



**I am not a robot!**



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.

Robson SCQ						
Name	Date	/	/	/	/	/
This questionnaire deals with attitudes and beliefs which most people have about themselves. Please indicate how much you agree or disagree with each statement by using the scale number in each section. Which represents how you typically feel about yourself. Since people very rarely on the questions they hold, there are no right or wrong answers.						
	Opposite	Disagree	Agree	Opposite	Disagree	Agree
1. I have control over my own life.	0	1	2	3	4	5
2. I'm unpredictable.	0	1	2	3	4	5
3. I never feel down in the dumps for very long.	0	1	2	3	4	5
4. I never seem to achieve anything worthwhile.	0	1	2	3	4	5
5. There are lots of things I'd change about myself if I could.	0	1	2	3	4	5
6. I am not embarrassed to let people know my opinions.	0	1	2	3	4	5
7. I am a very good person.	0	1	2	3	4	5
8. I am not very attractive.	0	1	2	3	4	5
9. Most people find me reasonably attractive.	0	1	2	3	4	5
10. I'm good in what I am.	0	1	2	3	4	5
11. Most people would take advantage of me if they could.	0	1	2	3	4	5
12. I am unpredictable.	0	1	2	3	4	5
13. I would be strong if I talked about myself.	0	1	2	3	4	5
14. When I'm successful, there's usually a lot of luck involved.	0	1	2	3	4	5
15. I have a pleasant personality.	0	1	2	3	4	5
16. If I tried to do difficult, that just makes me all the more determined.	0	1	2	3	4	5
17. I often feel handicapped.	0	1	2	3	4	5
18. I am usually in awe of my mind and what it can do.	0	1	2	3	4	5
19. I feel that my words are in credit and well received when I say them.	0	1	2	3	4	5
20. Even when I quite enjoy myself, there doesn't seem to be anything special about me.	0	1	2	3	4	5
21. I often worry about what other people are thinking about me.	0	1	2	3	4	5
22. There's a lot of truth in the saying "What will be, will be".	0	1	2	3	4	5
23. I look over these days.	0	1	2	3	4	5
24. I feel I only bring the best situations out of our problems.	0	1	2	3	4	5
25. I feel I am not good enough.	0	1	2	3	4	5
26. I feel extremely inferior.	0	1	2	3	4	5
27. When people criticize me, I often feel helpless and second-rate.	0	1	2	3	4	5
28. When progress is difficult, I often find myself thinking "I could never do it".	0	1	2	3	4	5
29. I am like everyone else when others don't.	0	1	2	3	4	5
30. Those who know me well see me for who I am.	0	1	2	3	4	5

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

Loading... 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-R)

**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. You are not asked to drink alcohol, but if you are a drinker, this scale will help you to resist 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 probably could NOT resist drinking	I probably could resist drinking	I most likely could resist drinking	I could resist drinking		
1	2	3	4	5		
When I am watching TV	1	2	3	4	5	6
When I am angry	1	2	3	4	5	6
When I am having lunch	1	2	3	4	5	6
When I am at a party	1	2	3	4	5	6
When I am on my way home from school	1	2	3	4	5	6
When someone offers me a drink	1	2	3	4	5	6
When I feel frustrated	1	2	3	4	5	6
When I am listening to music or reading	1	2	3	4	5	6
When my boy/girlfriend is drinking	1	2	3	4	5	6
When I am worried	1	2	3	4	5	6
When I am by myself	1	2	3	4	5	6
When my friends are drinking	1	2	3	4	5	6
When I feel upset	1	2	3	4	5	6
When I have just finished playing sport	1	2	3	4	5	6
When I am at a nightclub/concert	1	2	3	4	5	6
When I am feeling down	1	2	3	4	5	6
When I first arrive home	1	2	3	4	5	6
When I feel nervous	1	2	3	4	5	6
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 in the Research Methods research methods module					
R4 I can read the scenario of an exercise and understand which research method/statistic was used.					
R5 I can read 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 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 do					

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 Refusal  
Clinic

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?

1 Really sure I couldnt	2 Probably I couldnt	3 Maybe I couldnt	4 Probably I couldnt	5 Really sure I couldnt
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2. How sure are you that you could approach your teacher about something?

1 Really sure I couldnt	2 Probably I couldnt	3 Maybe I couldnt	4 Probably I couldnt	5 Really sure I couldnt
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3. How sure are you that you could do school work set by the teacher?

1 Really sure I couldnt	2 Probably I couldnt	3 Maybe I couldnt	4 Probably I couldnt	5 Really sure I couldnt
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4. How sure are you of being able to do tests?

1 Really sure I couldnt	2 Probably I couldnt	3 Maybe I couldnt	4 Probably I couldnt	5 Really sure I couldnt
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5. How sure are you of being able to do things in front of the class or group?

1 Really sure I couldnt	2 Probably I couldnt	3 Maybe I couldnt	4 Probably I couldnt	5 Really sure I couldnt
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6. How sure are you of being able to cope with being sent to the principal?

