The Relationship between Self-efficacy and Learning Experience with Contextual Factors and Academic Success

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Abstract
Background and objectives: The academic achievement of students as an important indicator for the evaluation of educational systems is considered. Academic success is closely linked and influenced by numerous factors located. The aim of this study was to investigate the relationship between self-efficacy and learning experiences and academic success is a contextual factors.

Materials and Methods: This study was a survey and solidarity. The sample consisted of 430 high school students from the academic year 2013 Chaharmahal and Bakhtiari Province who were selected by cluster sampling. To evaluate the self-efficacy, learning experiences and contextual factors respectively the learning strategies questionnaire, academic experience questionnaire (AEQ), the students’ educational alienation questionnaire (AAQ) and two researcher-made questionnaires for demographic and educational data were used. The collected data were entered into the SPSS-22 statistical software and analyzed using correlation and regression tests.

Results: The mean (SD) of participants age was 16.3(3.6). There was a significant relationship between self-efficacy 41.7(10.2) and learning experiences 11.5(2.8) (r=0.42, P<0.01). The contextual factors 85.6 (11.1) (r=0.32, P<0.01) and educational attainment 17.3(1.8) (r=0.26, P<0.01) were associated with learning experiences. Self-efficacy was predicted by learning experience of 17% and this variable was predicted by contextual factors and academic success of 27% (P<0.01).

Conclusion: The study showed that learning experience and tissue factors and academic achievement can be effective in predicting self-efficacy. The results of this study can help psychologists and school counselors and academic disciplines to learn more about the role of learning experience and to implement appropriate interventions with regard to improving student self-efficacy and academic achievement.

Keywords: Self-efficacy, Learning experience, Contextual factors, Academic success

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