

# The feeling of self-efficacy of adults students in online learning context

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# Topics

- **Introduction**

- **Our work**

  - Objectives / Participants

  - Instrument

- **Results**

- **Conclusions**



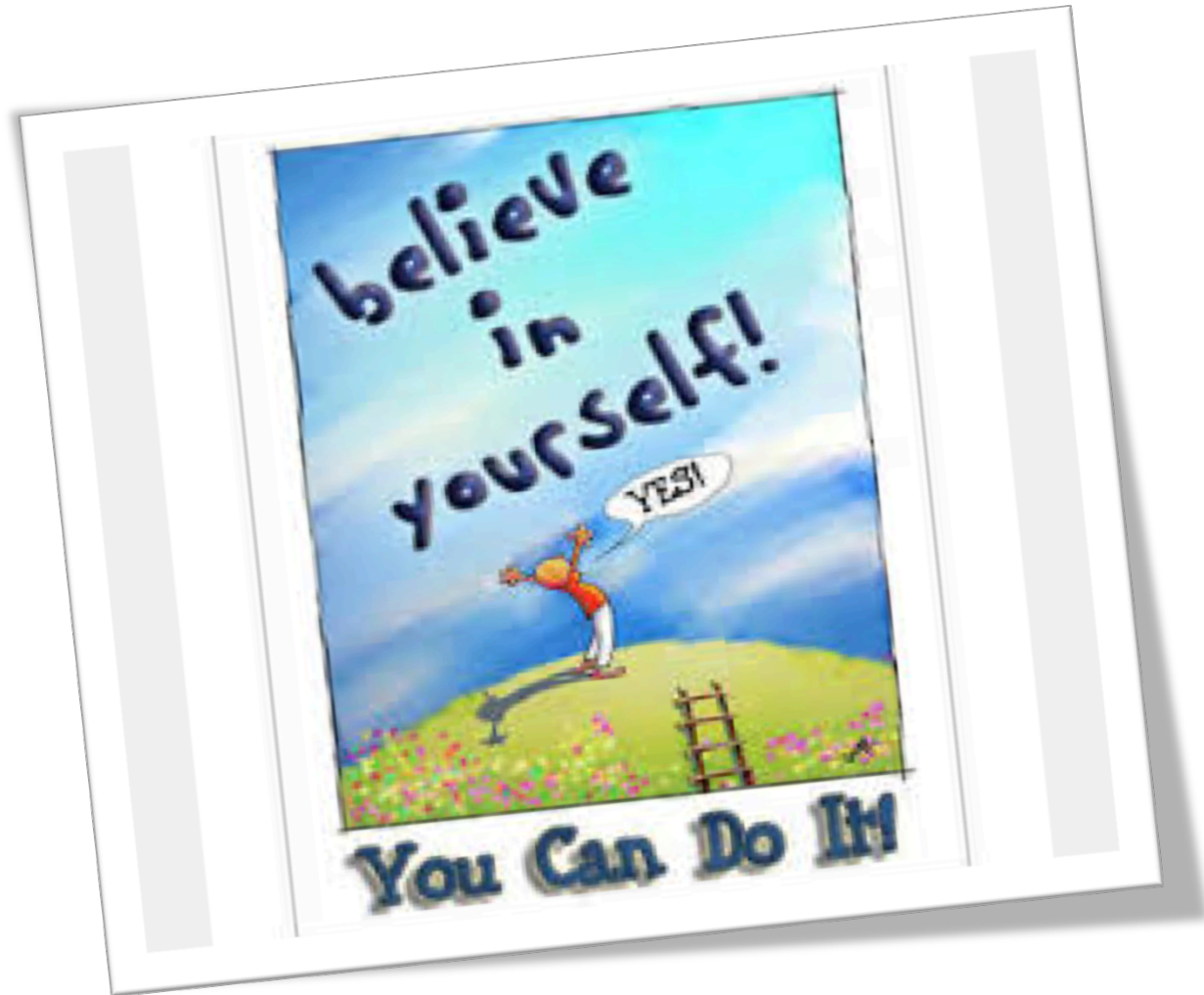
# Introduction



**Adult  
learner**



# Introduction



Self-efficacy ?

