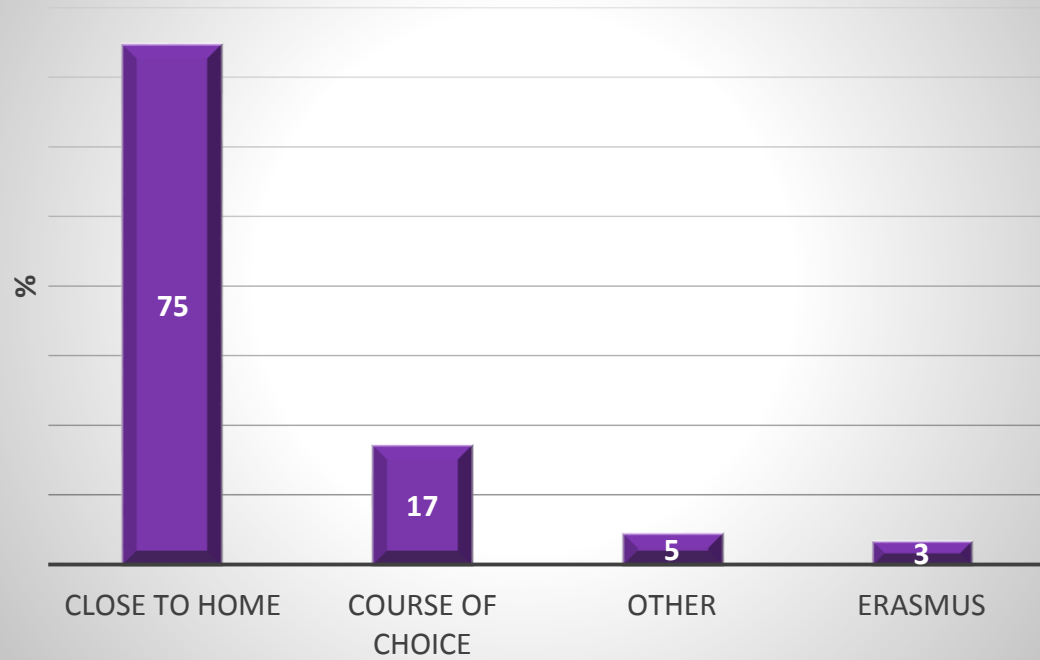


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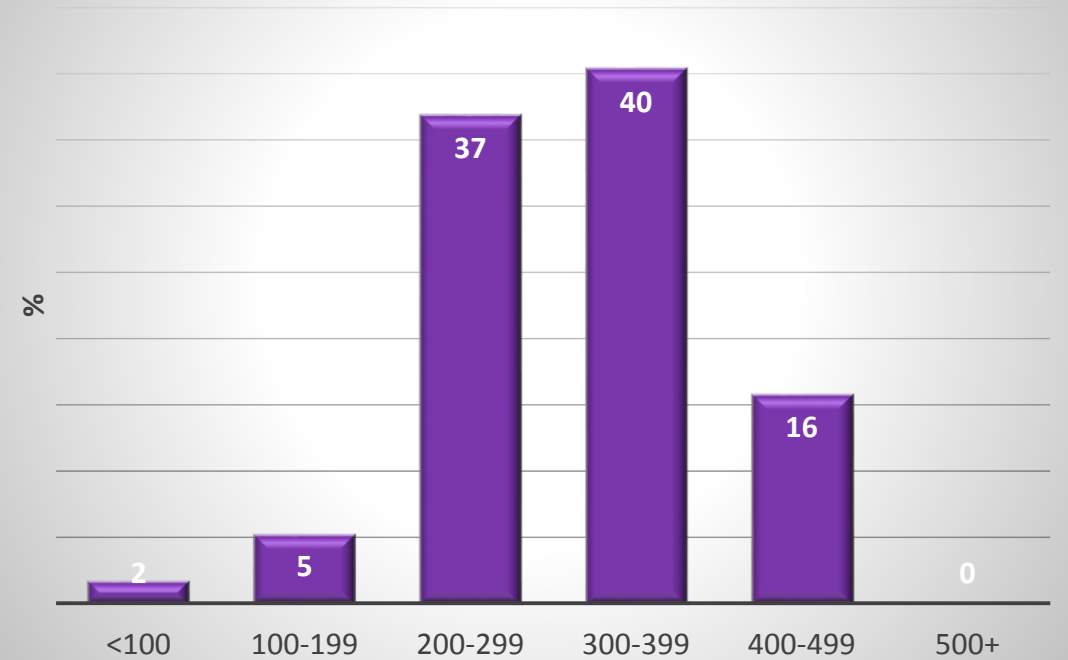
Student Profile

