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University science students' self-efficacy – A case of physics learning

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Abstract content ** ** (Max 300 words)**
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This study examined university science students' self-efficacy in relation to physics learning as learning is a dynamic process underpinned by a myriad of pedagogic factors. Students' self-efficacy beliefs were established through the administration of the Survey of Self-Efficacy in Science Courses – Physics (SOSESC-P) questionnaire. Questionnaire items are categorized according to the four dimensions in the form of Mastery Experiences, Vicarious Learning, Social Persuasion and Physiological State. Students' self-efficacy beliefs appeared to be characterized by varied and fragmented views in terms of the four dimensions specified. Implications for effective learning are discussed.

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Primary author: Dr RAMAILA, Sam (University of Johannesburg)

Co-author: Prof. RAMNARAIN, Umesh (University of Johannesburg)

Presenter: Dr RAMAILA, Sam (University of Johannesburg)

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