Self-efficacy and Academic Performance in Economics in the Junior College

Self-efficacy and Future Goals in Education

As the paradigm of education in academia continues to shift towards more diversity and inclusion, educators need to consider incorporating a "both-and" mindset when designing relevant education models in adult education. In order to attain a cross-sector collaboration among diverse stakeholders, innovative education practice settings with instructional strategies that meet the learning needs of every student need to be evaluated and implemented. Competency-Based and Social-Situational Approaches for Facilitating Learning in Higher Education

Perceived Control and the Influence of Self-efficacy on Academic Achievement and Academic Performance of Selected Middle School African American Girls: Perceived Self-efficacy as a Predictor of Academic Performance in College Freshmen

Relationship of Self-esteem and Self-efficacy to Academic Performance and Persistence of Nontraditional Students

College Self-efficacy and Academic Performance in Mexican American and Puerto Rican College Students Under the Aegis of a Higher Education Opportunity Program

Research Anthology on Adult Education and the Development of Lifelong Learners

Self-efficacy and Academic Performance in Economics in the Junior College

Self-Efficacy and Future Goals in Education

As the paradigm of education in academia continues to shift towards more diversity and inclusion, educators need to consider incorporating a "both-and" mindset when designing relevant education models in adult education. In order to attain a cross-sector collaboration among diverse stakeholders, innovative education practice settings with instructional strategies that meet the learning needs of every student need to be evaluated and implemented. Competency-Based and Social-Situational Approaches for Facilitating Learning in Higher Education

Perceived Control and the Influence of Self-efficacy on Academic Achievement and Academic Performance of Selected Middle School African American Girls: Perceived Self-efficacy as a Predictor of Academic Performance in College Freshmen

Relationship of Self-esteem and Self-efficacy to Academic Performance and Persistence of Nontraditional Students

College Self-efficacy and Academic Performance in Mexican American and Puerto Rican College Students Under the Aegis of a Higher Education Opportunity Program

Research Anthology on Adult Education and the Development of Lifelong Learners

Exploring Language Teacher Efficacy in Japan

Effects of a Multicomponent Group Intervention on the Self-efficacy and Academic Achievement of At-risk Undergraduates

Self-Regulated Learning and Academic Achievement

ABSTRACT: The purpose of this study was to investigate the relationship between self-efficacy and academic achievement for Hispanic, Black, and White students. Self-efficacy has been studied immensely related to performance and academic achievement. However, little focus has been placed on general academic achievement across the curriculum. In this quantitative study, the researcher sought to establish a correlation between academic achievement and self-efficacy across racial, gender, and socioeconomic lines using non-probabilistic sampling techniques and surveying. Self-efficacy was studied in the context of Bandura's and other self-efficacy scholars' theories and measured using the Morgan-Jinks Student Efficacy Scale. The results suggested a strong correlational relationship between self-efficacy and academic achievement for Hispanic, Black, and White participants. Analysis failed to produce significant results related to the relationship between gender, socioeconomic status, and self-efficacy. Additionally, no significant differences were found in the proportion of low achieving and low self-efficacy students across the three racial groups. Results from this study may provide specific information to help teachers work with low achieving and low self-efficacy students to increase academic achievement. This study will hopefully inspire future studies to implement strategies aimed at increasing self-efficacy and academic achievement as well studies incorporating other demographic groups.

Academic Achievement and Self-efficacy Among Diverse Populations

Motivation and Self-Regulated Learning

Knowledge Monitoring, Goal Orientations, Self-efficacy, and Academic Performance
Health and Academic Achievement

The Relationship of Self-efficacy and Self-concept to Academic Performance in a College Sample

This book discusses research and theory on how motivation changes as children progress through school, gender differences in motivation, and motivational differences as an aspect of ethnicity. Motivation is discussed within the context of school achievement as well as athletic and musical performance. Key Features: Coverage of the major theories and constructs in the motivation field; Focus on developmental issues across the elementary and secondary school period; Discussion of instructional and theoretical issues regarding motivation; Consideration of gender and ethnic differences in motivation.

Handbook of Self-Regulation of Learning and Performance

Grounded in Social Cognitive Career Theory (SCCT; Lent, Brown, & Hackett, 1994, 2000), the current study examines environmental and person-cognitive variables as predictors of academic performance among a sample of 194 Mexican American undergraduate students. Specifically, this study used multiple regression analysis to test the associations between college self-efficacy (course self-efficacy and social self-efficacy), proximal contextual influences (campus climate and cultural fit), and gender on the academic performance (self-reported grade point average, GPA). Results indicated that course self-efficacy was a significant predictor of academic performance for Mexican American undergraduate students. In addition, social self-efficacy, positive perceptions of the campus climate, and cultural fit were associated with high self-efficacy. This study contributes to our knowledge of college student development in general, and academic attainment among Mexican Americans specifically. Practice and research recommendations are discussed.