- “Close to home”
- Age profile
- Range of entrance points
- Live at home – Day students
- 1st in family to attend 3rd Level

Choose LyIT



Leaving Certificate Points



Research Design

- Theory
 - Retention
 - Self efficacy
- Methodology
 - Self efficacy questionnaires to all business studies first years (n=91) at start of study and end of first semester
 - First semester interventions
- Analysis
 - Averages for each self efficacy scale computed
 - Paired samples t-tests using SPSS

Why this study?

- Retention can be looked at from an Institute point of view or from the student view
 - Institute
 - focuses on retention measures and statistics
 - performance and budget driven
 - what can Institute do to retain students?
 - Student
 - why do students leave/not complete? What can we do to help them stay/persist/perform better?
- Talent development model – students can succeed given the right conditions (Braxton, Sullivan & Johnson, 1997) – need to develop a climate that is conducive to students

Why have we chosen to study self-efficacy?

- A student's self-efficacy may play an important role in his or her academic achievement. Schunk (1991) claims that there is evidence that self-efficacy predicts academic achievement
- Malliari *et al.*, (2012) report that for at least twenty years, self-efficacy has been identified as an important construct in academic learning environments.

Self Efficacy

- Self-efficacy is an individual's belief in his or her capacity to mobilize the internal resources needed to execute the performances that are required to accomplish a task successfully (Bandura, 1977 - 1997)
- Schunk (1991, p. 207) defines self-efficacy as:
 - *"an individual's judgments of his or her capabilities to perform given actions"*
- Topham and Moller (2011) explain that self-efficacy is an important determinant in first year student adjustment.

