Evaluating the Relationship between College Information Literacy and College-Going Self-Efficacy in High School Students

Gardner, Austin

The objective of this study was to examine the relationship between college information literacy (CIL) and college going self-efficacy (CGSE) in high school students. Research suggests the disparity in annual income between adults with college degrees and those without is growing and it is becoming harder to support oneself as well as a family without getting a higher education. For this reason finding ways to increase high school students' self-efficacy towards college attendance is important. 347 high school seniors from two different schools were asked to self-report college going self-efficacy, college information literacy self-efficacy, the college information resources they utilize, why they utilize them, and a variety of demographic questions. A significant relationship was observed between students college going self-efficacy scores and their college information literacy self-efficacy scores at both schools with respective p-values of <0.0000000000001 and 0.0000054. Further, usage of college information resources such as college career centers, and consulting teachers was found to have a significant relationship with an increased college information literacy self-efficacy score as well as higher responses to some of the college going self-efficacy questionnaire questions. Another important finding was that these same resources are underutilized by the study population with less than 40% utilization. It was concluded that increasing the usage of these resources would be the first step to improving college going self-efficacy in high school students.

Awards Won: