



Academic Self-Efficacy

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Academic Self Efficacy in Undergraduate Student Nurses in Northern Ireland

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Background information

Aim and objectives

Methods

Results

Discussion

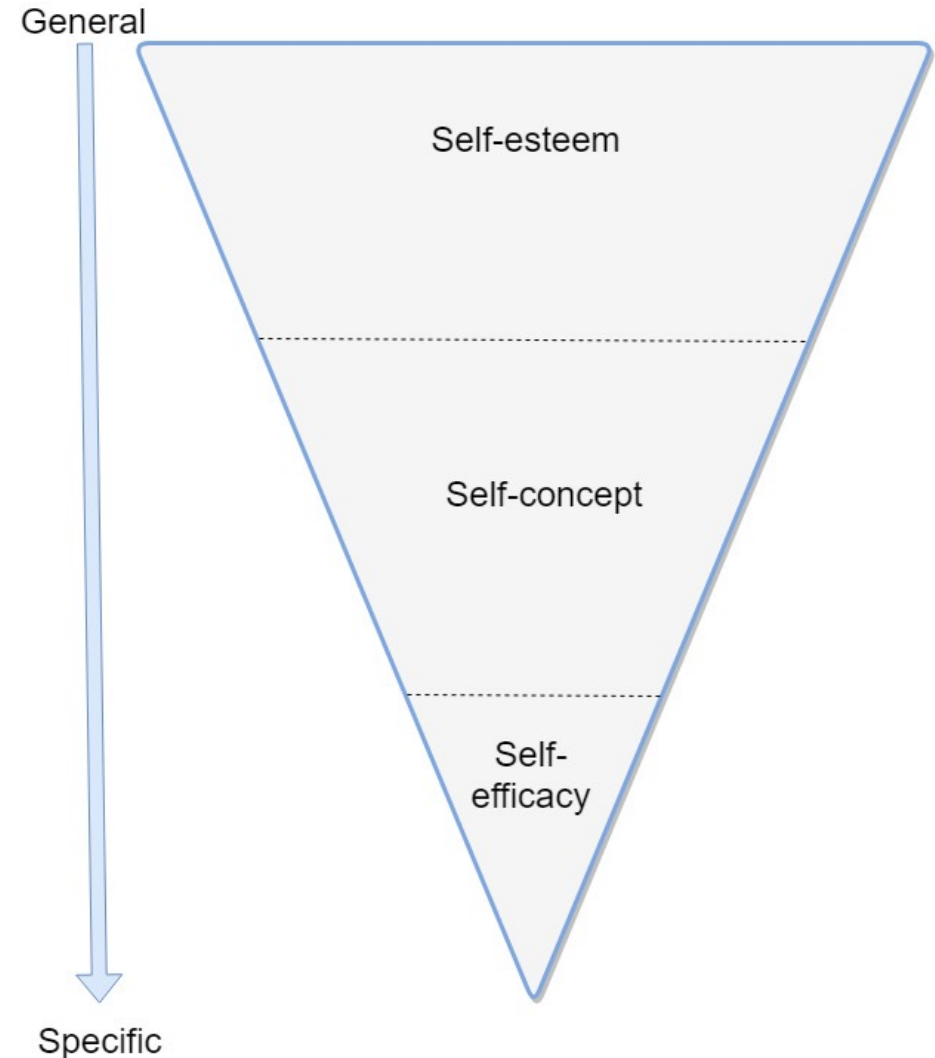
Recommendations

Implications

Further reading

Background information

- Self-Efficacy
 - Self-assessment of capacity to complete specific tasks
- Albert Bandura 1977
- Domain specific
 - Academic self-efficacy
- Not to be confused or conflated with self esteem or self confidence



Greene (2018)

