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Albert Bandura

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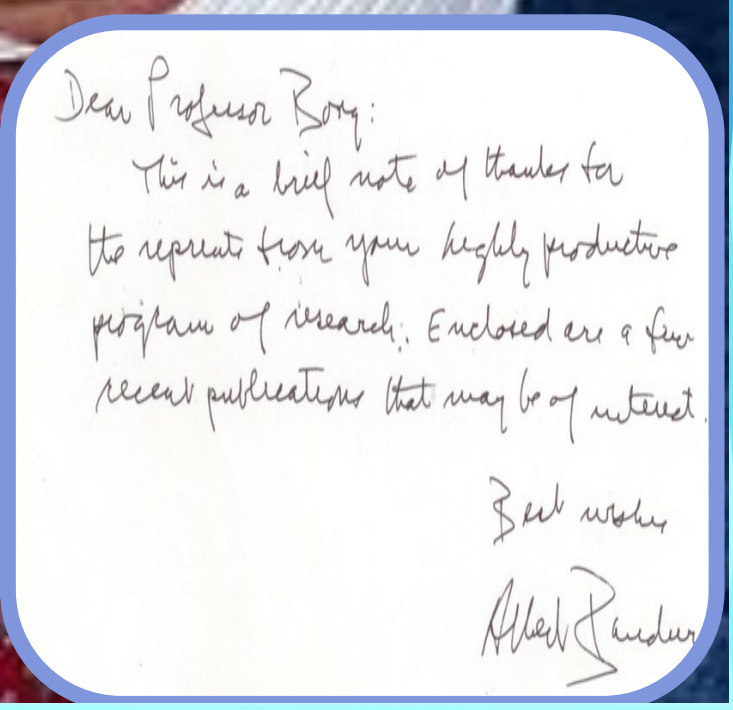


Dear Professor Borg:

This is a brief note of thanks for the reprints from your highly productive program of research. Enclosed are a few recent publications that may be of interest.

Best wishes

Albert Bandura

Obituary

Albert Bandura

December 4, 1925 - July 26, 2021

Palo Alto Online - Lasting Memories - Albert Bandura's memorial

Albert Bandura died peacefully at his home in Stanford, California on July 26, 2021, at the age of 95. He was the David Starr Jordan Professor Emeritus of Social Science in Psychology at Stanford University.

Dr. Bandura was born in 1925. He was the youngest of six children, raised by a Polish father and a Ukrainian mother in the close-knit immigrant farming community of Mundare, Canada, located 50 miles outside of Edmonton, Alberta. He earned his undergraduate degree from the University of British Columbia in 1949 before going on to graduate school in psychology at the University of Iowa. While there, he met Virginia Varns of South Dakota and they married in 1952. After earning his Ph.D., he accepted a position at Stanford University in 1953, where he served on the faculty for 57 years.

Dr. Bandura had a prolific and illustrious career that profoundly influenced the field of psychology. His earliest research focused on the role of observational learning and modeling. In his famous 1961 Bobo Doll study, children who observed an adult beating up an inflatable doll, called Bobo, were more likely to reproduce the same aggressive behavior when later playing with the doll. His findings challenged the previously established behavioral doctrine that learning was primarily a conditioned response shaped by external punishments and rewards. He instead advanced a social-cognitive approach to learning. His further seminal research on modeling and guided mastery revolutionized the field of behavior change, led to new, highly effective interventions to treat debilitating phobias, and resulted in efforts to protect children from the negative effects of televised violence.

In the 1980s, Dr. Bandura formalized Social Cognitive Theory and introduced the concept of self-efficacy. His research and writings illuminated the powerful role that perceived self-efficacy—the belief in one's ability to achieve desired outcomes—plays in motivation, perseverance, and behavioral change. His theory stresses that people are agents in their own development, and that enhanced efficacy beliefs facilitate the ability to grow, to achieve personal goals, and to alter life trajectories. These self-efficacy constructs have had far-reaching research and clinical applications and are used by parents, teachers, health providers and countless other professionals to create robust interventions to promote positive change.