# Self-efficacy...



Self-efficacy determines how people feel, think, motivate themselves and behave.

This concept is related to the beliefs that people have about their capacity to complete a specific task.

Will influence the effort and persistence in performing a given task. This means that self-efficacy influences either the cognitive or the affective dimension of the learning process.

## *Sources of self-efficacy information*



# Adult learners



The decision that takes an adult to engage in a training process is, in one way or another, connected to a personal, professional and / or social project.

For Cross (1981) an adult learner invests in training, to the extent that expectations are so strong, and seen as important to him, that training is the way to achieve them.



However, the involvement of an adult learner, in a training situation, may be complicated due to the existence of other parameters.

An adult may have **family**,  
**business** and sometimes  
**social** responsibilities.



# Online learning context





The online learning context give to adults' students the opportunity to study **anywhere** and **any time**...

They help the development of the autonomy of the students

Other opportunities



# Our work



The **objectives** of our research are to understand the relationship between the self-efficacy's feeling of an adults group learning in online learning context and:

- what **levels of self-efficacy** do students have in a particular course unit;
- their **performance** in a particular course unit;
- **sociodemographic variables**, such the gender of these learners.



# Participants

A total of **139 elearning students** participated in the survey, as volunteers; all responses were anonymous. The **30% males** and the **70% females** had a age range of **28 – 62 years** ( $M = 41.5$ ,  $SD = 6.991$ ).

# Instrument

**Self-efficacy\***: we used the self-efficacy scale of the MSLQ (Motivated Strategies for Learning Questionnaire), adapted to the specific content and to the online environment.

The questionnaire is composed by a set of 8 statements and with a response scale ranged between 1 and 7

1 ————— 7

**Strongly disagree.**

**Strongly agree**

**Overall Academic performance:** Students' overall academic performance was measured by their total grade which could come from two different types of evaluation.



# Self-efficacy\*

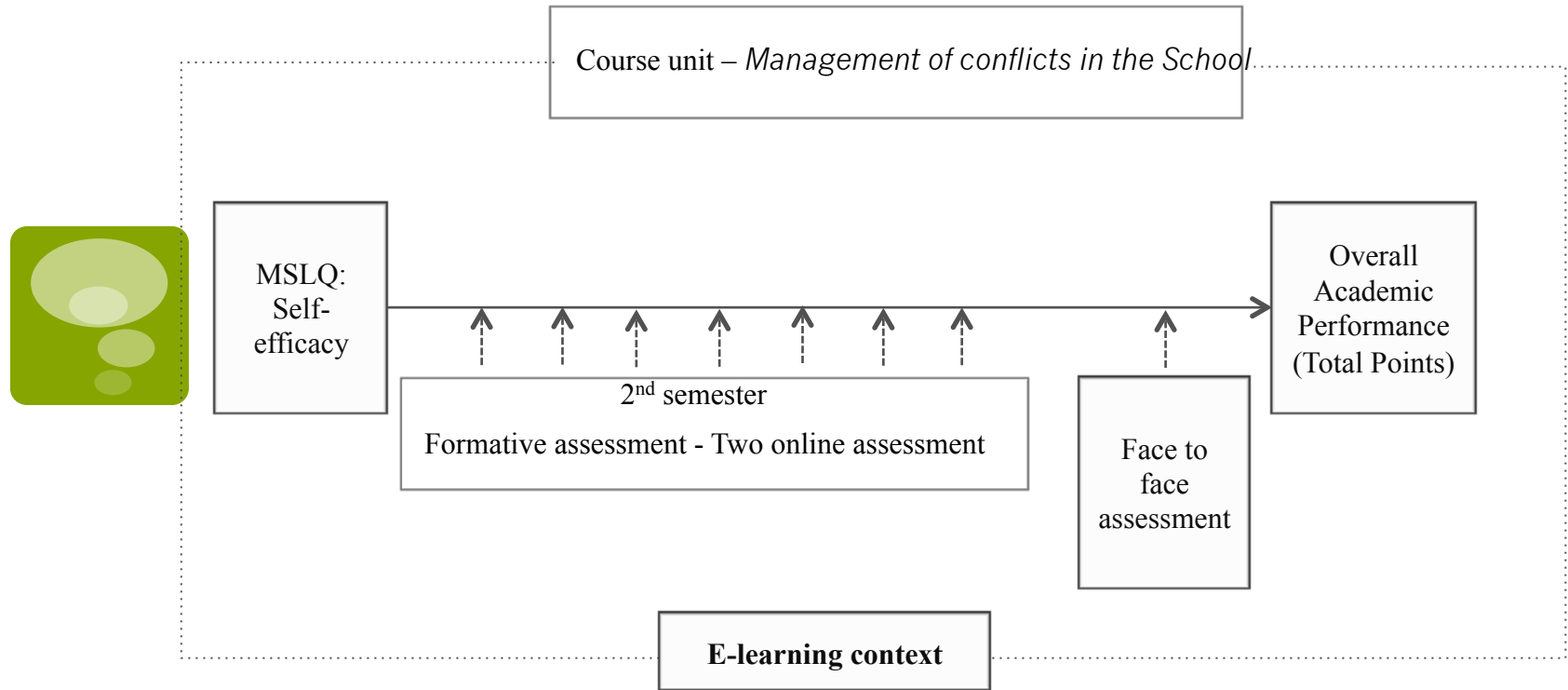
(adapted from MSLQ, Pintrinch et al, 1991)



