

# Development of Self-Efficacy in Undergraduate Students with Learning Disabilities through Group Processes: A Qualitative Analysis

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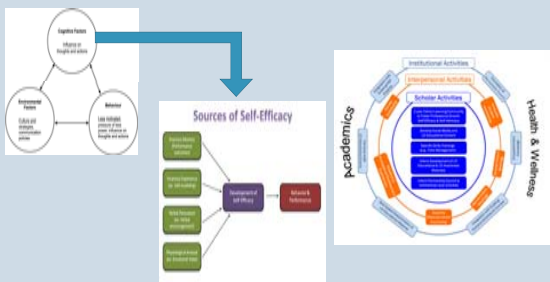
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## BACKGROUND

- Learning disabilities (LD) is becoming more prevalent in college campuses.<sup>1</sup>
- For those in the STEM field with or without LD, self-efficacy (SE) is important for students to be successful,<sup>2</sup> and it is significantly associated with academic expectations and outcomes.<sup>3</sup>
- Self-efficacy (SE) is defined as how well one feels he or she can execute necessary tasks to deal with potential situations<sup>4</sup>.
- SE determines how much effort people will exert and how long they will persevere in the face of obstacles<sup>4,5</sup>.

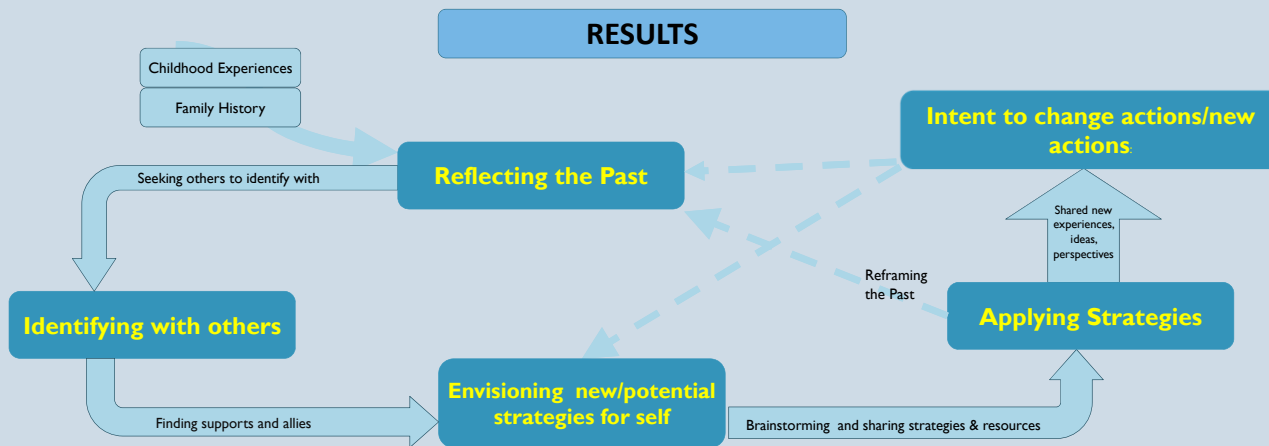


- Research Question: 1) how do students with LD develop SE for navigating a college environment and 2) how do group processes contribute to LD students' development of SE?**

## METHODS

- This study utilized a **qualitative analysis** approach by analyzing **30 transcripts** from group discussions and associated discussion facilitation questions.
- Participants: **52 undergraduate students with LD** registered with the DRC.
- Setting: Occurred in the University of Florida campus.
- Thematic analysis/grounded theory. The transcripts were structurally coded to identify statements that are related to Bandura's 4 ways of developing one's self efficacy, and these were later coded for further categorization.

## RESULTS



Theme	Definition	Example Quotation
Reflecting the Past	Students reflect their previous experience which helps them to recognize the flaws in their actions and to modify their behavior	<ul style="list-style-type: none"> <li>"Instead of going to PE, I went to a special reading class and that was terrible because little kids are so mean. They were so mean in elementary;" [U46]</li> <li>"Everyone on my mother's side of the family has the same problem. And my case is a bit more severe than my mother's and brother's, but it's definitely something that I was just born with." [U1]</li> </ul>
Identifying with Others	Students create bonds and identify with others within a group after sharing experiences that they are able to closely relate to	<ul style="list-style-type: none"> <li>"Just knowing people that go through similar struggles ...helps a lot." [U1]</li> <li>"I concur 100 percent...that a lot of us struggle with that we have to spend [time] comprehending and reading." [U21]</li> </ul>
Envisioning New/Potential Strategies for Self	When students discuss of hardships that they have experienced themselves, they offer new strategies for others who continue to struggle or will potentially encounter a similar experience	<ul style="list-style-type: none"> <li>"I don't learn well and that's just a problem for me so I am going to have to try your strategy;" [U33]</li> <li>"I know that the DRC gives them and I know that they are also at the Counseling and Wellness Center... they maybe take sort of different approaches to it, but I mean it gets you there." [U8]                             <ul style="list-style-type: none"> <li>"I will have to go check that out." [U33]</li> </ul> </li> </ul>
Applying Strategies	Students were likely to use new or modified strategies that had been suggested by those they trusted and shared characteristics with after they had envisioned these strategies and predicted their effects on their daily lives	<ul style="list-style-type: none"> <li>"if you're persistent enough and you're polite... and don't let your frustration get the better of you, I feel like [professors] are a lot more willing to help you." [U15]</li> <li>"I usually block out when people ask questions and just talk about what's on course and then I'll write it down, that's all I need" [U6]</li> </ul>
Intent to Change Actions/New Actions:	In applying the strategies and new perspectives in their daily life, they began using these strategies in every applicable instances or became motivated to modify it even more to fit into their daily life. <ul style="list-style-type: none"> <li>- Garnering needed LD supports</li> <li>- Capitalizing on personal strengths</li> </ul>	<ul style="list-style-type: none"> <li>"I can make a better decision of my own based off of their foundational knowledge." [U39]</li> <li>"I have the kind of dyslexia where you flip everything when you write ... so I feel like anything that requires handwriting... I'll probably just ask to use a computer." [U49]</li> </ul>

## DISCUSSION/CONCLUSION

- Data showed that understanding one's LD was a process that was facilitated by identifying with others with LD. Additionally, we found that being part of a group of similar others was important for gaining access to different perspectives relevant to their experiences.
- Findings expand knowledge of the group intervention process by understanding the processes occurring between each step to allow clients to develop social connections and positive choice making.
- These findings may be used to develop and refine group treatments for fostering development of SE in college students with LD.

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