More recently, Dr. Bandura's work has focused on harnessing the power of social learning, modeling, and self-efficacy to address global issues such as climate change, social injustice towards girls and women, family planning, and public health crises. He collaborated with the Population Media Center to develop mass media programs and telenovelas, which are broadcast in targeted areas of the world. These dramas, created by people in the communities where they are produced, portray dilemmas that people face in their efforts to better their lives. They model practical solutions to help people make positive changes and have proven to be powerful vehicles for social change.

Dr. Bandura's final book, Moral Disengagement: How People Do Harm and Live with Themselves, describes the psychological mechanisms employed by individuals, corporations, and government to persuade themselves and/or others that their actions are not harmful. His theory of moral disengagement exposes the tactics people use to justify a host of atrocities ranging from the bombing of civilians during wartime to the shameful promotion of Oxycontin by Purdue Pharma, the failure of Congress to enact common sense gun safety legislation, and sexual assaults committed by Catholic priests and others in positions of power.

Over the course of his long career, Dr. Bandura's guiding motivation has been to foster practices that lead to human betterment and ensure environmental sustainability. He has had enduring relationships with colleagues and students who shared this journey with him, and he continued to respond to requests for information and guidance until the final months of his life.

Along the way, he received numerous honorary degrees, was elected president of the American Psychological Association in 1974, and earned awards from the APA in 1980 and 2004 for his outstanding lifetime contributions to psychology. In 2015 he received The Order of Canada, one of the country's highest civilian honors, that "recognizes outstanding achievement, dedication to the community and service to the nation." In honor of his important contributions to the advancement of knowledge in the fields of behavioral and social sciences, he was awarded the National Medal of Science by President Barack Obama in 2016.

Dr. Bandura loved living in California and enjoyed all that the state had to offer with his wife, Ginny, and their children. They camped and hiked in the High Sierra; explored the California coastline; sampled new restaurants offering the latest in California cuisine; savored fine wines in Napa Valley; and regularly attended music and performance events, such as the Carmel Bach Festival and SF symphony. He was an avid gardener, single-handedly tending to his yard and prolific vegetable garden until well into his 80s. A remarkable and generous man, he had a lively sense of humor and sparkling eyes, and he adored playing with his twin grandsons during their frequent visits while growing up.

Dr. Bandura is survived by his two daughters, Mary Bandura, Ph.D., of Tiverton, RI, and Carol Cowley, MSN-NP, of Louisville, CO, and grandsons, Timothy and Andrew Cowley, of Boulder, CO.

As per Dr. Bandura's wishes, the family does not plan to hold a memorial service. In lieu of flowers, charitable contributions can be made to the Natural Resources Defense Council (https://www.nrdc.org/), the Population Media Center (https://www.populationmedia.org/), or Young Voices for the Planet (https://www.youngvoicesfortheplanet.com/).

Editorial

Bandura, Johnny, and Delay of Gratification

Héfer Bembenutty

The Studying and Self-Regulated Learning Special Interest Group of the American Educational Research Association dedicates the November issue of the *Times Magazine* to celebrate the life and contributions of Albert Bandura.

The sad news of the death of Albert Bandura last July 26, 2021, accentuated the valuable role that social cognitive theory plays in understanding human learning, development, expectancies, and agency. Bandura promoted the importance of social learning, modeling, self-efficacy beliefs, outcome expectancy, vicarious learning, human agency, and self-regulation. Bandura's theory provides the mechanisms necessary to help Johnny, representing all learners who need to develop agency and self-regulation.

Regarding self-efficacy, Bandura observed, "Self-efficacy is the belief in one's capabilities to organize and execute the sources of action required to manage prospective situations" (Bandura, 1995, p. 2). About self-regulation, Bandura believed that "A theory that denies that thoughts can regulate actions does not lend itself readily to the explanation of complex human behavior" (Bandura, 1986, p. 15).

