anything similar in secondary education or in the corporate sphere; therefore, we did not have a set of questions that were proven to be successful.

We then looked for and found a questionnaire that is used to assess self-efficacy (Schwarzer & Jerusalem, 1995). Self-efficacy is the belief that one is competent and capable of completing a task (Myers, 2010). Since part of our study is focused on students' beliefs that their opinion affects the university administration's decision making, we took the original questions and reworded them so to apply to University of Alabama students. The following table contains the questions in our survey:

1. I can always manage to solve difficult problems at UA if I try hard enough.
2. If someone opposes me, I can find the means and ways to voice my opinion at UA.
3. UA makes it easy for me to stick to my aims and accomplish my goals.
4. I am confident that UA can deal efficiently with unexpected events.
5. Thanks to my awareness of resources at UA, I know how to handle unforeseen situations.
6. I could solve many problems at UA if I invest the necessary effort.
7. I can remain calm when facing difficulties because I can rely on my coping abilities.
8. When UA is confronted with a problem, it usually seeks to include student input to help find several solutions.
9. If I am in trouble, I can usually think of a solution.
10. UA can usually handle whatever comes its way.

The questions were designed to answer five basic inferences. Do students feel like they can change UA (numbers 1 and 6)? Do students feel like UA accepts student input (numbers 2 and 8)? Do students feel like the resources UA provides help them (numbers 3 and 5)? Do students feel like UA can competently handle problems (numbers 4 and 10)? Finally, what are

the students' personal self-efficacy scores (numbers 7 and 9)? The first four topics were included to explore the wide affects of student opinion and student voice on the University of Alabama's campus, while the fifth topic was included to control if self-efficacy affected scores rather than the university's efforts.

Participants in the survey were asked to rate each question on a scale from 1 to 4 ranging from "not at all true" to "exactly true." Due to time restraints, participants were gathered as a convenience sample. The sample consisted of University of Alabama students who had connections to the researchers through work, classes, and student organizations. In all, 53 students took the survey. Even though the numbers of semesters at the University of Alabama were distributed fairly evenly among participants, women outnumbered men by about 60%.

Results

We predicted that most students will have a relatively high level of efficacy when they enter the university, but the more semesters they take, the lower their efficacy will become. However, our results revealed that for most of our topic questions this was not the case. **Table 1** shows the participants mean scores and correlation by question topic. Participants scored the lowest on questions referencing whether the University of Alabama asks for and accepts student input when making decisions (2.7358), and participants scored the highest on the self-efficacy questions (3.5377). With the exception of the student input topic questions, all the other topics averaged scores above 3.0.

We also calculated the correlation between the number of semesters the participants have been at the university and their scores on the survey. These results are also on **Table 1**. As predicted, all of the topics had a negative correlation, except for self-efficacy, which had a slight positive correlation. However, all of the correlations could be considered negligible except for

questions, which asked if students felt like they could positively affect the university, which had a correlation of -0.21. Therefore, only our hypothesis about question topic number 1 was supported statistically.

Table 1		
Question topic	Mean scores	Correlation (semesters at UA vs topic)
1) Do students feel like they can change UA?	3.3113	-0.21
2) Do students feel like UA accepts student input?	2.7358	-0.05
3) Do students feel like the resources UA provides help them?	3.2358	-0.09
4) Do students feel like UA can competently handle problems?	3.0189	-0.10
5) What are student's self-efficacy scores?	3.5377	0.01

Consequently, we broke down each of the mean scores by semester so to further analyze if there are any patterns between the scores and the number of semesters students have taken. **Table 2** shows each of the mean scores for the five topics by the participants' semesters. Taking into account the correlations, it was expected that that the differences would be random and negligible. Nevertheless, the mean scores for question topic 1 should be highlighted. With a slightly negative correlation of -0.21, it was suspected to see the mean scores decrease as the number of semesters increased. However, at 8+ semesters, participant scores suddenly shot higher. The implications of this phenomenon will be discussed in the discussion section.

Table 2	
Number of Semesters:	Mean Scores
Question Topic Number 1	
8+ :	3.322916667
6-7:	3.304761905
4-5:	3.323809524
2-3:	3.31372549
0-1:	3.34375

8+:	2.729166667
6-7:	2.742857143
4-5:	2.733333333
2-3:	2.745098039
0-1:	2.703125

Question Topic Number 3

8+:	3.21875
6-7:	3.228571429
4-5:	3.238095238
2-3:	3.225490196
0-1:	3.1875

Question Topic Number 4

8+:	3.020833333
6-7:	3.019047619
4-5:	3.019047619
2-3:	3.009803922
0-1:	2.984375

Question Topic Number 5

8+:	3.53125
6-7:	3.542857143
4-5:	3.542857143
2-3:	3.549019608
0-1:	3.515625

Discussion

The purpose of this study was to discover if students felt like their opinions and activities

makes a difference at the University of Alabama. According to crisis management theories, one

of the most important aspects to consider when addressing a problem is stakeholders' opinion.

Stakeholder opinion is essential because it can influence the public perspective and financial

gains of an organization. At an institution like a public university, we believe that one of the

largest stakeholder groups is the student body. However, the student body is also one of the

most overlook stakeholders' when making discussions or handling a problem. Therefore, we

predicted that students will enter the University with a positive view of the administration, but

their views will slowly become less positive the longer they stay at the university.

Overall, the survey indicated that this is not the case. Most students enter the campus with a moderately high esteem for the university, and their perceptions of the university remain relatively the same. However, there were a few exceptions. Firstly, most participants in the survey felt like the university does not adequately ask for student opinions, nor do they consider student opinion when making decisions. Regardless of what the university is currently doing to address student opinion, our study suggests that the negative perceptions are still present.

Secondly, one of our five topics did have a negative correlation as we predicted. The fact that the longer students stay at The University of Alabama, the less they feel like they can change the campus is significant. In other words, over time, students begin to think that they cannot positively influence the university. As stakeholders, it is important for students to believe that they have a voice in the dynamics of the campus, or the university might not maintain its positive public image. Furthermore, the longer students stay at the university, the more they feel that their efforts are powerless and their ideas go unheard. This phenomenon could result in a growing negative affection for university administration as students become older.

What we found when we broke down the mean scores by semester should be noted. When asked if students can change the university, the mean scores slowly decreased until students stayed for eight or more semesters. For that category, the mean score suddenly increased. There are several explanations for this finding. First, students might have accepted that they could not influence the university as a whole, but they might be able to affect smaller divisions of the institution. Second, older students are more likely to be active in university organizations or have leadership positions within the university than younger students. Such involvement on campus could help students feel that they are making a positive difference and that their voice will be heard by the university.