Exploring Correlations among Attitude, Self-efficacy and English Language Achievement. Dr. Manasse Muhina 2019-08-16 Attitude, Self-efficacy and English communication skills become an integral part to provide appropriate careers to students. Learners suffer from low self-efficacy which is an impediment in their involvement learning tasks. Poor self-efficacy diminishes their motivation and consequently their language proficiency. It has been proved that self-efficacy is an instrument to amplify positive attitude among learners towards English Communication Skills. There is a positive relationship among the attitude, self-efficacy and English language achievement of learners. It provides a framework to understand communication practices of English in this book. India helps to make the language practice more effective for the ways to assist learners to develop a positive attitude and learn more effectively by empowering them to take ownership of learning and to manage their own learning.

A Can-Do Attitude: Understanding Self-Efficacy-Caitie Mckensy 2019-07-15 Self-efficacy, or believing in oneself, is an important tool to help young people develop the confidence to make changes in their lives, and to recognize their increasing chances of success in real-life scenarios. This book highlights important skills for social and emotional learning (SEL), such as recognizing strengths and fostering self-confidence, that are outlined in the CASEL core competencies program. This guidebook gives readers the tools and strategies they need to practice self-efficacy in their everyday lives.

Encyclopedia of Mathematics Education-Stephen Lerman 2020-02-07 The Encyclopedia of Mathematics Education is a comprehensive reference text, covering every topic in the field with entries ranging from short descriptions to much longer pieces where the topic warrants more elaboration. The entries provide access to theories and research in the area and refer to the leading publications for further reading. The Encyclopedia is aimed at graduate students, researchers, curriculum developers, policy makers, and others with interests in the field of mathematics education. It is planned to be 700 pages in length in its hard copy form but the set will subsequently be re-published and developed on-line in a way that retains the integrity of the ideas, the responsibility for which will be in the hands of the Editor-in-Chief and the Editorial Board. This second edition will include additional entries on new ideas in the policies of governments and organizations, minority students, mathematics and art, other cross-disciplinary studies, studies in emotions and mathematics, new frameworks for analysis of mathematics classrooms, and using simulations in mathematics teacher education. Existing entries will be revised and new entries written. Members of the international mathematics education research community is invited to propose new entries. Editorial Board: Bharath Sriraman Marlene Greer Yoav Shlzovich Ruhaam Even Artigue Eric Jablonka Wish to Become a Writer? The book was published in 2014. The Encyclopedia is a “living” project and will continue to accept articles online as part of an eventual second edition. Articles will be peer-reviewed in a timely manner and, if found acceptable, will be immediately published online. Suggested articles are, of course, welcome. Feel encouraged to think about additional topics that we overlooked the first time around, and to suggest colleagues (including yourself!) who will want to write them. Interested new authors should contact the editor-in-chief, Stephen Lerman, at tlemann@leeds.ac.uk for more specific instructions.

Affect Domain Contributions to Behavioural Intention in Teaching Science-Chan San Wai 2020-05-03 The teaching profession is a highly stressful occupation and susceptible to burnout due to high levels of workload compared to other contact occupations. In Malaysia, the majority of science teachers are experiencing physical and mental drain after long periods of teaching service and mundane routine year in and year out. Despite the general assumptions of a teacher’s a high sense of job security and less stress-related problems from the theories of job strain, burnout will gradually accumulate. This may cause emotional exhaustion, feelings of ineffectiveness, and job burnout when the pre-service teachers start to work in a high-pressure environment. This study focuses on the Intention to Teach as a Subject at Secondary School: Conceptual and Empirical Modeling (PELS-SEM) approach in studying the mediational effects of attitudes toward teaching science in the relationship between teacher self-efficacy beliefs and teaching motivation on behavioral intention in teaching science. This book provides insights for policymakers to formulate courses on managing personal affective domains in the teacher education curriculum. It is also hoped that this book will be of interest to academician and researchers on the topic related to teacher education and teaching professional development.