In this issue, contributors describe personal and professional experiences revealing applications of Bandura's motivation and self-regulation theories to their diverse backgrounds. For instance, Dale H. Schunk reflects on how Bandura mentored him when Bandura supervised his doctoral work. Mimi Bong reflects on how Bandura's support and personal communications enhanced her self-efficacy beliefs. John Riveaux shares how self-efficacy has shaped him as an Art Educator in South Bronx, New York, since he was a student at Queens College.

Bandura's contribution to the research on delay of gratification is often neglected. *Delay of gratification* involves choosing between immediately available but less valued rewards or waiting for a delayed but more valuable reward (Mischel, 1961).

In 1965, Bandura with Walter Mischel conducted one of the classic studies on delay of gratification. They investigated whether modification of self-imposed delay of reward was possible through exposure to live and symbolic models.

In the study, after assessing (**pretest)** children's preference for an immediately available reward or a delayed one, children were divided into two groups according to their preference.

Within each preference group, children were randomly assigned to one of three experimental conditions: **live model** (a person exhibits a reward preference pattern that is the opposite of the one displayed by the child), **symbolic model** (presenting in written form the reward preference pattern of an absent person, again opposing the child's pretest preference), or **no model** (only saw the rewards of the live and symbolic models). Thus, there were six groups based on initial preference and treatment.

After being exposed to one of the three conditions, children were tested (**post-exposure test**) to assess whether their initial preference changed, and they were tested again about 4-5 weeks later (**test for generalization and stability of altered delay patterns**). Groups 1-3 had initially selected an immediately available reward. The treatment conditions featured live (**Group 1**) and symbolic (**Group 2**) models of delayed behavior. **Group 3** was the control condition with no model. The results revealed that after being exposed to the three models children changed their preference for an immediate reward to a delayed reward; however, post-exposure test versus generalization test revealed not stable changes after 4 weeks.

Groups 4-6 were comprised of children who initially demonstrated a high preference for a delayed reward. Children in **Group 4** were exposed to a live model of preference for an immediate reward and children in **Group 5** observed a symbolic model of immediate-reward preference. **Group 6** was the control group without a model.

The results revealed that children exposed to a live model (Group 4) changed their preference from a delayed reward to an immediate reward after observing a model displaying immediate preferences. This effect revealed generalization and stability after 4-5 weeks.

Children in Group 5 changed their delayed preference as indicated by comparing the pretest versus post-exposure test and pretest versus generalization test, but not during the post-exposure test versus generalization test. Children in the no model condition (Group 6) only demonstrated changes when comparing pretest versus post-exposure tests.

The live and symbolic models had different effects on children, but both changed children's initial preference for a delayed or immediately available reward. However, the live model has lasting generalization and stability after 4-5 weeks. Other salient findings include:

- Children with an initial preference for immediate rewards incrementally changed to a preference for delay-rewards after observing a live model.
- In the absence of a live or symbolic model, children were less prompted to change their delayed-reward or immediate-reward preferences.
- Children who had shown a delayed-reward preference developed a preference for immediate and less valued rewards after observing live models who displayed a preference for an immediate and less valued reward.

Delay of gratification is a complex process. Research on *academic delay of gratification* (Bembenutty, 2016) reveals that willingness to delay gratification among school children, college students, teacher candidates, and certified teachers is associated with value, interest, cost, and importance placed on the immediate and delayed rewards. Cultural factors, academic levels, gender, cognitive skills, and resource management are associated with willingness to delay gratification.

Findings from Bandura and Mischel's study invite us to conduct research exploring how observational learning and modeling could impact willingness to delay gratification in academic contexts. Their findings invite the field of self-regulation to design methods integrating modeling and observational learning to facilitate learning and teaching. Parents and teachers may consider that learners' willingness to delay gratification can be influenced by the patterns of behavior observed at home and in school.

Through observational learning, Johnny, a student who disrupts classes, is reluctant to turn off the cell phone during instruction, is unwilling to wear a mask to avoid the COVID-19 infection, is unwilling to delay gratification, and displays low self-efficacy for learning, could be transformed into a skilled, thriving, agentic, proactive, and self-efficacious, and self-regulated learner.

Editorial Note: Sarah Young, generously and efficiently, served as the copyeditor of this issue of the *Times Magazine.* Thanks, Sarah.

Upon request, references are available by contacting Héfer Bembenutty (hefer.bembenutty@qc.cuny.edu)

Héfer Bembenutty, PhD, is an associate professor of Educational Psychology at Queens College. His research focuses on academic delay of gratification, cyclical and cultural self-regulated and proactive pedagogy, and homework self-regulation.

Albert Bandura: Self-Efficacy and Self-Regulation Model and Mentor

Dale H. Schunk

Much has been and will be written about the great psychologist that Albert Bandura was. He was right up there at the top in all the rankings I ever saw, along with Freud and Skinner. Of course, I felt that way too, but to me, Bandura was much more. Relevant to the SSRL SIG, he was an exemplary self-efficacy and self-regulation model and mentor.

As part of my psychology minor in my doctoral program at Stanford University in Psychological Studies in Education, I took a course from him. This was when his first writings on self-efficacy appeared in 1977. When the course was over, I met with him, explaining that self-efficacy seemed to fit so well in education where many students struggle not because of low ability or intelligence but because of low self-efficacy.

I asked if he was interested in applying his ideas to education, and he said he was. He then became the chair of my dissertation committee. My dissertation was the first application of self-efficacy theory to an educational context involving learning. Subsequent to this, I worked with him as a research associate where we conducted a follow-up study on children's self-regulated learning as impacted by goal setting.

I largely owe my professional career to what I learned from him. Importantly, he practiced what he preached. He was an exemplary self-efficacy and self-regulation model and mentor.

Dale H. Schunk, PhD, is Professor of Education in the School of Education at The University of North Carolina at Greensboro. His research and teaching specialties are learning, motivation, and self-regulation.

Model

He continually modeled how to turn an idea into a research project. He practiced the participant modeling procedure that he used in his research. Initially, he explained and demonstrated, then guided me. Eventually, I was able to do more on my own with his continued feedback and guidance.

He used participant modeling throughout the entire research process. This included conceptualizing research and designing and pilot testing measures and procedures, analyzing data, writing sections of a research article, and eventually turning a project into a publication.

Self-regulation was apparent throughout our interactions. Although I am sure I disappointed him at times, he never lost patience with me but always remembered that the role of the model is to teach and encourage learning.

Mentor

Effective mentorship involves not only assisting the mentee to grow professionally but also often forming a collegial relationship. To grow and make positive contributions I needed to feel self-efficacious. Bandura used the four sources of self-efficacy information to guide my development:

- ***Performance***. Bandura critiqued my work and showed me how it was leading to goal progress.
- ***Vicarious***. Bandura used modeling frequently and steered me into interacting with others.
- ***Persuasion***. Bandura continually encouraged me that I was ready for the next step.
- ***Physiological***. Bandura allayed my anxiety by showing me strategies for completing tasks.

Conclusion

A picture of Albert Bandura hangs in my study. I gaze at it often and thank him for the wonderful model and mentor he was for me, as I am sure he was for many others. We all miss him.