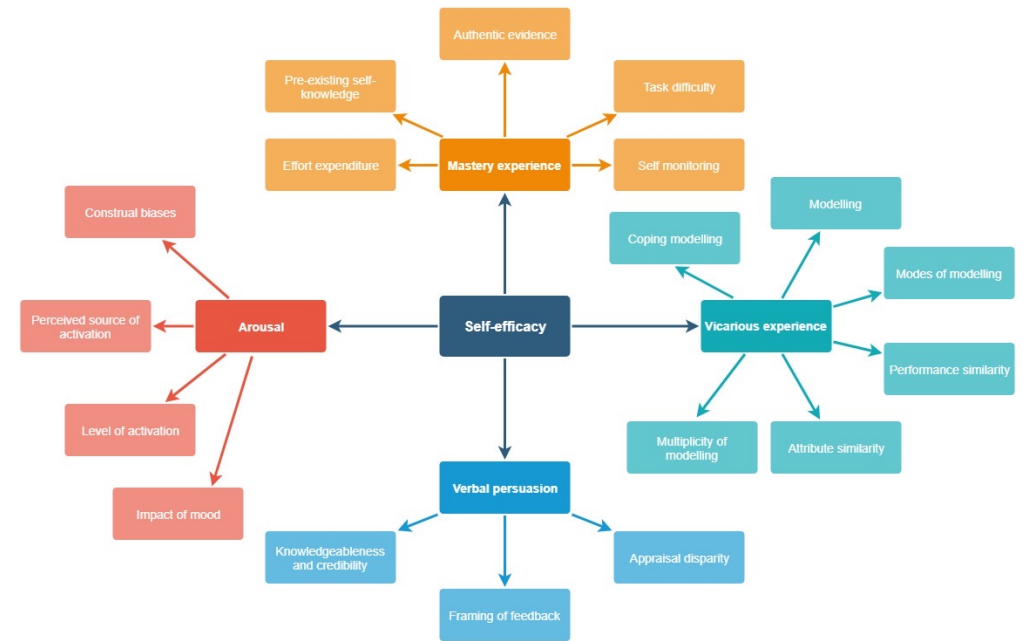
Components of a self-efficacy

Mastery experience

Vicarious experience

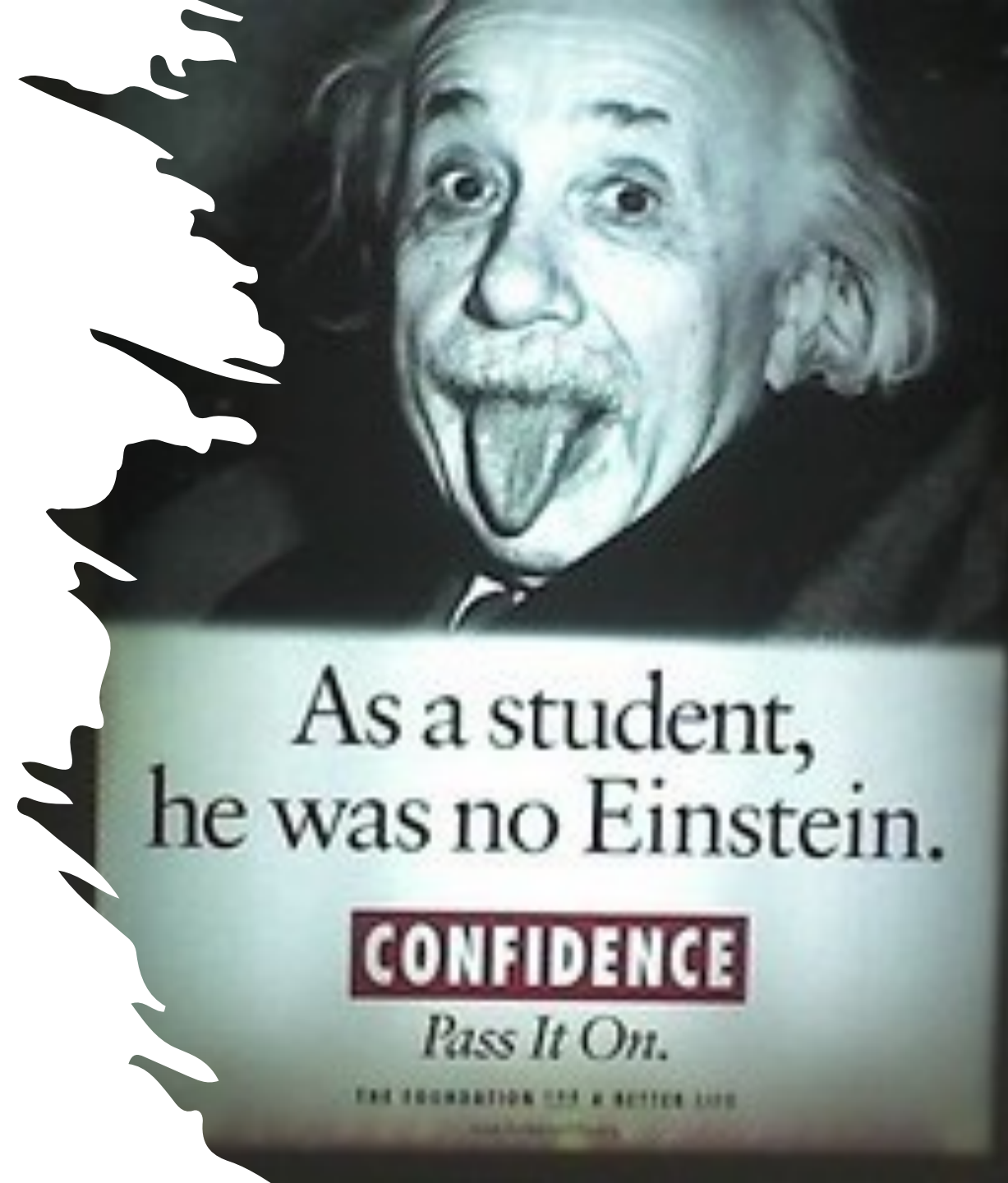
Verbal persuasion

Arousal



Aims and objectives

- The aim of the study was
 - To establish a picture of how confident undergraduates felt about their academic skills
 - To see where undergraduates were most/least confident





