Self Efficacy And Academic Performance Of The Students Of 93191256cd6c50ba899c5df372d8b

Airport traffic, Juliana Airport at Sint Maarten from 1958 until 1980

College Self-efficacy and Academic Performance in Mexican American Undergraduates

The Role of Self-efficacy and Self Concept on Academic Performance in a Research and Statistics Course

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 analysis 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 estimates were not significant (beta = .211). Knowledge monitoring did not significantly correlate with self-efficacy and mastery goals. The path analysis revealed that no significant parameters correlated with performance goals. The current study provided some insights into the relationship between knowledge monitoring and motivation as defined by self-efficacy and goal orientations. Recommendations and suggestions for future research were discussed.

The Impact of Academic Self-efficacy, Ethnic Identity, Sex, and Socioeconomic Status on the Academic Performance of 6th, 7th and 8th Grade Adolescents

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

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

Grounded in Social Cognitive Career Theory (SCCT; Lent, Brown, & Hackett, 1994, 2000), the current study examines environmental and person-variables as predictors of academic performance among a sample of 194 Mexican American undergraduate students. Specifically, this study used multiple regression analysis to examine the relationships 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 of 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.

Bandura's Self-efficacy Model in Relation to Occupational Consideration and Academic Performance in High School Equivalency Students

Student academic success is a primary concern for schools across the nation. Administrators, school counselors, teachers, and community leader's work together to increase success levels among students K-12. Various studies throughout history have sought to determine the many variables that contribute to academic success. The purpose of this study was to continue adding to the literature base in an effort to identify areas that could impact student academic success. In particular, this study examined whether academic self-efficacy, ethnic identity, sex, and socioeconomic status reliably predicted academic achievement among students in Grades 6, 7, and 8. Using a non-experimental, quantitative design, this correlational research study explored the relationships of several variables (academic self-efficacy, ethnic identity, sex, and socioeconomic status) to academic performance in Grades 6, 7, and 8th grade adolescents. Grade point averages and scores from the Mississippi Curriculum Test, Second Edition (MCT-2) were obtained from each student's cumulative record. Students completed the Morgan-Jinks Student Efficacy Scale (Jinks & Morgan, 1999) and the Multigroup Ethnic Identity Measure (Phinney, 1999). Scores from these two assessments, grade point averages, and scores from the MCT-2 were entered into SPSS. After analyzing results with a multiple linear regression analysis, the researcher concluded that a final model, with the two variables of academic self-efficacy and sex, was statistically significant. The researcher concluded that academic self-efficacy and sex might act as buffers for the impact of ethnic identity and socioeconomic status on student academic performance. Results indicated that those students who had higher academic self-efficacy levels had higher grade point averages and MCT-2 levels. Furthermore, differences in sex also play a pertinent part in student academic performance, with girls demonstrating both higher grade point averages and MCT2 scores than boys. Using information gained from this study, school counselors may want to specifically address academic self-efficacy when working with students who are performing poorly academically. Classroom guidance, individual counseling, and small group counseling are the perfect avenues to specifically target this area with students. School counselors may also wish to host developmental workshops geared towards faculty, staff, and parents so that additional revisions can be made in other environments.

Academic Self-efficacy and Academic Achievement in High School Students

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Social Skills Self-efficacy and Academic Achievement in Adolescents

College Student Self-Efficacy Research Studies

The Influence of Learning Strategies Learners' Self-efficacy and Academic Achievement

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.

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

The Relationship of Students' Domain Specific Self Concepts and Self-efficacy to Academic Performance

Filial piety and academic achievement among adolescents in Hong Kong

Relationship of Self-efficacy Expectations to Academic Performance of Law Students

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

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

This study investigated how African American high school boys and girls differ in academic self-efficacy expectations, racial identity, academic performance, and educational expectations, and how well academic self-efficacy and racial identity attitudes predict academic outcomes in these students. Social Cognitive Career Theory (SCCT), incorporating racial identity models, provided the theoretical framework for the study.