REPRESENTATIVE PUBLICATIONS

"Tested the hypothesis that self-motivation through proximal goal setting serves as an effective mechanism for cultivating competencies, self-percepts of efficacy, and intrinsic interest. 40 children (7.3–10.1 yrs of age) who exhibited gross deficits and disinterest in mathematical tasks pursued a program of self-directed learning under conditions involving either proximal subgoals, distal goals, or no goals. Results of the multifaceted assessment provide support for the superiority of proximal self-influence. Under proximal subgoals, Ss progressed rapidly in self-directed learning, achieved substantial mastery of mathematical operations, and developed a sense of personal efficacy and intrinsic interest in arithmetic activities that initially held little attraction for them. Distal goals had no demonstrable effects. In addition to its other benefits, goal proximity fostered veridical self-knowledge of capabilities as reflected in high congruence between judgments of mathematical self-efficacy and subsequent mathematical performance. Perceived self-efficacy was positively related to accuracy of mathematical performance and to intrinsic interest in arithmetic activities."
Bandura, A., & Schunk, D. H. (1981). Cultivating competence, self-efficacy, and intrinsic interest through proximal self-motivation. *Journal of Personality and Social Psychology, 41*(3), 586–598. https://doi.org/10.1037/0022-3514.41.3.586

"This paper discusses vicarious influences on students' perceived self-efficacy during cognitive skill learning. Students enter classroom learning activities with a sense of self-efficacy for learning that varies due to student aptitudes and prior experiences. Important vicarious influences on students' self-efficacy include attribute similarity, perceived competence, number of models, strategies modeled, information on task demands, and outcomes of models' actions. Higher self-efficacy instated by observing models is validated when students attempt the task themselves and experience success. Some research bearing on these vicarious influences is summarized. Recommendations for future research and implications for teaching are presented."
Schunk, D. H. (1986). Vicarious influences on self-efficacy for cognitive skill learning. *Journal of Social and Clinical Psychology*, *4*(3), 316–327. https://doi.org/10.1521/jscp.1986.4.3.316

Al Bandura Practiced What He Preached; So Should We

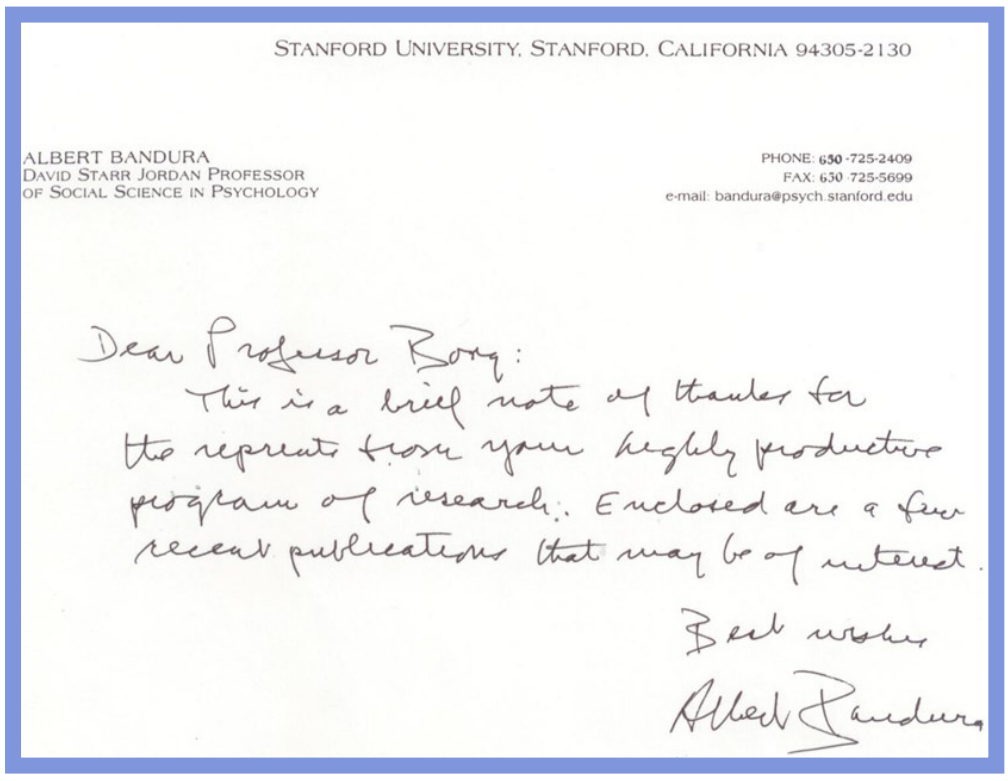
Mimi Bong

Mimi Bong, PhD, is a Professor of Educational Psychology and the Director of the Brain and Motivation Research Institute (https://bmri.korea.ac.kr/english) at Korea University. She studies adolescent motivation and self-regulation with particular emphasis on goals, values, and self-efficacy.

