

APPENDIX B: College Academic Self-Efficacy Scale. Owen & Froman (1988).

Directions: How much confidence do you have about doing each of the behaviors listed below? For each statement below, circle the letter that best represents your confidence.



Not Little

A. B. C. D. E. 1. Taking well-organized notes during a lecture.
A. B. C. D. E. 2. Participating in a class discussion.
A. B. C. D. E. 3. Answering a question in a large class.
A. B. C. D. E. 4. Answering a question in a small class.
A. B. C. D. E. 5. Taking "objective" tests (multiple-choice, T-F, matching).
A. B. C. D. E. 6. Taking essay tests.
A. B. C. D. E. 7. Writing a high quality term paper.
A. B. C. D. E. 8. Listening carefully during a lecture on a difficult topic.
A. B. C. D. E. 9. Tutoring another student.
A. B. C. D. E. 10. Explaining a concept to another student.
A. B. C. D. E. 11. Asking a professor in class to review a concept you don't understand.
A. B. C. D. E. 12. Earning good marks in most courses.
A. B. C. D. E. 13. Studying enough to understand content thoroughly.
A. B. C. D. E. 14. Running for student government office.
A. B. C. D. E. 15. Participating in extracurricular events (sports, clubs).
A. B. C. D. E. 16. Making professors respect you.
A. B. C. D. E. 17. Attending class regularly.
A. B. C. D. E. 18. Attending class consistently in a difficult course.
A. B. C. D. E. 19. Making a professor think you're paying attention in class.
A. B. C. D. E. 20. Understanding most ideas you read in your texts.
A. B. C. D. E. 21. Understanding most ideas presented in class.
A. B. C. D. E. 22. Performing simple math computations.
A. B. C. D. E. 23. Using a computer.
A. B. C. D. E. 24. Mastering most content in a math course.
A. B. C. D. E. 25. Talking to a professor privately to get to know him or her.
A. B. C. D. E. 26. Relating course content to material in other courses.
A. B. C. D. E. 27. Challenging a professor's opinion in class.
A. B. C. D. E. 28. Applying lecture content to a laboratory session.
A. B. C. D. E. 29. Making good use of the library.
A. B. C. D. E. 30. Getting good grades.
A. B. C. D. E. 31. Spreading out studying instead of cramming.
A. B. C. D. E. 32. Understanding difficult passages in textbooks.
A. B. C. D. E. 33. Mastering content in a course you're not interested in.

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Academic Self Efficacy Questionnaire

RS Peters

Academic Self Efficacy Questionnaire:

Academic Self-efficacy in Education Myint Swe Khine,Tine Nielsen,2022-03-07 This book documents systematic prodigious and multidisciplinary research in the nature and role of academic self efficacy and identifies areas for future research directions within the three sections of the book Assessment and Measurement of Academic Self efficacy Empirical Studies on What Shapes Academic Self efficacy and Empirical Studies on Influence of Academic Self efficacy The book presents works by educators and researchers in the field from various parts of the world highlighting advances creative and unique approaches and innovative methods It examines discussions around the theoretical and practical aspects of academic self efficacy in culturally and linguistically diverse educational contexts This book also showcases work based on classical and modern test theory methods mediation and moderation analysis multi level modelling approaches and qualitative analyses

The General Academic Self-efficacy Scale: Psychometric Properties, Longitudinal Invariance, and Criterion Validity Llewellyn Ellardus van Zyl,Jeff Klibert,Rebecca K. Shankland,Eric See-To,Sebastiaan Rothmann,2022 Academic self efficacy ASE refers to a student's global belief in his/her ability to master the various academic challenges at university and is an essential antecedent of wellbeing and performance The five item General Academic Self Efficacy Scale GASE showed promise as a short and concise measure for overall ASE However of its validity and reliability outside of Scandinavia is limited Therefore this paper aimed to investigate the psychometric properties longitudinal invariance and criterion validity of the GASE within a sample of university students Time 1 n 1056 Time 2 n 592 in the USA and Western Europe The results showed that a unidimensional factorial model of overall ASE fitted the data well was reliable and invariant across time Further criterion validity was established by finding a positive relationship with task performance at different time stamps Therefore the GASE can be used as a valid and reliable measure for general ASE

Towards a Psychophysiological Approach in Physical Activity, Exercise, and Sports, volume IV Pedro Forte,Daniel Leite Portella,José Eduardo Teixeira ,Diogo Monteiro,2025-08-22

