The Effect of Positive Self-Talk on Self-Efficacy and Memory Recall

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Introduction

Many students in higher education experience issues with self-esteem and self-image, especially in regard to academics. Over half of all college students will at some point suffer from low self-esteem (Maheswari & Maheswari, 2016) Self-efficacy, a major component of self-esteem, is defined as an individual's belief in their own ability to complete tasks and execute behaviors that lead to a desired outcome. A link exists between both self-talk and self-efficacy and self-efficacy and academic performance.

Additional research has also shown a link between working memory and academic performance. More specifically:

- Scores on working memory tasks are correlated with overall intelligence and grades in school.
- Scores on certain memory tasks have been shown to be correlated with verbal fluency, reading comprehension, reasoning ability, and note taking skills.
- Scores on test of memory have been shown to correlated with reading ability.

A gap exists in the extant literature regarding a link between self-efficacy, memory recall, and academic performance. In order to address this gap, the current research sought to answer the following questions:
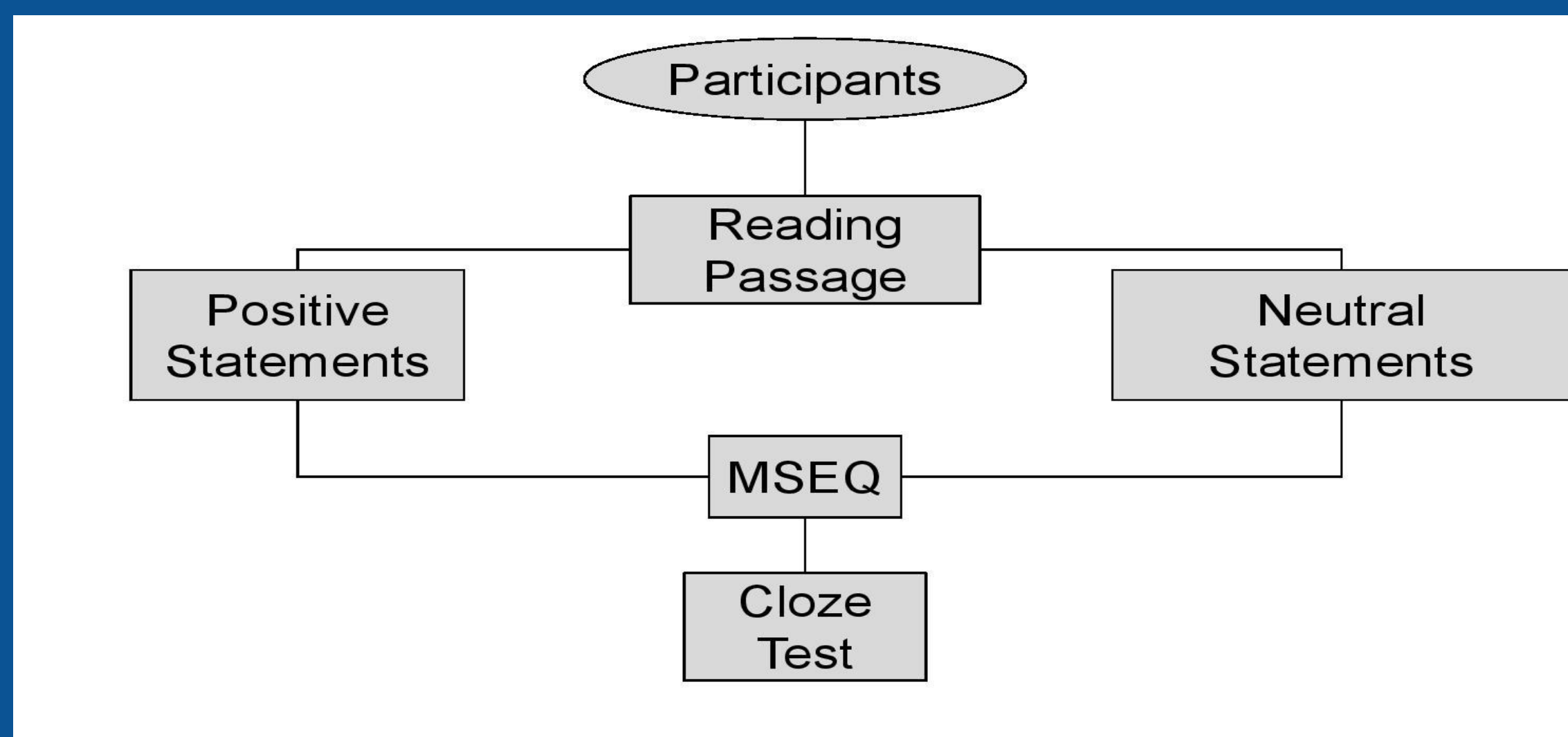