The reliability statistics  
of this scale was  
 $\alpha = .919$ .

Sub-scale	Question Item
Self-efficacy	<ol style="list-style-type: none"><li>1. I believe I will receive an excellent score on this seminar after learning about this topic in this online learning context.</li><li>2. I'm certain I can understand difficult material about <i>Management of conflicts in the School</i> presented in this online learning context.</li><li>3. I'm confident I can understand basic concepts about <i>Management of conflicts in the School</i> presented in this online learning context.</li><li>4. I'm confident I can understand the most complex material about the <i>Management of conflicts in the School</i> presented in this online learning context.</li><li>5. I'm confident I can do an excellent job in meeting the goal for this task of learning about <i>Management of conflicts in the School</i>.</li><li>6. I expect to do well learning about <i>Management of conflicts in the School</i> with this online learning context.</li><li>7. I'm certain I can master the material on <i>Management of conflicts in the School</i> presented in this online learning context.</li><li>8. Considering the difficulty of the material of <i>Management of conflicts in the School</i>, the learning context, and my skills, I think I will do well.</li></ol>

# The overall research procedure



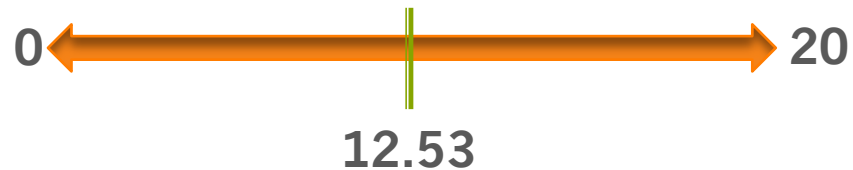


# Results

*Students' Self-efficacy level*



*Students' final classification*



# Results

*Self-efficacy and...*

*final classification*



The result ( $r_{pb} = -.085$ ) indicates **an absence** of statistically significant relationship between the sense of self-efficacy indicated by these students and their level of academic performance, in this particular course unit. Beyond this correlation is not statistically significant even has the particularity of being **negative**.

# Results

Self-efficacy and ...  
gender



	Men ( <i>n</i> = 42) Mean (SD)	Women ( <i>n</i> = 99) Mean (SD)	<i>t</i> (139)
Self-efficacy (total score)	46.57 (5.79)	47.66 (5.76)	1.022 ( <i>ns</i> )

( $r_{pb} = - .086$ ) indicate an **absence** of a statistically significant correlation between them.

# Results

*Self-efficacy and ...*

*age*



The results obtained allow us to state that there is a **significant** and **positive** correlation between age and self-efficacy,  $r_{pb} = .20$ ,  $p = .019$ . So, this means that a greater feeling of self-efficacy is associated with **older students**.