The Relationship Between Self Efficacy and Academic Performance Among Engineering Students in Universiti Teknologi Malaysia

This volume offers a systematic review of the literature on communication education and instruction. Making meta-analysis findings accessible and relevant, the editors of this volume approach the topic from the perspective that meta-analysis serves as a useful tool for summarizing experiments and for determining how and why specific teaching and learning experiences have positive student outcomes. The topics covered here are meaningful and relevant to classroom practice, and each chapter offers a summary of existing quantitative social science research using meta-analysis. With contributions from experienced researchers throughout the communication discipline, this work provides a unique analysis of research in instructional communication. Taken together, the chapters in this volume enhance understanding of behaviors, practices, and processes that promote positive student outcomes. This book is a must-read for scholars, graduate students, and researchers in communication education, and will also be of interest to scholars and researchers in education.

Development of Achievement Motivation

Causal Influences of Mental Overload and Self-efficacy on Academic Performance

This book examines language teacher efficacy beliefs, focusing on the individual and collective beliefs of Japanese high school teachers. It discusses personal and collective dimensions of language teacher efficacy related to personal second language (L2) capability, instructional L2 efficacy and collective capability towards collaboration. The book provides a detailed discussion about the ways in which these beliefs develop and situates the findings within the wider field of teacher efficacy research. It helps further understanding of factors that may influence teacher self-efficacy and suggests new directions for research to explore in future studies. It will appeal to postgraduates and researchers with an interest in language teacher cognition, the psychology of language teaching and those in the wider fields of self-efficacy, teacher efficacy and teacher agency. It is also of use to those with an interest in the high school English education system in Japan, as well as researchers investigating similar contexts.

College Student Self-Efficacy Research Studies

Emotion in Education

College Student Self-Efficacy Research Studies builds upon the usefulness of both quantitative and qualitative research methods and integrates them by providing valuable findings on self-efficacy constructs among a diverse group of college students.

Predictors of Academic Performance and Major Selection

Failing at Fairness, the result of two decades of research, shows how gender bias makes it impossible for girls to receive an education equal to that given to boys. Girls' learning problems are not identified as often as boys' are. Boys receive more of their teachers' attention. Girls start school testing higher in every academic subject, yet graduate from high school scoring 50 points lower than boys on the SAT. Hard-hitting and eye-opening, Failing at Fairness should be read by every parent, especially those with daughters.

Filial piety and academic achievement among adolescents in Hong Kong

Whether it is earning a GED, a particular skill, or technical topic for a career, taking classes of interest, or even returning to begin a degree program or completing it, adult learning encompasses those beyond the traditional university age seeking out education. This type of education could be considered non-traditional as it goes beyond the typical educational path and develops learners that are self-initiated and focused on personal development in the form of gaining some sort of education. Essentially, it is a voluntary choice of learning throughout life for personal and professional development. While there is often a large focus towards K-12 and higher education, it is important that research also focuses on the developing trends, technologies, and techniques for providing adult education along with understanding lifelong learners' choices, developments, and needs. The Research Anthology on Adult Education and the Development of Lifelong Learners focuses specifically on adult education and the best practices, services, and educational environments and methods for both the teaching and learning of adults. This spans further into the understanding of what it means to be a lifelong learner and how to develop adults who want to voluntarily contribute to their own...
The Role of Self-efficacy and Self Concept on Academic Performance in a Research and Statistics Course

