

## **Self-beliefs and Attainment**

Research suggests that people with positive self-views have the potential to overcome obstacles; while on the other hand; people with negative self-conceptions do not reach their full potential (Bong and Clark, 1999, Mahyuddin *et al*, 2006). Mahyuddin *et al* (2006) go on to explain that learners with low self-efficacy believe that a task is tough and this narrows the learners' vision on solution of problems. On the other hand, learners with high efficacy are more relaxed. Due to this, Yukselturk and Bulut (2009) suggest that self-beliefs or self-efficacy of learners may be assessed prior to commencement of a course to assist in identifying learners who are particularly at risk of performing poorly.

A learner's continuance on a task depends on constant reaffirmation of the learner's positive self-beliefs or on the learner's chances of successful completion of tasks available (Caprara *et al*, 2008).

Success requires not just skills but strong self-belief in one's capabilities to accomplish set goals (Bandura, 1988). People with the same skills may perform, extraordinarily well, poorly or adequately depending on the self-beliefs they possess which may enhance or impair the capabilities of the individual (Bandura, 1988). An individual's self-beliefs also have a strong effect on motivation and consequently on the activities undertaken (Bandura, 1988).

Low self-esteem has been recognised as a barrier for assessing learning (James, 2003) hence raising the learner's confidence to avoid the learner seeing themselves as educational failures will widen in education (McGivney, 2001). Ecclestone (2005) acknowledges that some learners need to change their self-image and raise their estimation of their potentials in order to progress. This is especially true with some learners who have been put off by formal education in the past. Learners are empowered by learning that which fosters positive feelings about the self. Although McGivney (2005) expresses doubt about the elevation of self-esteem on the impact on education, Ecclestone (2005) asserts that evidence has been found that learners value self-esteem and confidence acquired from learning above outcomes such as qualifications.

## References

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