Third Grade Students’ Writing Attitudes, Self-efficacy Beliefs, and Achievement-Heather Michelle Williams 2012

Attitude and Mathematical Problem Solving-Douglas B. McLeod 2012-12-06 Research on cognitive aspects of mathematical problem solving has made great progress in recent years, primarily by employing factors to be considered while problem solving. The purpose of this and earlier research was to study the subjective aspects of mathematical problem solving. A New Perspective is to show how the theories and methods of cognitive science can be extended to understand the role of affect in mathematical problem solving. The book presents Mandel's theory of emotions and uses it to explain the implications for the learner learning mathematical problem solving. It presents how research on a leading group of learners from mathematics, education, and psychology report how they have integrated affect into their own cognitive research. The studies focus on metacognitive processes, affective influences on problem solving, teacher decision making, technology and teaching problem solving, and beliefs about mathematics. The results support how emotional factors like anxiety, frustration, joy, and satisfaction can help or hinder performance in problem solving.

Master of Social Work Students’ Research Self-efficacy, Attitude, and Knowledge Across the Foundation Year-Heike B. Hoilund-Johnson 2009

Teaching and Learning with Multimedia-Jean Collins 2002-05-03 This book is an introduction to the issues and practicalities of using multimedia in classrooms - both young and old. Its primary aim is to help teachers consider the possibilities of using multimedia to enhance teaching and learning experiences. This book presents a framework for teaching and learning with multimedia. The book not only describes the possibilities, but also considers the constraints and restrictions of groupwork * taking books and primary reading * ways in which multimedia supports teachers. The book also looks at some of the more philosophical issues such as the implications of home-computers and the limits of independent learning, and the notion of "enabling" - the relationship of motivation and enjoyment. Although the book is primarily aimed at teachers of young children, it is also relevant for teachers and children learning in home-computer environments. The book also highlights how factors such as age, gender, and prior experience affect attitudes and raises questions about the future of IT in schools, arguing that teachers should make a significant contribution to decisions about future developments.

Teacher Attitude and Self-Efficacy Differences Regarding English Language Learners and Disabled Learners-Mirjam Carballo 2018 Abstract


Secondary Special Educators’ Attitudes and Sense of Self-Efficacy Toward Inclusion Education-Jacqueline Michelle Wood 2017 Since the 1970s there has been a growing legislative focus, in the United States and abroad, on providing inclusive education for students with disabilities in the least restrictive environment available. This would be a significant change in practice if it was not a realistic possibility. Without a survey with questions regarding (a) demographic information and background of the teacher, (b) teachers’ sense of self-efficacy regarding the inclusion of students with disabilities, and (c) teachers’ attitudes toward the inclusion of students with disabilities. The qualitative portion of the design included individual interviews regarding teachers’ perceptions of their own efficacy with and attitudes toward inclusive education and the relationship between these factors. Teacher participants included secondary special educators in a large urban school district undergoing a significant shift to inclusive education. The purpose of this study was inform teacher training and professional development efforts. Among the key findings was the conclusion that the special education teachers in the district of study lacked a clear, shared understanding of inclusion as well as their roles and responsibilities. These special education teachers in this study were required to implement a delivery model for students with disabilities, but held negative attitudes towards the actual practice of inclusion; specifically, teachers expressed a strong resistance to the elimination of self-contained special education classrooms. Similarly, special education teachers in this study reported high self-efficacy for supporting students with disabilities overall, but had doubts about their abilities to apply these skills in the general education classroom. The results of this study will inform professional development efforts toward increasing the inclusion of students with disabilities, as well as areas of need for additional research. Limitations of the study, as well as implications for practice, are discussed.

The Influence of Classroom Experiences on Community College Students Self-efficacy, Attitude, and Future Intentions-Linda Mulder Jones 2007

Attitudes and self-efficacy of Jamaican teachers towards inclusion after co-teaching in an inclusive classroom-Gemma Tomal 2019-09-25 This research is an exploration of the extent to which Jamaican primary school teachers receive training in teaching inclusive education and whether this influences their attitudes towards inclusion. The study involved classroom observations, semi-structured interviews with teachers, and a survey with the teachers. The data showed that the teachers had positive attitudes towards inclusion after the training, but had a lack of self-efficacy in implementing inclusive practices. The study also highlighted the need for ongoing support and professional development for teachers in inclusive education.