When I was first introduced to motivation theories, including Bandura's social cognitive theory and Dweck's achievement goal theory, they instantly reminded me of so many Korean learners who work extremely hard for all the wrong reasons and suffer from a severe lack of confidence.

I changed my major from instructional technology to educational psychology to study motivation in the middle of my PhD program and ended up writing about the generalizability of self-efficacy for my doctoral dissertation. So you could say the impact that Bandura had on me, although only through the books then, was quite dramatic.

The article based on my doctoral dissertation was published in the *Journal of Educational Psychology* in 1997. At that time, email was not the primary medium of communication yet. Immediately after my article was published, a letter arrived from Stanford University from a person that I never expected – The Albert Bandura!



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ALBERT BANDURA
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Dear Professor Bong:
This is a brief note of thanks for the reprints from your highly productive program of research. Enclosed are a few recent publications that may be of interest.

Best wishes
Albert Bandura

Bandura wrote, as seen in the scanned image of the letter, "Dear Professor Bong: This is a brief note of thanks for the reprints from your highly productive program of research. Enclosed are a few research publications that may be of interest. Best wishes, Albert Bandura."

When Bandura's letter arrived, I was going into my third year as a part-time instructor in Seoul, desperately searching for a tenure-track position. I still remember the thrill that I felt as I was reading his short memo. I must have read it at least five times. It arrived at a time when I started to lose confidence, thinking that trying to publish was useless because factors such as gender and personal connections seemed to matter more in the universities' hiring decisions.

Bandura sent me another note of encouragement several years later, this time via email, after my second article on self-efficacy was published. He said I did "superb" work, and you can imagine how that simple word from him boosted my self-efficacy to do research!

Bandura practiced what he preached – providing social persuasion to a young, unknown Korean scholar who was struggling alone over the Pacific. He knew the power of his social persuasion, being the most credible source of self-efficacy theory and research on Earth. I am eternally grateful to him for troubling himself to take those extra steps.

I teach many graduate students now and there are three things that I exercise to strengthen their self-efficacy beliefs: modeling, social persuasion, and the provision of a transformative experience. In the past, I had often been frustrated with my English skills and envious of native speakers of English.

These days, I feel lucky that I am not a native speaker of English because, if I were a native speaker, I could not have been an effective model for my graduate students who try to publish in English. They would not have found me similar to them.

My graduate students know that it is not easy to please me with their work. However, they also know when I say "good," that means the quality of their work is "truly outstanding" and they can be proud of themselves. While not denying individual differences among my PhD students, all of them are extremely hard-working and competent by the time they receive their terminal degree.

I always make sure they know their academic potential before they leave the lab by providing them with the social persuasion they need. I know my words of encouragement and assurance of their scholarly capability will protect their self-efficacy from the occasional setbacks, anxiety, and hopelessness that they are bound to experience as novice researchers, just like the words of Bandura had protected me when I was a junior scholar.

The one thing that I try the hardest is to provide them with a "transformative experience" that Bandura discussed, which will help them become self-efficacious in all spheres of their lives. Being able to publish in reputable journals gave me such a transformative experience as it represented a successful mastery of the most difficult task as an academician.

My goal as a teacher is to help all my doctoral students experience the same because I know the enduring power that such an experience will have for them for the rest of their lives.

