ABSTRACT

TITLE:	Perceived Stereotypes Effect and Self-Efficacy on Academic Performance Specific to Native American Students at Fort Lewis College
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ABSTRACT: In this study, we measure the effect of perceived stereotypes on self-efficacy and academic performance specific to the Native American/Alaska Native population at Fort Lewis College. Stereotype threat is common within minorities and we seek the origin of stereotype threat in an academic setting. A survey was used to see how Native American student participants rated the following population's perception of themselves: Non-Native American professors, Native American professors, Non-Native American students, and Native American students, along the measures of intelligence, motivation, and by preparedness (perceived stereotypes). We also measured self-efficacy on common academic success scales (e.g., how well do you concentrate on school subjects, how well do you complete homework by deadlines). Results suggested that stereotype threat does not exist from an out-group at Fort Lewis College, but from an in-group. Native American participants were not concerned with how Non-Native American professors and Non-Native American students perceived them on the perceived stereotype axis, but were more concerned with how Native American professors and Native American students perceived them on the perceived stereotype axis. Motivation was one of the key perceived stereotypes seen from Native American/Alaska Native participants that correlated with the participants' self-efficacy. Despite the lack of perception from Native American participants' perceived stereotypes and its effect on self-efficacy and academic performance, they still thought that Non-Native American professors and students thought of them as less intelligent, motivated, and prepared.