

## Results for full sample

Table 1. Means and standard deviations for GPA and motivational variables

Variable	Mean (SD)
High School GPA	3.10 (.50)
College GPA	2.82 (.76)
Self Efficacy for Learning	74.0 (.11)
Grit	3.72 (.63)
Responsibility for Learning	5.32 (.54)

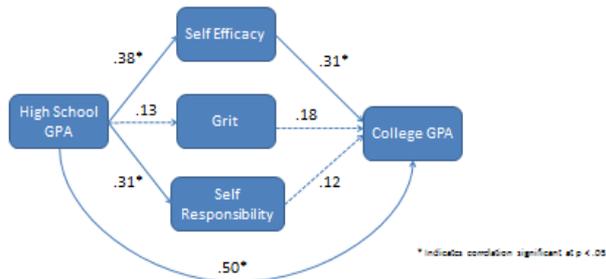
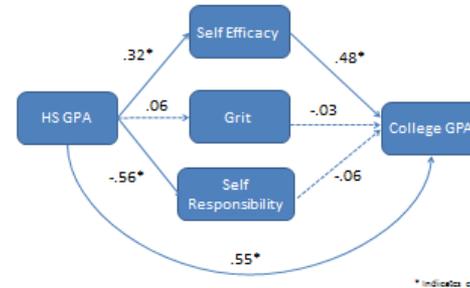


Figure 1. First order correlations between high school GPA, motivational variables, and first semester college GPA

## Results by Ethnicity Endorsement

### Students not endorsing White



### Students endorsing White

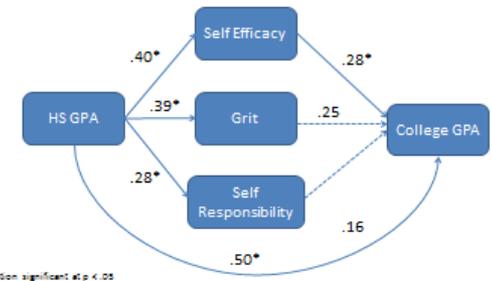


Figure 2. First order correlations between high school GPA, motivational variables, and first semester college GPA by ethnicity endorsement

No significant differences between ethnicity endorsements emerged.

Factor analysis revealed 2 additional factors within self efficacy that predicted college GPA: *cognitive strategy* confidence and *emotion management* confidence. Cognitive strategy use was correlated with college GPA for students endorsing White ( $r=0.30, p = .03$ ), but not for students who did not endorse White ( $r=-0.035, p = .89$ ). Emotion management confidence was correlated with college GPA for students who did not endorse White ( $r=0.66, p = .003$ ), but was not for students endorsing White ( $r=0.26, p = .057$ ).

## Discussion

### In Partial Support for Previous Research

This study supported previous research and theory, as academic self-efficacy was positively associated with high school GPA and first semester GPA across the sample. On the other hand, responsibility for learning did not (Kitsantas & Zimmerman, 2009). Further, high school GPA robustly predicted first semester college GPA for both groups. Interestingly, emotion management efficacy predicted performance for students who did not endorse White identity, while cognitive strategies predicted performance for students who did.

### Surprise: Perceived Responsibility and Other Motivations

Surprising, among students not endorsing white as part of their ethnic identity, high school GPA was negatively correlated with perceived responsibility for learning, such that higher high school GPA was associated with perceptions that the teacher is more responsible for learning outcomes. The role of teachers inspiring the success and monitoring the progress may have been higher among students not endorsing White compared to those that did. These students may have been particularly drawn to messages of strong support from faculty and staff at a small college. Taken at face value, these results may suggest that colleges 1) address perceptions of responsibility more directly with students and/or 2) may need to work with students with a more collective sense of responsibility differently.

Secondly, not all motivational factors that often predict performance well (grit and responsibility) did not predict performance well in this sample. College faculty and staff may need to more directly discuss strategies for success that lay beyond class work to more meta-cognitive processes related to the self.

