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Academic self-efficacy questionnaire pdf. Academic self-efficacy scale for students (zimmerman) questionnaire pdf. Academic self-efficacy questionnaire. Academic self efficacy definition. Self efficacy scores.

Robben SCQ

Name _____

Date _____ / _____ / _____

This questionnaire is filled with attitudes and beliefs which many people have about themselves.

Please indicate how much you agree or disagree with each statement by circling the single number in each column which represents how you typically feel most of the time

Circle people very strongly if the opposite feels true, then not as strong or wrong answers

	Completely Disagree	Disagree	Agree	Completely Agree
1. I have control over my own life	1	2	3	4
2. I enjoy to help	1	2	3	4
3. I often feel down in the change for my living	1	2	3	4
4. I am never seems to achieve anything worthwhile	1	2	3	4
5. There are lots of things I'd change about myself if I could	1	2	3	4
6. I am not embarrassed to look back my experience	1	2	3	4
7. I don't care what happens to me	1	2	3	4
8. I seem to be very selfish	1	2	3	4
9. Most people find me a reasonably attractive	1	2	3	4
10. I'm glad I'm who I am	1	2	3	4
11. Most people could see the advantage of if they could	1	2	3	4
12. I am a suitable person	1	2	3	4
13. It would be horrible if I failed about myself	1	2	3	4
14. When I'm successful, there's usually a lot of back involved	1	2	3	4
15. I'm often getting things done	1	2	3	4
16. If it's difficult, that just makes me all the more determined	1	2	3	4
17. I often feel frustrated	1	2	3	4
18. I can usually take up my mind and stick to it	1	2	3	4
19. I suppose I am more much more confident and competent than most	1	2	3	4
20. Even when I gave myself effort, there doesn't seem to be anything to it at all	1	2	3	4
21. I often worry about what other people are thinking about me	1	2	3	4
22. There's a lot of truth in the saying "What will be, will be"	1	2	3	4
23. I like to help other people	1	2	3	4
24. I really try to live on the margin of my capabilities	1	2	3	4
25. It's pretty tough to be me	1	2	3	4
26. I feel emotionally unstable	1	2	3	4
27. When people criticize me, I often feel helpless and confused	1	2	3	4
28. When progress is difficult, I often feel my frustration of it just not worth the effort	1	2	3	4
29. I like to help others even when others don't	1	2	3	4
30. Those who know as well as I am find me	1	2	3	4

Please check if you have responded to every statement

What is academic self-efficacy. General academic self efficacy scale gase questionnaire pdf.

...ability... Loading... The General Academic Self-Efficacy Scale: Unpacking Its Properties, Validity, and Impact on Wellbeing and Performance Academic self-efficacy (ASE) is a crucial factor in determining students' ability to tackle academic challenges at the university level. This concept has been widely studied in various contexts, but its validity and reliability outside of Scandinavia have raised concerns.

The five-item General Academic Self-Efficacy Scale (GASE) has shown promise as a concise measure for overall ASE, but its limitations must be addressed. In this paper, we explore the psychometric properties, longitudinal invariance, and criterion validity of the GASE to better understand its utility in various settings. We also examine the impact of self-efficacy on academic performance and wellbeing, highlighting its potential as a key predictor of students' success. Effective students are not only those who master effective learning techniques but also those who can adapt to changing situations. This ability to learn is crucial for achieving academic excellence and personal growth. Self-efficacy plays a vital role in this process by influencing our motivation, behavior, and overall performance. In the context of education, self-efficacy has been linked to critical academic outcomes, such as academic achievement, choice of subjects, and career aspirations. Understanding the dynamics of self-efficacy can help educators develop more effective interventions for promoting student motivation and wellbeing. Before we dive into the topic of self-efficacy, we thought it would be helpful to share our Self-Compassion Exercises for free. These exercises are backed by science and can help increase your compassion and confidence, while also providing tools to promote kindness towards oneself. How to Measure Self-Efficacy Self-efficacy is crucial in protecting yourself from psychological stress. A reliable tool for measuring self-efficacy is the SES (Self-Efficacy Survey), which is based on Bandura's socio-cognitive theory.

The survey evaluates ten life areas, including intellectual, family, educational, professional, social, religious, erotic, moral, and health. The survey consists of 104 items, each with a six-point Likert scale, ranging from strong disagreement to strong agreement.

Drinking Refusal Self-Efficacy Questionnaire-Revised Adolescent Version (DRSEQ-RA)

Directions:

The following items ask you to describe your ability to handle drinking situations. Your answers will be completely anonymous so please try to answer as honestly as you can. The following pages contain a list of situations in which people may find themselves drinking alcohol. Most people find it easier to resist drinking in some of these situations than others. Please circle the number beside each statement which best describes how much you could resist drinking in each case.

