Female learners' self-efficacy in adult education is low. Analysis of the causes and countermeasures

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Abstract: In Chinese history, most women fail to enjoy a good education. Enter modern society, with feminine meaning Awareness Awakening, Advancing of a learning society and deepening of lifelong education, women have full access to education and learning intelligence in the affirmative. But for a long time, some adult female learners' self-efficacy is lower in adult education. Self-efficacy sense positive correlation with academic performance, is the motivation for learners to continue to learn. So, it is necessary to learn about women in adult education Analysis of the reasons for the learner's low self-efficacy, and find a reasonable and effective countermeasure, increase its sense of Self-efficacy, help the need for female learners to adapt to lifelong education and the needs of a learning society.
Keywords: Adult Education : Adult female learner ; self-efficacy

Great social change requires that individuals and societies remain synchronized update, the challenges brought by change promote people's future from own shape. American social psychologist Albert · bandura (Albert bandura) on, century, Age first proposed "self-efficacy" theory inspires us, Every individual needs to keep entering Line Self-reflection and self-creation, for solid self-efficacy Sense, to help individuals achieve self-worth. because of history for, long-term partial female self-efficacy is low, adult adult female learners in education also face the same situation .. text text based on bandura self-efficacy "theory " about women in adult education reasons for low self-efficacy of sex learners, in this To explore its corresponding resolution, to Play adult education Education Training features, To improve the female learners of adult education self-efficacy.

1. bandura self-efficacy theory Overview

bandura that : The essence of self-efficacy is trusting yourself a letter with the ability to organize and perform actions to achieve certain accomplishments read. [1]9, This is a
subjective examination of one's own abilities and feel, it determines the individual's thought and social behavior. Adult self-efficacy performance in performing professional roles, perform a family role and people to middle-aged changes three aspects. Bandura that building construct self-efficacy sources have: Pass the ability to communicate with others the substitution of performance beliefs with a comparison of achievements; personal knowledge way to convince oneself of certain abilities and other similar societies Affects; To some extent people use to judge their abilities, Power and the physical and emotional state of dysfunction vulnerability. [1]79 simple to say, The main factors that affect self-efficacy are alternative experiences, Word language Persuasion and emotional arousal. Where, Alternative experience is to follow the example is a mediation of the, the behavior or achievements of individuals who are similar to themselves to infer, to judge your abilities. When an individual is close to the eye see a successful person with similar, his self-efficacy to To be enhanced, because he believes he has the same implementation The ability of a successful behavior. Speech persuasion more people are around 's encouragement, Positive evaluations can inspire individuals to
transcend self limitation Resolutions and convictions, to promote self change in the individual. And both of these actions contribute to the awakening of individual emotions. To have the strong intention to do something. This willingness can be an individual line is an intrinsic driving force for performance, promotes individual activity to meet Has. Some kind of need for. See, give individual successful experience and expect, to guide the individual to the correct attribution to awaken their emotions, the is a "that can be " enough to improve the individual’s sense of self-efficacy.

2. Low self-efficacy of female learners in adult education

   for female learners in adult education, because it performs the Professional Roles, family roles and people to middle-aged and other roles turn Knit together, conflict between career pursuit and domestic work, The life body Changes unpredictability, learning time and space barriers, make a body Low and learning power loss, Plus adult women learning Limited by learning time and learning conditions, their self-efficacy can feel generally lower. Analysis female learners in adult education from I 'm low on reason, helps us find effective Resolve actions, help adult female learners rebuild
self-confidence, improve from My sense of effectiveness, Promote continuous learning, to suit lifelong education and learning The needs of a learning society.

2.1 social “invisible” Gender discrimination

in Chinese history, men have absolute power of speech, female in a dependency on, subordinate to male status. today, social Stereotypes for women have not been completely eliminated, Learn to Force, “Even in the last century ( means century ), Women's Studies Learning Ability is still challenged, or is considered to be its fertility, attachment features for emotional ability. [2] This is for women learning to be able negation of the Force, that women do not compete with men in their studies 's ability, Women are generally considered to be engaged in early childhood education or working with family work. also, Most women are considered attached to men in economic and social status, Even if the law gives Women absolutely equal rights, This dependency can only be mitigated not by to completely eliminate, out of prejudice against women, "in adult education female learners feel the same in pursuit of achievement and social status pressure. Even if they achieve excellent academic performance, or in men A niche in the sex-led workplace, their learning or the results of the work
are also difficult to obtain the same respect as men. social
Gender difference, bias against women virtually reduces adult