RQ1: Does self-talk significantly impact self-efficacy?
RQ2: Does self-talk significantly impact memory recall?
RQ3: Does self-efficacy significantly impact memory recall?
RQ4: Does an interaction exists among self-talk, self-efficacy, and memory recall?
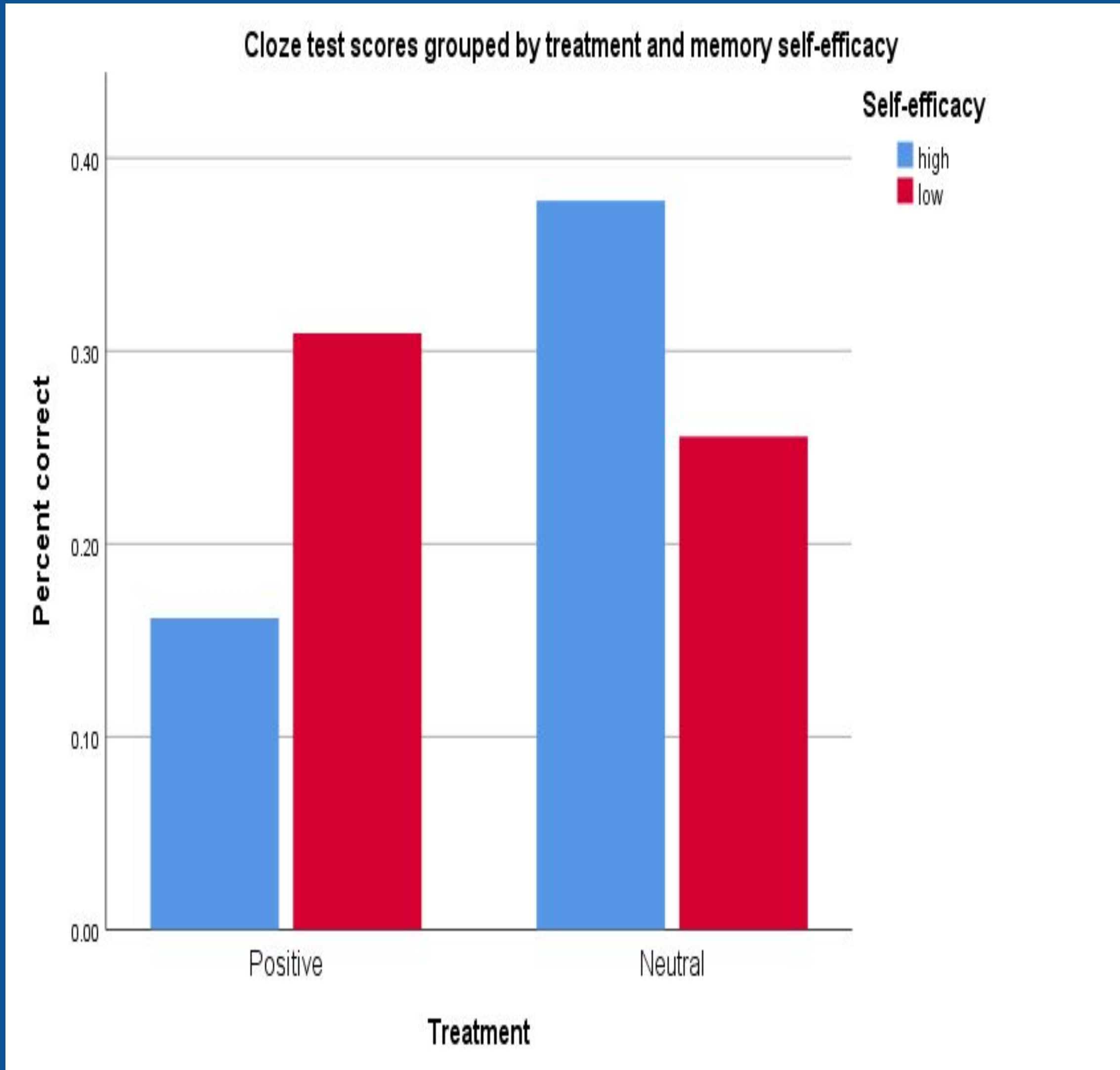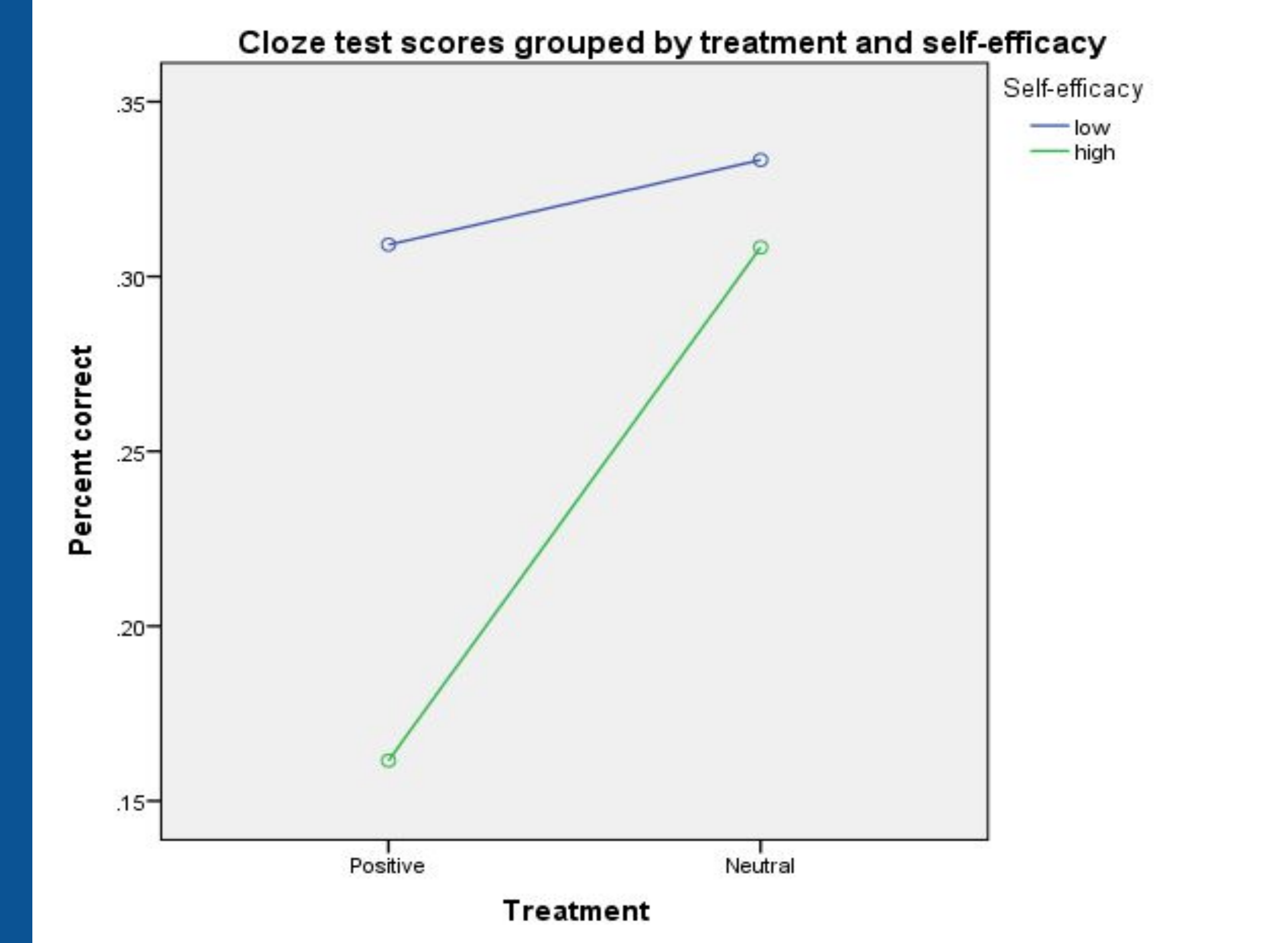
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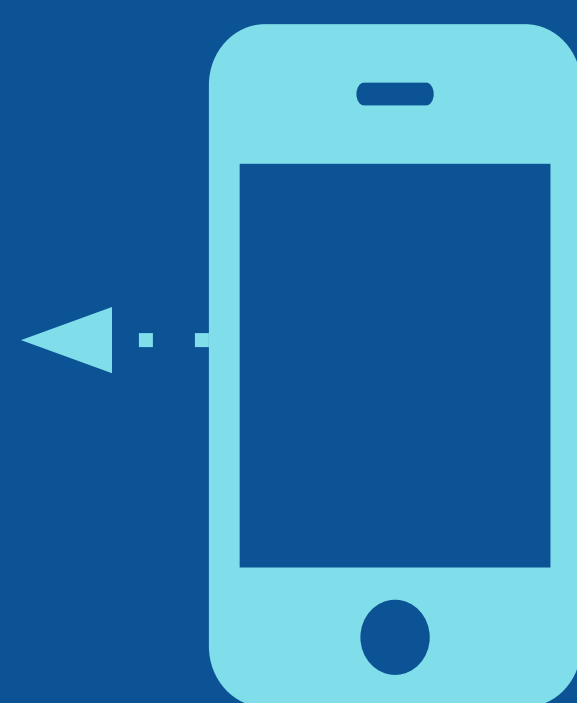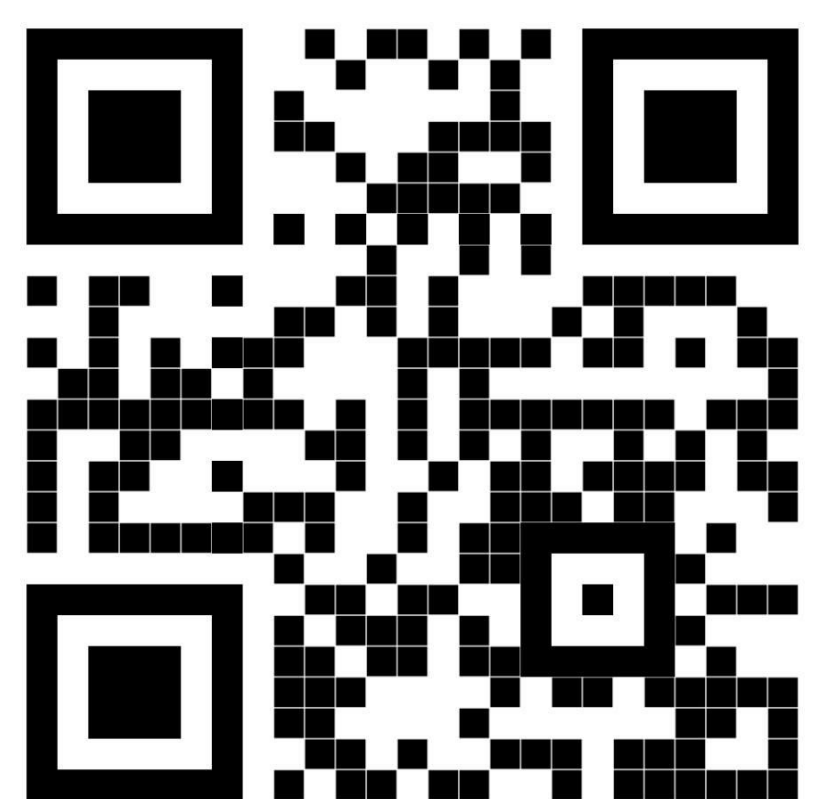
Methods