The purpose of this project was to explore the mediating effects of social and academic self-efficacy on the relations between bullying role behaviors and academic achievement. Research has primarily focused on the bully and the victim in bullying situations, which neglects to examine the experiences of those who witness or are involved in the aggressive act, including assisting bullies, defending victims, and ignoring others. As a result, research has overlooked how other bullying roles relate to academic performance. However, research has explored how various bullying role behaviors relate to self-efficacy. Additionally, self-efficacy has been associated with academic performance, such as GPA. The purpose of the current study was to add to the existing bullying role behavior literature by investigating the relations among bully participant role behaviors, self-efficacy beliefs, and GPA. This project investigated the mediational effect of social and academic self-efficacy on the relation between bullying role behaviors and GPA. The mediation models were evaluated separately by gender to differentiate this effect in males and females. In other words, does social and academic self-efficacy explain the association between bully participant role behaviors and GPA in males and females? Data were collected on 7th-grade students (N = 348). In general, most models exploring the association between bullying role behaviors and GPA through social and academic self-efficacy had consistent results in the male and female samples; however, there were some significant results that were supported in females only (victimization experience). When exploring the mediation models, individuals who engaged in bullying, assisting, outsider behaviors or experience victimization had negative associations with social self-efficacy and academic self-efficacy, there were no significant positive associations between defending behavior and self-efficacy. A cross all models, social and academic self-efficacy were significantly and positively associated. Additionally, all or most of the models found significant positive associations between academic self-efficacy and GPA and significant and negative associations between social self-efficacy and GPA. The results of the mediational model varied for each bullying role behavior to suggest that an individual's behavior when bullying occurs influences their self-perceptions and GPA differentially.

Failing at Fairness

The concept of the "locus of control" is one of the most influential in all of the psychological sciences. Initially proposed by Julian Rotter in 1966, the year 2016 marks the 50th anniversary of this remarkable breakthrough, subsequently inspiring thousands of research studies in the human sciences - research that has only served to deepen the utility of this amazing concept. Edited by John W. Reich and Frank J. Infurna, Perceived Control: Theory, Research, and Practice in the First 50 Years commemorates this important anniversary by featuring contributions from leading figures of the time - some of whom were there at the very beginning of Rotter's breakthrough - to give readers a valuable historical record and measuring stick to illustrate how far we've come. Other contributors to this volume expertly present contemporary and cutting-edge summaries of the current state of our knowledge as well as a roadmap for future developments and directions. What have these developments revealed about basic human strengths and capacities? Why has this concept proven so remarkably effective in illuminating our everyday life in sickness and health? Perceived Control is a fascinating work that incorporates research from Rotter's original concept, and addresses many of the leading comparable concepts that have since evolved: self-efficacy, personal mastery, competence, primary and secondary control, and more specific topics such as health locus of control, learned helplessness, and other heuristic concepts discussed in many different fields of psychology and the allied disciplines. As Perceived Control skilfully attests, Rotter's work continues to thrive, leaving little doubt that its influence will endure for another half century of more.

Exploring the Links Among Work Experiences, Self-efficacy and Academic Performance

Classroom Communication and Instructional Processes

Self-regulated learning (or self-regulation) refers to the process whereby learners personally activate and sustain cognitions, affects, and behaviours that are systematically oriented toward the attainment of learning goals. This is the first volume to integrate into a single volume all aspects of the field of self-regulated learning and performance: basic domains, applications to content areas, instructional issues, individual differences, and instructional differences. It draws on research from such diverse areas as cognitive, educational, clinical, social, and organizational psychology. Distinguishing features include: Chapter Structure - To ensure uniformity and coherence across chapters, each chapter author addresses the theoretical ideas underlying their topic, research evidence bearing on these ideas, future research directions, and implications for educational practice. International - Because research on self-regulation is increasingly global, a significant number of international contributors are included (see table of contents). Readable - In order to make the book accessible to students, chapters have been carefully edited for clarity, conciseness, and organizational consistency. Expertise - All chapters are written by leading researchers from around the world who are highly regarded experts on their particular topics and are active contributors to the field.

Self-Efficacy, Aaptation, and Ajustment

The Perceptions of Standardized Tests, Academic Self-efficacy, and Academic Performance of African American Graduate Students

Despite an increase in the accessibility to higher education by non-traditional populations, there remain a significant number of students that come from families where they are the first to attend and hopefully graduate from college. In addition to the challenges faced by first time college students, first-generation college students (FGS) are faced with their own unique and complex issues. Notably, the relationship between self-perception of academic abilities and academic performance can have an impact on the retention and persistence of this student population. The author frames the issues faced by FGS and deconstruct the role of self-perception, self-esteem and self-efficacy in academic achievement amongst the target population ultimately intended to lead to successful postsecondary outcomes. Seven categories emerged from data content analysis of the data: (a) being an African American male, (b) being a Man of Morehouse, (c) being a FGS, (d) community support, (e) peer support, (f) institutional support and (g) motivation. Based on findings, a student centric success model was designed to support the academic success of the target population.