Gender Differences in Academic Outcomes

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

The Interacting Effects of Executive Functioning and Academic Self Efficacy on Academic Performance and Stress During Finals

The purpose of the study was to examine the relationships of social cognitive factors and their influence on the academic performance of first-year engineering students. The nine social cognitive variables identified were under the groupings of personal support, occupational self-efficacy, academic self-efficacy, vocational interests, coping, encouragement, discouragement, outcome expectations, and perceived stress. The primary student participants in this study were first-year engineering students from underrepresented groups which include African American, Hispanic American students and women. With this in mind, the researcher sought to examine the interactive influence of race/ethnicity and gender based on the aforementioned social cognitive factors. The Engineering Occupational Self-efficacy questionnaire was used and an online survey was utilized with questions designed to solicit student participant self-assessments in order to examine possible relationships between and among these constructs. Data was collected and analyzed on relationships and measures of the nine identified social cognitive factors. As they relate to the academic achievement of first-year students. This study included a convenience sample of 203 participants (n = 203). The sample consisted of first-year engineering majors who enrolled in the fall of 2010. In addition, in order to increase the opportunity for an adequate response rate, the participation of students from more than one university was solicited. The universities that participated in this study were the University of Akron, Cedarville University, Central State University, University of Cincinnati, the University of Dayton, Miami University, Ohio University, The Ohio State University, University of Toledo, Wilberforce University, and Wright State University. The findings in this study were analyzed by utilizing an ANOVA in order to examine the data and determine the differences between groups on the nine identified social cognitive variables. The study employed Pearson correlation to investigate the relationships between and among the nine social cognitive variables. Differences in academic performance (university GPA of first-year undergraduate engineering students) were analyzed by ethnicity and gender. There was a main effect for ethnicity only. Gender was found not to be significant. Hispanics were not found to be significantly different in their GPAs than Whites but Blacks were found to have lower GPAs than Whites. Also, Pearson correlation coefficients were used to examine the relationship between and among the nine identified social cognitive variables. The data from the analysis uncovered ten significant correlations which were as follows: occupational self-efficacy and academic self-efficacy, occupational self-efficacy and vocational interest, occupational self-efficacy and perceived stress, academic self-efficacy and encouragement, academic self-efficacy and outcome expectations, academic self-efficacy and perceived stress, vocational interest and outcome expectations, discouragement and encouragement, coping and perceived stress, outcome expectations and perceived stress. In addition, an ANOVA was used to evaluate whether a significant difference existed for each of the nine identified social cognitive variables based on ethnicity and gender. The analysis of variance indicated that ethnicity was found to be significant for academic self-efficacy. Next, a Pearson correlation coefficient was utilized to examine the relationship between academic performance (college GPA) of first-year undergraduate engineering students and the nine identified social cognitive variables. The data analysis revealed three significant correlations which were as follows academic performance and occupational self-efficacy, academic performance and academic self-efficacy, and academic performance and encouragement. Finally, a Pearson correlation coefficient was used to examine the relationship between high school GPA and the nine identified social cognitive variables. The Pearson correlation coefficient indicated that there was one statistically significant correlation which was high school GPA and academic self-efficacy. Recommendations for further study included (a) future research involving investigations that compare a variety of institutions in different regions of the country; (b) further investigations utilizing open-ended responses from engineering students based on interviews; (c) a replicated study in 5 to 10 years to evaluate whether differences emerged relating to ethnicity and gender due to possible societal or cultural changes; and (d) a study involving a protest and posttest of students' self-efficacy beliefs. Finally, the researcher recommends a qualitative study specifically involving interview questions aimed at students with moderate level grades and SAT scores who exhibited above average academic performance.

The Relationship of Technology Use with Academic Self-Efficacy and Academic Achievement in Urban Middle School Students

The Relationship Between Personality, Self-efficacy and Students' Academic Achievement in Dolok Merawan Sub-district

Impact of Self-efficacy and Time Management on the Academic Performance

Attributions as Mediators Between Academic Performance and Academic Self-efficacy

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

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.

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

Self-efficacy Beliefs As Predictors Of Academic Performance

The academic achievement gap between students of low socioeconomic status and their peers widens, student disengagement increases, and drop out statistics increase as students progress in K-12 education (Johnston & Vidiaro, 2000). In this new era, students have the opportunity to exhibit more control over their individualized learning through technology use (Caprara et al., 2008; Debowksi, Wood, & Bandura, 2001). Educators continually search for the most effective approach to individualized instruction, but it remains to be explored how technology use relates to academic self-efficacy and academic achievement. This study addressed three questions through the social cognitive theory framework. What is the relationship between perceived academic self-efficacy and academic achievement in students at each successive grade level? What is the relationship between perceived academic self-efficacy and educational technology use for mathematics and reading instruction at each grade level? What is the relationship between educational technology use for mathematics and reading instruction and academic achievement? A quantitative correlational study was designed to explore the relationship between educational technology use, academic self-efficacy, and academic achievement. The sample included approximately N=414 students from an urban public middle school in the Northeast, N=100 students from each grade (5-8). A questionnaire was used to collect data on academic self-efficacy, academic achievement data were obtained from standardized STAR Assessments in reading and mathematics, and technology use data were collected from two educational technology programs. Analyses revealed a higher frequency of technology use for students at above grade level, compared to those below, of significant difference for math (t(1410)=6.327, p<.001).

