

# Academic Self Efficacy Questionnaire

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## TATE HOUSTON

**Health and Academic Achievement** Springer Publishing Company  
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  
**The Impact of the Community Partnership School Model on Student Self-efficacy and Civic Engagement** Springer  
This study examines how academic coaching influenced at-risk college students academic performance. Academic coaching places one student with a trained academic coach, who attempts to outline an academic plan with the student. The student contracts with the academic coach and they meet biweekly to assess progress and to discuss experiences and issues. Such an intervention was performed in the fall 2016 semester at a southern, urban, public university (Center for Academic Retention and Enrichment Services [CARES], 2017). One way to examine academic coaching as an intervention and to determine efficacy is to measure students sense of grit, academic self-efficacy, academic commitment, and time management before and after an academic coaching intervention. This researcher used archival data provided by the Office of Institutional Research (2018) and from the academic coaching program at the study university in the form of a questionnaire provided to students both before the coaching intervention and again at the end of the intervention. This researcher proposed that the scores would show an increase in these areas and the set of variables might serve to predict GPA. This researcher used t-tests and multiple linear regression to analyze the data. Significant differences were found between pre-test and post-test scores of academic self-efficacy and those of academic commitment. Both variables exhibited a significant decline in the mean scores following the academic coaching intervention. There was also a significant difference between the pre-test and post-test scores of the GPA measurements of the intervention term (Fall 2016), exhibiting an increase in GPA. Additionally, there was a significant difference between the pre-test and post-test scores of the academic year GPA (Fall 2016 to Spring 2017) exhibiting an increase in GPA. The regression model using the change scores between Fall 2016 intervention term GPA as the initial dependent variable, and difference scores of grit, academic self-efficacy, academic commitment, and time management as independent variables, was not significant. The second regression model using the change scores of Spring 2017 GPA and Fall 2016 GPA as the dependent variable with difference scores of grit, self-efficacy, academic commitment, and time management as independent variables, was not significant.  
**Academic Coaching as Measured by Student Perceptions of Grit, Academic Self-Efficacy, Academic Commitment, Time Management, and GPA.** BoD - Books on Demand  
Self-efficacy is well known as one of the most effective methods to raise student academic achievement (Hattie, 2007). Known as the "I think I can" phenomenon, extensive research is presented concerning the impact of self-efficacy as the predictor to achievement. Likewise, participation in physical sports is known for its impact on academic achievement, as well as social and emotional health. The purpose of this correlational study was to determine the presence of a statistically significant relationship between the level of participation in physical sports activities and the middle school students' self-efficacy. A convenience sample of 69 seventh and eighth grade students from three middle schools in Kentucky participated in the study through an email survey containing both survey instruments. The four null hypotheses were tested through Pearson correlations to describe the direction and strength of the relationship between the self-reported participation in sports using the Physical Activity Questionnaire for Children, and self-reported levels of self-efficacy, as measured with Self-Efficacy Questionnaire for Children. The research supported the importance of students being given a variety of opportunities to participate in physical sports activities as a method to build academic, social, and emotional efficacy. Additional research would be useful exploring how the predictive value of participation in physical sports is affected by ethnicity and socio-economic status.

## Building Academic Success on Social and Emotional Learning

Basic Books

Previous research has compared the impacts of college adjustment, belongingness, and academic self-efficacy on first-generation and continuing-generation college students. However, the impacts of these factors on academic success (GPA) and persistence of first-semester, first-generation college students have not been investigated. The primary purpose of this study was to examine college adjustment and belongingness for first-semester, first-generation college students, with a focus on race and gender. This study also examined the impact of academic self-efficacy (i.e., course self-efficacy and social self-efficacy), college adjustment, and belongingness for academic success (GPA) and persistence of these students. The roles of race and gender in relation to the moderators of college adjustment were also explored. Eighty-two students completed measures of college adjustment, belongingness, and academic self-efficacy (i.e., course self-efficacy and social self-efficacy). Participants were recruited via in-class announcements and completed all study measures through an online questionnaire. Results of multiple regression and ANOVAs demonstrated that College Adjustment, Belongingness, and academic self-efficacy (i.e., Course Self-efficacy and Social Self-efficacy), were not statistically significant predictors of Academic Success (GPA) or Persistence in this sample. Results of independent-sample t-tests, however, did reveal a statistically significant difference in the College Adjustment subscale, Institutional Attachment, between males and females. Independent-samples t-tests also revealed a statistically significant difference in first and second semester Academic Success (GPA) for students who Persisted to third semester and those who Did Not. Additional exploratory analysis, chi-square tests, found no significant associations between the impact of Gender, having a Pell Grant, Minority Status, or belonging to an Academic Support Program on Academic Success (GPA) and Persistence. Limitations of the present study and implications for future research along with potential implications of these findings for counselor education, research, and practice were also explored.