1 Really sure I couldnt	2 Probably I couldnt	3 Maybe I couldnt	4 Probably I couldnt	5 Really sure I couldnt
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Self-Efficacy Questionnaire for School Situations © Imre Ang Tong et al. 1994

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The original questions in Wang (2004)	The questions in this study
9. Can you understand the main points of clear standard speech on familiar matters regularly and easily?	9. Can you understand the main points of clear standard speech on familiar matters regularly and easily?
10. Can you understand English language TV programs made in Korea?	10. Can you understand English language TV programs made in Korea?
11. Can you understand English teachers spoken in English?	11. Can you understand English teachers spoken in English?
12. Can you do homework alone when they include reading English texts?	12. Can you do homework alone when they include reading English texts?
13. Can you read English newspapers?	13. Can you read English newspapers?
14. Can you understand English articles about Chinese culture?	14. Can you understand English articles about Chinese culture?
15. Can you understand new reading materials (e.g. news, magazine, book) selected by your English instructor?	15. Can you understand new reading materials (e.g. news, magazine, book) selected by your English instructor?
16. Can you introduce yourself to other people in English?	16. Can you introduce yourself to other people in English?
17. Can you ask your English instructor questions in English?	17. Can you ask your English instructor questions in English?
18. Can you introduce your English instructor to someone else?	18. Can you ask and answer simple questions in English?
19. Can you leave a note for another student in English?	19. Can you write short, simple notes, and messages in English to express your immediate needs?
20. Can you make sentences with English idiomatic phrases?	20. Can you fill in forms with personal details, for example, entering your name, nationality, and address in a hotel registration form?
21. Can you write entries in English?	21. Can you write a personal letter, for example, thanking someone for something?
22. Can you write two-page essay about your English instructor in English?	22. Can you write clear, detailed text on a wide range of subjects related to your interests?

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2. Disagree. 3. Neutral. 4. Agree. 5. Strongly agree. Scores are based on averaging ratings. Survey Questions: • I will achieve most of my set goals.

• 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 Self-Efficacy Scale is another valuable tool to help gain insight into challenges teachers face in various school activities. This scale measures efficacy in areas like decision-making, resource utilization, instructional confidence, disciplinary control, parental involvement, community engagement, and creating a positive school climate. The General Self-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. Research suggests that adults with ADHD tend to have lower self-esteem and self-efficacy compared to healthy control groups. The study highlights the importance of resources-oriented therapy modules to enhance self-esteem and self-efficacy, fostering strengths in individuals with ADHD. Self-efficacy refers to one's perceived capability or access to resources, rather than actual possessions.

Albert Bandura identified four primary sources of self-efficacy: mastery experiences, social modeling, social persuasion, and psychological responses. Mastery experiences involve successfully completing tasks, which strengthens self-efficacy. Social modeling, where we see others achieving success, can also boost our confidence. Social persuasion, such as receiving positive feedback, can help overcome self-doubt. Psychological responses, including emotions and physical reactions, play a crucial role in shaping our self-efficacy. Research highlights the significance of self-efficacy in social issues and mobility. Studies show that individuals with higher self-efficacy tend to experience better academic success, health, and physical activity. A reliable measure of self-efficacy is the new general scale, which outperforms other measures. Children's self-efficacy can also have a profound impact on their development.

Children with high self-efficacy tend to work harder, feel more optimistic, and experience less anxiety. They are more likely to persevere and achieve academic success while maintaining good mental wellbeing. The Positive Psychology Toolkit® offers over 500 exercises and assessments for measuring self-efficacy, including the Academic Self-Efficacy Scale for Students (Zimmerman). This scale assesses students' beliefs about their academic abilities and potential, which is linked to better grades, persistence, and learning strategies. Research shows that high self-efficacy in academics correlates positively with performance, particularly in engineering and science courses. The Career Decision Self-Efficacy Scale (CDES) measures one's confidence in making informed career decisions. Developed by Karen Taylor and Nancy Betz, the scale consists of five subscales based on John O. Crites' Theory of Career Maturity. The CDES is linked to positive educational and career decisional outcomes. Additionally, the Self-Efficacy Scale for Exercise (SEE) evaluates one's self-perceived abilities regarding exercise habits, with a score ranging from 0-90. Boosting Confidence in Exercise: A Key Factor for Older Adults Research highlights the significance of self-efficacy beliefs, particularly among older adults, when it comes to engaging in exercise. As people age, perceived obstacles or constraints can impact their willingness to participate in physical activities. Having a strong sense of self-efficacy, however, can motivate individuals to continue exercising despite challenges such as tiredness or busyness. A study by Neupert, Lachmann & Whitbourne (2009) investigated the relationship between exercise self-efficacy and control beliefs among older adults. The researchers used the Strong for Life (SFL) treatment program, which consisted of a 35-minute videotaped program featuring various exercises. The program was designed to help participants build resistance through elastic bands. The study found a link between self-efficacy and control beliefs in exercise. 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-Jalahma (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 piloting 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 feasibility, desirability, and 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 higher 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.