	I am very sure I could NOT resist drinking	I most likely would NOT resist drinking	I probably could NOT resist drinking	I probably could resist drinking	I most likely could resist drinking	I am very sure I could resist drinking
	1	2	3	4	5	6
1. When I am watching TV					1	2 3 4 5 6
2. When I am angry					1	2 3 4 5 6
3. When I am having lunch					1	2 3 4 5 6
4. When I am at a party					1	2 3 4 5 6
5. When I am on my way home from school					1	2 3 4 5 6
6. When someone offers me a drink					1	2 3 4 5 6
7. When I feel frustrated					1	2 3 4 5 6
8. When I am listening to music or reading					1	2 3 4 5 6
9. When my boyfriend/girlfriend is drinking					1	2 3 4 5 6
10. When I am worried					1	2 3 4 5 6
11. When I am by myself					1	2 3 4 5 6
12. When my friends are drinking					1	2 3 4 5 6
13. When I feel upset					1	2 3 4 5 6
14. When I have just finished playing sport					1	2 3 4 5 6
15. When I am at a nightclub concert					1	2 3 4 5 6
16. When I am feeling down					1	2 3 4 5 6
17. When I first arrive home					1	2 3 4 5 6
18. When I feel nervous					1	2 3 4 5 6
19. When I feel sad					1	2 3 4 5 6

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Self-Efficacy in Research Methods and Statistics (SERMS) questionnaire

This questionnaire contains 15 questions concerning how confident you are in your own capabilities in the area of research methods and statistics. Please answer all questions and do not think too long about any one answer – go with your initial 'feeling'.

Please indicate how confident you feel at this stage in your education.

		Not at all confident	Slightly confident	Moderately confident	Very confident	Extremely confident
R1	I can follow the content of my Research Methods lectures					
R2	I can follow the content of my Research Methods seminars					
R3	I can understand the vocabulary used within statistics and research methods modules					
R4	I can read the scenario of an exercise and understand which research method/statistic was used.					
R5	I can read the scenario of an exercise and understand why that research method/statistic was used.					
R6	I can understand the statistical problems set for me					
R7	I can solve the statistical problems set for me.					
R8	I can find the appropriate information in the SPSS output.					
R9	I can accurately report the results of a statistical analysis.					
R10	If I was given a new exercise I would be able to apply my knowledge from previous exercises to this new exercise.					
R11	If I was asked to do a similar exercise in an exam I would be able to apply my knowledge from previous exercises to this new exercise.					
R12	I can improve my statistics and research methods knowledge.					
R13	If I come across something I do not understand I will be able to					

Academic self efficacy definition. Self efficacy scores. General academic self-efficacy questionnaire torre (2006) pdf. Academic self efficacy scale questionnaire. What is academic self-efficacy. General academic self efficacy scale gase questionnaire pdf.

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Bayside School District

Clinic

1

The Self-Efficacy Questionnaire for School Situations

1. When going to school in the morning, how sure are you of being able to cope with separation from your mother or father?

12345

Really sure I could notProbably couldMaybeProbably could notReally sure I could

2. How sure are you that you could approach your teacher about something?

12345

Really sure I could notProbably couldMaybeProbably could notReally sure I could

3. How sure are you that you could do school work set by the teacher?

12345

Really sure I could notProbably couldMaybeProbably could notReally sure I could

4. How sure are you of being able to do tests?

12345

Really sure I could notProbably couldMaybeProbably could notReally sure I could

5. How sure are you of being able to do things in front of the class or group?

12345

Really sure I could notProbably couldMaybeProbably could notReally sure I could

6. How sure are you of being able to cope with being sent to the principal?

12345

Really sure I could notProbably couldMaybeProbably could notReally sure I could

Academic self efficacy scale questionnaire. What is academic self-efficacy. General academic self efficacy scale gase questionnaire pdf.

The original questions in Wang (2004)	The questions in this study
Can you understand radio programs in English-speaking countries?	9. Can you understand the main points of clear standard speech on familiar matters regularly encountered in work, school, leisure, etc.?
Can you understand English language TV programs made in Britain?	13. Can you catch the main point in short, clear, simple messages and announcements in English?
Can you understand numbers spoken in English?	28. Can you understand the English instructions in simple everyday situations?
Can you do homework alone when they include reading English texts?	2. Can you understand familiar names, words, and very simple sentences on notices and posters or in catalogues?
Can you read English newspapers?	1. Can you find specific, predictable information in simple everyday material such as advertisements, prospectuses, menus, and timetables?
Can you understand English articles about Chinese culture?	25. Can you understand the description of events, feelings, and attitudes in personal letters?
Can you understand new reading materials (e.g. news from the Time magazine) selected by your English instructor?	29. Can you understand texts that consist mainly of high frequency every day or job-related language?
Can you describe your university to other people in English?	3. Can you use simple phrases and sentences to describe where you live and people you know?
Can you ask your English instructor questions in English?	14. Can you briefly give reasons and explanations for opinions and ideas?
Can you introduce your English instructor to someone else in English?	18. Can you write short, simple notes, and messages relating to matters in areas of immediate need?
Can you have a note for another student in English?	12. Can you write short, simple notes, and messages relating to matters in areas of immediate need?
Can you make sentences with English idiomatic phrases?	23. Can you fill in forms with personal details, for example entering your name, nationality, and address on a hotel registration form?
Can you write diary entries in English?	27. Can you write a very simple personal letter, for example thanking someone for something?
Can you write a two-page essay about your English instructor in English?	31. Can you write clear, detailed text on a wide range of subjects related to your interests?