## The Effects of Bilingual Education on Language, Achievement, and Self-efficacy of Hispanic Students

Waxmann Verlag

**Dyslexia in Adolescence: Global Perspectives** presents international case studies on the psychosocial development and academic progress of adolescents with dyslexia to enhance understanding of adjustment factors, outcomes and support. The continuation of a qualitative longitudinal research project that focused on children between ten and twelve years of age, this volume revisits them between ages fourteen and sixteen. Through semi-structured interviews, personal narratives, and other assessments, these case studies relate the trials and tribulations associated with the development of adolescents with dyslexia from around the world and the challenges that parents face in supporting their children.

## Noncognitive Skills in the Classroom

RTI Press

The purpose of this mixed methods study was to test the impact of facilitating social cognitive development instruction in a small-group tutoring intervention that is designed to improve reading achievement and academic self-perceptions among at-risk African American students. Reading assessment scores, a modified version of the Motivated Strategies for Learning Questionnaire, observations and individual interviews were used to measure changes in students' reading achievement, academic self-efficacy, and meta-cognitive self-regulation as a result of the intervention. Collecting both quantitative and qualitative data permitted the exploration of various aspects of the tutoring intervention. This study contributed to the research by providing an examination of the overall impact of small-group tutoring on reading achievement, self-efficacy, and self-regulated learning. While there were no within-group differences, there was a significant difference in reading achievement between treatment and control group. The findings from this study suggest that students who received tutoring had greater improvement in reading achievement than comparison students who did not receive tutoring. Through mixed methods analysis of test scores, observations and interviews, several elements of the tutoring program were identified as being essential to the students' performance outcomes: (a) confidence building, (b) increased reading ability, (c) reading strategy focus, (d) demonstration of self-regulated learning, (e) tutor feedback, (f) access to help, (g) cooperative environment, and (h) making learning fun.

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

Academic Press

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.

*Teacher Candidates' Learning Strategies and Academic Self-Efficacy Levels* Frontiers Media SA

One of the many types of modern methods that has been considered by experts and teachers in the last decade is flip learning. In this method, the content of the curriculum is provided outside the classroom by various technologies. The classroom is dedicated to interactive discussions, homework assignments, content usage, etc. Examining the impact of this the method for student learning was the subject of this study. The purpose of this study was to compare the flip learning method with the traditional method in academic achievement and self-efficacy of primary school students. The sample size was selected according to Morgan table using simple random sampling. To collect the data, Gink and Morgan's self-efficacy questionnaire (1999) and student's learning measurement were performed using a researcher-made academic achievement test. The training program was implemented over 8 45-minute sessions. The research method was a pre-test-post-test design with a control group. To analyze the data, descriptive statistics and inferential statistics of covariance were used. The results of this study indicate that the mean scores of academic achievement and self-efficacy of students who received the flip learning method were significantly higher than the average grades of students who used the traditional method. The flip learning method was effective on student self-efficacy and academic achievement.