First Year & Self Efficacy

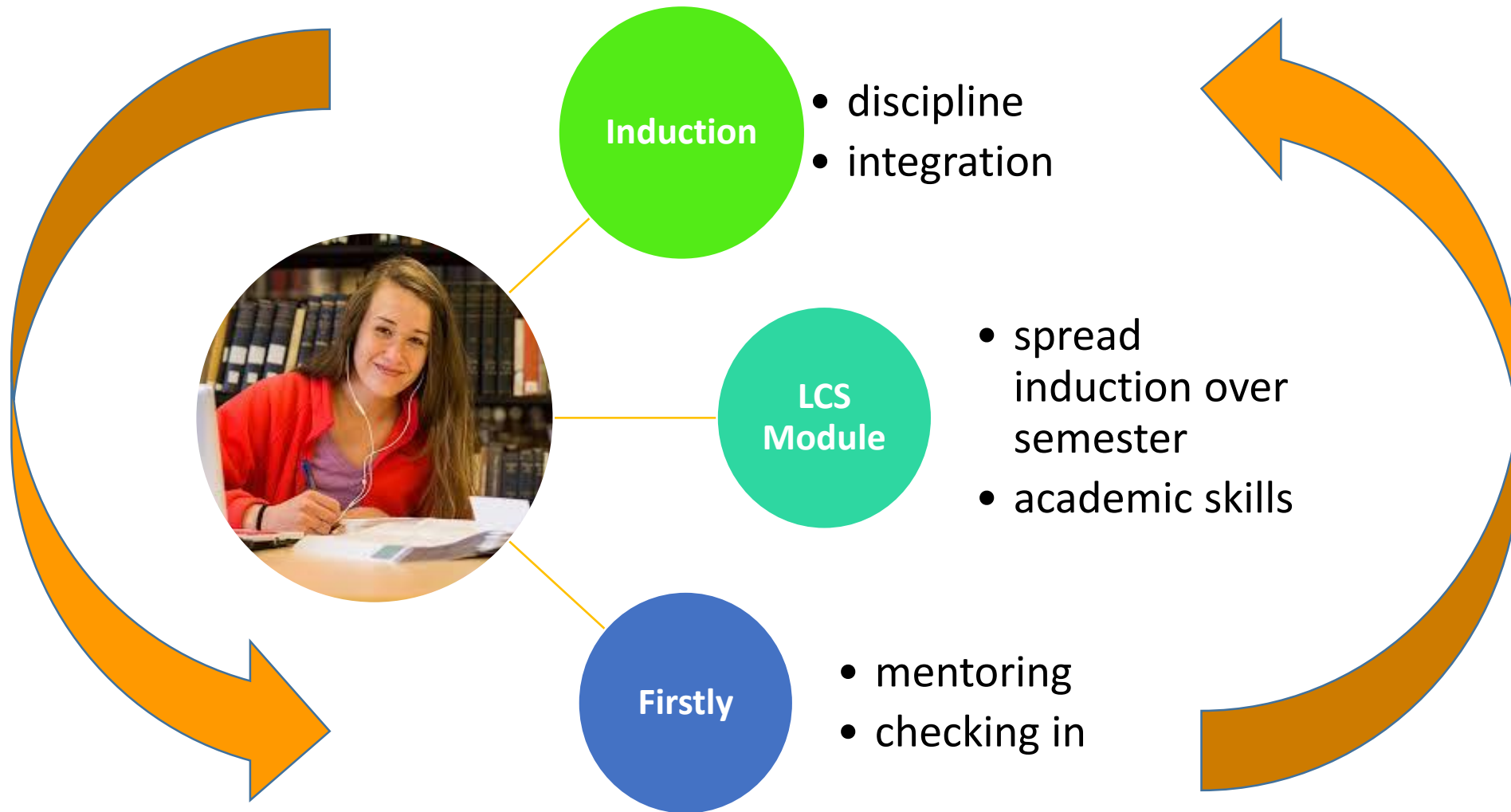
- First year students with high levels of self-efficacy tend to be:
 - more motivated;
 - use more strategies;
 - have higher achievement;
 - and experience less stress and anxiety.

(Fouladi and Wallis, 2014)

- Zajacova *et al.*, (2005, p. 700) report that academic self-efficacy has a
 - strong positive effect on freshman [first year] grades and credits
 - self-efficacy is the single strongest predictor of grades (even taking into account high school academic performance and demographic background variables)

First Year Experience @

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Induction

- *“International research on student transitions to university highlights the importance of this key period in their academic life, as those who have difficulties with the transition may perform poorly and/or disengage at an early stage from university life” (Gibney, Moore, Murphy and O’Sullivan, 2011, p.352)*
- Originally a 3 day session overfilled with meeting staff
- Too much too soon

Learning & Communication Skills

- Webster, B. & Chan, W. (2009) report that better induction into the **discipline** and into the university were more likely to predict positive student outcomes.
- Standardised Learning Communication Skills modules for all first year students across the Institute.
 - Spread induction over semester
 - Academic writing
 - Groupwork
 - Presentation skills

Firstly

- Mentoring
- Checking in
- Separate from a module
- Introduced in the Business Department in 2015.
- Compulsory for all first-year students.
- talks, group activities, demonstrations, study-skills sessions and social activities.
- Delivered by *mainstream* business studies lecturers and not by specialist study skills staff.
- Focussed on student transition, progression and retention.

