

**EVALUATE THE EFFECT AUTONOMOUS SUPPORT THE  
SELF- EFFICACY AND PROGRESS OF THE CITY HIGH  
SCHOOL STUDENTS MEYMEH**

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**Abstract**

*Study to evaluate Self- Efficacy and support on autonomous development of the city high school students in the academic year 2014- 2015 has been Meymeh. For this purpose, a sample of 400 high school students were Meymeh. In this study, to evaluate the direct and indirect effects of variables and path analysis were used. For data analysis was conducted by LISREL software. To measure the perception of the rating scale, a questionnaire Blackburn (1998) were used with sub-scale support is autonomous and autonomous protection measures were measured with 5 items. The Cronbach's alpha obtained in a study by Bern Beck (1998) was to support autonomous 78/0. Results showed that the direct effect on self-efficacy and academic achievement in the autonomous 0/01 support is significant.*

**Keywords:** *support autonomous, self efficacy, students.*

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## Introduction

Present process of knowledge production and the short life and rapid aging, growing technical innovations and informatics, the development of mechanisms to transfer and preserve the information, the increasing trend to specialization and the emergence of new methods of teaching, education, twenty-first century and of the institutions responsible for teaching and research in the field, it is In addition to planning for a review of the structure and elements of the process of teaching and learning, research trends specific to the nature of learning and the role of learning in its attitude Platform For continuous learning rather than the gradual learning as a process of learning and explaining sectional independent of time, place, and specific content to launch school (Kadivar, 2011). Bandura (1986) self as a product of human interaction in the world and affect the nature and quality of the interactions described. In the first case, the cognitive interpretation of success and failures on self-efficacy beliefs affect future (Shank, 1981). In the second case, self-efficacy beliefs on effort, persistence and engagement with the world around us affects our cognitive resources. Research shows that students who believe their ability (ie, with high self-efficacy) in cognitive tasks is affected, and is likely to do their homework stability and ultimately success will accrue to them (Fyncham and Kane, 1986; aka Pars, 1986; Shank, 1985 and the quoted Hejazi, 2008).

Effect of self-efficacy beliefs on performance so significant that it can be major differences in the ability to destroy. Weinberg structures, Gold and Chksvn (1979; quoted blessing, 2010) in the study during a race (motion skills), held Level efficacy of two groups of participants with different theoretical information on each of the two groups were about the competition. A rival group of personal injury to the knee and rival groups introduced a professional athlete. At the end of the race, clearly, the first group (with high self-efficacy) was better than the second group. Interesting point is that the female subjects in the group with high self-

efficacy than the male subjects in this group. In other words, the change in self-efficacy, gender differences in the ability of the body before it destroys (Parvin, John, 2001).

Importance of the subject in this research to investigate relationship between autonomous protective effects on self-efficacy and academic achievement of high school students in the city Meymeh is 2014-2015.

Many research have reported the relationship between self-efficacy and academic achievement. Usually, this relationship is such that self-efficacy as a mediator effects of variables such as past experience, gender and other cognitive abilities and your beliefs on academic achievement variables were applied. The results of a meta-analysis of the relationship between self-efficacy and academic achievement shows the average level of  $r = 0.38$  (Moulton et al., 1991; quoted in Pajars, 1999).

Recently found that self-efficacy, predictive mathematical function provides, whether these functions using the criterion reference test scores and academic achievement tests assessed (Bandura, 1986). The Pajars and Kranzlr (1995) another study found that self-efficacy in mathematics performance on mathematics performance affects the size of the general mental ability (according to the Pajars and Graham, 1999).

**According to what was said into consideration is the following hypothesis:**

*The effect of autonomous support the efficacy and progress of high school students of the city Meymeh*

### **History Research**

Great (2003) by using structural equation modeling, predictive efficacy mathematics achievement in third grade junior high school students studied

mathematics and his results indicate that self-efficacy in mathematics has an effect on mathematics anxiety and mathematics achievement of the mathematical approach.

Rastegar et al (2013) as well as research as an analytical look at the perception of students from the classroom and academic procrastination: a comparative study courses were traditional punishment of Tehran University. The results showed that students in the virtual and traditional perceptions of autonomy in learning and perception of motivational tasks, there are significant differences. While the perception of mastery student were not different between the two groups.

Akvonin et al. (2009), his research showed that teenagers and self efficacy of a significant relationship between work experience. Moreover, the findings also showed that employment in many fields and gaining self efficacy experience and dreams.

Kooslosky et al (2009) investigated the relationship between self and group activities teachers and providing successful models, showed between successful patterns and group activities provide teachers and their efficacy there is a significant relationship.

Hslyng Klein et al (2009) the relationship between class structure and efficacy in this research as students, have shown that the class structure more appropriate to have higher self-efficacy students and therefore they will be more achievement.

### **Research plan**

This study is useful and non-experimental design of research projects and more accurate correlation of path analysis.

*Statistical population, sample size and sampling method*

Population of the study consisted of all high school students Meymeh form. This number, according to city Meymeh education in the academic year (2014-2015), 500 is the number of which 248 boys and 252 people are girls. 51% of the population of girls and 49% boys have. For sample selection and the fact that for this reason, path analysis is the need for the sample of the upper with respect to the total study population of 400 subjects in the study been used, of which 200 were male and 200 were female.

**Research tools**

Measure the scale of perception of classroom, a questionnaire Blackburn (1998) were used with sub-scale support is autonomous and autonomous support scale with 5 items was measured. Cronbach's alpha obtained in a study by Bern Beck (1998) has been to support autonomous 0/78.

*Self-Efficacy Scale*

To measure the students' self efficacy scale used by MydltnVmygly (1997) was used. This scale consists of 4 questions, each student's beliefs about their abilities in Math lesson measures.

*Mathematics achievement*

To measure students' progress in Math lesson final exam is used.

**Research results**

The effect of autonomous support the self efficacy and progress of high school students of the city Meymeh

Table 1

t	Standard error of estimate	Standardized parameter	Parameter Estimation	Routes
4/57	0/07	0/24	0/34 **	Autonomous protective effect on:
5/08	0/08	0/23	0/39 **	Self efficacy
				Mathematics achievement

Results Table 1 shows that the direct effect on self-efficacy and academic achievement in the autonomous support 0/01 is significant.

Table 2

t	Standard error of estimate	Standardized parameter	Parameter Estimation	Routes
2/03	0/03	0/04	0/03*	Autonomous protective effect on
				Mathematics achievement

Support of autonomous indirect effect on mathematics achievement (0/03) at 0/05/0 and through self-efficacy variable was significant.

Also tasks of the class when students meaningful, relevant and of interest to know themselves more belief in their abilities in mathematics has found, and it is beneficial for the future course of their own, of course, in such a structure 'self-efficacy students about math achievement leads to better academic achievement of the students.

Consistent with the findings Green (2004) and Miller (1996) and Mohsenpour (2005) showed that self-efficacy greater direct impact on math achievement compared to the class structure.

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