

The Analysis of Strategies on the Promotion of Students' Self-Efficacy

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doi:10.56397/JRSSH.2023.05.05

Abstract

Self-efficacy is an important factor that affects the realization of students' potential. Self-efficacy affects students' behavior choice and persistence, students' effort and attitude in face of difficulties and students' mode of thinking and emotional response. Self-efficacy is one of the predictive factors that affect whether students can achieve the corresponding expected results or not. It affects the final result by affecting students' motivation, emotion, thinking and behavior. This paper mainly discusses the role of students' self-efficacy and its influencing factors in the process of education and teaching, as well as effective strategies to enhance students' self-efficacy in the process of teaching.

Keywords: self-efficacy, promotion, strategy

1. Introduction

Many educators find that when students need to think some difficult problems, students always embarrassedly to say: "I can't do it". This is a "self-denial" of the fear of difficult emotions. Low self-efficacy leads to students' low self-confidence and unwillingness to accept something challenging but uncertain. This will affect students' self-confidence, self-esteem, achievement motivation and so on.

Most of the students are at the same level of intelligence, but their academic performance and so there are different. In addition to the possible improper learning methods, educators have a lot to do for students' self-efficacy. Self-efficacy can affect motivation attribution, achievement motivation, academic goal setting,

academic achievement and so on. In education, educators should enhance students' sense of self-efficacy to help students to become active explorers and learners. They will learn to set their goals effectively and strive to achieve them.

2. The Analysis of Self-Efficacy

2.1 The Meaning of Self-Efficacy

Sometimes, although some students clearly know what should be done, but in the performance is not ideal. This is because the internal self-reference factors of students regulate the relationship between knowledge and behavior. How students judge their ability is the key factor that influences their motivation and behavior. This is related to self-efficacy. Self-efficacy affects students' behavior choice and persistence, students' attitude in face of

difficulties and students' mode of thinking and emotional response. In a word, self-efficacy, as one of the predictive factors, affects the final result by influencing students' motivation, thinking and behavior.

According to Bandura, the individual's judgment of his own abilities plays a major role in his system of self-regulation. He found that past theories and research focused on people's knowledge acquisition or the type of response to behavior. As a result, the processes that govern the interaction between these knowledge and behaviors are ignored. Bandura came up with the concept of self-efficacy. Self-efficacy refers to one's subjective judgment or evaluation of one's operational ability in a certain field of activity. Self-efficacy is what an individual believes what they can do, not what they know they should do. For example, "a child feels that he or she is capable of completing a painting" is "an individual believes that he or she is capable of doing something". "The child knows that his homework is to finish a painting" is "the individual knows what to do". Although he knows what he should do, if he has low self-efficacy (that is, if he thinks he can't do it), he knows what he should do, but he doesn't have to do it.

2.2 The Difference Between Self-Efficacy, Self-Confidence, Ability and Expectation of Result

Self-confidence refers to a positive attitude in dealing with general affairs and having confidence in what one is doing. Self-efficacy is an individual's subjective feeling of his own ability. To some extent, self-efficacy depends on the ability of the individual. In general, high-ability children have higher self-efficacy than low-ability children. However, self-efficacy is not synonymous with competence. The meaning of self-efficacy is different from that of expectation of result. Self-efficacy is the belief that you can do something. The expectation of result refers to an individual's judgment of the possible consequences of a particular behavior in a particular situation.

Individuals may believe that certain actions will produce positive results. However, they may also feel that they lack the ability to perform the behavior. For example, a student may believe that if he recites an ancient poem skillfully, the educator will praise him (positive expectation of results) and he will also expect praise from the educator. However, he may not do this because

he doubts his ability (low self-efficacy) and thinks his memory is not good.

3. The Influencing Factors of the Formation and Change of Self-Efficacy

Students' self-efficacy affects their motivation, interest, perseverance and choice of learning activities and ultimately affects their academic achievement. The formation and change of self-efficacy are influenced by many factors.

The first factor is the self-experience of success or failure. It has a relatively large impact on self-efficacy. The successful experience can improve self-efficacy. The repeated failure will reduce self-efficacy. In particular, failures at the very beginning of an operation, which do not reflect inadequate efforts or adverse environmental factors, can easily be attributed to their own capacity particularly. For the individuals with strong self-efficacy, the occasional failure will not affect their judgment of their own ability. When they fail, they tend to external attribution. They are more likely to look for environmental factors or strategic reasons.

