How does student self-efficacy affect achievement?

Meghan Taylor
University of North Florida
PDS: Lake Shore Middle School

Student Problems and Issues

Throughout the semester at Lake Shore Middle School, many students appeared to be lacking confidence in their different classes. This lack of confidence stemmed greatly from their math classes, as more students have difficulty in math than other subjects. I began to wonder if the student's self-analysis of confidence directly affected their academic achievement in their classes.

For the purpose of this inquiry project, the idea of how student self-efficacy and confidence affects their academic achievement interested me. Throughout the semester, I studied the effects of self-efficacy.

Summary of Data

Throughout the semester, Jack and Rebecca self-assessed their confidence levels for each day we worked on math tutoring and lessons together. Their self-reflections were analyzed and shown in the graphs and table.

Their self-efficacy levels fluctuated per lesson, but this was expected. When learning something new, a student is not going to immediately be confident in their ability to reciprocate the steps in the lesson.

However, as the lesson was extended for more days, their confidence would continue to grow. When comparing their indicated confidence correlated to how well they scored on their daily worksheets and formative assessments.

When there was higher confidence, Jack and Rebecca scored higher. When there was a lower indication of confidence, there was less academic achievement.

Literature Review

Researching self-efficacy in students is a developing research topic. As mental health awareness is becoming increasingly acceptable research brought into schools, the correlation between student self-concept and achievement is improving radically.

Most of the literature explains how student's view themselves and their ability is one of the largest factors in their achievement of all classes (Nurhavati, N., Rosmaivadi, R., Buyung, B., 2017). If a student continues to feel very poorly of themselves, then this will begin to affect their achievement (Telbis, Helgeson, & Kingsbury, 2014).

Appropriate methods to help improve student self-efficacy in the classroom needs to be taken in order to help improve overall mental health and academic achievement despite the subject or grade level. Learning the different factors that build a student's self-efficacy can help improve the student's learning, achievement, behavior, and overall mental health. Students should ultimately feel empowered by their education and abilities.