# Learning and Self-Beliefs

Arising from the concept of triadic reciprocality, Bandura (1986) is the implication that teachers have the challenge of improving the academic learning and confidence of students. Applying the social cognitive theory, teachers can work to improve their students' emotional states and correct the negative self-beliefs and habits of thinking (personal factors); improve their academic skills and self-regulatory practices (behavior); and lastly, change the school and classroom structures that may undermine student success (environmental factors), (Pajares, 2002).  It has therefore become essential to examine how computer technology can impact on these mentioned challenges.

Bandura (1986) is of the opinion that the beliefs people have about their abilities and outcomes of their efforts seriously affects their behavioural manner.  Assumptions abound that acquiring a stronger learner identity which has been developed from a positive learning experience has a positive role in building the confidence of learners (Tett and Maclachlan, 2007). In agreement, Hammond (2004) states that research on adults returning to learning suggest that adults who failed in school show an increase in confidence from later successful learning experiences.

Dillion-Marable and Valentine (2006) claim that computers have been found to significantly improve certain aspects of instruction which include student enjoyment, privacy and confidence levels of learners.  Due to the mentioned findings, it is recommended that instruction should allow for discoveries to be made by the adult learner while the tutor acts as a guide or facilitator.  This will allow for the build-up of learners' confidence and positive self-beliefs.

Uchenna June Nwosu 2010

# References

Bandura, A. (1986) *Social foundations of thought and action: A social cognitive theory,* New Jersey: Prentice-Hall.

Bandura, A. (1988) 'Organizational applications of social cognitive theory', *Australian Journal of Management, 13*, 275-302.

Dillion-Marable, E. and Valentine, T. (2006) 'Optimizing Computer Technology Integratio' *Adult Basic Education*, 16(2), 99-116.

Hammond, C. (2004) 'Impacts of lifelong *learning* upon emotional resilience, psychological and mental health: fieldwork evidence', Oxford Review of Education, 30(4). 551-568.

Pajares (2002) *Overview of social cognitive theory and of self-efficacy* [online], available: http://www.emory.edu/EDUCATION/mfp/eff.html [accessed: 10 Jan 2010].

Pajares, F. and Johnson, M. J. (1994) 'Confidence and Competence in Writing: The Role of Self-Efficacy, Outcome Expectancy, and Apprehension', *Research in the Teaching of English*, 28(3), 313-331.

Pajares, F. and Schunk, D. H. (2002) "Self and Self-belief in Psychology and Education: An Historical Perspective" in Aronson, J (Ed.), (2002) *Improving Academic Achievement: The Impact of Psycological Factors on Education*, New York: Academic Press.

Tett, L. and Maclachlan, K. (2007) 'Adult literacy and numeracy, social capital, learner identities and self-confidence', *Studies in the Education of Adults*, 39(2), 150-167.

Uchenna June Nwosu 2010