

## Research Question

What is the impact of support sessions, that target self-management skills, on sixth grade students' academic self-confidence.

## Rationale

Students are missing communication and advocacy skills. Six graders have entered middle school with academic and social gaps. This study aims to create a space for students to communicate with other students and gain confidence in everyday school pursuits.

## Hypothesis

Providing students, a space to talk and the opportunity to learn new strategies will help them feel more prepared for class therefore increasing their confidence in their academic abilities.

## Literature Review

**Academic Self-Confidence:** Sander & Sanders (2006) define academic confidence as “how students differ in the extent to which they have strong beliefs, firm trust, or sure expectations in their ability to respond to the demands of studying at university”(p.33). Sander & Sanders (2006) developed the Academic Confidence Scale (ACS), to measure confidence in academic pursuits.

**Theory of Self-Efficacy:** Bandura (1977) research on self-efficacy state that an individual’s perceived self- efficacy impact individual choices of activities and can impact “ how much effort people will expend and how long they will persist in the face of obstacles “ (p.194). Individuals that expect a certain outcome will limit their activities based on their expectations.

**Self-Management :** In this study we define self-management skills as skills that help students achieve their goal in the classroom. We specifically target organization skills and time management skills. We use the Collaborative for Academic, Social, and Emotional Learning (CASEL) framework for guidance on self-management skills and how these skills relate to students social-emotional learning (CASEL, 2022).

## Methodology

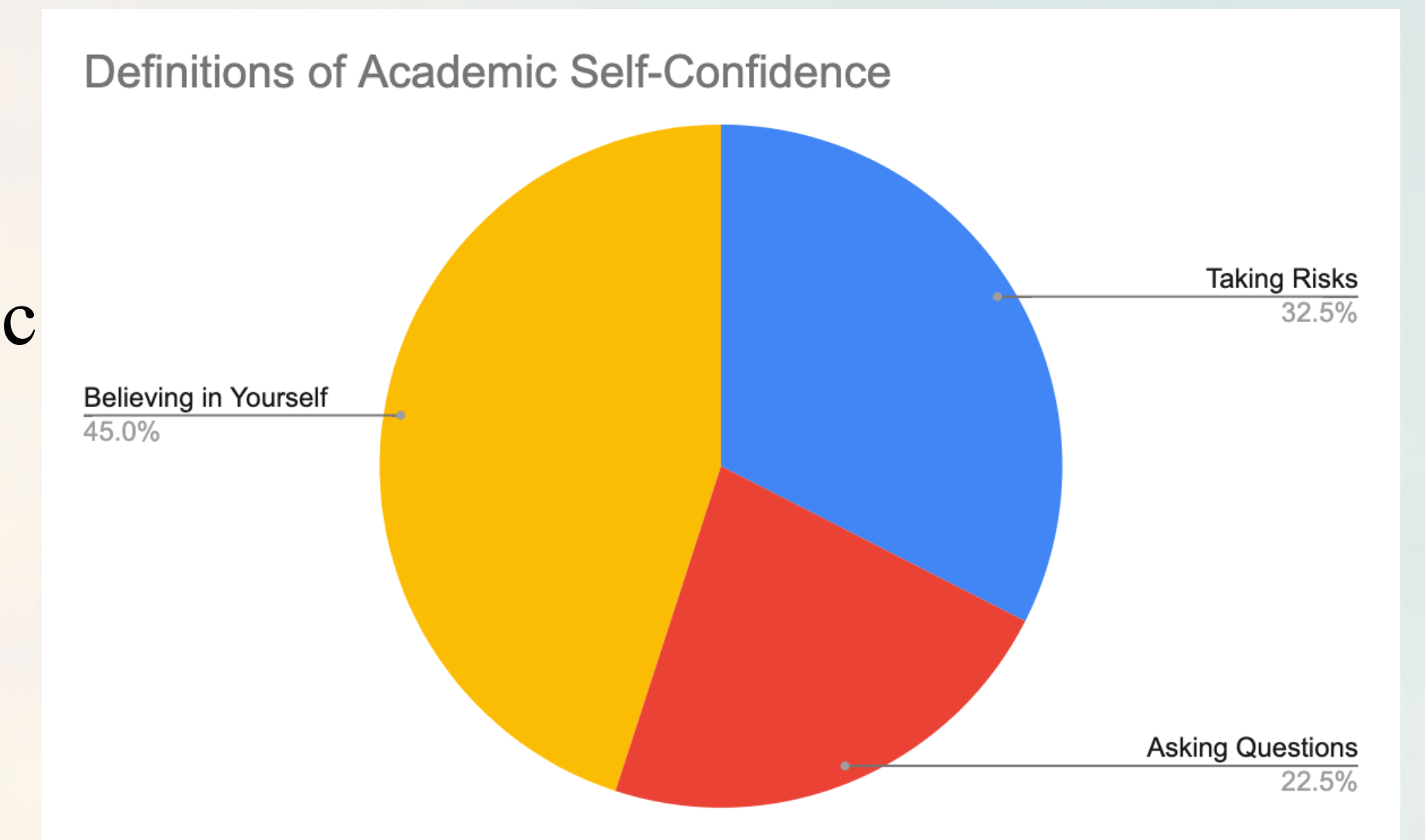
Study Timeline	
Timeframe by Week	Event
December 13-17	Administer Pre-Survey
January 24th-28th	Session 1 “Defining Academic Self-Confidence and Overcoming Fear”
February 7- 11	Session 2: “Introduction to Self-Management Skills”
February 21st-25th	Session 3: “Introduction to Study Strategies”
March 7th-11th	Session 4: “Study Strategies Part 2- Perspectives of Upperclassmen”
April 18th-22nd	Administer Post- Survey
Qualitative Data Collected	
<ul style="list-style-type: none"> <li>•Pre-Survey (open responses &amp; Likert Scale )</li> <li>•Pre-Session Entry Slip (open response &amp; Likert Scale)</li> <li>•Post-Session Exit Slips (open response &amp; Likert Scale)</li> <li>•Interactive Slideshow (open responses &amp; polls)</li> <li>•Student Artifacts</li> <li>•Observations</li> <li>•Post-Survey (Likert Scale and open responses)</li> </ul>	