Examining the Relationship of Ethnicity, Gender and Social Cognitive Factors with the Academic Achievement of First-year Engineering Students

Motivation, Self Efficacy and the Academic Achievement of Students

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 1989, 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 model 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 new studies 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.

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

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

Self-efficacy Expectation as a Predictor of Academic Performance

Health and Academic Achievement

The primary objective of the present study is to examine the relationship between personality, self-efficacy and academic achievement of senior high school students in Dolok Merawan sub-district, North Sumatera Indonesia. It further attempts to find out the most common personality among senior high school students. It also investigates that students' level of self-efficacy. The present study used Big Five Inventory questionnaires by John and Srivasta (1999) to measure students' personality and a modified academic self-efficacy by Landry (2003) to measure students' level of self-efficacy. The questionnaire was distributed to 100 senior high students. Descriptive and inferential statistics were used in this study. Pearson Product Moment Correlation was applied to examine the correlation between variables. The present study found that out of 100 students, the majority agreed with openness statements with percentages ranging from 45% - 90%. Therefore, the majority of senior high school students in Dolok Merawan sub-district were regarded as having openness personality type. Next, it is reported in the findings that the level of self-efficacy among these senior high students was very high. Out of 100 respondents in this study, the majority of respondents agreed with the statements in the questionnaire with large percentages between 83% - 99%. But this finding is not similar to the finding on the relationship between self-efficacy and students' academic achievement. The finding shows that there was no relationship between self-efficacy and students' academic achievement. Lastly, the present study found that out of five personality types, a relationship was only found between openness and academic achievement, whereas the other four personality types did not have any relationship with students' academic achievement.

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

This book is an effort to discover and find out the positive relationship among the three variables- motivation, self-efficacy and academic achievement of students in the Pakistani context. It is discerned in this research that the feeling of self-efficacy is the most basic and important rung in the ladder of academic success with students. Descriptive and inferential statistics were used in this study. Pearson Product Moment Correlation was applied to examine the correlation between variables. The present research explores and examines the model of these three variables. 285 participants have been invited to fill in a questionnaire. AMS-C28 motivation questionnaire, MSES 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 important to Chinese students in learning.

The Relationship Between Self-efficacy and Academic Achievement in United States History

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 fill in a questionnaire. AMS-C28 motivation questionnaire, MSES 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 important to Chinese students in learning.

Self-efficacy and Vocational Interests in the Prediction of Academic Performance of Students in Engineering Technology

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

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 suffer from bullying.
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. Across 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.

The Effects of Self-efficacy on Teachers and on Elementary Students’ Academic Achievement in Mathematics and English Language Arts

Academic self-efficacy (ASE) describes the conceptions one has about one’s ability to succeed in the academic sphere, or cope with the challenges presented by academic life. Executive functioning (EF) encompasses a variety of skills including attention, planning, and working memory, all of which have been shown to be integral to academic success and stress coping. The hypotheses tested here are that there must be a match between EF and ASE in order to maximize academic performance and minimize stress. A semi-longitudinal design was used to study sample of 44 college students. Measures of EF and ASE were taken at baseline, and measures of stress were taken in the lead up to and right after finals period. Last semester GPA were also measured by self-report. The results did not support the hypothesized interaction, but did show a marginally significant positive relationship between ASE and GPA. While the results here were not significant, this does not preclude studies of this nature with different populations or different measures.

Self-Regulated Learning and Academic Achievement

The topic of self-efficacy and academic achievement have been studied for many years, since the term perceived self-efficacy was coined by Albert Bandura in 1994. This research focuses on how self-efficacy beliefs affects the academic achievement of students in the upper elementary grades, as well as how their teachers’ self-efficacy beliefs affects the academic achievement of their students. A mixed-methods approach was used in the form of a 20 question survey and interviews based on the answers to the survey. Interviews were also conducted with the classroom teachers. The questionnaires were analyzed by placing questions into groups based on the topic of the question, and the overall answers from the students were graphed to show any similarities in those answers that led to a conclusion. The results of the surveys showed that self efficacy had an effect on the student’s academic achievement, and that students who were more confident in their abilities did better in school. [from abstract]