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Melissa Bittner
Illinois Wesleyan University

Leah Nillas, Faculty Advisor
Illinois Wesleyan University

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Perceived Self-Efficacy in a First Grade Classroom

Melissa Bittner and Leah A. Nillas*

Educational Studies, Illinois Wesleyan University

Research Question

- What strategies help young students improve their perceived self-efficacy?

Literature Review

- Only 49% of students enjoy writing, while 52% of students thought they were good at writing (Clark and Dugdale 2009)
- Students with higher self-efficacy are impacted throughout their lives:
 - higher grades in high school
 - higher probability of attending college,
 - larger range of career possibilities (Pintrich & DeGroot, 1990; Usher & Pajares, 2008a; Usher & Pajares, 2008b; Bandura, Barbaranelli, Capara, & Pastorelli, 1996; Bandura, 1997; Usher, 2008)
- **Writing self-efficacy:** "student's judgment of confidence that they possess the various composition, grammar usage, and mechanical skills appropriate to their academic level" (Pajares, Johnson, and Usher, 2007, p. 111)

Methodology

- 26 first graders from a suburban district in the Midwest
- Lessons designed to engage students to learn about strategies in self-efficacy, such as double checking one's own work
- Used whole class instruction, small group work, and one-on-one writing conferences
- Study by Pajares, Johnson and Usher (2007) combined writing skills and strategies to study writing self-efficacy