## REFERENCES

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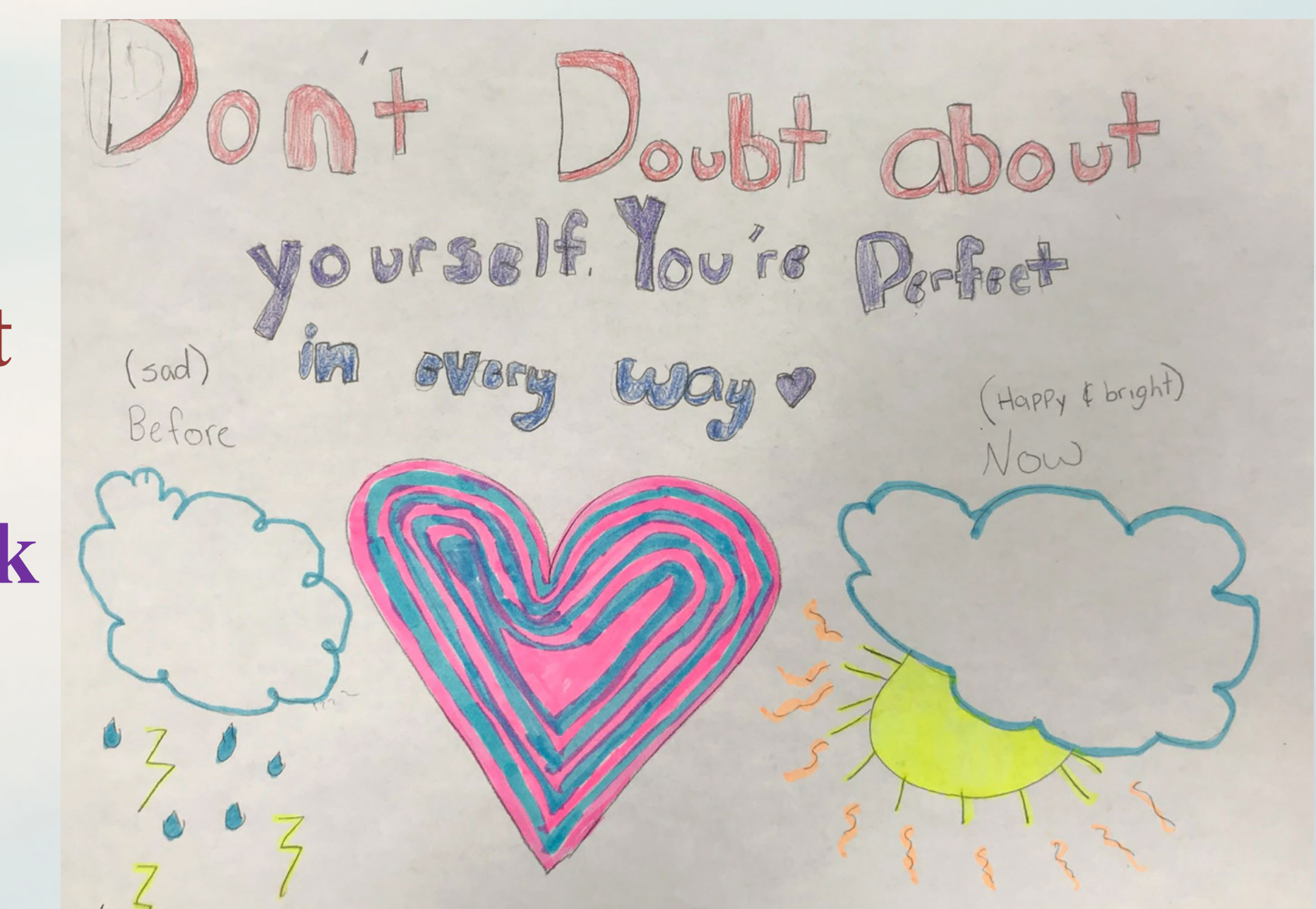
## Findings

Finding 1 Students demonstrated a concrete understanding of academic confidence prior to any instruction on academic confidence.



Finding 2: All students' artifacts on overcoming fear in the classroom illustrated positive internal self-talk

“Be Bold. Be Brave.  
Be Confident”  
“The Sky is the Limit  
so Keep Going”  
“The shell must break  
before the bird can  
FLY”



Finding 3: Students viewed self management skills favorable to their academic self-confidence & were eager to participate in “Study Skills Poster”

- Over 80% of students stated that Self-Management Sessions helped with their academic self-confidence.
- 100% Participation on Poster Creation

