Suicide is a highly complex and multifaceted phenomenon, with many contributing and facilitating factors and variables. However, given its being one of the most severe human behaviors, an obvious focus would be to identify the underlying psychological mechanisms and processes that may lead to suicidal ideation and behavior. This eBook is dedicated to studies exploring various approaches to the psychology of suicidal behavior as well as of non-suicidal self-injury (NSSI). The purpose of this eBook is to shed light on in-depth examinations of the current knowledge and empirical data regarding models, theories, and specific dimensions and variables that may help us increase the psychological understanding of suicidal phenomena. The specific goal is to identify particular psychological characteristics that may be used to develop prevention and intervention methods and programs. We believe that this eBook can contribute to the understanding of this behavior and help to develop specific tools, therapeutic guidelines, and programs that may help reduce the number of suicides occurring annually. This eBook is dedicated to our dearest friend, Dafni Assaf, who was one of the greatest leaders of the suicide prevention program in Israel.

The purpose of the present study was to evaluate the differences in demographic characteristics, motivational orientation, self-efficacy, and attitudes about technology between students who enrolled in a course offered in the traditional setting and those enrolled in the same course online. The two groups, each comprised of 27 students, were administered self-report measures to evaluate their levels of technological self-efficacy, attitude toward technology, and motivational orientation. Participants also reported their age, number of online courses taken, and gender. Results indicated that the two groups did not differ in terms of their attitudes about and feelings of self-efficacy toward technology. Despite many similarities in motivational orientation, online students did report higher levels of interest, curiosity, and intrinsic motivation, suggesting that students in online courses may prefer autonomy in the course design. Further research is necessary to determine whether students seek out online courses because they possess motivation or if online courses create motivation. (Contains 1 table.).

This book is an attempt to create awareness among practitioners and to strengthen the focus on inclusion in their strategies and future plans for education and highlight the areas that need particular attention to promote inclusive education and strengthen policy development. With this, we would move a step further and look into the current
research trends in inclusive education as well as policy backdrops which provide us with the fair idea that how this idea of equity pedagogy is being propagated in the national educational policies of our country and further their translations in the Indian education realm. Papers compiled exhibit major concerns, issues, challenges and various practices for ensuring inclusion and inclusive pedagogical strategies for effective inclusive education. The researchers have also taken into account the social, cultural and learning diversities and the factors that facilitate to spot and remove barriers to learning and participation in education. It has the power to widen the scope of universal education by promoting access to all learners and accelerating educational equity too. This book also focuses on how stakeholders can contribute to the continuous growth of inclusive education and its implications for society, communities, schools and classrooms as well to provide clarity on theoretical and research perspectives to promote the integration of theory and practice of inclusive education. The volume will be highly beneficial for teachers, parents, policymakers, administrators and students who care about the needs of the learners and the development of an equitable education system in our country.

This book focuses on the effect of psychological, social and demographic variables on student achievement and summarizes the current research findings in the field. It addresses the need for inclusive and interpretive studies in the field in order to interpret student achievement literature and suggests new pathways for further studies. Appropriately, a meta-analysis approach is used by the contributors to show the big picture to the researchers by analyzing and combining the findings from different independent studies. In particular, the authors compile various studies examining the relationship between student achievement and 21 psychological, social and demographic variables separately. The philosophy behind this book is to direct future research and practices rather than addressing the limits of current studies.

The convenience of online programs has revolutionized education to make it available for more people interested in seeking to further their education. Students enrolling into various online, higher education programs have different aptitudes and factors that play a role in their experiences and successful completion of the program. The study aims to determine relationships between factors that may influence the students’ attitudes towards online programs. The factors include reading self-efficacy, ethnicity, and the age of the college students. The present study examines these relationships between self-reported self-efficacy, ethnicity, and age, as related to attitudes toward online learning. The participants consisted of 295 post-secondary students enrolled in online courses. Multiple regression analysis was used to analyze the data and determine which variables had the greatest amount of impact on the students’ attitudes toward online learning. The analysis of the data found a significant relationship between reading self-efficacy and a student's attitude toward online learning. No statistically significant evidence was found for the relationships between age and ethnicity.

