Self Efficacy and Academic Performance of The Students of...

Chemical Engineering Design
Knowledge, Goal Orientations, Self-efficacy, and Academic Performance
Self-efficacy Beliefs As Predictors Of Academic Performance
Self-efficacy and Academic Performance in Economics in the Junior College
Cognition and Academic Performance
Examining the Relationship of Ethnicity, Gender and Social Cognitive Factors with the Academic Achievement of First-year Engineering Students

The Role of Self-efficacy and Self Concept on Academic Performance in a Research and Statistics Course
Handbook of Theories of Social Psychology
Relationship of Self-esteem and Self-efficacy to Academic Performance

Knowledge Monitoring, Goal Orientations, Self-efficacy, and Academic Performance
Systematic review of the literature on communication education and instruction.

Cognition, Metacognition and Academic Performance
Examining the Relationship between Knowledge monitoring and motivation as defined by self-efficacy and goal orientations.

Self-regulated Learning 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.

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

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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 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 over two semesters (Fall 2010 and Spring 2011). Subjects completed the knowledge monitoring accuracy (KMA) and combined scale of self-efficacy and goal orientations. The total exam score was used to review the Education Psychological literature. 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 = .456). Although self-efficacy significantly predicted total exam scores, the parameter between self-efficacy and mastery goals 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.

Regrettations and recommendations for future research were discussed.

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Competency-Based and Social-Situational Approaches for Facilitating Learning in Higher Education 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 textbook is a state of the art overview of the primary theories and models that have been developed in this vast and fascinating field. Authors by leading international experts, each chapter represents a personal and historical narrative of the theory's development including the inspirations, critical junctures, turning points, and controversies that have affected its evolution. Each chapter also surveys the research that has emerged around the theory and its evolution. Each chapter also surveys the research that has emerged around the theory and its evolution. This book will be valuable 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.

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Self-Efficacy Beliefs and Academic Performance Among Engineering Students in Universiti Teknologi Malaysia


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Emotion in Education

Impact of Self-efficacy and Time Management on the Academic Performance 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 hurdle 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. 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 transitions across different phases as a broad and interrelated 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.

Self-Efficacy, Adaptation, and Adjustment 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. Causal Influences of Mental Overload and Self-efficacy on Academic Performance 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 professionals, course instructors, business professionals, school administrators, practitioners, researchers, academicians, and students interested in the latest advancements in adult education and lifelong learning.

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

Noncognitive psychological processes and academic achievement This volume focuses on the role of motivational processes – such as goals, attributions, self-efficacy, outcome expectations, selfconcept, 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.

Failing at Fairness Self-efficacy Expectation as a Predictor of Academic Performance Learning strategies and academic performance have been extensively investigated but relatively few studies were conducted in East Asia. This volume presents a reflection on the current status of metacognition and academic performance in the East Asian region. It serves to provide a more complete picture of the global study of how students’ learning and studying strategies affect their academic performance. This book will be of interest to researchers and educators in the area of education, education psychology, cross-cultural studies, education policy, curriculum and instruction and regional studies.

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

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