Handbook of Theories of Social Psychology

Research Paper (postgraduate) from the year 2013 in the subject Pedagogy - Pedagogic Psychology, grade: B +. The Chinese University of Hong Kong, course: Master of Education, language: English; abstract: Filial piety is the core value in Chinese culture. This value influences Chinese students to have high academic achievement. Unfortunately, students with low academic self-efficacy should motivate themselves to study. There were few researchers to examine the relationship between filial piety, self-efficacy and motivation. The present research explores and examines the model of these three variables. 285 participants have been invited to finish the questionnaire. AM S-C28 motivation scale, MJSES self-efficacy scale and filial piety belief scale have been used in the study. The results show that filial piety correlates to academic self-efficacy and academic motivation directly. Also the results confirm the idea that filial piety is importance to Chinese student in learning.
Self-efficacy

In the past, literature has proposed relationships between several different factors. Multiple roles influence performance and stress, good performance increases self-efficacy, high self-efficacy increases performance, and increased amounts of stress decrease performance. While performance can be measured in different ways, the literature has supported using academic achievement as a performance indicator.

The Impact of Self-Perception of Academic Ability on Academic Performance in African American, Male, First Generation College Students

Providing a comprehensive exploration of the major developments of social psychological theories that have taken place over the past half century, this innovative two-volume handbook is a state-of-the-art overview of the primary theories and models that have been developed in this vast and fascinating field. Authored by leading international experts, each chapter represents a personal and historical narrative of the theory’s development including the inspirations, critical junctures, and problem-solving efforts that affected theoretical choices and determined the theory’s impact and its evolution. Unique to this handbook, these narratives provide a rich background for understanding how theories are created, nurtured, and shaped over time, and examining their unique contribution to the field as a whole. To examine its societal impact, each theory is evaluated in terms of its applicability to better understanding and solving critical social issues and problems.

Self-efficacy Beliefs As Predictors Of Academic Performance

Self-regulatory Styles, Self-efficacy, and Academic Performance in Children

The introduction of the psychological construct of self-efficacy is widely acknowledged as one of the most important developments in the history of psychology. Today, it is simply not possible to explain phenomena such as human motivation, learning, self-regulation, and accomplishment without discussing the role played by self-efficacy beliefs. In this, the fifth volume of our series on adolescence and education, we focus on the self-efficacy beliefs of adolescents. We are proud and fortunate to be able to bring together the most prominent voices in the study of self-efficacy, including that of the Father of Social Cognitive Theory and of self-efficacy, Professor Albert Bandura. It is our hope, and our expectation, that this volume will become required reading for all students and scholars in the areas of adolescence and of motivation and, of course, for all who play a pivotal role in the education and care of youth.

Examining Self-efficacy as a Mediator on the Relation Between Bullying Role Behaviors and Academic Success in Early Adolescence

This edited book examines some of the current inquiry related to the study of emotions in educational contexts. There has been a notable increased interest in educational research on emotions. Emotion in Education represents some of the most exciting and current research on emotions and education, and has the potential to impact research in this area. This combination of variety, timeliness, potential for transformation of the field, and uniqueness make this a “must-have” resource for academics in the fields of education, educational psychology, emotion psychology, cultural psychology, sociology, and teacher education. The chapters have been written for scholars in the area, but authors also wrote with graduate students in mind. Therefore, the book is also be a great volume for graduate seminars. Provides in-depth examination of emotions in educational contexts includes international roster of contributors who represent a variety of disciplines Represents a number of different research approaches

Self-Efficacy Beliefs of Adolescents

This volume brings together internationally known researchers representing different theoretical perspectives on students’ self-regulation of learning. Diverse theories on how students become self-regulated learners are compared in terms of their conceptual origins, scientific form, research productivity, and pedagogical effectiveness. This is the only comprehensive comparison of diverse classical theories of self-regulated learning in print. The first edition of this text, published in 1999, presented descriptions of such differing perspectives as operant, phenomenological, social learning, volitional, Vygotskian, and constructivist theories. In this new edition, the same prominent editors and authors reassess these classic models in light of a decade of very productive research. In addition, an information processing perspective is included, reflecting its growing prominence. Self-regulation models have proven especially appealing to teachers, coaches, and tutors looking for specific recommendations regarding how students activate, alter, and sustain their learning practices. Techniques for enhancing these processes have been studied with considerable success in tutoring sessions, computer learning programs, coaching sessions, and self-directed practice sessions. The results of these applications are discussed in this new edition. The introductory chapter presents a historical overview of research and a theoretical framework for comparing and contrasting the theories described in the following chapters, all of which follow a common organizational format. This parallel format enables the book to function like an authored textbook rather than a typical edited volume. The final chapter offers an historical assessment of changes in theory and trends for future research. This volume is especially relevant for students and professionals in educational psychology, school psychology, guidance and counseling, developmental psychology, child and family development, as well as for students in general teacher education.