**Association Between Intent to Persist, Self-efficacy, and Burnout Among College First-year STEM Students** GRIN Verlag

A significant body of research and literature supports that student engagement in school is critical to academic outcomes. Research also finds that student's beliefs about their ability to be successful at academic tasks will significantly influence their achievement also. The aim of this study is to explore the impact of academic self-efficacy on achievement in school, as mediated by levels of student engagement. The sample size was approximately 400 students enrolled in the 7th and 8th grade at one middle school building. In order to assess the extent of academic self-efficacy, the Academic Efficacy scale was utilized. In order to measure cognitive, behavioral and affective engagement, the Student Engagement Instrument (SEI) and The Engagement vs. Disaffection with Learning questionnaire were administered. Levels of previous and current student achievement were collected from the CORE reading Curriculum-Based Measures, English Language Arts and Math grades (converted to GPA) as well as NWEA Measures of Academic Progress. Results of the study did not support the hypothesized model. However, academic-self efficacy was found to be related to student engagement and previous and current achievement. Further, previous achievement was a significant predictor of current achievement.

*Examining Academic Self-efficacy, Race-related Stress, Psychological Well-being, and Racial Centrality on Black Former Undergraduate Historically Black College Students Currently Enrolled in Graduate Predominantly White Institutions* IAP

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 & Viadero, 2000). In this new era, students have the opportunity to exhibit more control over their individualized learning through technology use (Caprara et al., 2008; Debowski, 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 (  $t(410)=6.237$ ,  $p=$  [African American Students Self Efficacy, Self Regulatory Competence, and Academic Achievement in a Small Group Tutoring Program a Mixed Methods Study](#) GRIN Verlag

Self efficacy, or the belief that one can self-manage one's own health, is an important goal of health care providers, particularly in chronic illness. This book explores the concept of self efficacy from theory, research, measurement, and practice perspectives.

The core of the book is an international collaboration of nurses from the U.S. and the Netherlands who have developed tools for promoting and measuring self efficacy in diabetes management.

**Academic Self-Efficacy, Approach to Learning and Academic Achievement** LAP Lambert Academic Publishing

Abstract from the year 2015 in the subject 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.

**Development of Achievement Motivation** Cambridge University Press

Written by leading researchers in educational and social psychology, learning science, and neuroscience, this edited volume is suitable for a wide-academic readership. It gives definitions of key terms related to motivation and learning alongside developed explanations of significant findings in the field. It also presents cohesive descriptions concerning how motivation relates to learning, and produces a novel and insightful combination of issues and findings from studies of motivation and/or learning across the authors' collective range of scientific fields. The authors provide a variety of perspectives on motivational constructs and their measurement, which can be used by multiple and distinct scientific communities, both basic and applied.

**An Examination of the Relationship Between Student Success Courses and Persistence, Credential Attainment, and Academic Self-efficacy Among Community College Students** Taylor & Francis

The current study aimed to identify teacher candidates' learning strategies and academic self-efficacy levels. Furthermore, the correlations between these variables and gender and departments were looked into. The study was mainly descriptive and correlational. The sample of the study consisted of 256 teacher candidates enrolled at a faculty of education. To collect data, The Motivated Strategies for Learning Questionnaire (MSLQ) and Academic Self-Efficacy Scale were used. During the analysis phase of the study besides descriptive statistics, bivariate correlation and multivariate analysis of variance were carried out. The findings revealed that there was a significant correlation between the learning strategies rehearsal, organization, metacognitive self-regulation, association, time/study environmental, and peer learning and help seeking. The results MANOVA revealed significant relations between rehearsal, organization, metacognitive self-regulation strategies and departments and gender. Furthermore, the findings indicated that the teacher candidates had an overall high academic self-efficacy levels.

[The Relationship Between the Academic Self-efficacy and Culture Shock Among Caribbean Overseas College Students Attending Universities in the United States](#) Teachers College Press

The purpose of this study was to explore the relationship between taking a student success course and the educational outcomes of persistence, credential attainment, and academic self-efficacy at one particular community college in North Carolina. Although previous studies have examined student success courses in relation to persistence and credential attainment, few have included a self-efficacy component. This study filled an additional gap in prior studies by seeking student perceptions about their experience in a student success course. Several major findings emerged from the study. Chi-square results revealed significant relationships between enrollment in the student success course and the outcomes of persistence and credential attainment. In addition, logistic regression results indicated that being younger, enrolling in a developmental education course, attending part-time, persisting, and completing a college credential predicted the likelihood of enrolling in the student success course. ANOVA results also revealed a significant relationship on the Understanding Subscale of the Academic Self-Efficacy Questionnaire for student success course participants as compared to a control group. Student perceptions obtained from a focus group provided further support that taking the student success course positively influenced academic self-efficacy and academic success. Findings from the current student contribute to the growing body of literature that student success courses provide students with certain skillsets and greater confidence to succeed in college. -- From the Abstract, leaves iv-v.