IN LOVING MEMORY OF ALBERT BANDURA

Jesús de la Fuente

As a Spanish doctoral student in 1991, I had the good fortune of acquiring a copy of Bandura's *Social Foundations of Thought and Action,* newly published in its Spanish translation. This work enabled me to verify the accuracy of my knowledge, models and explanations of human learning, and many of my unanswered questions were addressed clearly and concisely. The principles of behaviorist learning gave way to cognitivist models and heuristics that have accompanied me in my career and have allowed me to advance into precise proposals of human processes of teaching and learning, especially in social interaction situations.

- The discovery of *human learning mechanisms in social interaction* through vicarious learning has been essential to my understanding of many occurrences in our schools, families, and societies.
- Knowledge of the human being's mechanisms for *self-regulation of behavior* was fascinating to me. Specifically, learning through self-regulatory processes – which were later specified in different models – has been essential in guiding my research career around the construct of Self-Regulation (SR) and Self-Regulated Learning (SRL).
- As a self-referential cognitive variable and antecedent of behavior, the self-efficacy construct has been essential for understanding and integrating other self-referential constructs essential to present-day Educational Psychology.

Like educational psychologists, Bandura's theory allows us to continue investigating in three specific aspects:

1) Further knowledge of human self-regulatory mechanisms (Bandura, 1981); more specifically, using Zimmerman and Schunk's 2001 model of self-regulated academic learning.

2) Inclusion of self-regulation as a core variable in students' management of the learning processes (meta-cognition and regulated learning strategies). This is also being addressed from the standpoint of teaching processes, where teaching strategies can aid or improve how students manage their learning process (i.e., regulatory teaching or effective teaching).

3) Integration of levels of the ego as a self-referent construct: **Self-Concept**: cognitive level of defining the self (knowing) **Self-Regulation**: procedural level of managing the self (know-how) **Self-Efficacy**: attitudinal level of accepting the self (knowing how to be)

Our specific directions in furthering this work are as follows.

1) Based on *Social-Cognitive Theory* (Bandura, 1987), the *SRL Model* (Zimmerman & Schunk, 2001), and other contributions, we put forward the *Theory of Self- vs. External Regulation* (de la Fuente, 2017). This is an applied heuristic that categorizes *person x context* interactions as being regulatory, nonregulatory, or dysregulation for the human being and is being explicitly applied in situations of learning and health (including the COVID-19 context).
2) We are currently working on constructing an educational model of competence that incorporates self-regulation as a meta-cognitive, meta-motivational, and meta-behavioral variable. Also being addressed are the characteristics of teaching that promote a student's self-regulation.
3) In addition, we are investigating consistent relationships of self-regulation as a meta-skill that is present in the management of thoughts, feelings and actions, in the spheres of education and health.

Conclusion

Bandura's contribution is irreplaceable; without it, the current view of human educational and social processes would be impossible. Bandura's writings have always marked a before and after in our understanding of psychoeducational processes. Many thanks to you, Professor Bandura!

Upon request, references are available by contacting Jesús de la Fuente (jdlfuente@unav.es).

Jesús de la Fuente, PhD, is a Full Professor of Educational Psychology at the University of Almería (Spain), presently working at the University of Navarra (Spain). His main research interest is self-regulatory behavior and, specifically, self-regulated learning in academic learning contexts (SRL). De la Fuente is the author of SRL *vs*. ERL Theory (www.inetas.net).

REPRESENTATIVE PUBLICATION

"Achievement emotions constitute one important variable among the many variables of students' learning. The aim of this research was to analyze the differential effect of university students' levels of self-regulation (1 = low, 2 = medium and 3 = high), and of their level of perceived stress in three academic situations (1 = class, 2 = study time and 3 = testing), on the type of achievement emotionality they experience (positive and negative emotions). The following hypotheses were established: (1) a higher level of student self-regulation would be accompanied by higher levels of positive emotionality and lower levels of negative emotionality and (2) a higher level of situational stress would predispose higher levels of negative emotionality and lower levels of positive emotionality. A total of 520 university students completed three self-reports with validated inventories. Descriptive, correlational, and structural prediction analyses (SEM) were performed, as well as 3 × 3 ANOVAs, under an ex post facto design by selection. The results showed overall fulfillment of the hypotheses, except for a few specific emotions. Implications for prevention and psychoeducational guidance in the sphere of university education are discussed."