Competency-Based and Social-Situational Approaches for Facilitating Learning in Higher Education

Covering over fifteen years of research, this compilation offers the first comprehensive review of the relationships between self-efficacy, adaptation, and adjustment. It discusses topics such as depression, anxiety, addictive disorders, vocational and career choice, preventive behavior, rehabilitation, stress, academic achievement and instruction, and collective efficacy. Psychologists concerned with social cognition and practitioners in clinical counseling will find this an invaluable reference.

Perceived Control

Emotional, physical and social well-being describe human health from birth. Good health goes hand in hand with the ability to handle stress for the future. However, biological factors such as diet, life experiences such as drug abuse, bullying, burnout and social factors such as family and community support at the school stage tend to mold health problems, affecting academic achievements. This book is a compilation of current scientific information about the challenges that students, families and teachers face regarding health and academic achievements. Contributions also relate to how physical activity, psychosocial support and other interventions can be made to understand resilience and vulnerability to school desertion. This book will be of interest to readers from broad professional fields, non-specialist readers, and those involved in education policy.

The Influence of Self-efficacy on Academic Achievement and Academic Performance of Selected Middle School African American Girls

As the inner resource that drives us to pursue activities, to put forth effort, and to avoid failure, motivation is key to overall well-being. Self-efficacy and future goals are important to understanding and reinforcing the motivation to learn, especially for students
in classroom settings. Written by a leading expert on motivation, this book situates the topic within the broader context of educational psychology research and theory, and brings it to a wider audience. With chapters on the fundamentals of self-efficacy and future goals, their importance for student learning, and how to develop them in educational settings, this concise volume is designed for any education course that includes student motivation in the curriculum. It will be indispensable for student researchers and both pre- and in-service teachers alike.

Perceived Self-efficacy as a Predictor of Academic Performance in College Freshmen

The purpose of this study was to examine the relationship between knowledge monitoring and motivation as defined by self-efficacy and goal orientations. A path model was proposed to hypothesize the causal relations among predictors of the students' total score in the Educational Psychology course. A correlational design was used for the current study. The sample consisted of undergraduate students enrolled in two sections of the Educational Psychology course at Kent State University. The data collection process took place during two semesters (Fall 2010 and Spring 2011). Subjects completed the knowledge monitoring accuracy (KMA) and combined scale of self-efficacy and goal orientations online. Students' total exam score was used to operationalize academic performance. One instructor taught the Educational Psychology course during both semesters. Results of the study confirmed the positive correlations between knowledge monitoring, self-efficacy, mastery goals, and total exam score. The path analysis revealed that two predictors had significant direct effects on total score, knowledge monitoring (beta = .308) and mastery goals (beta = .231). Self-efficacy had a significant direct effect on mastery goals (beta = .456). Although self-efficacy significantly correlated with total score, the parameter between self-efficacy and total score was not significant (beta = .071). Knowledge monitoring did not significantly correlate with self-efficacy and mastery goals. The path analysis revealed no significant exogenous parameters from or to performance goals. The current study provided some insights in understanding the relationship between knowledge monitoring and motivation as defined by self-efficacy and goal orientations. Recommendations and suggestions for future research were discussed.

Relationship of Self-esteem and Self-efficacy to Academic Performance and Persistence of Nontraditional Students

College Self-efficacy and Academic Performance in Mexican American Undergraduates

Ethnic Identity, College Academic Self-efficacy, and Academic Performance of African American and Puerto Rican College Students Under the Aegis of a Higher Education Opportunity Program

This volume focuses on the role of motivational processes - such as goals, attributions, self-efficacy, outcome expectations, self-concept, self-esteem, social comparisons, emotions, values, and self-evaluations - in self-regulated learning. It provides theoretical and empirical evidence demonstrating the role of motivation in self-regulated learning, and discusses detailed applications of the principles of motivation and self-regulation in educational contexts. Each chapter includes a description of the motivational variables, the theoretical rationale for their importance, research evidence to support their role in self-regulation, suggestions for ways to incorporate motivational variables into learning contexts to foster self-regulatory skill development, and achievement outcomes.

Research Anthology on Adult Education and the Development of Lifelong Learners

Copyright code: 894fc5510b06114f2de316e436388b