Firstly

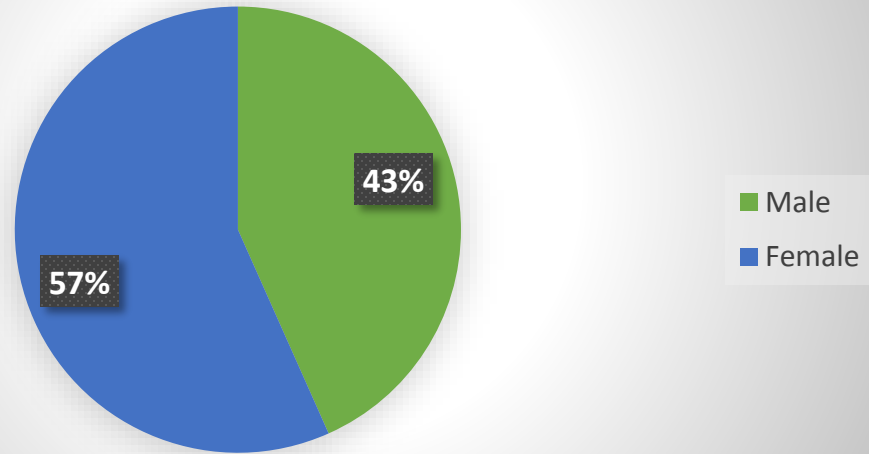
- Identify those students who may be *at risk* of non-completion and propose some form of ‘intervention’
- Interventions include
 - ‘checking in with’ the students
 - meetings with students (small group and individual),
 - gathering information from students
 - self-efficacy
 - academic performance
 - attendance
 - small group activities to promote student interaction and a sense of belonging.

Self Efficacy Scales

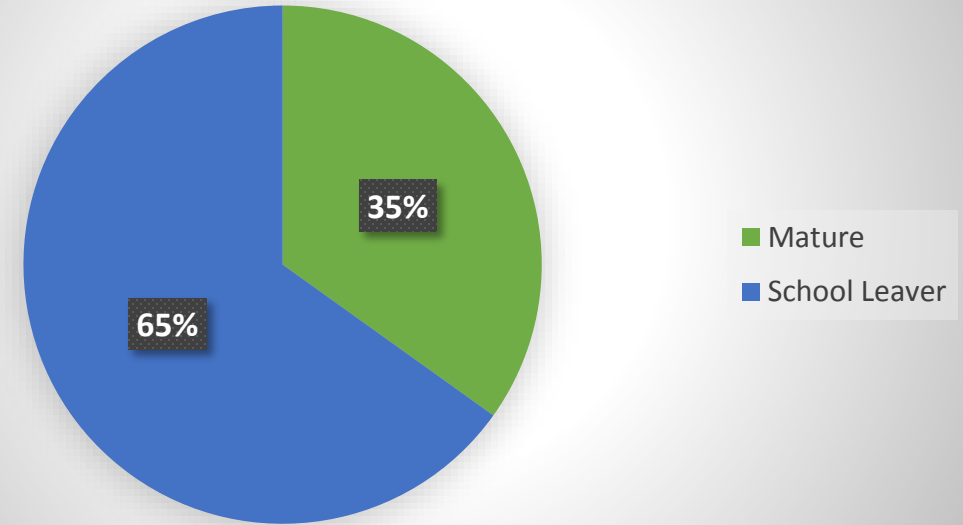
(adapted from Bandura 2006)

- 1.0 Enlisting Social Resources
- 2.0 Academic Achievement
- 3.0 Self-Regulated Learning
- 4.0 Leisure Time Skills and Extracurricular Activities
- 5.0 Self-Regulatory Efficacy
- 6.0 Meet Others' Expectations
- 7.0 Social Self-Efficacy
- 8.0 Self-Assertive Efficacy
- 9.0 Enlisting Family and Community Support