2.2 negative Attribution

American psychologist Thomas • Fezco (Thomas Fetsco) point
to: learners according to their own and world's own knowledge
and belief, to explain its behavior. This explanation is a
reflection of an individual's own activity and the attribution is
to this summarize and summarize some explanations and
reflections. Individual's thinking logic different, character
differs from, so the attribution mode of the individual also
exists in difference. If learners attribute success to their efforts,
Help improve students' sense of self-efficacy, opposite, If you
fail is attributed to its inherent ability, will undoubtedly reduce
the learner's self My sense of effectiveness. based on the
richness and subtlety of feminine feelings, to educating female
learners in the course of results attribution must undergo a lot of
complex emotional experiences with, plus gender stereotype's
catalysis effect, They tend to attribute success to luck, Outside
environment unstable and uncontrollable external factors, to
attribute failure to lack of capability, Fundamentally denying
the potential for future development Force and probability. This
incorrect negative Attribution method reduce their sense of self-efficacy.

2.3 Others' failure experience

Female learners in adult education, except with normal labor women take on heavy housework and work outside of themselves, They are more than average working women a student's identity, plus Amateur compensation for adult education, Their learning effect is not ideal. American psychologist Omrod (ormrod) view: "Students will consider the experience of the failure of their own success in the surrounding area with, especially those with similar abilities failed. [4] based on the role of alternative experience and women like sharing social features with people, when women in adult education learners see a companion around her who has not achieved the desired effect in study, will also compare this companion's situation to himself., to empirically think that it might not be successful, this experiential sharing of poor peer learning, Home and work lost The failure or pain of such a", "has lost her expectation of success, forward and reduced her sense of self-efficacy in learning.

2.4 negative expectations
expectation is a kind of Greek for the outcome of future social behavior. Look, expectation generally comes from the individual itself, teacher, Home and Society will, due to age, reasons for academic basis or personality, Adult Education. Female learners evaluate their learning results and attribution, especially for people around you, particularly those who teach, and expect. Teachers in the long-term teaching process, If adults are taught female learners expect lower, Easy to create their self-confidence, to create negative emotions on learning, if their parents People want them back home, Society does not expect them to create value, not giving them the right jobs, This will cause Their activities are limited to the family, Show self Platform and continue to learn the power of. These negative expectations The emotion of female learners' evaluation of self-improvement in adult education call wake, Negative emotional experience makes them think that they are in the course of learning the hope of success is slim or useless, This is one of the reasons for adult education. The reason why female learners' self-efficacy is low.

3. Female learners improve self-efficacy in adult education actions
based on Bandura's theory, Self-efficacy for individual level Social role, Building social ideals has a positive effect. self-
people with low self-efficacy tend to be more pessimistic, considers society to be extremely non-public and ugly, Future Life and hardship, depressed depressing. Self-efficacy is highly interested in learning, Strong motivation, Learn Behavior Active, full of self-confidence. good sense of self-efficacy also has the benefit the individual's physical and mental health. so, to build a learning Harmony social, for the United Nations New Millennium World Women's work show goals, in their post-school education, Entire Society To protect and improve the self-efficacy of female learners of adult education.

based on Bandura's theory, to improve the female learning of adult education Learner self-efficacy Low This subjective feeling, to combine women sexual sensitivity, sense sensitivity, character Purity, expectations are easy to mention L features, Apply the correct method, to guide through positive speech and good learning environment stimulation, improving female self-efficacy.

so, Low self-efficacy for female learners of adult education departure, encouraging them to be confident, and then apply it again when training, using feedback to make them sure of
themselves, incrementally improve and enhance its sense of self-efficacy.

