Self Efficacy And Academic Performance Of The Students Of

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.

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.

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.

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.

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 underrepresented engineering 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 correlational 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 with moderate level grades and SAT scores who exhibited above average academic performance.

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 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.

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.

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.
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. AMS-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.

Master's Thesis from the year 2012 in the subject Pedagogy - Pedagogic Psychology, grade: 1,0, University of Hannover (Pädagogische Psychologie), language: English, abstract: It is commonly known that one of the major factors for successful learning is the motivation to learn. The constant issue for teachers, therefore, is how they can motivate their students to want to learn. The primary motivation for any learning is interest in the subject. Since all humans are interested in different domains, it is unrealistic to expect school students to be interested in, on average, ten different subjects which they have to study according to school curricula. Consequently, teachers try to motivate their students extrinsically and it can safely be said that success is one of the major sources of extrinsic motivation. Generally, people like to do what they are good at. The opposite is also possible – the student is interested in the subject but lacks success and therefore becomes unmotivated. So, how can students succeed in subjects they are not overly interested in or maintain their interest despite failures? Researchers in the field of educational psychology have been trying to find an answer to this question and many more questions concerning motivation theory. During the last few decades, the concept of self-efficacy has emerged and has become more important in research on learning. Simplified, self-efficacy is the confidence for being able to cope with tasks. It is said to be closely related to academic performance and to influence motivation by making the learner feel self-confident or insecure. The connection between self-efficacy and achievement has been researched in a number of studies, which will be summarized and discussed in an empirical research chapter. The influence of self-efficacy on motivation, however, has only theoretically been argued for. The research trying to show a causal relation between these two concepts is generally criticized for not measuring motivation directly but by measuring performance, goal-setting or self-regulation and equating these concepts with motivation. Despite the problems that arise when research is trying to operationalize motivation (Gardner 2007), self-efficacy is said to have an influence on it and is regarded as one of the major concepts in learning theory.

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.


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.)

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. 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.

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.

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 risks with learning disabilities and their influence to the academic performance of high school students at risk with learning disabilities in order to design a supportive classroom environment for these children.

Looks at town-gown relationships with a focus on African Americans.

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