Self Efficacy And Academic Performance Of The Students Of
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Providing a comprehensive exploration of the major developments of 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 effected 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.

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. For example, such as GPA. The purpose of the current study was to add to the existing bullying literature by investigating the relations among bully participant role behaviors, self-efficacy beliefs, and GPA. This project investigated the meditational 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= 349). 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.

In the current era where lifelong learning is brought to the fore, higher education can no longer be regarded as an isolated trajectory within one's educational career as many students face substantial challenges in crafting their professional future. More specifically, the transition from school to higher education and continuing to the labour market are often a difficult hurdles for many students. Almost half of students do not succeed in the first year and often withdraw from education, students are faced with a variety of contexts and may choose to study in a different (international) context, and they are then confronted with structural barriers in finding a (high-quality) job, as evidenced by increasing levels of youth unemployment and underemployment. Higher Education Transitions aims to deepen our understanding of the transitions taking place when students enter, progress and leave higher education to enter the labour market.
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Drawing on an international team of contributors, this guide includes three conceptual and fifteen empirical studies which include a range of quantitative, qualitative, cross-sectional and longitudinal studies. Divided into three sections to reflect each important transition phase, topics include: transitions from secondary to higher education; transitions within higher education; transitions from higher education to the labour market. By considering these phases as a broad and interconnected process, this guide will be essential reading for higher education researchers, policy stakeholders and all those interested in the transitions into higher education and the labour market.

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 designed to hypothesize the causal relations among predictors of the students' total score in the Educational Psychology course. A correlation 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 course scale of self-efficacy and goal orientations online. These data were 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 scores. 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 = .465). 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.

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 emotion in education, and parenting, and highlights the importance of the development and 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 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

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 central argument of this book is that performance is not the whole story in understanding intellectual functioning and development. To account for inter-individual, intra-individual, and developmental variability in actual intellectual performance, it is necessary to treat cognition, emotion, and motivation as inextricably related. Motivation, Emotion, and Cognition: Integrative Perspectives on Intellectual Functioning and Development: "represents a new direction in theory and research on intellectual functioning and development; portrays human intelligence as fundamentally constrained by biology and adaptive needs but modulated by social and cultural forces; and "encompasses and integrates a broad range of scientific findings and advances, from cognitive and affective neurosciences to cultural psychology, addressing fundamental issues of individual differences, developmental variability, and cross-cultural differences with respect to intellectual functioning and development. By presenting current knowledge regarding integrated understanding of intellectual functioning and development, this volume promotes exchanges among researchers concerned with provoking new ideas for research and provides educators and other practitioners with a framework that will enrich understanding and guide practice.

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-parametric techniques and statistical methods in the context of K-12 and higher education. By considering scholars' theories and measured using the Morgan-Jinks Student Efficacy Scale. The results suggested a strong correlation 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 performance of low achieving and low self-efficacy students across with total 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.

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 development by enhancing their education level or knowledge of certain topics. This book is essential for teachers and professors, course instructors, business professionals, school administrators, practitioners, researchers, academicians, and students interested in the latest advancements in adult education and lifelong learning.

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
Performance of the students of online library self-efficacy and academic collaboration among diverse stakeholders, innovative education practice settings with instructional strategies that meet the learning incorporating a "both-and" mindset when designing relevant education models in adult education. In order to attain a cross-sector as the paradigm of education in academia continues to shift towards more diversity and inclusion, educators need to consider and how to extend existing skills for young children, which is a pre-intervention. Authors in this book bring diverse viewpoints from diverse fields on how to nurture metacognition, thus giving the reader an opportunity to borrow strategies from other fields. This contribution is a mixture of empirical contributions and opinion pieces informed by review of literature.

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.

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-regulation of learning and performance: basic domains, applications to content areas, instructional issues, methodological issues, and individual 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 widely regarded experts on their particular topics and are active contributors to the field.

Employ cognitive theory in the classroom every day. Research into how we learn has opened the door for utilizing cognitive theory to facilitate better student learning. But that's easier said than done. Many books about cognitive theory introduce radical but impractical theories, failing to make the connection to the classroom. In Small Teaching, James Lang presents a strategy for improving student learning with a series of modest but powerful changes that make a big difference—many of which can be put into practice in a single class period. These strategies are designed to bridge the chasm between primary research and the classroom environment in a way that can be implemented by any faculty in any discipline, and even integrated into pre-existing teaching techniques. Learn, for example: How does one become good at retrieving knowledge from memory? How does making predictions now help us learn in the future? How do instructors instill fixed or growth mindsets in their students? Each chapter introduces a basic concept in cognitive theory, explains when and how it should be employed, and provides firm examples of how the intervention has been or could be used in a variety of disciplines. Small teaching techniques include brief classroom or online learning activities, one-time interventions, and small modifications in course design or communication with 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.

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

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
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Learning in Higher Education is a critical research resource that discusses project-based and social-situational instructional practices within community engagement as a method for educating adults. The approaches to designing and implementing learning activities show how to optimize community and business knowledge assets to collaboratively design and implement curricula in order to work toward social justice and community development. Divided into three sections, this publication provides extensive coverage on the design and delivery of academic programs, instructional approaches, and more, making it an ideal resource for professionals, adult education practitioners, faculty, administrators, community activists, researchers, and academicians.

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.

Social Motivation, first published in 1997, examines the essential interaction between social functioning and success at school.

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.

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