Self Efficacy And Academic Performance Of The Students Of | 93139132b6dc6d3c0ba899c5df372d8b

Exploring the Links Among Work Experiences, Self-efficacy and Academic Performance Self-efficacy Expectation as a Predictor of Academic Performance Airport traffic, Juliana Airport at Sint Maarten from 1958 until 1980 Relationship of Self-efficacy Expectations to Academic Performance Airport traffic, Juliana Airport at Sint Maarten from 1958 until 1980
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. The exogenous parameters that predicted the perceived stress were the three 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 utilized 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 pretest and posttest of students’ self-efficacy beliefs. Finally, the researcher recommends a qualitative study specifically involving interview questions aimed at students at moderate level grades and SAT scores who exhibited above average academic performance.

College Student Self-Efficacy Research Studies

Filial piety and academic achievement among adolescents in Hong Kong 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 an 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. The results supported the provisioned hypotheses: knowledge monitoring did not significantly correlate with self-efficacy and mastery goals. The path analysis revealed no significant exogenous parameters from or to performance. The current study provided support for the long-term effects of self-regulated learning on academic achievement and motivation.

Filial piety is the core value in Chinese culture. This value influences Chinese students to have high academic achievement. Unfortunately, students with low academic achievement and stress coping. The hypotheses tested here are that there must be a match between self-efficacy and goal orientations. A significant positive relationship between self-efficacy and goal orientations is expected. The path analysis reveals that the two hypothesized goals significantly predicted self-efficacy. The significant direct effect on mastery goals (beta = .456). Although self-efficacy significantly correlated with total score, the parameter between self-efficacy and mastery goals was not significant (beta = .871). 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 support for the long-term effects of self-regulated learning on academic achievement and motivation. Recommendations and suggestions for future research were discussed.

The Interacting Effects of Executive Functioning and Academic Self Efficacy on Academic Performance and Stress During Finals The present study examined whether the association between teachers’ self-efficacy beliefs and academic performance is mediated by their homework’s self-efficacy beliefs and use of self-regulatory learning strategies. Path analyses were conducted. The final model revealed that teachers’ self-efficacy beliefs have an indirect effect on their academic performance mediated by their sense of efficacy belief regarding their capability to initiate and complete their homework assignments and their use of self-regulatory learning strategies. Implications for teaching preparation programs are discussed. A list of homework self-efficacy beliefs and a list of homework self-regulation are appended.

(Contains 1 table and 2 figures.).

Impact of Self-efficacy and Time Management on the Academic Performance Abstract from the year 2015 in the subject Social Pedagogy / Social Work, grade: Grade 8, course: Ph.D. in Educational Management, language: English, abstract: The main purpose of this study was to determine the specific learning disabilities, level of self-efficacy, self-esteem multiple intelligences, parent and teacher’s involvement of students at risk with learning disabilities in high school students risk with learning disabilities in order to design a supportive classroom environment for these children.

Gender Differences in Academic Outcomes 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. The purpose of this study was to examine the relationship between filial piety and academic motivation. The results show that filial piety correlates to academic self-efficacy and academic motivation. Also, the results confirm the idea that filial piety is important to Chinese student learning.

College Self-Efficacy and Academic Performance in Mexican American Undergraduates This study investigated how African American high school boys and girls differ in academic self-efficacy beliefs, 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.

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

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

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

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

Attributions as Mediators Between Academic Performance and Academic Self-efficacy

Predictors of Academic Performance and Major Selection

Perceived Self-efficacy as a Predictor of Academic Performance in College Freshmen Student academic success is a primary concern for schools across the nation. Administrators, school counselors, teachers, and community leaders' work together to increase success levels among students K-12. Various studies throughout history have sought to identify the malleable factors 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 performance 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) with academic performance of 6th, 7th, 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, 1998) and the Multigroup Ethnic Identity Measure (Phinney, 1990). 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.

Gender Differences in Subject-specific Academic Performance Predicted by Self-efficacy and Interests of 12th Grade Indian Students 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 Relationship of Self-efficacy and Self-concept to Academic Performance in a College Sample 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 Impact of Academic Self-efficacy, Ethnic Identity, Sex, and Socioeconomic Status on the Academic Performance of 6th, 7th and 8th Grade Adolescents

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

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

Teachers' Self-Efficacy Beliefs, Self-Regulation of Learning, and Academic Performance

Self-efficacy Beliefs As Predictors Of Academic Performance

Self-Efficacy, Adaptation, and Adjustment

Academic Self-efficacy, Self-regulated Learning and Goal-setting as Predicators of Tertiary Academic Performance 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.

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

Knowledge Monitoring, Goal Orientations, Self-efficacy, and Academic Performance It is becoming increasingly clear that non-cognitive psychological processes are important for students’ school achievement, even to the point where their influence may be stronger than that exerted by the parents, teachers, or the school atmosphere itself. Non-cognitive psychological variables refer to varieties of self-beliefs and goal orientations—such as anxiety, confidence, self-efficacy, and self-concept—which are often seen as dispositional and motivational in nature. It is particularly important to highlight the role that confidence and self-efficacy play in school achievement, as these two self-beliefs are related to metacognitive processing—the awareness of what you know and what you do not know. Self-concept, meanwhile, tends to exert its influence on an individual’s choice of tertiary level courses. This book suggests that by focusing on students’ self-beliefs, the education system may be in a position to improve cognitive performance, since individual students’ self-beliefs may be more malleable than the cognitive processes involved in acquiring academic knowledge. Focusing on these non-cognitive psychological processes is also likely to be more effective in improving performance than system-wide interventions involving changes in policy for both public and private sector educators. This book will be useful to educational researchers, school leaders, administrators, counsellors, and teachers, in guiding students’ attitudes towards learning and school performance. It will also provide students in psychology and education with broad and nuanced insights into the drivers of school achievement. This book was originally published as a special issue of Educational Psychology.

Bandura's Self-efficacy Model in Relation to Occupational Consideration and Academic Performance in High School Equivalency Students Looks at town-gown relationships with a focus on African Americans.