This book constitutes the refereed post-conference proceedings of the 6th European Conference on Information Literacy, ECIL 2018, held in Oulu, Finland, in September 2018. The 58 revised papers included in this volume were carefully reviewed and selected from 241 submissions. The papers cover a wide range of topics in the field of information literacy and focus on information literacy in everyday life. They are organized in the following topical sections: information literacy in different contexts of everyday life; information literacy, active citizenship and community engagement; information literacy, health and well-being; workplace information literacy and employability; information literacy research and information literacy in theoretical context; information seeking and information behavior; information literacy for different groups in different cultures and countries; information literacy for different groups in different cultures and countries; information literacy instruction; information literacy and aspects of education; data literacy and research data management; copyright literacy; information literacy and lifelong learning.

Self-efficacy, or believing in oneself, is an important tool to help young people achieve their goals. Readers will learn about how they can use confidence, a can-do attitude, motivation, and their experiences to increase their chances of success in real-life scenarios. This book highlights important skills for social and emotional learning (SEL), such as recognizing strengths and fostering self-confidence, that are outlined in the CASEL core competencies program. This guidebook gives readers the tools and strategies they need to practice self-efficacy in their everyday lives.

The purpose of this non-experimental, quantitative research study was to examine if a predictive relationship existed between general educators’ perceived self-efficacy, attitudes toward inclusion, and the reading achievement of special needs students in an urban school district in the Midwestern United States. A convenience sample of 65 middle school reading teachers participated in the study. The theory of planned behavior, self-efficacy theory, and social cognitive theory provided a theoretical understanding of how inclusion affects the attitude and behaviors of teachers. Attitudes and beliefs affect behavior by determining what a middle school teacher does and does not do, thereby
affecting what the student with a disability receives in the classroom. A simple linear regression was used to test the hypotheses according to scores generated from the Teachers' Sense of Efficacy Scale (TSES) short form and the Scale of Teachers' Attitude Toward Inclusive Classrooms (STATIC). The results of both simple linear regression analyses determined that neither the TSES nor the STATIC were found to be significant predictors of the change in Ohio Academic Achievement (OAA) reading test scores during the 2012-2013 school years. The results of this study added to the knowledge base of the field by examining the predictive relationship between teacher perceptions of their self-efficacy, attitudes, and regarding inclusion and the reading achievement of special education students that have been included in a general education classroom for reading instruction.

This book is a combination of chapters exploring the entrepreneurial attributes of university students and specifically their intentions to become entrepreneurs. It provides detailed insights into the personal and environmental factors that affect university students’ decisions to establish their own businesses. The first six chapters explore these factors through an exploratory approach and provide descriptive data on students’ entrepreneurial attributes such as self-regulation, self-efficacy, skills, metacognition (knowledge of cognition and regulation of cognition) and subjective and social norms of entrepreneurship. In these chapters, the authors provide an overall picture of entrepreneurial attributes among students from both public and private universities. The last three chapters examine students’ entrepreneurial intentions using the Structural Equation Modelling (SEM) techniques. The chapters explain the interactions between personal (attitudes toward entrepreneurship and self-efficacy) and environmental (social and family norms and education) factors, and investigate how these factors affect students’ entrepreneurial career choice. This book will be of great importance to, and helpful for, policy makers who wish to develop entrepreneurial activities and quality entrepreneurs in their countries; educators who intend to develop entrepreneurship education and training programs and improve entrepreneurial knowledge and competencies among students; and entrepreneurship teachers and lecturers who endeavour to develop students’ entrepreneurial knowledge and competencies. It will also be of interest to students who wish to regulate their motivation, knowledge and thoughts towards learning entrepreneurship; real and nascent entrepreneurs who want to better understand how they can learn entrepreneurial knowledge and skills; and researchers who aim to conduct studies on entrepreneurial attributes and intentions, particularly among students.

This classic and invaluable reference handbook, written for sex researchers and their students, has now been completely revised in a new, fourth edition. It remains the only easy and efficient way for researchers to learn about, evaluate, and compare instruments that have previously been used in sex research.