The Psychology of Asian Learners-Ronnie B. King 2015-10-12 This book provides a comprehensive examination of the specific factors that influence the cognitive, affective, and behavioral development of Asian learners. The book covers a wide range of topics, including the role of traditional values in education, the impact of family on learning, and the role of language in cultural identity. The book also discusses the implications of these factors for educators and policy makers.

Information Literacy in Everyday Life-Serge Kurbanouj 2019-02-13 This book is intended as a companion to the 6th European Conference on Information Literacy (ECIL 2018) held in Oulu, Finland, in September 2018. The book presents a wide range of topics in the field of information literacy and information in everyday life. It is organized in the following topical sections: information literacy in different contexts of everyday life; information literacy and active citizenship; information engagement; information literacy, health and well-being; workplace information literacy and employability; information literacy research and information literacy in theoretical context; information seeking and information behavior; information literacy for different cultures and countries; information literacy instruction; information literacy and aspects of education; data literacy and research data management; copyright literacy; information literacy and lifelong learning.

Beliefs: A Hidden Variable in Mathematics Education?-G.C. Leder 2006-04-11 This book focuses on aspects of mathematical beliefs, from a variety of different perspectives. The book explores the relationship between beliefs and learning, and existing boundaries are extended. The volume is intended for researchers in the field, as well as for mathematics educators teaching the next generation of students.

Students’ Self-efficacy and Attitudes Towards Research-Angela Hope Shepard 2011

Asia-Pacific Perspectives on Teacher Self-efficacy-Susana Garcia 2016-07-15 This book includes the editors to provide a snapshot of current research being undertaken in the Asia-Pacific region in relation to teacher self-efficacy beliefs. This includes specific focuses on inclusive teaching, professional development, subject domains, collective efficacy as well as a specific context of early childhood education and care, primary schools education, special needs schools education.
This allows the reader to begin to develop an understanding about the confidence of teacher self-efficacy as well as the development and relationship between self-efficacy and success. The book begins with a brief overview of research in the Asia-Pacific region before moving to a specific focus on research in different countries. All of the chapters also provide hope to the reader about the possibilities of understanding and supporting teachers and schools. They all offer strategies that allow teachers to enhance their own self-efficacy as well as students. Among the high-quality research in this book is a comprehensive review of research on mathematical self-efficacy. For instance, in the introduction to the special issue, there is strong hope that the outcomes of education systems in supporting all students in their learning can be achieved. By allowing teachers to develop their own sources of efficacy and supporting these through all stages of career development, all children can be supported in their own learning.

Self-efficacy, Motivation to Learn, and Attitude Towards School-Susan Zener 1992

Do Hands-on Science Activities Impact Student Attitudes, Self-efficacy, and Student Perceptions of Science?-Mary S. Bickmore 2006

Self-Efficacy in Instructional Technology Contexts-Charles B. Hodges 2018-10-24 This edited volume contains reports of current research, and literature reviews of research, involving self-efficacy in various instructional technology contexts. The chapters represent international perspectives across the broad areas of: K-12 education, higher education, teacher self-efficacy, and learner self-efficacy to capture a diverse cross-section of research on these topics. The book includes reviews of existing literature and reports of new research, thus creating a comprehensive resource for researchers and practitioners interested in this general topic. The book is especially relevant to students and researchers in educational technology, instructional technology, instructional design, learning sciences, and educational psychology.

Creating Effective Teaching and Learning Environments: First Results from TALIS/GECO-2009-06-18 This survey aims to help countries review and develop policies to make the teaching profession more attractive and more effective.

Students' Attitudes about Large-scale Reading Achievement Tests and the Effects of Testing Accommodations on Their Self-efficacy and Test Performance-Elisabeth S. Feldman 2005

Teacher Interpersonal Behaviour-Catherine Anne Reid 2007 The effect that teacher interpersonal behaviour has on motivating young students to want to learn and on nurturing student self-efficacy in the science classroom cannot be underestimated. Teacher interpersonal behaviour can be perceived to be that catalyst that determines whether students become engaged in learning or remain disengaged. Analysis of effective classroom teaching has investigated the influence of teacher interpersonal behaviour. However, the effect that teacher interpersonal behaviour has on student motivation has not been studied.