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• When facing difficult tasks, I am certain of success. • In general, I think I can obtain important outcomes. • I believe I can succeed at almost any endeavor. • I will overcome many challenges successfully. • I am confident in performing effectively on various tasks. • Compared to others, I can do most tasks well. • Even when things are tough, I can perform well. A higher score indicates greater self-efficacy. As we navigate everyday life, scoring can be done by simply adding up individual items scored. A higher score indicates a strong sense of strengths in terms of self-efficacy. The Bandura Instrument Teacher Efficacy Scale, designed for individuals aged 12 and up, assesses perceived self-efficacy in adapting to situations and coping mechanisms. It's a valuable tool for understanding how we can help others build stronger relationships with themselves; and using self-efficacy to explore innovation. This study found a link between changes in resistance levels and changes in exercise beliefs. This suggests that identifying and overcoming barriers to participation in exercise can be an effective way to improve the quality of life for older adults. Self-efficacy is not limited to exercise, as it also plays a crucial role in innovation. Research by Al-Jalalnia (n.d.) explores how self-efficacy influences innovation. The study highlights the importance of having a high degree of self-efficacy in navigating complex problems and overcoming setbacks that are common in innovative pursuits. Mapping innovation indicators into schemata is crucial for plotting survey items. Research highlights key self-efficacy indicators, including exploration, observation, and awareness; adopting other viewpoints; making connections and processing information; showing creativity and having unique ideas; testing ideas for validity, feasibility, and desirability; persistence; setting goals and choosing a path; crafting and sharing information; translating ideas into visualizations; and using self-efficacy to explore innovation. This opens up new possibilities. The Guide for Constructing Self-Efficacy Scales emphasizes that there is no one-size-fits-all measure of perceived self-efficacy. People differ in the areas they cultivate self-efficacy, such as high business skills and low parenting skills. Self-efficacy is not a global trait but relates to distinct functions. Research shows similar sub-skills and interdomain relations in perceived efficacy. These include generic skills for diagnosing task demands, constructing and evaluating alternative courses of action, setting proximal goals, creating self-incentives, managing stress, and co-developing self-efficacy skills. Self-efficacy can manifest across diverse realms of functioning. Develop a kinder, more accepting relationship with yourself using these 17 Self-Compassion Exercises that promote self-care and self-compassion.

The theory of self-efficacy explains how psychotherapy and behavioral changes operate through individual expectations related to personal mastery and success. Two fundamental types of expectations shape behavior: outcome expectancies, which depend on the belief that a specific action will produce a certain result; and self-efficacy expectancies, which determine one's confidence in successfully performing an activity. According to Bandura, self-efficacy expectations are a powerful driver of behavioral change because they influence the initial decision to perform the behavior in the first place. Construct validity is crucial in social sciences, psychology, and education, as it assesses how well a test or experiment measures up to its claims. This concept ensures that the operational definition of a variable accurately represents its theoretical meaning. Construct validity is essential when dealing with abstract concepts like intelligence, emotion, proficiency, and ability. For instance, a doctor testing the effectiveness of a painkiller might ask subjects to rate their pain level on a scale from one to ten. To establish construct validity, researchers often conduct pilot studies or pre-tests, comparing results from two distinct groups: one with the construct being measured and one without. Another approach is an intervention study, where a group with low scores in the construct receives training and is tested again to gauge any significant improvements. Statistical tests can then be applied to prove the validity of the construct. However, researchers are not immune to biases, which can affect construct validity. They may inadvertently provide cues that influence test subjects' responses through body language, tone, or even subconscious reactions. To minimize this issue, researchers should strive for minimal interaction with participants and employ objective measures whenever possible. The value of psychological theories lies not only in their ability to predict or explain behavior but also in their capacity to bring about change and improve lives. Understanding how to build self-efficacy and its underlying mechanisms can empower individuals to think differently and boost their confidence. According to Bandura, self-efficacy is deeply rooted in a broader theory of human agency that identifies the sources and processes behind self-beliefs. Human behavior constantly adapts to various contexts, and self-efficacy assessments can reveal patterns, strengths, and limitations, leading to enhanced perception and increased self-confidence. Recommended reading: Adults with attention deficit hyperactivity disorder (ADHD) often struggle with self-efficacy and resources. Research has shown that individuals with ADHD tend to have lower levels of self-efficacy, which can impact their ability to perform daily tasks and achieve goals. Studies have explored the concept of self-efficacy in adults with ADHD, with some focusing on its relationship to exercise habits and physical activity. For instance, one study found a significant correlation between self-efficacy and fear of environmental factors, suggesting that individuals with self-efficacy may be more likely to engage in physical activity despite their surroundings. Other research has examined the reliability and validity of various self-efficacy scales, highlighting the importance of using standardized measures in assessing this concept. Additionally, studies have explored the relationship between self-efficacy and perceived environmental factors, such as housing developments, which can impact an individual's willingness to engage in physical activity. Overall, understanding self-efficacy in adults with ADHD is crucial for developing effective interventions that promote physical activity and overall well-being.