Master's Thesis from the year 2019 in the subject Pedagogy - School System, Educational and School Politics, grade: 72.00, Roehampton University London (Laureate), course: Master of Arts in Inclusive and Special Education, language: English, abstract: This study should bring awareness to the Ministry of Education and Teacher Training Colleges that traditional lecture style training without relevant practicum may be preventing the facilitation of inclusion. Despite Jamaica’s Ministry of Education having established an inclusive education policy in 2008, the majority of children with special needs are kept at home. With very little inclusion in schools and segregation of students with special needs (SWSN), teachers in Jamaica have not experienced inclusion and do not feel adequately equipped to facilitate it. Literature shows that teachers with experience only in traditional classrooms, and no exposure to diverse students are likely to be resistant to, or unable to, implement inclusion. Teachers also tend to implement inclusive teaching methods and adopt better attitudes after hands-on experience, modelling with a co-teacher. Five teachers participated in a 2-week training condition, each teacher was provided with an inclusive classroom and an experienced inclusive teacher (mentor). The first week the teacher is assisting the mentor, the second week the mentor assists the teacher with lesson planning and teaching. Teachers were given 2 self-rating questionnaires before and after training to measure whether their attitudes and self-efficacy improved and whether a direct measure of attitude and self-efficacy towards inclusion could be predicted after training. Another questionnaire was given 2 weeks after training that measured the potential success of training through implementation. Using paired sample t-tests for both attitude and self-efficacy scores it was found that all 5 teachers could be predicted to show an increase in both attitude and self-efficacy scores after training. It was also found using independent sample means tests that teachers without any previous experience teaching SWSN gained a larger difference in attitudes compared to teachers who already had experience however there was no difference in gains in self-efficacy.

This book tackles the latest research trends in technology acceptance models and theories. It presents high-quality empirical and review studies focusing on the main theoretical models and their applications across various technologies and contexts. It also provides insights into the theoretical and practical aspects of different technological innovations.
that assist decision-makers in formulating the required policies and procedures for adopting a specific technology.

The affective realm is a critical, but often forgotten, aspect of schooling. The development of character and the formation of appropriate learning environments rely to a large extent on understanding the affective nature of students. Even when the focus is on cognitive achievement, affect has a role to play. Teachers frequently mention a lack of motivation as a primary reason for students not achieving as well as they should or as well as their teachers would like. Despite the importance of affect, educators rarely make an effort to systematically collect and use information about students' affective characteristics to better understand students and to substantially improve the quality of education they receive. This book’s purpose is to provide educators with the knowledge and skills they need to design and select instruments that can be used to gather information about students' affective characteristics. Once valid and reliable information has been gathered, it can be used to aid in understanding and to improve educational quality. The second edition features: * an updated list of affective characteristics (i.e., attitudes, values, interests, self-esteem, self-efficacy, locus of control) * a dual emphasis on selecting and designing affective assessment instruments * an emphasis on multi-scale instruments (i.e., a single instrument with multiple affective scales) * the use of a single small data set to illustrate and foster understanding of key concepts and procedures * a dual emphasis on data about individual students and groups of students * a dual focus on the instrumental value of affective data and the inherent value of affective data (i.e., affect is valuable in and of itself)

The effect that teacher interpersonal behaviour has on motivating students to want to learn and on nurturing student self-efficacy in the science classroom cannot be underestimated. Teacher interpersonal behaviour can be perceived to be the catalyst that determines the level of student self-efficacy in classroom activities. An analysis of effective classroom teaching has been assessed in recent times in relation to teacher interpersonal behaviour. However, the effect that teacher interpersonal behaviour has on student motivation has not been studied.

This book constitutes the refereed proceedings of the 10th International Conference on Blended Learning, ICBL 2017, held in Hong Kong, China, in June 2017. The 42 papers presented were carefully reviewed and selected from 100 submissions. The papers are organized in topical sections named: Keynotes; Experiences in Blended Learning; Strategies in Blended Learning; Assessment for Blended Learning; Computer-Support Collaborative Learning; Improved Flexibility of Learning Processes; Open Educational Resources; Pedagogical and Psychological Issues.

This publication is the first report from the OECD's Teaching and Learning International Survey (TALIS). It provides quantitative, policy-relevant information on the teaching and learning environment in schools in 23 countries.

