

INVESTIGATE THE RELATIONSHIP BETWEEN SELF-EFFICACY AND SELF-REGULATION BROKERED BY EDUCATIONAL ATTAINMENT

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Abstract

This study examined the relationship between mathematics self-efficacy, self-regulation strategies and perceived usefulness of the junior high school math achievement of students in district 2 in Esfahan city. This research aims to apply the terms of correlation and path analysis were used for analysis. For this purpose, 400 students (200 boys and 200 girls) were selected randomly. Perceived usefulness of learning through self-regulation of the indirect impacts on academic achievement in mathematics and indirect beneficial effect on mathematics achievement is significant. The variable part of the usefulness of self-learning and academic achievement in mathematics intermediary role and there was a significant relationship.

Keywords: mathematics self-efficacy, perceived usefulness. Math achievement.

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Introduction

the process of knowledge production and short and quick exhaustion, growing technical innovations and informatics, development in mechanisms of transferring and maintaining information, growing to specialization of the science and the rise of the modern methods of teaching Education and twenty first century and the collection of institutions responsible for the education and researchers of the field as it is so that in addition to Planning review process and the pillars of the structure of education and learning, research trends special to the changed attitude toward the nature of learning and the role learner in which Bed program for gradual learning instead of continuous learning are sectional and explain learning as a process independent of time and place specific content on their way to school. (Kadivar, 1380)

understanding of the students of the classes and the importance of and the effect of the perception of the students understanding of the ability and the usefulness of classroom objectives and also for learning in and in the end the effect of all these factors learning strategies and progress of the student one of the realm of the important study the psychologists and theorists of science Training that always create a scheme conditions ideal for education and learning have been and this field according to importance of mathematical subject and major weakness students in this issue research and numerous extensive has caused.

Statement of Problem

Academic achievement and its influencing factors in education and research, which is considered by many experts to be allocated. Firstly, cognitive and motivational factors were considered separate and distinct path in the research were followed. Until at least the 1980s, research on how cognitive and motivational factors interact together and share the learning and achievement of students influence

focused. Since the performance of specific tasks in the field with their judgments about their capabilities in the areas associated. Therefore, the aim of the research is to gain understanding of self-explanatory and predictive power must be coordinated with the scope of the research task.

The internal and external research conducted recently that some of them refer

Nasr Esfahani (1382) A review of Bandura's theory of self-efficacy and research experience in the fields of mathematics, the role of self-efficacy in mathematics with math and perceived usefulness in math achievement of students in high schools studied, which, after data analysis, the correlation between the two variables of math anxiety and math self-concept and diversity is a line between them to eliminate math anxiety.

Kabiri (1382), using structural equation modeling, predictive efficacy grade math math achievement of students have studied and is results indicate that the greatest effect on math achievement in mathematics self-efficacy and attitudes toward mathematics anxiety and mathematics.

In the study, efficacy and Miller (1994) using path analysis, the role of self-efficacy in mathematics as well as mathematical variables, perceived usefulness of mathematics, mathematics and gender, previous experience students have studied math performance. The results show that the strongest predictor of mathematics self-efficacy in mathematics performance of students in comparison with other variables in the study.

Bandura (1986, quoted by the efficacy myler, 1994) determined that the perceived benefit mathematical abilities such as self-efficacy mechanisms that affect performance But remarkably beneficial effects on the performance of the resulting perceived self-efficacy beliefs of individuals are and their impact on performance due to the uncertainty in the face of a task.

Results of the study, researchers such as Holt and Tanner (1989), and BayschkVInt, (1991) have shown that the obtained correlations between self-efficacy and perceived usefulness of mathematics and mathematical average generally perceived benefit and the benefit of students of mathematics with confidence they are concerned to demonstrate their abilities (according to the efficacy and Miller, 1994).

Elliott (1999) in his theory of achievement goals, perceived competence (efficacy) and basic needs or issues (perceived usefulness) to the factors influencing achievement goals map.

He also points out that the relationship between perceived self-efficacy and achievement goals are clear Thus, the perception of potential bias resulting high motivation, while the perception ability is low, leading to avoidance motivation. This relationship is in line with Bandura's view on the relationship between achievement goals and self-efficacy is.

Simon and colleagues (2000), In a Relationship between Perceived Usefulness (internal and market) and goal orientation, students will demonstrate.

Students who had seen the film outside utility scores were higher performance goals and the students who had seen the film internal utility scores were higher

mastery goals. This result is in line with the work of Miller and Berkman (2004), which (according to Green et al., 2004).

Research Design

The design of this study was a non-experimental designs are more accurate because the correlation of path analysis. This study sought to assess the association between variables in a causal model is.

Target population

The study Target population of all high school students in the first part 2 of the form. The number of education, according to the city during the academic year (93-94) 5300 people out of which 2640 are male and 2360 female.

Sample size and sampling

Simple random sampling was used to select the sample and according to population size and by referring to Morgan This study is the minimum required sample size of 381 to 400, is increased by 200 boys and 200 girls can be.

Results

Is the Self-efficacy and academic achievement and self-regulatory intervention there was a significant relationship

Perceived usefulness of learning through self-regulation is the indirect impacts on academic achievement in mathematics. According to Table 1, the indirect beneficial effect on mathematics achievement is significant. The variable part of

the usefulness of self-learning and academic achievement in mathematics and this hypothesis is confirmed by.

Table 1 shows the estimated coefficients of the direct effects model

t	The standard error of estimate	Standardized parameter	Parameter estimation	Pathways
3.85	0/03	0/17	0/11 **	Effect on self-efficacy:
2.51	0/07	0/13	0/17**	Self-regulation of learning
				Math achievement
4/57	0/07	0/24	0/34 **	Effect on perceived benefit of profit:
5/08	0/08	0/23	0/39 **	Self-regulation of learning
				Math achievement
2.11	0/04	0/11	0/09 **	Effect on the self-regulation of learning:
				Math achievement

Resources

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