

## **E5**

### **AN INVESTIGATION OF THE PHYSICS SELF-EFFICACY OF PHYSICS AND NON-PHYSICS STEM MAJORS AT THREE DISTINCT SOUTHERN COMPREHENSIVE UNIVERSITIES**

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This study continues an investigation of the relationships between physics self-efficacy, demographical factors, academic achievement, and teacher perception in the introductory calculus- and non-calculus-based and an upper level physics courses at Southern urban comprehensive universities. The potential relationship between demographic descriptors and physics self-efficacy will be studied to ascertain whether significant relationship is found between them. From this component, the relationship between age and physics self-efficacy will be examined to determine whether differences exist in physics self-efficacy between traditional college students and non-traditional college students. Finally, the relationships between physics self-efficacy level and academic achievement, ethnic legacy, and teacher perceptions in these physics courses will be investigated to determine possible intervention modalities to enhance how students may improve their understanding and chances for success in these courses.