This book constitutes the refereed proceedings of the 20th IFIP TC 14 International Conference on Entertainment Computing, ICEC 2021, which was supposed to take place in Coimbra, Portugal, in November 2021. The 26 full papers, 13 short papers and 11 other papers presented were carefully reviewed and selected from 84 submissions. ICEC brings together researchers and practitioners from diverse backgrounds to discuss the multidisciplinary intersection of design, art, entertainment, interaction, computing, psychology in the fields of gaming and entertainment computing.

This book shares insights into the various ways technology can be used for educational purposes, utilizing an approach suitable for both novice and advanced practitioners in this niche area. It features selected papers presented at the International Conference on e-Learning 2015 (ICeL 2015), where professionals discussed how technology can not only serve as a tool in the classroom, but as the classroom itself. As the title “Envisioning the Future of Online Learning” suggests, this book showcases current best practices in the field of e-learning, where technology has been leveraged to re-engineer the landscape of education, particularly in the context of Malaysia.

Fundamental to understanding human sexual expression is reliable and valid measurement and assessment. Many instruments have been developed to measure a myriad of sexuality-related states, traits, behaviors, and outcomes. Few are easily accessible and the information is limited concerning appropriate use and psychometric properties. In Handbook of Sexuality-Related Measures, more than 200 instruments are reproduced, accompanied by the necessary information for their use in research, as well as
educational and clinical settings. Measures relating to more than 50 topics are included. Examples are abortion, aging, arousal, general and specific attitudes and behavior, contraception, dysfunctions, education, experience, gender identity, homosexuality, ideology, jealousy, knowledge, masturbation, orgasm, rape, and sexually transmitted diseases. Each chapter describes the development and appropriate use of each instrument, giving information on timing, scoring, and interpretation. Reliability and validity data are summarized and completely referenced. Nearly all articles include the entire instrument; others provide illustrative content from the instrument and give all necessary information to obtain the instrument.

The research into how students’ attitudes affect learning of science related subjects have been one of the core areas of interest by science educators. The development in science education records various attempts in measuring attitudes and determining the correlations between behaviour, achievements, career aspirations, gender identity and cultural inclination. Some researchers noted that attitudes can be learned and teachers can encourage students to like science subjects through persuasion. But some view that attitude is situated in context and it is much to do with upbringing and environment. The critical role of attitude is well recognized in advancing science education, in particular designing curriculum and choosing powerful pedagogies and nurturing students. Since Noll’s (1935) seminal work on measuring the scientific attitudes, a steady stream of research papers that describe development and validation of scales appear in scholarly publications. Despite these efforts the progress in this area has been stagnated by limited understanding of the conception about attitude, dimensionality and inability to determine the multitude of variables that made up such concept. This book makes an attempt to take stock and critically examine the classical views on science attitudes and explore the contemporary attempts in measuring science related attitudes. The chapters in this book are reflection of researchers who work tirelessly in promoting science education and will illuminate the current trends and future scenarios in attitude measurement.

The purpose of this systematic grounded theory study was to explore the process of change in teacher attitudes toward including Roma (Gypsy) students in non-segregated schools in Romania. The theories guiding this study included Mezirow’s (1991, 2000) theory of transformation, Gay’s (2002, 2013) theory of culturally responsive teaching, and Bandura’s (1977, 1997) theory of self-efficacy. These three theories guided this research inquiry into how attitudes change, how teacher attitudes affect beliefs and actions, and how self-efficacy affects teacher attitudes. This study sought to answer the following questions: What is the process of transforming Romanian teacher attitudes toward including Roma students? What factors influence attitude change of Romanian teachers toward the Roma? How do Romanian teachers use their transformed attitudes in working with Roma students? What role does self-efficacy play in developing Romanian teacher attitudes toward Roma students? Interviews, observations, and timelines of 23 current teachers took place in Romania. The Model of Transformation: Awakening to Empowering was constructed to show the process of transformation that was revealed during this study. The greatest influences discovered for affecting attitude change were personal reflection, childhood experiences, role models, and ongoing education courses. Teachers who chose to see their classroom as a familial unit, becoming like a foster parent for their students, and incorporated new teaching strategies, worked most successfully with their Roma students. Based on the data, self-efficacy was important for empowering the teachers and helping them to empower others in working with the Roma.