3.1 believe in yourself, break gender stereotypes

renowned American scholar Susan A. Bason in its book to write, to look at gender differences in the asymmetry of the brain, regardless of the is gender difference or from brain function to explain, not available Significant scientific development. [5] that means, Female Learning Ability The force is beyond doubt, and women in emotional processing, language can the force, and so on, is even better than men. so, female learner should have confidence in yourself, Autonomous Shielding Society for Women's role Board Impressions. in today's economic globalization and information Technology Day New Moon different times, Women in both the economic and technical fields There are compelling winners. For example countless experiments The successful winner of the Nobel Prize in Medicine Tu and "" Old become university teacher, Founded the first large-scale network education in China organization (Campus Online education Group) Huilin. so, on New era, Adult Education female learner first phase Letter of self and firm Determination, Arming yourself by learning knowledge, in enhancing self-efficacy in practice, and
trying to make performance sense above self-competency evaluation. This is more likely to go to the to Challenge Those higher levels of tasks and acquire new skills.

3.2 Guide students to the correct attribution

American psychologist Robert Slevin (SLAVM, Ro - Bet E.) in its book Educational Psychology write to. Control Point is a key concept in attribution theory. It is for lost failed and successful positioning. Internal control points are often referred to as self sense of effectiveness. Control Point is the foothold of the individual attribution, the internal Controls point to the cause of success or failure is usually positioned on their own efforts or ability. Specific attribution training for female learners of adult education practice, is the one that can change those who have low self-efficacy. Specific training methods have: Eliminate individual due to selection failure view negative feelings experience from the reviewer; Week Student's emotional shape State, Enable students to prove themselves in challenging activities and constantly improve from My sense of effectiveness; Teachers believe that all students have the ability to learn English well about Knowledge, help students realize that success depends on their own effort level (effort is an internal, variable, and Control factor), to motivate students to
do their best. for A female learner in the for women who are in education. They choose to take advantage of the Idle time to step into college again. This is a breakthrough for self., teachers to give full respect, with incentives and reinforcement to affirm their efforts. helps them to return to the success of their studies from their own or from the point of view of the for. And according to the actual and the situation of their own timely adjustment, from reduces students' resistance to classroom teaching and anxiety, Improve yourself's sense of self-efficacy.

3.3 Set realistic targets

the ease with which the target is set affects the high level of self-efficacy low. when the target difficulty factor is too high, personal hard or unable to reach when, its sense of self-efficacy is reduced. and repeated failures experience further weaken individual self-efficacy, continues to succeed with Verification Not only helps individuals increase their sense of Self-efficacy, more promote The individual forms a solid sense of self-efficacy. Women Learning and situations, More closely connected with social reality, settings for their learning goals to change the. the target setting is not too far or too long big, Only those recent, specific, achievable goals Let students really feel the progress they've made, This success The experience of
the adds an individual's sense of self-efficacy. When the consistently growing Self-efficacy is firmly in the hearts of female learners, They will be more have the confidence to face challenges from traditional and social, arouse her The desire to achieve those challenging goals. This is a good cycle, students' self-efficacy and academic achievement can be real now developing synchronously.

3.4 timely feedback and hardening

Feedback enables female learners to learn about their learning in time Practice, and harden their motivation for learning. Values both of its own the thoughts, The also cares about what others think is a typical feature of women's thinking, when they make progress in their study life, if given to them in-time feedback, timely praise and appreciation, She and They will believe that pay will be rewarded, to affirm its own efforts, Perfect expectation for behavioral results, self-efficacy can also be caused by This gets increased. If feedback is not received for long periods or praise, They might think they have problems, from the inside starts denying itself, This is not conducive to women's mental health development, also significantly reduce the self-efficacy of female learners sense. So, Giving the female learner timely feedback is a must for, they
are able to reflect on feedback and improve, is an effective way to improve their sense of self-efficacy.

Self-efficacy produces a very strong sense of the individual's psychology and behavior. Large effect, For example, select to affect behavior, Affection for activities thread, affect the level of personal effort. so, all groups should be Value The culture of its sense of self-efficacy. due to adult education's amateur and compensatory, social acceptance less than full-time higher education, people learner self-efficacy generally lower, in social and self double under influence of heavy factors, Self-efficacy of some adult female learners The low sense of the phenomenon is more pronounced. Adult Education as an educational implementation One way to, not only respects the, equal treatment for female learners, also recognize the positive effects of individual self-efficacy, help her to improve and enhance their own sense of self-efficacy, Enable women to Leap forward in a lifetime of education.

References


Reasons and countermeasures analysis of the low self-efficacy of Female learners in adult education

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