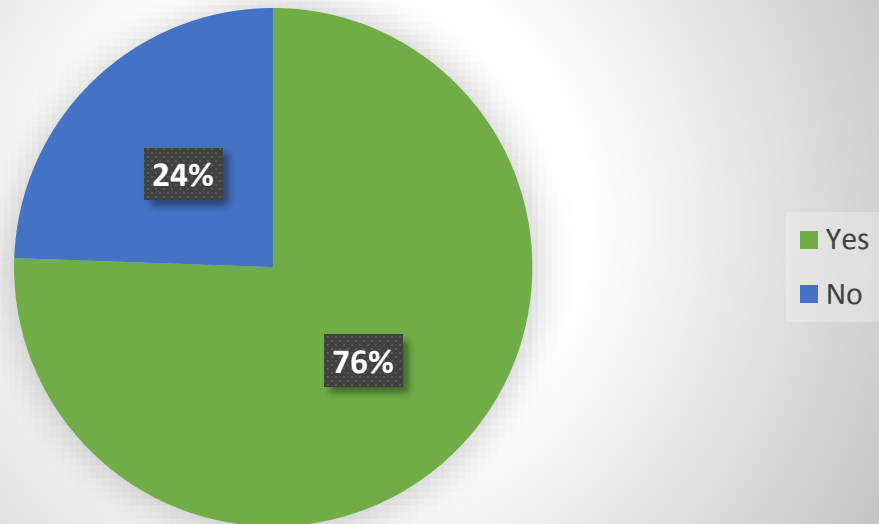
Gender



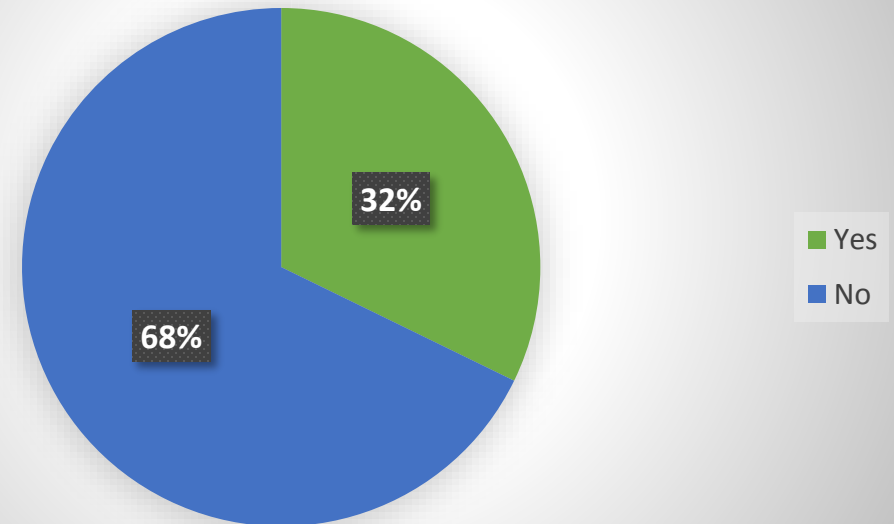
Entry Route



Attend induction



First Generation



What did we find out?

Self-efficacy measures of students entering LYIT:

| | |
|--|------|
| 1.0 Enlisting Social Resources | 6.31 |
| 2.0 Academic Achievement | 6.85 |
| 3.0 Self-Regulated Learning | 6.58 |
| 4.0 Leisure Time Skills and Extracurricular Activities | 5.80 |
| 5.0 Self-Regulatory Efficacy | 7.60 |
| 6.0 Meet Others' Expectations | 7.04 |
| 7.0 Social Self-Efficacy | 8.05 |
| 8.0 Self-Assertive Efficacy | 7.12 |
| 9.0 Enlisting Family and Community Support | 5.49 |

What did we find out?

- Efficacy levels of students were relatively high
- No significant change in efficacy of all students – before and after
- By gender – Female – self assertive efficacy improved (6.43 to-7.41 (p<0.05))
- By entry route – no difference
- By Attend Induction – no difference
- By self efficacy
 - 1) Enlisting Social Resources (4.66 to 5.41, p<0.05)
 - 3) Self Regulated Learning (5.43 to 6.46, p<0.05)
 - 5) Self Regulatory Efficacy (5.48 to 6.48, p<0.05)

What next?

- Institute level rollout
- Longitudinal study
 - Retention of low efficacy students?
 - Assessed too early?
- If it's not efficacy – what is it?