The second factor is the substitute experience. The substitute experience that people get from observing others also has a great influence on self-efficacy. The key is the similarity between observers and role models. This indirect experience is most influential when an individual lacks a realistic basis for judging a particular aspect of his or her abilities. For example, the experience exchange meeting that graduates look for a job.

The third factor is speech persuasion, including the evaluation of others, persuasion or self-exhortation. Persuasion and encouragement on the basis of direct experience or substitute experience has the greatest effect on enhancing self-efficacy. The lack of factual basis of verbal advice on the formation of self-efficacy has little effect.

The fourth factor is the emotional state. For example, tension or anxiety tends to reduce the individual's sense of self-efficacy of subjective judgments. In the process of learning, students with strong sense of self-efficacy tend to focus on the requirements of learning tasks.

4. The Strategies to Improve Students' Effective Self-Efficacy

4.1 Guide Students to Experience More Success

Successful experience will improve students' self-efficacy. The experience of many failures

will reduce the self-efficacy of students. Continuous success will help students build up a stable sense of self-efficacy. This stable sense of self-efficacy will not be reduced by the temporary frustration of students. At the same time, a stable sense of self-efficacy can be generalized to similar situations.

In order for students to experience more success, educators can guide students to set appropriate goals for personality differences. When students make a little progress, educators give them timely feedback and encouragement. Students can experience their own every point of progress and success. In fact, success is a little bit better every day for everyone. At the same time, educators should explore their students' strengths as far as possible to give students the opportunity to fully show their own.

4.2 Educators Use Reinforcement Appropriately

In the process of education, educators learn to use reinforcement properly. This can promote students' understanding of their own abilities and enhance students' sense of self-efficacy. Reinforcement includes both external reinforcement and internal reinforcement. External reinforcements include alternative reinforcements and direct reinforcements. Internal reinforcement refers to self-reinforcement. For external reinforcement, educators need to set appropriate goals for students and push students to challenge tasks of moderate difficulty. Students try to master new knowledge and skills in order to produce a sense of self-efficacy. At the same time, educators should give timely reinforcement for students' progress. This is conducive to enable students to learn to judge their own ability to improve and enhance the self-efficacy.

Educators should actively guide students to learn self-reinforcement. Self-reinforcement is a kind of behavior that students can strengthen and maintain themselves up to standard when they evaluate their own behavior according to the goals they set. Educators guide students to set goals spontaneously and rely on information feedback for self-regulation. The psychological essence of self-enhancement is the change of self-efficacy. Students feel competent when they meet their own standards. They develop or enhance a sense of self-efficacy. The process of self-reinforcement is that students evaluate their own behavior according to their goals.

4.3 Educators Provide Appropriate Role Models

The behavior of role models is a reference for students to evaluate their self-efficacy. The indirect experience that students gain by observing the behavior of role models can affect their self-efficacy. When students see success from similar role models, it is easy for them to translate this into an appreciation of their own abilities. Students develop a sense of self-efficacy, thinking that they can accomplish the same task. Students who see a similar role model suffering from failure will reduce their sense of self-efficacy. They feel that they have no hope of success either.

Not everyone can be a role model for students to provide self-efficacy assessment information. What matters is the students' similarity or consistency with the role model. In general, the best example that educators can set for students is one that is similar to their situation in all respects.

4.4 Set Appropriate Goals

Goal setting plays an important role in the development of students' self-efficacy. Without pre-set goals as a measure of performance, it is difficult for students to judge how well they are doing and how competent they are. Setting goals in advance allows students to experience success when they achieve their goals. This can improve students' sense of self-efficacy.

Therefore, in order to cultivate students' positive self-efficacy, educators should guide students to set up appropriate learning goals independently. In this way, the educators can effectively guide the students' behavior and promote them to achieve the corresponding goals.

5. Conclusion

The formation and change of self-efficacy are mainly affected by the following three factors. The first factor is the success or failure of the students' own behavior. The second factor is the students' vicarious experience from observing others. The third factor is verbal persuasion. It mainly includes others' evaluation, persuasion and self-exhortation. These three aspects often affect students' self-efficacy synthetically. However, it should be pointed out that how these factors affect the formation and change of students' self-efficacy is different from person to person.

In the process of education, educators can enhance students' self-efficacy from many aspects. As educators, we should encourage and

guide students to do what we can do. Regardless of the outcome, students should be positive to accept it. Educators should always encourage their students: "You can do it!"

References

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