



Self-efficacy and Learning Performance: Theoretical Perspective

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ABSTRACT

The belief of self-efficacy accumulated from personal growth experience and belief to the world. Since improving student learning performance has been the most concern of educators, the objective of the study is to understand the relationship between self-efficacy and learning performance. The study firstly reviewed the theoretical background of self-efficacy based on the former researchers. Then we also integrated the report of the relationship between self-efficacy and learning performance. Finally, a brief conclusion and suggestion are also provided.

Keywords: Self-efficacy, Learning performance, Achievements

1 INTRODUCTION

When educators were concerning about how to increase student learning performance, people started to figure out the relationship between self-requirement and learning achievements. Self-efficacy is the concept that proposed by the American psychologist Bandura in 1977, it is also an important argument in "Society Perception Theory". In the publication, Bandura alternatively utilized the term "self-efficacy" with the related terms such as "self-efficacy beliefs", "perceived self-efficacy", and "efficacy beliefs". Self-efficacy is a subjective perception that an individual think about himself, rather than the ability itself. Accordingly, self-efficacy refers to the beliefs that an individual could achieve the certain performance in an organization about himself (Bandura, 1997). The objective of the study is therefore to understand the relationship between self-efficacy and learning performance.

2 THEORY

2.1 Self-efficacy

Self-efficacy is an important mechanism to adjust an individual's motivation and behavior, it does not related to the amount that a person possesses, but the beliefs about if individual is able to perform the job, and the self-evaluation on his own ability and performance (Peng, 2016)

Self-efficacy is the estimation of scheduled and predestined personal objective; it is also a critical base to predict personal action and performance (Chan, Chen & Yu 2015). Student self-efficacy is the belief that an individual manage his learned knowledge, skill, and ability and then goes further to promote academic performance (Chiu and Hong, 2015). Therefore, self-efficacy belief is the expectation process to implement a specific mission.

In terms of learners' self-efficacy, it is explored from the following three constructs: strength, level, and similarity. Strength means the belief strength that individuals themselves could achieve the learning task; level refers that self-efficacy would be different in line with the difficulty of learning task or task hierarchy ; similarity is the belief that individual similarized learning task to the other similar ones (Hong, Huang, and Chiu, 2014). Learning self-

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efficacy refers to individual's belief about academic ability; it is a subjective judgment to adjust personal learning behavior and learning performance ability.

Learning self-efficacy is the performance of self-efficacy in learning areas; it is a very best predictor of learning performance. In addition, the perception of learning self-efficacy is learner's judgment and belief to evaluate if s/he has the ability to effectively implement the specific learning activity. The judgment and belief is the trigger of learning, when learners are facing learning difficulties, they could influence the degree of efforts and perseverance of learners, and go further to have impacts on learning achievements (Lee, 2013).

2.2 The relationship between self-efficacy and learning performance

The perception of self-efficacy formed by way of the four constructs: "personal achievements", "vicarious experience", "language persuasion", and "psychological arousal". Students would judge their own performance based on individual's learning achievements. Therefore, there exists positive relationship between self-efficacy perception and learning achievements (Su, 2013; Bandura, 1977; Corkett, Hatt, & Benevides, 2011; Fall & McLeod, 2001; Hoy & Spero, 2005; Schunk, 2003). The belief of self-efficacy accumulated from personal growth experience and belief to the world. Based on the process of reflection in learning, learner's learning experience and achievement would provide feedback to individual's self-efficacy belief. Then individual could decide if learning needs to be lasted, or what the impacts in the belief of learning self-efficacy in the future (Liao, 2013). However, the youth with higher perception of self-efficacy usually have better adaptive ability when confronting difficulties, the possibility for them to adopt cheating behavior when performing poorly in academy is low; on the contrary, the learners with low perception of self-efficacy usually tend to cheat when they perform inferior in academy (Chang & Tan, 2012).

3. CONCLUSION

The study has reviewed theoretical background as the above. Based on the scientific evidence provided by the former researchers, it is apparent that there exists connection between self-efficacy and learning performance. The study hereby argues that it is educator's obligation to take good advantage of the two points so that student learning performance could be easily improved.

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