Summary of Article #1 (Quantitative)


This study strived to find how students perceive their own self-efficacy with the factors being based on gender, academic achievement, socio-economic status (SES), grade level, and learning style and how each affects self-efficacy. The research tries to understand how or if teachers can better a student’s self-efficacy and shows what factors control this in the findings. The sources of self-efficacy belief used were mastery experience, vicarious experience, social persuasion and physiological.

Nine hundred eight four students were surveyed. “So, the participants were selected by convenience sampling method. 51.1% of the students were composed of females, 48.9% of males. Also 31.4% of the students was composed of 6th graders, 37.6% of 7th graders, and 31% of 8th graders. 35.4% of the students was from a lower SES, 54.2% from a medium, and 10.4% from a high SES. 25.6% of the students has a low achievers, 39.1% has a medium achievers, and 35.3% has a high achievers.” (ARSLAN, 2013)
Summary of findings:

The two sources of self-efficacy belief that should be used to increase self-efficacy on boys, girls, high achievers and low achievers are mastery experiences and vicarious experiences. Social persuasion is only useful with boys. Mastery experience and social persuasion are effective for seven and eight graders and mastery experience, vicarious experience and psychological state should be used for sixth graders. All sources of self-efficacy are correlated with kinesthetic and visual learners and social persuasion is correlated with auditory learners.

I found the evidence that SES did not have an effect on the student’s self-efficacy belief to be interesting. But, as this article states, other studies show that it does and the article states cultural differences in the students surveyed for each survey may account for those differences.

This article is very clear and precise. The findings are clearly stated while easy to follow. I was able to learn from this article and understand the purpose of the research and came away with a better understanding building blocks of how students build their own personal self-efficacy.

Summary of Article #2 (Qualitative)


doi:10.5539/jedp.v3n1p72
This article’s main objective is to make aware the importance educators and schools have alongside a student’s own personal self-efficacy to create positive environments that will promote healthy self-efficacy among secondary students.

The methods are not defined clearly, but the findings are based on previous studies and field experience. This article gives many questions but not many concrete examples of how exactly educators are to bring about this positive environment. The author speaks of educators needing to grasp the bigger picture of creating a sense of unity among the student and his/her education. “Ultimately, as educators and researchers, one major objective for us is to cultivate a climate and mentality that would emphasize and facilitate intellectual curiosity, task valuing and appreciation for learning, school engagement, and the ability and keenness to anticipate career choices, etc.” (Phan, 2013) The emphasis on creating a positive environment in order to encourage higher goals in education and career are repeated throughout the article.

This article stated many questions that an educator would ask themselves, but never quite concluded how educators could exactly attain this type of skill nor did it give examples of ways of dealing with creating such an environment. Yes, it is imperative for an educator to understand that their role in a student’s future is unmistakably important, but what are some examples of how an educator can follow through with these questions or find examples of ways some have answered the questions presented.

**Summary of Article #3 (Quantitative)**

This study also researches the source of academic self-efficacy. The four sources being mastery experience, vicarious experience, social persuasions, and physiological indices. The measures used were mastery experience, school image, parental encouragement and academic self-efficacy.

Seven hundred students were randomly sampled for this research. The findings show definite predictability. “Preliminary analysis of the measures included in the study revealed that the distribution of academic self-efficacy follows normality in all respects.” (Gafoor, 2012) When the following factors were taken into account they showed these factors to be significant and positive correlation to academic self-efficacy: gender, locality of schools, and type of management of schools, the correlation of academic self-efficacy with mastery experience, school image, and parental encouragement. The findings found school image to be the best predictor of academic self-efficacy in this particular sample.

The survey was clear in its objective to find the correlation between the sources of academic self-efficacy and the student’s self-efficacy. The research sited many previous studies as back up for its own findings. The author also made clear that difference in cultural factors and economic factors may have an effect on the findings.

Analysis of Articles as a Group

All three of the articles are using four sources of information that affects self-efficacy. I have found that they were identified by Albert Bandura from his book, *Self-efficacy: The exercise of control* published in 1997.
All three articles site series’ of other research conducted to support their findings and to collaborate the results in each study. These allow for alternate points of view, cultural differences and economical differences that may affect variables in each study. The articles methods and data are both sufficient and relevant to the posed questions.

The three articles define personal self-efficacy and academic self-efficacy. The ways in which both are built in students and the importance of self-efficacy in a student’s future are clearly shown in these studies. After reading the articles, I feel educators should take into account a student’s background, personality and other variables when teaching a student. All the articles show the importance of building up a student’s esteem when learning. Some students may have blocks built up for whatever reason that may hinder his/her ability to think that he/she is capable of a particular task. Educators need to be able to form skills that break these walls and aid students in achievement. Students should be able to feel they can attain any goals set before them no matter how large or small that goal or task may be. The article teaches us that different variable affect the students own idea of attainability. These ideas in turn affect student’s educational decisions and then follow them on into their career and so on.

I feel highlighting a student’s achievements and encouraging students in a positive direction will help students feel better about their abilities. Students need an advocate for attaining self-efficacy both personally and academically. Creating such an environment should be a goal set forth by schools and educators.

On the “bigger picture” awareness of economic limitations and barriers set by economic factors would hopefully be evaluated and worked upon by educators and society in a proactive response to reverse such conditions in education.
References


nal and Developmental Psychology, 3(1), p72.