Academic Self-Efficacy, Approach to Learning and Academic Achievement Marcela Verešová,2018 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 **Foreign Language Teaching and Learning in Chinese Higher Education: Emerging Challenges** Wei Xu,Wu Ping ,Priscilla Roberts,2025-10-21 The teaching and learning of foreign languages such as English Japanese French Portuguese Arabic etc have become increasingly important in Chinese higher education over the past decade The application of traditional educational concepts and approaches to the increasingly diverse contexts of foreign language education in the globalized world has created deep seated tensions and challenges for Chinese universities Research has previously examined the relationship between teaching methods and student performance as well as the impact of globalization on foreign language pedagogy in China As part of the development of foreign language education a variety of educational settings have faced culturally specific challenges These challenges include the need to adapt to evolving technologies the changing needs of learners and the changing demands of the job market etc China s large population and diverse culture have necessitated the development of effective teaching methods and materials for foreign language instruction Proceedings of IAC-ETeL 2013 Collective of authors,2013-10-10 **Advances and New Perspectives in Higher Education Quality** Maria Esteban,Ana B. Bernardo,Ellian Tuero Herrero,Joana R. Casanova,Antonio Cervero,2024-04-22 The changes that have occurred in today s society require Higher Education to be highly efficient in the academic and professional preparation of young people who enter university For that reason universities around the globe have been advocating in recent years for an improvement in the quality of teaching learning processes As an example the World University Consortium 2023 currently presents among its most urgent and priority objectives the identification of the best evaluative practices of the educational processes that are carried out at the University as well as the recognition of the actions aimed at improving educational processes based on scientific evidence In this way it seeks to distinguish all those educational actions that are at the forefront going from actions at the micro level such as individual teaching practices in the classroom such as the application of the flipped classroom or the use of augmented reality up to actions taken at the macro level such as those proposed in the Horizon Europe 2020 strategy Physical Activity Applied to Learning and Psycho-social Variables in Young People Alberto Ruiz-Ariza,Vânia Loureiro,José Enrique Moral García ,Jeremy Sibold,2025-12-05 Physical Activity applied to learning and psycho social variables in young people is a current topic due to the high number of projects with interest in the relationship between physically active strategies and variables related to learning and psycho social aspects Variables such as physical activity and or sedentarism learning variables as executive functions cognitive academic performance behavior learning strategies creativity etc psycho social variables as bullying and cyberbullying emotional intelligence motivation anxiety happiness well being and psychological distress self concept self esteem social skills or variables of physical activity and new technologies in school context from early ages Physical Education interventions active commuting to school active breaks physically active classes active recess active starts or extracurricular proposals will be variables of interest The main objective of this

Research Topic is to compile the most recent work on physical activity applied to learning and psycho social variables in young people Under the topics Physical activity sedentarism and learning variables executive functions cognitive academic performance behavior learning strategies creativity etc physical activity sedentarism and psycho social variables bullying cyberbullying emotional intelligence motivation anxiety happiness wellbeing psychological distress self concept self esteem social skills etc physical education interventions active commuting active breaks physically active classes active recess active starts or extracurricular proposals new technologies applied to physical activity and educational innovation and their effects on learning and psycho social variables Empirical research qualitative quantitative or mixed analysis systematic reviews meta analyses and case studies will be considered Longitudinal or cross sectional studies that track any of these variables annually or even comparing between countries and or cultures will also be considered The presentation of other analysis on topics related are also welcome and encouraged to be discussed with the Editors

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

Arline Roma Annetta Cathrine Edwards-Joseph,2008 Keywords Culture shock Culture Shock Questionnaire International Students Caribbean Students Academic Self efficacy College Academic Self efficacy Scale [Encyclopedia of Adolescence](#)

Roger J.R. Levesque,2014-07-08 The Encyclopedia of Adolescence breaks new ground as an important central resource for the study of adolescence Comprehensive in breath and textbook in depth the Encyclopedia of Adolescence with entries presented in easy to access A to Z format serves as a reference repository of knowledge in the field as well as a frequently updated conduit of new knowledge long before such information trickles down from research to standard textbooks By making full use of Springer s print and online flexibility the Encyclopedia is at the forefront of efforts to advance the field by pushing and creating new boundaries and areas of study that further our understanding of adolescents and their place in society Substantively the Encyclopedia draws from four major areas of research relating to adolescence The first broad area includes research relating to Self Identity and Development in Adolescence This area covers research relating to identity from early adolescence through emerging adulthood basic aspects of development e g biological cognitive social and foundational developmental theories In addition this area focuses on various types of identity gender sexual civic moral political racial spiritual religious and so forth The second broad area centers on Adolescents Social and Personal Relationships This area of research examines the nature and influence of a variety of important relationships including family peer friends sexual and romantic as well as significant nonparental adults The third area examines Adolescents in Social Institutions This area of research centers on the influence and nature of important institutions that serve as the socializing contexts for adolescents These major institutions include schools religious groups justice systems medical fields cultural contexts media legal systems economic structures and youth organizations Adolescent Mental Health constitutes the last major area of research This broad area of research focuses on the wide variety of human thoughts actions and behaviors

