

Chapter 10

Developing Student Self-Efficacy Through Academic Coaching

Priyadarshini Dattathreya

 <https://orcid.org/0000-0001-8863-681X>

Ross University School of Medicine, Barbados

ABSTRACT

Academic self-efficacy has been identified as a predictor of success among students. Students' beliefs in their own ability to succeed academically can influence their levels of perseverance and effort. However, self-efficacy levels are impacted by prior knowledge, lived experiences, and social support systems. Students from diverse cultural backgrounds might display varying levels of self-efficacy leading to performance differences, high attrition, and low retention. Supporting the academic success of diverse students can be achieved by empowering them to identify their strengths and areas of improvement and setting appropriate learning goals. Academic coaching is a powerful student-centered approach to foster critical self-reflection, goal orientation, and autonomy. This chapter will outline the benefits of academic coaching and provide strategies to help students maximize their potential.

INTRODUCTION

Education is no longer 'one size fits all'. Traditional teacher-centered educational models are criticized for their inability to support all students regardless of their cultural background, socioeconomic status, learning preferences, knowledge, cognitive skills, motivation, etc. (Pozas et al., 2020). The multifariousness that exists

DOI: 10.4018/978-1-6684-5039-0.ch010

within any given student body results in a wide range of learning needs. These needs can be met through innovative student-centered educational models that support the development of self-regulated learning among diverse cohorts of learners (Bjork et al., 2013). Learners who follow a cyclical process of self-regulation that involves goal setting, monitoring, and reflecting on their learning, have a better understanding of their strengths and areas of improvement. This can help them strategically plan and apply appropriate strategies to their learning tasks and can manage their own learning and improvement. However, self-regulated learning is influenced by personal, environmental, and behavioral factors. These factors impact their self-motivational beliefs and the level of confidence in their abilities to perform learning tasks (best described as academic self-efficacy) that foster successful academic outcomes (Panadero, 2017).

This chapter will firstly explore the complex relationship of academic self-efficacy with other factors that impact student outcomes. This is to provide a better understanding of why differences in educational systems and lived experiences can potentially result in different student outcomes. This chapter will then introduce academic coaching as a student-centered approach to enhance students' academic self-efficacy and thereby support academic success and increase student retention.

ACADEMIC SELF-EFFICACY

What is Academic Self-Efficacy?

Academic self-efficacy is the student's confidence in their ability to achieve a future performance goal (Bong & Skaalvik, 2003). The construct of academic self-efficacy can be better understood when compared with self-concept and self-esteem. Academic self-concept has been defined as a student's perception about themselves in academic achievement situations (Ferla et al., 2009). Conversely, self-esteem is a perception of the students general self-worth, not specifically attached to their academics (Di Giunta et al., 2013). To further elaborate, there are three specific dimensions to academic self-efficacy. Firstly, self-efficacy is a student's personal judgement of a specific ability, as opposed to their overall self-worth. Secondly, the judgement of said ability is oriented towards a future or prospective learning task. This distinguishes it from self-concept which is an overall image of their current self, which is developed based on past achievements. Thirdly, the focus of academic self-efficacy is on a specific behavior required to complete the prospective learning task, as opposed to self-esteem and self-worth which focuses on personal characteristics based on a composite self-perception (Di Giunta et al., 2013).

17 more pages are available in the full version of this document, which may be purchased using the "Add to Cart" button on the publisher's webpage: www.igi-global.com/chapter/developing-student-self-efficacy-through-academic-coaching/313125

Related Content

Community of Inquiry: Research-Based Learning for Inclusive Practice

Benjamin Brassand Heike de Boer (2018). *International Journal of Bias, Identity and Diversities in Education* (pp. 45-59).

www.irma-international.org/article/community-of-inquiry/204614

Using Digital Storytelling to Inform Students About Bullying: Results of a Pilot Program

Emmanuel Fokides (2017). *International Journal of Bias, Identity and Diversities in Education* (pp. 27-39).

www.irma-international.org/article/using-digital-storytelling-to-inform-students-about-bullying-results-of-a-pilot-program/169967

AI-Driven Predictive Safety Analytics: Enhancing Workplace Security

Seema Babusing Rathod, Harsha H. Vyawahareand Rupali Mahajan (2024). *Impact of AI on Advancing Women's Safety* (pp. 33-52).

www.irma-international.org/chapter/ai-driven-predictive-safety-analytics/339650

Organizational Well-Being: A New Theoretical Model and Recommendations for Future Research

Kalpana Sahoo (2022). *Research Anthology on Changing Dynamics of Diversity and Safety in the Workforce* (pp. 36-52).

www.irma-international.org/chapter/organizational-well-being/287921

Bringing the Margins to the Forefront: Exploring Social Justice and Identity With Preservice Teachers

Deborah Brunsand Heidi R. Bacon (2023). *Social Justice and Culturally-Affirming Education in K-12 Settings* (pp. 232-249).

www.irma-international.org/chapter/bringing-the-margins-to-the-forefront/316857