### Future Directions

Overall, this study replicated robust findings previously noted in the self-efficacy literature, but also suggests that the model may be incomplete when considering students of color. Further research needs to be conducted, which will further examine socioemotional factors in transition among students of color, and especially those possessing stronger bi-culturalism. Also, further research needs to examine the impact of intrinsic and extrinsic motivation and academic integration on first generation students. A wider sample that allows for consideration of individual ethnic/racial identities and first generation students is warranted.

## A Comparison of Self-Efficacy Beliefs, Perceived Responsibility, and GPA Between White and Non-White First-Year Seminar Students

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### Abstract

This research study examined the relationships between high school GPA, academic self-efficacy, perseverance, responsibility for learning, and first semester GPA. Notably, differences were observed between students who endorsed white as part of their ethnic identity (N = 56) vs. those who did not (N = 19). Self efficacy and high school GPA were positively correlated with first semester GPA. Ethnic identity differences emerged for a subcategory of self efficacy and for responsibility for learning.

### Introduction

Non-cognitive factors have increasingly been used to understand students' academic performance in higher education.

#### Academic Self Efficacy

Academic self-efficacy has been an area of focus for many researchers (e.g., Zajacova, Lynch, & Espenshade, 2005; Kitsantas & Zimmerman, 2009). Academic self-efficacy refers to confidence in performing well on academic tasks, and has been associated with higher academic performance and persistence.

This confidence has explained homework adherence and academic performance for a single courses among primarily Caucasian students (Kitsantas & Zimmerman, 2009).

#### Perceived Responsibility

Many instructors make arguments in class for students taking responsibility for their attendance, homework, motivation, and performance in class. In many ways, this represents a change from expectations in high school, as reminders for completing tasks were given by parents and teachers. In research, personal responsibility has been associated with academic achievement in the past (see Findley & Cooper's 1983 review) and relatively recently (Kitsantas & Zimmerman, 2009).

#### Students of Color

Students of color studying in predominantly white colleges face a different set of challenges in fully engaging in the university academic experience (e.g., Reynold, Sneva, & Beehler, 2010).

Students endorsing a stronger bi-cultural sense of ethnic identity, however, have demonstrated gains in academic performance compared to those with a less strong bi-culturalism (Buriel, Perez, DeMent, Chavez, & Moran, 1998).

#### Need

Further investigate motivational factors to predict performance in the first year, with particular attention to students of color.

### Methods

#### Participants

75 ( male, female) undergraduate students from five different first year seminar sections at a small, Midwestern Catholic college participated, including 48 Caucasian, 5 African American, 7 Latino/a, and 2 Asian American students, 3 students endorsing Latino and American Indian, and 9 students endorsing multiple ethnic identities including White. 56 students endorsed White as part of their ethnic identity and 19 students did not. Data collection was completed in the fifth week of the semester in a fifteen minute time period at the beginning of class.

#### Materials and Procedures

Students first reviewed and signed an informed consent, including a release of academic records.

Students completed a series of short questionnaires, assessing self efficacy for learning, responsibility for learning, grit, and demographics.

*Self-efficacy.* Students first completed the Self Efficacy for Learning Scale (SELF; Kitsantas & Zimmerman, 2009), a 19-item self-report questionnaire assessing confidence in successfully completing academic tasks, on a scale from 0% to 100%.

*Responsibility.* Students then completed the Perceived Responsibility for Learning Scale (Kitsantas & Zimmerman, 2009), a 20-item self-report questionnaire assessing whether students perceive academic processes to be more the student's responsibility or the teacher's responsibility on a scale from 1 (*mainly the teacher*) to 7 (*mainly the student*).

*Grit.* Students completed the Grit Scale (Duckworth, Peterson, Matthews, & Kelly, 2007), a 17-item self-report questionnaire assessing student's self-reported goal perseverance on a scale from 1 (*very much like me*) to 5 (*not like me at all*).

*Demographics.* Students then completed a demographics questionnaire.

All students were then debriefed.

Students' first semester GPA and high school GPA scores were collected from university records after the end of the semester.

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This research poster is the product of the Student Motivation Collaborative Research Lab course with undergraduate psychology students at Saint Mary's University.