A Study on Relationship among Middle School Student’s Self-efficacy, Learning Attitude and Self-directed Learning

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Self-directed study implies that learners positively plan, execute and evaluate the right study for themselves. Guglielmino(1977) has suggested opened minds for new opportunities of studies, self-consciousness as effective learners. A sense of self-efficacy infers a belief that learners can achieve successful results from studies by coping with the given conditions. These beliefs make learners’ have desires to expose their abilities in order to be proficient in their studies. Studying attitude means thoughts, emotions and action trends of studies. And since these trends can be formed by concentrations, study methods, self-studies and etc., and formed through experiences and studies for long time, experiences of successful results of studies can improve negative studying attitudes.

Characteristics of self-directed studies seem to positively influence the sense of self-efficacy and the studying attitudes of middle school students.

This research is to examine the relationships between the characteristics of self-directed study and the level of studying attitudes of middle school students, and to find out if the sense of self-efficacy and attitudes toward study influence the characteristics of self-directed study.

METHOD

One hundred fifty middle school students were researched for characteristic of studying using the tool that originally created by Guglielmino(1977) and then interpreted for children by Kim Ji Ja, and learning attitudes using tool created by Kwon Nak Won.

Data of sense of self-efficacies were collected by Self-Efficacy test, which was created by Kim Ah Young. Correlation analysis and phased regression analysis were performed with SPSS 14.0 using collected data.

RESULTS and DISCUSSION

Table 1 refers to the results from the correlation analysis between variables. The results of the analysis appeared that all variables have meaningful relationships to each other, characteristic of self-leading learning appeared to have passively related to learning attitude and sense of self-efficacy. The other variables also appeared to have passive relations to each other.

<table>
<thead>
<tr>
<th>Variables</th>
<th>b</th>
<th>β</th>
<th>SR²</th>
<th>accumulated SR²</th>
<th>F</th>
<th>P</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intercept</td>
<td>156.10</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Self-efficacy</td>
<td>0.57</td>
<td>0.51</td>
<td>0.393</td>
<td>0.393</td>
<td>55.17</td>
<td>&lt;0.001</td>
</tr>
<tr>
<td>Learning attitude</td>
<td>0.21</td>
<td>0.23</td>
<td>0.0403</td>
<td>0.4396</td>
<td>5.90</td>
<td>0.0174</td>
</tr>
</tbody>
</table>

From the result of this research, self-directed learning showed passive results expected between learning attitude and self-efficacy. It showed as self-directed learning character is higher, learning attitude and self-efficacy gets higher. It also shows that the interesting result is that self-efficacy is more important variable to self-directed learning relatively. It corresponds to the research by Zimmerman(2000) that the learners who prefer to challengeable task, have a rapid speed of performance, are motivated to keep it, have a strong tolerance and emotional stimulus, choose a careful and logical problem solution plan in processing of recognition and practice their own choosing solution plan through various information integration and restructure. Therefore Self-directed learning character can be improved by knowing changeable factors through efforts, training and education like self-efficacy and learning attitude.

REFERENCES
