



# Self-efficacy and Collaborative Goal Setting

Timothy Golden  
St. Augustine High School, San Diego, California, United States

## Further Information

This poster and further information is available at <http://www.theibsc.org/>

Researcher's Email: [tgolden@sahs.org](mailto:tgolden@sahs.org)

## Introduction

School counsellors are often looking for ways to help support students that struggle academically in the classroom. This action research project utilized our school's weekly homeroom class periods to allow for collaborative goal setting sessions between boys of different achievement levels. The purpose of this project was to measure if this collaboration had an effect on the boys' self-efficacy, specifically as it relates to their academic and social efficacy.

"They tell me to stay positive."

"They have the same problems I do."



"They have good ideas."

"They give me confidence."

## The Research Question

What effect will collaborative goal setting have on the self-efficacy of 10<sup>th</sup> Grade boys?

"They understand and help me."

"They can relate to my goals."

## Research Context and Participants

Participants in this project were 10<sup>th</sup> Grade students from St. Augustine High School. This is a small-mid size, all boys' Catholic high school in San Diego, California, USA.

There were 22 participants in total, which makes up the entirety of the designated homeroom class. These 22 boys were broken up into seven small groups. The small groups were composed of a mix of students of varying achievement levels. This diverse group comprised at least five different ethnicities, including two Mexican nationals who cross the international border every day in order to attend our school.

"It's good to know everyone works hard."

"Communication is important."

"It's not just me with problems."

"It motivates me to do well."



## The Research Action

**1<sup>st</sup> class:**  
-Introduced boys and divided them into their groups  
-Administered self-efficacy survey  
-Instruction and discussion on setting a SMART goal

**4<sup>th</sup> class:**  
-Boys completed their final goal progress form  
-They reflected on this experience within their groups  
-Boys take the same self-efficacy survey from the 1<sup>st</sup> class

**2<sup>nd</sup> & 3<sup>rd</sup> class:**  
-Each group member filled out a goal progress form  
-Groups discussed each member's progress  
-Each boy highlighted something a group member suggested that he will focus on for the next week.

"It's helpful to hear other perspectives & strategies."

## Key Findings and Discussion

### Improvement in social self-efficacy

- Carry on meaningful conversations with others (6% increase)
- Make and keep friends (5% increase)
- Work well in a group (2% increase)

### Minimal positive effect on academic efficacy & enlisting social resources

- Learn math (6% increase)
- Get a friend to help me when I have problems (7% increase)



## Conclusions

In the relatively short amount of time the boys had to work with each other, they gained positive social self-efficacy through their interactions. Gains in academic efficacy did not materialize to a level that was desired. Perhaps with regular, more frequent group meetings and interactions academic efficacy gains could be reached. However, the findings suggest that students of varying achievement levels can work together successfully and be a positive benefit to their confidence in social interaction with peers.

## Key Readings

Bandura, A. (2006). Guide for constructing self-efficacy scales. In Urdan, T. & Pajares, F. (Eds.), *Self-efficacy beliefs of adolescents* (pp. 307-337). Greenwich, CT: Information Age Publishing.

Igbo, J.N., Ikechukwu, E.V., & Onu, V. (2015). Conception of collaborative learning in secondary schools: Relationships with self-efficacy belief and academic achievement. *International Journal of Research in Humanities, Arts and Literature*, 3(9), 65-78.

Schunk, D.H. (2003). Self-efficacy for reading and writing: Influence of modeling, goal setting, and self-evaluation. *Reading and Writing Quarterly*, 19, 159-172.