

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 enteringLine 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 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
reason

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
education Self-efficacy of female learners in education .

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 , ³ 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 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 lostfailed and successful positioning , Internal control points are often referred to as self sense of effectiveness . ^[6] 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 fromMy 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 , to 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 .

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