

# Request #: 637 - PSY - Dissertation

Transgender students' mathematics self efficacy

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## Background

I am interested in measuring transgender students' self efficacy, and 4 variables (mastery experiences, physiological arousal, vicarious learning, social persuasion) that influence self-efficacy

## Sample

I am trying to clarify my data analyses so that I know exactly how many samples I need. However, currently, I am thinking of roughly 75 students in each category - (75 transgender female, 75 transgender male, 75 cisgender female, 75 cisgender male).

## Hypothesis

Research question: do transgender males and females differ from cisgender males and females in math self-efficacy?

IV: gender ID (trans male, trans female, cis male, cis female) DV: Math self-efficacy (5-point Likert agreement scale; 18 items)

RQ: For trans men, do mastery experiences, physiological arousal, vicarious learning, and social persuasion predict math self-efficacy?

IV - mastery experiences, physiological arousal, vicarious learning, social persuasion (6-point Likert agreement scale; 24 items; 6 items per variable). DV - math self efficacy ((5-point likert agreement scale; 18 items)

RQ: for trans women, do mastery experiences, physiological arousal, vicarious learning, and social persuasion predict math self-efficacy?

IV - mastery experiences, physiological arousal, vicarious learning, social persuasion (6-point Likert agreement scale; 24 items; 6 items per variable). DV - math self efficacy ((5-point likert agreement scale; 18 items)

RQ: Does gender id moderate the relationship between mastery experiences and self-efficacy?

IV: Mastery experiences Moderator: gender ID Covariate: Social persuasion (6 item, 6 point likert subscale) DV: math self-efficacy (5-point Likert agreement scale; 18 items)

## Progress

I am still in the planning stages

## Request

planning analyses/sample size

## **Timeline**

I am hoping to propose in February