

Everything Will Be Fine!

Understanding the Role of Self-Efficacy in Agricultural Undergraduate Students' Academic Achievement

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Introduction



The ability to succeed in tasks has become a **crucial factor** in academic achievements.

Navigating the complexities can be **challenging** and overwhelming.

Strong sense of self-efficacy approach their educational goals.

It provides **valuable insights** into designing effective educational interventions and support systems.



Self-Efficacy theory Determine the **factors influencing** undergraduate students' academic achievements. It is **associated** with *motivations, persistence* and *effort*.

Research Questions

Explore the role of self-efficacy in the academic achievement of Undergraduate Agriculture Students [UAS]

RQ1 What **motivates** UAS to achieve their academic goals?

RQ2 How do UAS **overcome overwhelming situations** throughout the university?

RQ3 What strategies do UAS **advise to enhance self-efficacy** for other UAS?

Methodology

Qualitative Research with a **Phenomenological Approach**.

Comprehensive exploration of UAS **experiences, perspectives** and **perceptions** regarding self-efficacy in academic achievement

Purposive Sampling

Undergraduate Agricultural Students [UAS]

Hispanic Serving Institution [HSI]

Majoring agricultural degrees

20 UAS from **two** HSIs

One-on-one Face-to-face **Interviews**

Audios recorded and transcribed

Analysis Open and axial coding

Qualitative quality standards

Findings



1 **Personal Growth and Career Development**

2 **Family Expectations and Support**

3 **Overcoming Challenges and Breaking Barriers**

1 “...because I want to be a Vet and have go to college first.”

3 “The stigma around my background and everything... I just needed to come to school.”



1 **Adaptation and Growth**

2 **Organization and Planning**

3 **Coping Mechanisms and Self-Care**

1 “And if you're going to sit here and shell yourself... then you're never going to be able to grow.”

2 “In that way, just organizing again and prioritizing.”



Strategies

1 **Balance and Perseverance**

2 **Seeking Support and Assistance**

3 **Improving Time Management and Planning**

1 “Once you get past like over that hill, past that struggle, whatever you're facing [...] It's, it's worth it in the end.”

2 “I would say... definitely reach out to your professors. There are people out there that want to help you.”

Conclusions/Implications/Recommendations

New insights into students' motivations, for **targeted interventions** and **support systems**.

A **guidance** for **navigating overwhelming situations** and **enhancing** self-efficacy.

Contributed to improve UAS academic performance and well-being.

Future research should

- **Identify support programs** that allow educators and policymakers to develop targeted interventions.

- **Evaluate the effectiveness** of existing support program and **explore potential** avenues for their improvement.



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