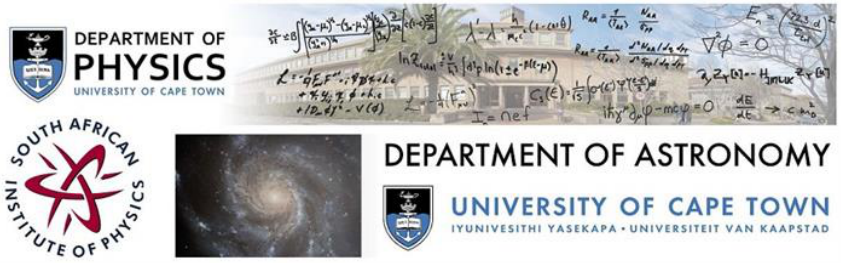

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University science students' self-efficacy – A case of physics learning

Tuesday, 5 July 2016 16:10 (1h 50m)

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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