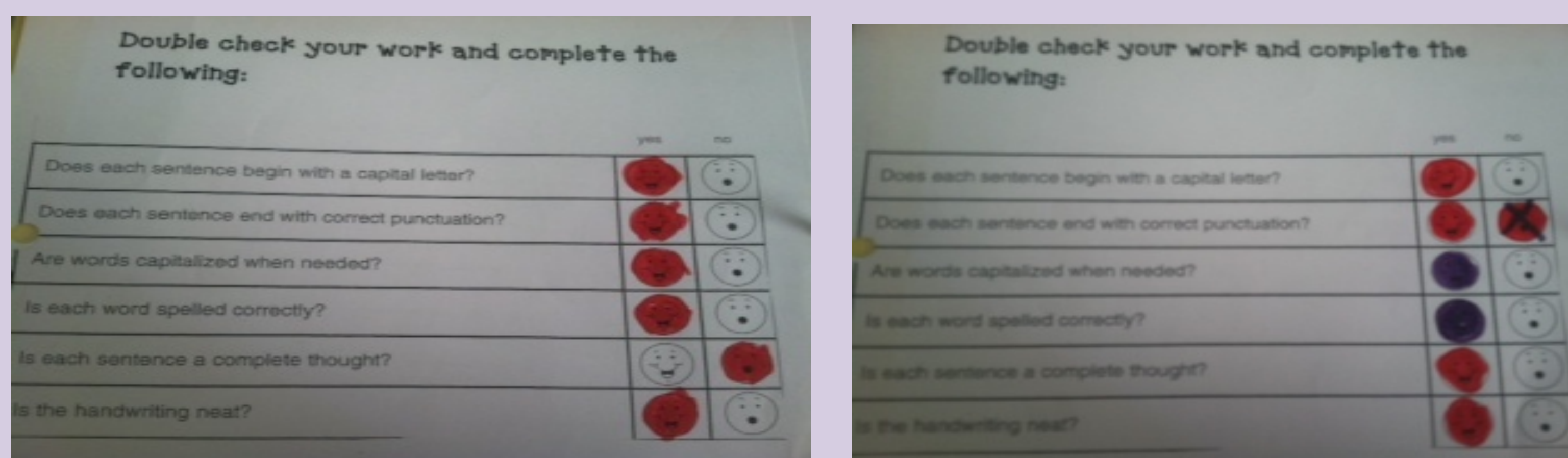


Figure 1. Student corrected rubrics

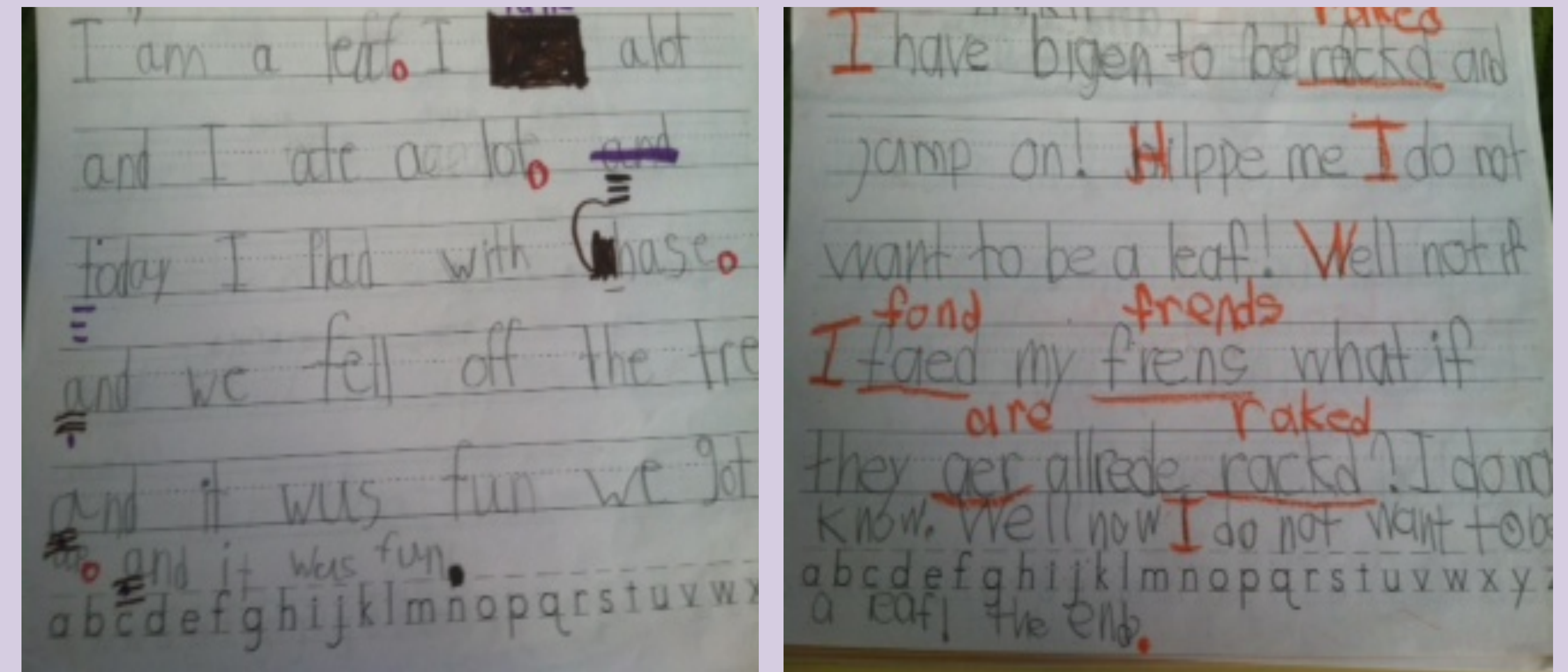


Figure 2. Students use editing marks to correct fall leaf stories.

Results and Data Analysis

- Student work, student questionnaires, and teacher journals analyzed
- Students showed consistent improvement throughout the writing process with use of a rubric
- Each student fixed at least one error from first draft to final draft
- In post-study interviews, roughly half of students did not understand purpose of double checking their own work
- Students began double checking their work in other subjects than writing

Conclusion

- Self-correction methods through the use of rubrics proved to be effective in the area of writing self-efficacy
- Study was limited by time and age of students
- Writing self-efficacy beliefs diminish as students move from elementary school to middle school and high school (Pajares, Johnson, & Usher, 2007). It is important to establish high self-efficacy beliefs in young students.
- "Teachers can help students *interpret* their writing experiences in ways that are more adaptive to higher self-efficacy" (Pajares, Johnson, & Usher, 2007).