As healthcare organisations and governments look to information technology to capitalise and enhance healthcare, the need for effective investment to update existing technology and provide cost-effective infrastructure for the future becomes clear. The issues of defining success and understanding opportunities are crucial to planning optimum investment and the best use of scarce resources. This book presents papers from the Australian Health Informatics Conference (HIC 2014), held in Melbourne, Australia, in August 2014. With the theme of investing in e-health: people, knowledge and technology for a healthy future, the papers delivered at the conference and included here address the issues of building a future-focused, scalable and adaptable infrastructure and of training the healthcare workforce necessary to support it. Subjects covered include: user participation in ICT development for older adults; interactive patient websites; application areas of multi-user virtual environments in the healthcare context; as well as governance, training and assessing the quality of data in public health information systems. The book will be of interest to all those policy makers and practitioners involved in the planning and implementation of information technology projects as part of the healthcare system.

PREFACE It gives me immense pleasure to share a few sentences as preface of the ‘Survey of Research Abstract of Faculty of Education (K)’, Banaras Hindu University, Varanasi. As we are aware that educational research aimed at developing curriculum, syllabus, textbooks, instructional materials, assessment modules, pedagogical innovations and qualitative practices and reforms. Information and communication technology, e-resources, e-contents, on-line mode of curricular transactions are becoming more
prominent and effective in certain domains worldwide. Researches at doctoral and post-doctoral level are to be addressed the issues related to community, it needs and aspirations, curriculum (advances to be incorporate) and teaching-learning processes in order to make education updated, fulfilling the developmental needs, updated education refines the sensitivities of the learners to be constructive and productive in their approaches to bring desired development for themselves and for the society at large. Fast changing scenario on expected to lines and also on unexpected lines, both demand multifaceted preparedness to meet the challenges of life, likely to emerge. The present covid-19 situation has forced people globally to be locked down to fight against fatal corona virus. Under the situation researches and education processes one unique features such as: online mode of teaching-learning, development of e-content & e-resources, digital pedagogy, curricular flexibility, alternate system of evaluation and examinations, teachers knowledge base and preparedness and students achievement etc. all these have put forwards new areas of study. The comprehensive volume II of the Research Abstract includes eighty Ph.D. thesis and two hundred P.G. dissertations, covered various areas, including educational psychology, philosophy, sociology, technology, curricular studies, examination, evaluation, discipline-based pedagogies etc. Volume provides a rich knowledge base to readers to find knowledge gap in a particular areas for further research design in a way researcher finds a direction to proceed with a new problem with a sound research plan. I on behalf of the Faculty of Education and on my own behalf convey my sincere congratulations to the entire team of the publication and to Prof. S. K. Singh, the chief editor of the volume. I am sure readers will be immensely benefited from this great volume. Date: 26th May, 2020 (R. P. Shukla)

In this book the editors have been able to provide a snapshot of current research being undertaken in the Asia-Pacific region in regards to teacher self-efficacy beliefs. This includes specific focuses on inclusive teaching, professionalism, subject domains, collective efficacy as well as specific contexts of early childhood education and care, primary schools education, special needs schools and teacher education. This allows the reader to begin to develop an understanding about the complexity of teacher self-efficacy as well as the development and relationship between self-efficacy and other theoretical constructs and concepts. The book begins with an overall summary of research in the Asia-Pacific region before moving to a specific focus on research in different countries. All of the chapters also provide hope to the reader about the possibilities of understanding and supporting teachers and schools beliefs to enhance teacher behaviour. Through the implementation of teacher self-efficacy beliefs into educational contexts, teacher education programmes and professional development programmes, there is strong hope that the outcomes of education systems in supporting all students in their learning can be achieved. By allowing teachers to develop their own sources of efficacy and supporting these through all stages of career development, all children can be supported in their own learning.