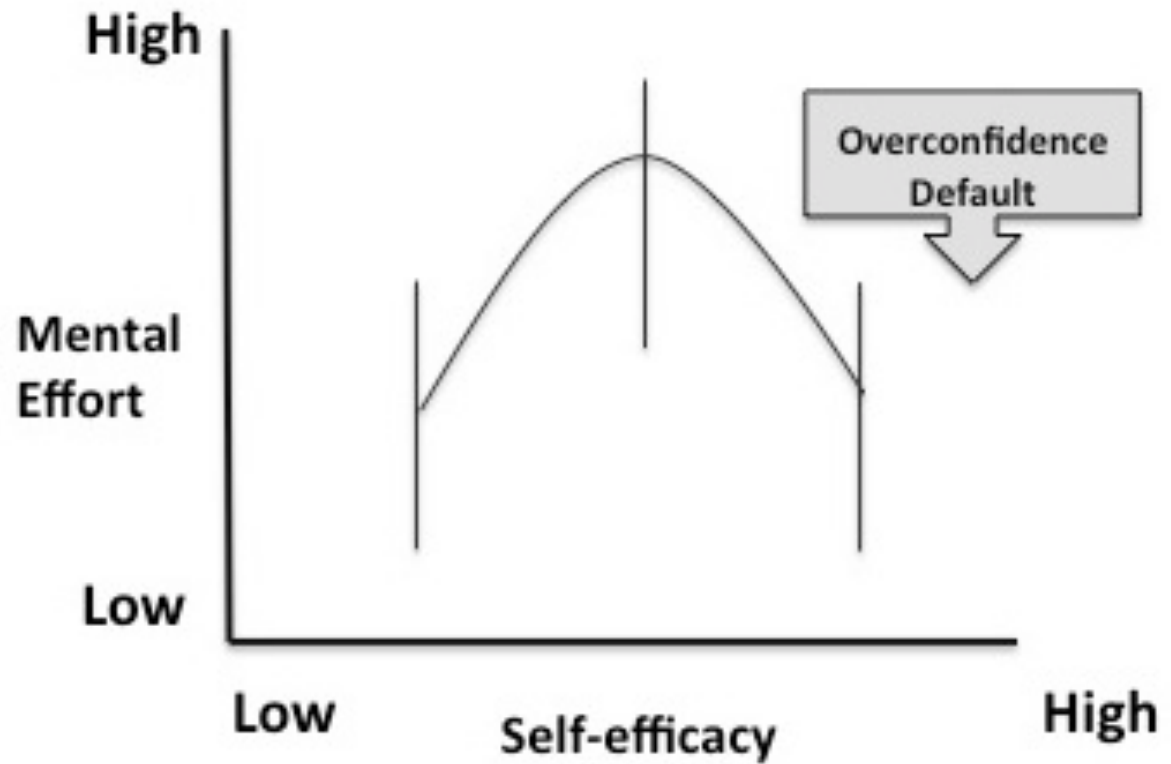
# Conclusions

- Our results indicate
  - a **high** level of self-efficacy in our sample.
  - An **absence** of statistically significant relationship between the self-efficacy and performance. – **Not** according to other studies.



## A possible explanation – OVERCONFIDENCE

“Once actively involved in a task, excessive efficacy (overconfidence) problems show up as mistakes due to inappropriate approaches to a learning or problem solving goal” (Clark, 2001, p.281)



Source: (Clark, 2001, p.280)

# Conclusions



- a **no** statistically significant differences between men and women in self-efficacy in this specific content and in a virtual learning system. – **Not** according do other studies – reinforcing the stereotype that the internet user are generally perceived to males.

# Conclusions



For this reason, we would like to **reinforce** the important **role** that the preconditions have to start learning a course related to the acquisition/enhancement of **skills** in the use of **technology** and field of ways of working and interacting in these spaces to an **increased a correct** feeling of **self-efficacy** in this context. This can be a facilitator of learning relationships between subjects, content and environment resulting in better performance.



# Th@nk you!



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