- Using convenience sampling, participants were recruited from online summer courses at Harding University during the Summer 2020 semester.
- Using a randomized controlled study, participants were assigned to either positive self talk or neutral self talk.
- Additionally, all participants completed questionnaires designed to assess memory recall and self-efficacy.
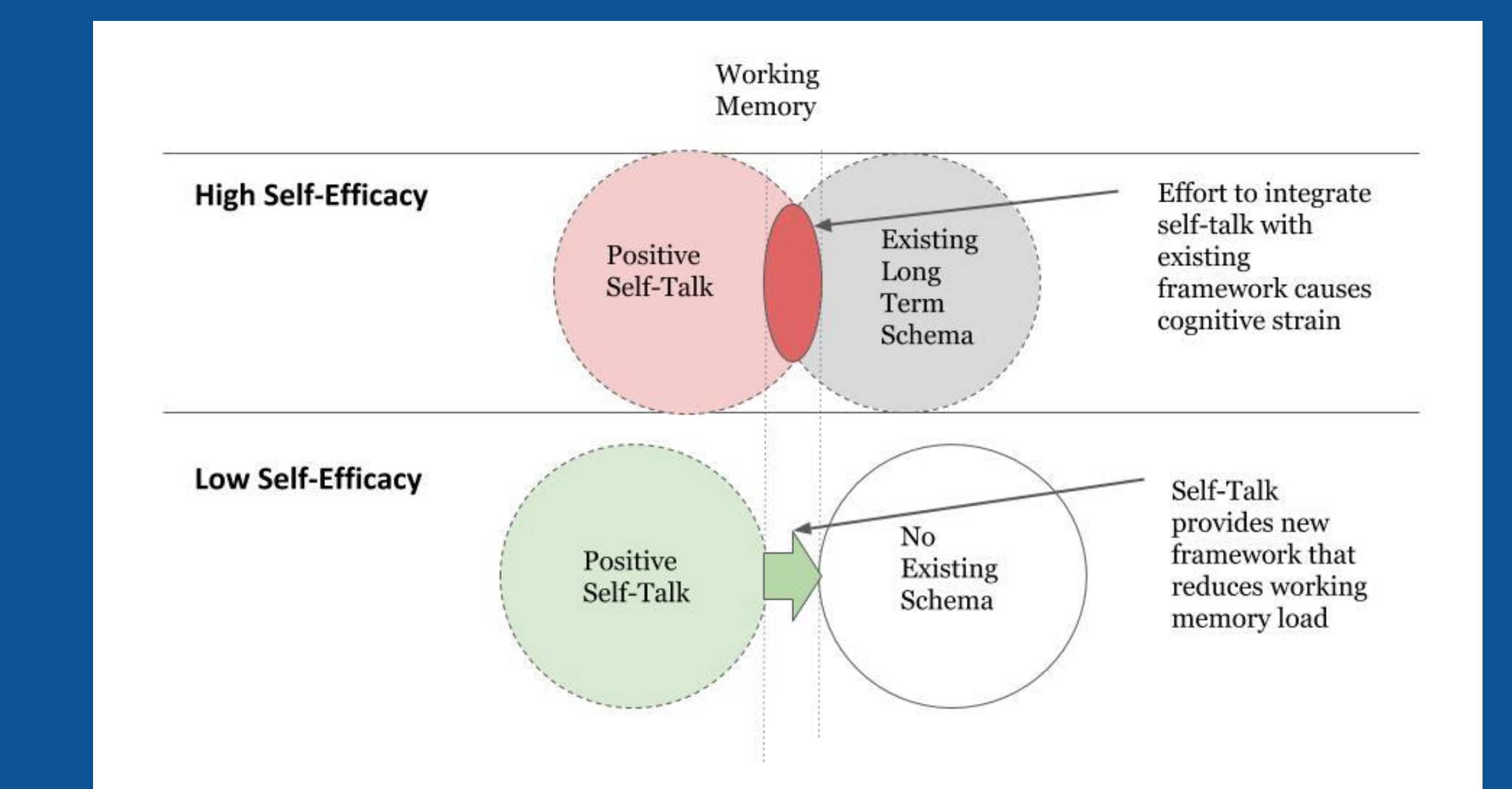

Results

Cloze test scores grouped by treatment and memory self-efficacy

Results (cont.)

Cloze test scores grouped by treatment and self-efficacy

Discussion

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