??At a time when rates of depression and other mental health problems are increasing significantly among high school students, measures of school attitude and well-being are of central importance to school practitioners. Students with positive attitudes about school experience more beneficial outcomes and are also less likely to engage in maladaptive, risky behaviors. Therefore, monitoring how students feel about their experiences at school is important, and a novel, fresh approach to examining school attitude is sorely needed. Past studies of school attitude have generally focused on internal, psychological correlates of school attitude, such as individual and subjective reports of students' attitude toward school and their motivation levels. Evaluating and Promoting Positive School Attitude in Adolescents goes beyond these traditional measurements and explores less psychologically focused indicators, including ecological factors and observable behaviors. This study provides school psychologists with a new, comprehensive, and ecologically based approach with which to evaluate the school attitude of high school students.?

The teaching profession is a highly stressful occupation and susceptible to burnout due to high levels of workload compared to other contact occupations. In Malaysia, the majority of science teachers are experiencing physical and mental drain after long periods of teaching service and mundane routine year in and year out. Despite the general assumptions of a teacher’s job is merely teaching from a textbook, a teacher’s workload includes teaching-related (class preparation and classroom management) and non-teaching related (administration and meetings). All these challenges required teachers to possess high self-efficacy beliefs, great teaching motivation, and positive attitudes toward teaching science. When the development of the affective domain is neglected during pre-service years, teachers’ behavioural intention in teaching science will subside gradually. This may cause emotional exhaustion, feelings of ineffectiveness, and job burnout when the pre-service teachers start to work in a high-pressure environment. The prime focus of this book includes the use of Partial Least Square-Structural Equation Modelling (PLS-SEM) approach in studying the mediating effect of attitudes toward teaching science in the relationship between teacher self-efficacy beliefs and teaching motivation on behavioural intention in teaching science. This book provides insights for
policymakers to formulate courses on managing personal affective domains in the teacher education curriculum. It is also hoped that this book will be of interest to academicians and researchers on the topic related to teacher education and teaching professional development.

This book is a companion to the IYC-2011 celebration. The eleven chapters are organized into three sections: Section 1: Marie Curie's Impact on Science and Society, Section 2: Women Chemists in the Past Two Centuries, and Section 3: Policy Implications. The authors invited to contribute to this book were asked to orient their chapter around a particular aspect of Marie Curie's life such as the ethical aspects of her research, women's role in research or her influence on the image of chemists. Our hope is that this book will positively influence young women's minds and decisions they make in learning of chemistry/science like Marie Curie's biography. But we do hope this book opens an avenue for young women to explore the possibility of being a scientist, or at least to appreciate chemistry as a human enterprise that has its merit in contributing to sustainability in our world. Also we hope that both men and women will realize that women are fully competent and capable of conducting creative and fascinating scientific research.

This book records the state of the art in research on mathematics-related affect. It discusses the concepts and theories of mathematics-related affect along the lines of three dimensions. The first dimension identifies three broad categories of affect: motivation, emotions, and beliefs. The book contains one chapter on motivation, including discussions on how emotions and beliefs relate to motivation. There are two chapters that focus on beliefs and a chapter on attitude which cross-cuts through all these categories. The second dimension covers a rapidly fluctuating state to a more stable trait. All chapters in the book focus on trait-type affect and the chapter on motivation discusses both these dimensions. The third dimension regards the three main levels of theorizing: physiological (embodied), psychological (individual) and social. All chapters reflect that mathematics-related affect has mainly been studied using psychological theories.

This book celebrates the scholarly achievements of Prof. David A. Watkins, who has pioneered research on the psychology of Asian learners, and helps readers grasp the cognitive, motivational, developmental, and socio-cultural aspects of Asian learners learning experiences. A wide range of empirical and review papers, which examine the characteristics of these experiences as they are shaped by both the particularities of diverse educational systems/cultural milieus and universal principles of human learning and development, are showcased. The individual chapters, which explore learners from fourteen Asian countries, autonomous regions, and/or economies, build on research themes and approaches from Prof. Watkins' research work, and are proof of the broad importance and enduring relevance of his seminal psychological research on learners and the learning process.

This book focuses on aspects of mathematical beliefs, from a variety of different perspectives. Current knowledge of the field is synthesized and existing boundaries are extended. The volume is intended for researchers in the field, as well as for mathematics educators teaching the next generation of students.