relating to mental health from psychopathology to thriving Major topic examples include deviance violence crime pathology DSM normalcy risk victimization disabilities flow and positive youth development *Filial piety and academic achievement among adolescents in Hong Kong* Hing Kwan To,2015-09-29 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 **Education and Social Factors** María Luisa Zagalaz-Sánchez,Javier Cachón-Zagalaz,Daniil Shmatkov,María Angélica Castillo Cerda,Paula Queirós,2023-12-22 Academic Self-efficacy, Career Self-efficacy, and Psychosocial Identity Development: A Comparison of Female College Students from Differing Socioeconomic Status Groups ,2004 A review of current literature indicates the existence of a dynamic theoretical intersection between identity self efficacy gender education and socioeconomic status SES To facilitate an understanding of that dynamic differences in academic self efficacy career self efficacy and psychosocial identity development among freshmen and sophomore female college students n 275 from differing socioeconomic groups were investigated Class and gender inequities in the educational system and the world of work are also discussed illustrating their affect on individual identity development and on academic and career self efficacy Due to societal oppression and the lack of privileges otherwise afforded to individuals from higher SES groups it was hypothesized that women from lower SES groups would experience lower academic self efficacy career self efficacy and psychosocial identity development particularly when adjusting to a higher SES dominated college environment Participants completed three measures in addition to demographic questions used for determining SES Administered measures included the Objective Measure of Ego Identity Status OMEIS Adams Shea Betz Owen findings were mixed For example despite the lowest SES group having the largest number of female students occupy the highest identity **Academic Self-Efficacy Perceptions of Teacher Candidates** Etem Yesilyurt,2013 This study aims determining academic self efficacy perception of teacher candidates It is survey model Population of the study consists of teacher candidates in 2010 2011 academic years at Ahmet Kelesoglu Education Faculty of Education Formation of Selcuk University A simple random sample was selected as sampling method and the study was conducted on 312 teacher candidates The data of this study was obtained by academic self efficacy scale which was developed by Jerusalem and Schwazer 1981 and translated into Turkish by Yilmaz Gurcay and Ekici 2007 and its reliability value was determined as 0.79

However Cronbach Alpha reliability value of this scale became 0.76 with the result of the data analysis of the study SPSS package program was used to analyze the data and the data analysis frequency percentage arithmetic mean standard deviation independent samples t test one way analysis of variance ANOVA and post hoc tests LSD test were used. When the findings of the research were considered in general the result showed that the academic self efficacy perception level of the candidates was at desired level. However teachers views about the level of academic self efficacy perception showed that most of them preferred a lower level option suits me instead of totally suits me option that was the highest degree of participation of four Likert type scale. This illustrated that their perception about this issue was not at a very high level. When independent variables were taken into account among the academic perception levels of teacher candidates a significant difference was detected in terms of working as a teacher or not and academic achievement variables but it revealed no significant difference in terms of gender and type of education program variables. Contains 3 tables *College Student Self-Efficacy Research Studies* Terence Hicks, Michael McFrazier, 2014-02-11. College Student Self Efficacy Research Studies offers three uniquely designed sections that provide a unique mixture of research studies conducted on African American, Mexican American and first generation college students. This book explores a variety of factors affecting a diverse group of college students including institutional commitment, college adjustment and social and academic self efficacy barriers.

Exploring a Complex Model of Student Engagement in Middle School Mary Beth Brennan, 2015. 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. *Journal of Developmental Education*, 2013. [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](#) Maime Butler, 2022. The purpose of this study was to examine the relationships among racial centrality, race-related stress and psychological well-being on academic self efficacy for Black former undergraduate HBCU and PWI students currently attending PWI graduate

institutions The following measures were used to test the research questions a a demographic questionnaire b Mental Health Inventory MHI Viet Sellers 1998 d Inventory of Race Related Stress Brief Version IRRS B Utsey 1999 e Graduate Education Self Efficacy Scale GESES Williams 2005 There were 200 participants 74 former HBCU graduates and 126 former PWI graduates from undergraduate institutions ANOVAs hierarchical multiple regressions and canonical correlations were used The findings indicate Black HBCU students had higher levels of racial centrality than those from PWIs Racial centrality had a positive and significant relationship with race related stress and psychological well being High racial centrality predicted high psychological well being and high academic self efficacy while high race related stress predicted low psychological well being and academic self efficacy The findings differed from former HBCU students and former PWI students suggesting a need for continued research This study highlights the fact that HBCUs matter in promoting positive wellbeing academic performance centrality and other protective factors PWIs can also build programs based on monitoring assessing and hearing out current Black graduate students from former HBCUs Directory of Unpublished Experimental Mental Measures Bert A. Goldman,2003 Directory intended to provide researchers ready access to sources of recently developed experimental measures For the most part only American journals were used as sources Entries arranged under categories e g Achievement Each entry gives test name purpose number of items format author journal reference and related research Index Only v 2 1978 examined An Investigation of Self-Efficacy and Its Relationship to College-Going Self-Efficacy Among Middle School Students Dr. Yajaira Fuentes-Tauber,2019 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

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