Handbook of Sexuality-Related Measures-Clive M. Davis 1998 Fundamental to understanding human sexual expression is reliable and valid measurement and assessment. Many instruments have been developed to measure a myriad of sexuality-related states, traits, behaviors, and outcomes. Few are easily accessible and the information is limited concerning appropriate use and psychometric properties. In Handbook of Sexuality-Related Measures, more than 200 instruments are reproduced, accompanied by the necessary information for their use in inpatient, as well as educational and clinical settings. Measurements relating to more than 50 categories are included. Examples are: frequency, age, arousal, general and specific attitudes and behaviors, contraception, dysfunctions, education, experience, gender identity, homosexuality, ideology, jealousy, knowledge, machismo, oral sex, rape, and sexually transmitted infections. Each chapter describes the development and appropriate use of each instrument, giving information on timing, scoring, and interpretation. Reliability and validity data are summarized and completely referenced. Nearly all instruments are presented in this book.


Investigating the Impact of a Mentor Text Inquiry Approach to Narrative Writing Instruction on Attitude, Self-efficacy, and Writing Processes of Fourth Grade Students in an Urban Elementary School-2012 Writing in its many forms, is the signature means of communication in the 21st century. Writing is also arguably the most complex and difficult challenge facing all students in school. The purpose of this study was to examine the writing performance of fourth-grade students who received explicit writing instruction using a mentor text inquiry approach. A mentor text is a published piece of writing whose ideas, structure, or written language is used as a model for discussion and practice. The purpose of this study was to monitor the narrative writing performance of urban fourth-grade students who received explicit writing instruction using a mentor text inquiry approach and data were collected from multiple sources, including short-answer questionnaires, classroom observations, and one-on-one interviews.

The Relationship Between Students’ Attitudes Towards Instructional Technology, Computer Self-efficacy, Self-esteem and Their Academic Accomplishments in Key University Students-Zhidong Zhou 2012

The Psychology of Suicide: From Research Understandings to Intervention and Treatment-Yosi Lesl-Bel 2019-07-14 Suicide is a highly complex and multifaceted phenomenon, with many contributing factors and facilitating factors and variables. However, given the number of factors involved, an obvious focus would be to identify the underlying psychological mechanisms and processes that lead to suicidal ideation and behavior. This book is dedicated to exploring various approaches to the psychology of suicidal behavior as well as to neurobiological insights. The purpose of this book is to shed light on in-depth examinations of the current knowledge and empirical data regarding models, theories, and specific dimensions and variables that may help us increase the predictive validity of suicide risk assessment. More specifically, this book is designed to provide prevention and intervention methods and programs. We believe that this book can contribute to the understanding of this behavior and help to develop specific tools, therapeutic guidelines, and programs that may help reduce the number of suicides occurring annually. This book is dedicated to our dearest friend, Dalit Amsel, who was one of the greatest leaders of the suicide prevention movement.

The Relationship Between College Student Attitudes Towards Online Learning Based on Reading Self-efficacy, Ethnicity, and Age-Folke Renda Edwards 2018 This begins by identifying the included studies and provides a comparison of the ethical and methodological dimensions of the included studies. The results of the study for the relationship between reading self-efficacy and attitudes towards online learning are significant for online programs. The study aims to determine relationships between factors that may influence the students’ attitudes towards online programs. The factors include multiple aspects, such as personal characteristics, college students’ perceptions, related to attitudes toward online learning. The participants consisted of 295 post-secondary students enrolled in online courses. Multiple regression analysis was used to test the relationship between reading self-efficacy, ethnicity, and age related to attitudes toward online learning. The analysis of the data found a significant relationship between reading self-efficacy and a student's attitude toward online learning. No statistically significant evidence was found for the relationships between age and ethnicity.