The purpose of this study was to explore teachers' attitudes about the relationship between self-efficacy and teacher performance pay in Grades 3 through 12 in the United States as well as determine whether input on testing criteria and student achievement would change teachers' attitudes about teacher performance pay and the teaching profession. A 65-question survey instrument entitled, Self-efficacy and Teacher Performance Pay, guided the research. The findings of the research question and sub-questions revealed a mixed relationship between teachers' attitudes about the relationship between self-efficacy and teacher performance pay. While there were many areas of concern for teachers, the research showed that teacher performance pay might not be the solution. The information collected showed that a majority of the participants were not in favor of using teacher performance pay models. However, with modifications in the design, implementation, and criteria for awarding teacher performance pay, the best plan may be created and accepted by more teachers.

Attitude, Self-efficacy and English communication skills become an integral part to provide appropriate careers to students. Learners suffer from low self-efficacy which is an
impediment in their involvement in learning tasks. Poor learning strategies diminish their motivation and consequently their language proficiency. It has been proved that self-efficacy is used an instrument to amplify positive attitude among learners towards English Communication Skills. There is a positive relationship among the attitude, self-efficacy and English language achievement of learners. It provides a framework to understand communication practices of engineering students in India. This book aims to help the language practitioners and educators to look for concrete ways to assist learners to develop a positive attitude and learn more effectively by empowering them to take ownership of learning and to manage their own learning.

This book meets a demand in the science education community for a comprehensive and introductory measurement book in science education. It describes measurement instruments reported in refereed science education research journals, and introduces the Rasch modeling approach to developing measurement instruments in common science assessment domains, i.e. conceptual understanding, affective variables, science inquiry, learning progression, and learning environments. This book can help readers develop a sound understanding of measurement theories and approaches, particularly Rasch modeling, to using and developing measurement instruments for science education research. This book is for anyone who is interested in knowing what measurement instruments are available and how to develop measurement instruments for science education research. For example, this book can be a textbook for a graduate course in science education research methods; it helps graduate students develop competence in using and developing standardized measurement instruments for science education research. For use as a textbook there are summaries and exercises at the end of each chapter. Science education researchers, both beginning and experienced, may use this book as a reference for locating available and developing new measurement instruments when conducting a research study.

Chemistry is a human endeavor that relies on basic human qualities like creativity, insights, reasoning, and skills. It depends on habits of the mind: skepticism, tolerance of ambiguity, openness to new ideas, intellectual honesty, curiosity, and communication. Young female students begin studying chemistry curiosity; however, when unconvinced, they become skeptical. Researches focused on gender studies have indicated that attitudes toward science education differ between males and females. A declining interest in chemistry and the under representation of females in the chemical science was found (Jacobs, 2000). This study investigated whether self-confidence toward chemistry, the influence of role models, and knowledge about the usefulness of chemistry were affecting the attitudes toward chemistry, of 183 high school young females across the United States. The young female students surveyed, had studied chemistry for at least one year prior to participating in the study during the fall semester of 2003. The schools were randomly selected represented diverse economic backgrounds and geographical locations. Data were obtained using Chemistry Attitude Influencing Factors (CAIF) instrument and from interviews with a focus group of three young female students about the effect of self-confidence toward chemistry, the influence of role models, and knowledge about the usefulness of chemistry on their decision to study chemistry. The CAIF instrument consisted of a 12-items self-confidence questionnaire (ConfiS), 12-items each of the influence of role models (RoMoS) and knowledge about usefulness of chemistry (US) questionnaire. ConfiS was adopted (with permission) from CAEQ (Coll & Dalgety, 2001), and both RoMoS and US were modified from TOSRA (Fraser, 1978), public domain document. The three young female students interviewed, gave detailed responses about their opinions regarding self-confidence toward chemistry, the influence of role models, and knowledge about the usefulness of chemistry on their attitudes toward the study of chemistry. Both quantitative (a Likert-type Scale questionnaire) and qualitative (open-ended questions) items were used to investigate the views of young female students. Results of the survey were analysed using a correlation test. Significant differences were found in the Likert-type scale scores, providing evidences supporting literature that suggests, self-confidence toward chemistry, the influence of role models, and knowledge about the usefulness of chemistry affect the decision of young female students about the study of chemistry. Interview responses corroborated the results from the survey. Strategies for addressing the problems and recommendations for further studies have been suggested.

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