Literature review

- Background information on SE and ASE
- Scoping review to determine
 - What types of research have been carried out with undergraduate students examining or using academic self-efficacy and/or self-efficacy?
 - Has academic self-efficacy been coherently studied in nursing education?
 - What does studying academic self-efficacy facilitate understanding of?



Methods

- Cross-sectional descriptive study
- Bespoke Academic Self Confidence Scale for Nursing comprising 25 items, (ACSN25)
- Visual analogue scale from 0-100
- Descriptive measures of central tendency, inferential statistical methods and exploratory factor analysis

12:29

I am confident that I can pass an anatomy and physiology module at the first attempt

0 10 20 30 40 50 60 70 80 90 100

Confidence

I am confident that I can make sense of feedback on my assignments

0 10 20 30 40 50 60 70 80 90 100

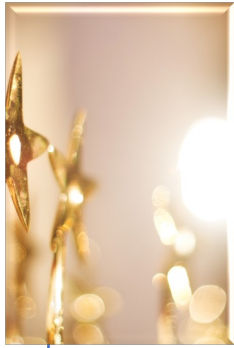
Confidence

I am confident that I can explain material to a friend

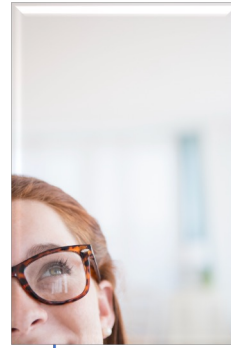
0 10 20 30 40 50 60 70 80 90 100

Confidence

Results from the scoping review; (not consistently studied in nursing)



ASE is positively related to performance



ASE is best supported when combined with a deep approach to learning



SE is linked to simulation style education in Nursing



Scale validation is key

Results from the survey

Bong's (2001) self-efficacy taxonomy



<50 = less confident



50-75 = confident



75-85 = very confident



>85 = extremely confident



The average academic self-efficacy score for respondents?



What was the highest scoring variable in terms of academic self-efficacy?

- Meeting deadlines



What was the lowest scoring variable in terms of academic self-efficacy?

- Asking questions in lectures

Results from the survey

Variable name	Mean ASE score	N	Std. Dev.
Q4 What was the average self-efficacy score for each year of study?			
Year 1	69.49	49	15.22
Year 2	72.40	29	16.34
Year 3	72.35	27	16.35
Q5 What was the average academic self-efficacy score for each field of practice?			
Adult	69.71	71	16.24
Mental Health	77.03	17	11.21
Children and Young People	71.11	15	17.92
Q6 What was the average academic self-efficacy score for each institution?			
Ulster Uni	69.71	54	17.52
Queens University	72.42	51	13.64
Q7 What was the average academic self-efficacy score for each gender?			
Male	61.48	6	34.29
Female	71.61	99	14.04
Q8 What was the average academic self-efficacy score according to marital status?			
Married	73.77	21	13.76
Single	70.21	75	16.68
Divorced	78.54	4	12.58
Never Married	65.72	5	9.15
Q9 What was the average academic self-efficacy score for mature and not mature students?			
Mature	74.93	59	13.31
Not Mature	67.62	34	16.10

Five factor model

Factor 1

- Confidence in intellectual skills, (explains 41% of the variance)

Factor 2

- Confidence in self-regulated study skills, (explains 11% of the variance)

Factor 3


- Confidence in working with faculty, (explains 6.6% of the variance)

Factor 4

- Confidence with information processing, (explains 5.5% of the variance)

Factor 5

- Confidence in the lecture theatre, (explains 5.1% of the variance)

A silhouette of a person's head and hand holding a smartphone, set against a light blue background with a lens flare effect. The person is looking at the phone.

What have I learned and so what!

- The ACSN25 is a valid way of measuring ASE, (Cronbach's Alpha of 0.94)
- Undergraduate nurses are academically confident but
- We need to continue to address what happens in large groups
- Because students respond to how we teach
 - A surface approach to teaching induces a surface approach to learning

Implications

- Get students to *calibrate* their ASE assessment capability
- Moving towards assessment for learning instead of assessment of learning
- Encourage self-efficacy assessment as a component of reflective practice
- Develop clinical self-efficacies

Further reading

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