Artificial Intelligence in Education-Cristina Comai 2015-06-16 This book constitutes the refereed proceedings of the 17th International Conference on Artificial Intelligence in Education, AIED 2015, held in Madrid, Spain, in June 2015. The 50 revised full papers presented together with 3 keynotes, 79 poster presentations, 13 doctoral consortium papers, 16 workshop abstracts, and 8 interactive event papers were carefully reviewed and selected from numerous submissions. The conference is the premier forum for Artificial Intelligence in Education Research. The book includes papers on the state of the art in Artificial Intelligence in Education and it also includes some of the latest research that appeared in the form of doctoral consortium papers, 16 workshop abstracts, and 8 interactive event papers. It covers the latest research in Artificial Intelligence in Education, including the following topics: Artificial Intelligence in Education, computer-supported collaborative learning, intelligent tutoring systems, learning analytics, and learning sciences.

Atitudes Towards Inclusive Education-Susanne Schwab 2018 Over the last two decades, the implementation of inclusive schooling has increased significantly in Europe, countries, and worldwide. According to empirical evidence, one of the most important factors in implementing inclusive schooling is the attitudes of the principal towards inclusive schooling. In addition, principal attitudes are not only a condition for success regarding the implementation, but also an important outcome of variable influence. The present study provides empirical insights into the attitudes towards students with learning disabilities and behavioral disorders. A study called ATIP-STEP (Attitudes Towards Inclusive Schooling - Students’, Teachers’ and Parents’ Attitudes) was conducted in the year 2016 in 48 inclusive schools in 13 countries in Europe. The analysis of the study found that the attitudes of the students, teachers, and parents were significantly related to the attitudes of the principal. The study also provides evidence about the attitudes of the principal, teachers, and parents and how they influence the quality of inclusive education. The study also examines the quality of inclusive education in 13 countries in Europe, and the factors that influence the quality of inclusive education. The study also examines the quality of inclusive education in 13 countries in Europe, and the factors that influence the quality of inclusive education. The study also examines the quality of inclusive education in 13 countries in Europe, and the factors that influence the quality of inclusive education. The study also examines the quality of inclusive education in 13 countries in Europe, and the factors that influence the quality of inclusive education. The study also examines the quality of inclusive education in 13 countries in Europe, and the factors that influence the quality of inclusive education. 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A Study of Academic Achievement, Attitude, Motivation, General Self-efficacy, and Selected Demographic Characteristics of Community College Students-Joseph Wayne Wesley 2002

Motivational Dynamics in Language Learning-Zohai Dörnyei 2014-10-01 This landmark volume offers a collection of conceptual papers and data-based research studies that investigate the dynamics of language learning motivations from a complex dynamic systems perspective. The book seeks to answer the question of how we can understand motivation if we perceive it as a continuously changing and evolving entity rather than a fixed learner trait. The book examines the relationship between language learning motivation and academic performance, personal and societal goals, and the impact of cultural and social factors on motivation. The book also discusses the role of motivation in language learning and how it affects learning outcomes.

Exploring Attitude Transformation-Laure Jönes 2016 The purpose of this systematic grounded theory study was to explore the process of change in teacher
attitudes toward including Roma (Gypsy) students in non-segregated schools in Romania. The theories guiding this study included Mezirow’s (1991, 2000) theory of transformation, Gay’s (2002, 2013) theory of culturally responsive teaching, and Bandura’s (1977, 1997) theory of self-efficacy. These three theories guided this research inquiry into how attitudes change, how teacher attitudes affect beliefs and actions, and how self-efficacy affects teacher attitudes. This study sought to answer the following questions: What is the process of transforming Romanian teacher attitudes toward including Roma students? What factors influence attitude change of Romanian teachers toward the Roma? How do Romanian teachers use their transformed attitudes in working with Roma students? What role does self-efficacy play in developing Romanian teacher attitudes toward Roma students? Interviews, observations, and timelines of 23 current teachers took place in Romania. The Model of Transformation: Awakening to Empowering was constructed to show the process of transformation that was revealed during this study. The greatest influences discovered for affecting attitude change were personal reflection, childhood experiences, role models, and ongoing education courses. Teachers who chose to see their classroom as a familial unit, becoming like a foster parent for their students, and incorporated new teaching strategies, worked most successfully with their Roma students. Based on the data, self-efficacy was important for empowering the teachers and helping them to empower others in working with the Roma.