*Self-Efficacy In Nursing*

For many decades, policy makers have struggled in closing the academic achievement gap present in schools across America. Most recently charter schools were integrated into federal law as one of many approaches to narrow the academic achievement and attainment gaps. Previous research has shown that there are differences in self-efficacy beliefs and that these beliefs can help account for the academic achievement and attainment differences that exist. Furthermore, with post-secondary goals and choices often made before students are upperclassmen in high school, middle school is the prime time for decisions. This

study used an empirical research approach method to investigate the self-efficacy scores of students and its relationship to college-going self-efficacy using two research instruments: Bandura's Children's Self-Efficacy Scale, a questionnaire used to measure students' confidence on school-related tasks, and Gibbons and Borders' College-Going Self-Efficacy Survey, a questionnaire used to measure students' confidence on college related tasks. The results of the Pearson Correlation revealed a strong positive correlation between self-efficacy and college-going self-efficacy scores.

*Academic Probation and Self-efficacy*

A quantitative, correlational design was utilized in this study to examine the relationship between academic self-efficacy, racial identity, and the academic success of first-generation African American male college students at Predominantly White Institutions of higher education. The study comprised 89 first-generation African American male college students attending five public institutions of higher education in the northern geographical region of the United States. The data were collected using the Academic Self-efficacy Scale (ases), Black Racial Identity Attitude Scale (briias), and a demographic questionnaire. The study employed three hypotheses: (a) academic self-efficacy would independently predict gpa; (b) racial identity would independently predict gpa; and (c) academic self-efficacy and racial identity combined would predict gpa. Of the three hypotheses, racial identity was the only variable that did not significantly predict gpa. This research potentially can add to the existing body of retention literature on first-generation African American male college students, most particularly on predominantly White campuses. It might also prove useful for parents, educators, and community leaders wishing to develop strategies and techniques that will foster academic resiliency among this student population. The findings from this study generated questions that warrant further investigation. [The dissertation citations contained here are published with the permission of ProQuest Ilc. Further reproduction is prohibited without permission. Copies of dissertations may be obtained by Telephone (800) 1-800-521-0600. Web page: <http://www.proquest.com/en-US/products/dissertations/individuals.shtml>].

**An Exploratory/descriptive Look at Gender Differences in Technology Self-efficacy and Academic Self-efficacy in the Globaled Project**

Keywords: Culture shock, Culture Shock Questionnaire, International Students, Caribbean Students, Academic Self-efficacy, College Academic Self-efficacy Scale.

[Learning English Language Via SNSs and Students Academic Self-Efficacy](#)

In this chapter, we focused on an analysis of relationship between academic self-efficacy (ASE), approach to learning (deep - DA and surface - SA), heteronomous (HAA) and autonomous evaluation (AAA) of academic achievement of adolescents. The purpose of this study is to examine if ASE and approach to learning (DA, SA) predict AAA and HAA of adolescents and if AAA is effective to the ASE. The sample consisted of 457 adolescents (268 girls and 189 boys). We used Morgan-Jinks Student Efficacy Scale. We measured academic achievement by grade point average. Autonomous evaluation of academic achievement was measured by perceived self-evaluation of academic achievement. Approach to learning we measured with The Revised Study Process Questionnaire. Our assumption about the correlation of all variables monitored (only with exception of the surface approach to learning) was confirmed. We have identified that academic self-efficacy, similarly as the preferred approach to learning (deep or surface), constitute an important predictor of heteronomous evaluation of academic achievement, and also that HAA is a significant predictor of AAA, while AAA is an important predictor of ASE in the age cohort of adolescents.

[Dyslexia in Adolescence](#)

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 the students' level of self-efficacy. The present study used Big Five Inventory questionnaire 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.