

Self-efficacy in learning

Education



The paper " Self-efficacy in Learning" is a worthy example of an education essay.

Self-efficacy is described as the measure of individual competence to accomplish tasks and attain set objectives (Bandura, 1997). It has an effect on every part of human endeavor, by validating the beliefs an individual holds in regard to their authority to impact conditions, hence, greatly influencing the power of an individual. It also influences how one deals with problems competently as well as the choices an individual is most probable to make. These impacts are obvious, and convincing, with consideration to conducts impacting health (Bandura, 1997). Comprehending how to foster the advancement of self-efficacy is significant for an individual willing to have a more productive life. Self-efficacy is a major predictor of achievement of objectives, persistence in what one does and learning approaches used (Garcia, 2007). Achievement Goal Orientation Self-efficacy greatly influences the attainment of goals especially for learners (Garcia, 2007). There are different kinds of achievement goal orientation which include mastery, performance-approach, performance-avoidance, and work-avoidance (Bandura, 1997). In mastery, students' triumphant experiences increase self-efficacy, whereas disappointments erode it. Students who have a great sense of efficacy are most probable to dare themselves in to doing hard errands and be innately inspired. These learners put forth a great level of hard work so as to achieve their promises (Shulman, 2002). They also characterize failure to matters within their authority, other than blaming exterior aspects. Self-efficacious learners are also noted to recover faster from obstructions, and in the end probably to attain their individual objectives. Contrary, learners who have low self-efficacy, think they cannot

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be triumphant and hence are less probable to make a determined, extended attempt and might regard tasking duties as perils that are to be evaded (Garcia, 2007). As a result, learners with reduced self-efficacy have low goals, which might lead to unsatisfactory academic performances.

Persistence/ Effort ExpenditureThis refers to the determination that one has towards attaining a set objective or goal (Schunk, 2003). People with high levels of self-efficacy are likely to put all their hard work in an objective and press on until they achieve the desired outcome. In academics, learners have to put a lot of hard work into studying so as to excel (Schunk, 2003). Those students who persist and put all their effort into their academics are most likely to excel. Students who have low self-efficacy do not have the urge to work hard as they do not perceive it possible to achieve their objectives. Such learners abandon a task that seems hard instead of trying their best until they achieve the desired results (Nespor, 1987). For instance, in regard to the case study, those learners who put more effort and continue to interact socially through Facebook are most likely to gain and improve their English skills, than those who put little effort. Study

ApproachesResearch demonstrates that the kind of learning techniques used by learners greatly determine the academic performance that will be attained (Garcia, 2007). Study approaches enhance self-efficacy among students. There are different approaches to study, which include deep or surface strategies (Shulman, 2007). Surface strategies are not engaging and learners rarely interact. Shulman (2007) asserts that deep strategies engage the learners collaboratively in learning, for instance, through social networking sites like Facebook. When students are engaged in learning they become creative as such as enhancing their self-efficacy. Deep strategies

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allow learners to inquire about those areas of study they do not understand and have a great connection with how well learners perform. Deep strategies where learners work in unison and assist each other also appear to enhance more positive self-assessments of ability as well as a greater academic success than surface strategies (Shulman, 2002). Combination of Vygotsky's Theory, Community of Practice Theory and Self-efficacy The social-cultural theory, a community of practice theory and self-efficacy relate to each other (Lantolf, 2000). Learning can best be attained through learner's interaction with each other, as they are able to exchange ideas (Leonard, 2002).

Vygotsky's sociocultural theory has been described as the most significant as well as basic theory in comprehending cognitive advancement (Lantolf, 2002). It also gives a clear explanation of how the learning process takes place. Basically, the theory insists on the significance of providing learners with social environments intended to allow the learners to engage with each other or even teachers in achieving the best academic performance (Kozulin et al, 2003). The community of practice theory is described through the community of practice, which regards a group of individuals who share similar thoughts and aim at enhancing it (Weil, 2004). The theory is significant in learning situations, where social interaction is noted to be very important and results in a community of learning. Schunk (2003) notes that learning methods used by students greatly influence their self-efficacy, and those students who interact with others demonstrate higher academic performance. Self-efficacy is embedded in sociocultural theory as well as a community of practice theory. Both theories assert the importance of social interaction in learning. Through social interaction, learners are able to share and exchange ideas. It also acts as a platform for discussion and learning of <https://assignbuster.com/self-efficacy-in-learning/>

new things in more engaging manners (Campfens, 1997). As previously noted self-efficacy involves various study approaches, and the most applicable approach in this relationship with the two theories is the deep strategy. In deep strategy, learners work in groups and interact to exchange ideas. When compared to the two theories, we note that learning has to be an interactive process. When students discuss ideas, the self-efficacy of students is enhanced (Schunk, 2003). This is because they are able to inquire about those areas of study they do not understand, and in turn get meaningful feedback, which is reflected in positive academic performance. Facebook is a social network medium that is very effective in facilitating the association between self-efficacy, sociocultural theory, and community of practice theory (Joshi, Morley & Bicknell, 2011). Facebook facilitates the exchange of ideas through sharing information as wall posts, commenting on other people's wall, likes, invitations, and tags. These features are very beneficial when learning because communication through Facebook is fast and targets as many people as possible (Joshi, Morley & Bicknell, 2011). Through Facebook, one can also create a group and invite members. The group could be on a specific agenda, for instance, in this case, study acquiring English skills for Saudi Arabian students. Through the group, members will be able to associate, ask questions, discuss and come up with the best learning ideas, which in turn increase the self-efficacy of students (Bandura, 1997). Facebook enables learners to motivate each other. According to Schunk (2003), self-efficacy is a major factor in encouraging students' involvement as well as learning.