de la Fuente, J., Paoloni, P., Vera-Martínez, M. M., & Garzón-Umerenkova, A. (2020). Effect of levels of self-regulation and situational stress on achievement emotions in undergraduate students: class, study and testing. *International Journal of Environmental Research and Public Health*, *17*(12), 4293. https://doi.org/10.3390/ijerph17124293

Albert Bandura Influenced My Work as a Scholar-Practitioner

Carlo Magno

My area of specialization is educational psychology. My field in educational psychology is much grounded on the work of Bandura's social cognitive theory, which explains the teaching and learning process (how learners perform, achieve, and learners' beliefs) using the triadic reciprocity theory.

When I was an undergraduate student, Bandura's theory took the stage as part of general psychology, cognitive psychology, and social psychology lessons. His experiment on the Bobo doll is cited as an illustrative scenario in our experimental psychology class.

This form of acquaintance with Bandura and his theory is typical for me and all students in the Philippines who go through an introductory course in psychology. His social cognitive theory is part of the content of the curriculum in various psychology courses and personal development class in senior high school.

The studies that I have conducted are influenced much by the work of Bandura on two themes:

1. The use of the triadic reciprocity theory to explain students' performance by a set of predictors, and
2. the use of self-efficacy as a variable in models.

To illustrate the first theme, one study we conducted found that when the Taiwanese are in a place where they are required to speak in English, their level of exploring predicts their English proficiency (Magno, deCarvalho, & Lajom, 2011) significantly.

In another study, the results showed that teaching efficacy has a consistently significant effect on both measures of teaching performance across the models we tested. Personality factors of teachers weaken as a predictor when the effects of learner-centered practices are included in the model (Magno & Sembrano, 2007).

For the second theme, I have justified the use of self-efficacy as part of testing different models. I saw that when self-efficacy was included in a model, the contribution of school

Carlo Magno, PhD, is the founder of the Center for Learning and Assessment Development-Asia. His work revolves around implementing educational programs funded by the USAID, ADB, UNESCO, UNDP, and AusAID. His publications often use the social cognitive theory as a framework when testing models.

ability became stronger on metacognition (Magno, 2009). We also observed that self-efficacy decreases when learners adopt a performance goal orientation. This negative relationship occurs more strongly for high school than college students. However, self-efficacy is a strong predictor for learners with high mastery goal orientation (Magno & Lajom, 2008).

Whenever I give workshops on conducting classroom research for teachers, I use triadic reciprocity to illustrate how theory informs the selection of variables and research questions concerning the teaching and learning process. The interaction of the environment, personal factors, and behaviors allow teachers to explain various classroom behaviors such as achievement.

When facilitating my classes, I often ask questions to surface the thinking of my students. I emphasize the strong points of their answer to build their belief that they can answer the questions well (self-efficacy).

Bandura's work from social learning to social cognitive theory will remain well-studied. Three ways that it will continue to be a framework in research and practice are:

1. Becoming a ingrained part of the content standards and reading materials in the psychology and education curriculum.
2. Being used by faculty with students in educational psychology research programs.
3. Continuing expansion of the social cognitive theory by using it as a research framework.

Conclusion

The work of Bandura is timeless. His social cognitive theory helps shape the understanding of every PhD student in educational psychology of how the teaching and learning process can be theoretically studied. There will always be an Albert Bandura in every educational psychologist as long as they nurture that understanding and propagate of his theory.

Upon request, references are available by contacting Carlo Magno (crlmgn@yahoo.com).

A REPRESENTATIVE PUBLICATION

"The study investigated whether self-regulation, self-efficacy, and metacognition can predict achievement goal orientations. There were 153 high school students and 183 college students who participated and surveyed using the self-regulation interview, self-efficacy questionnaire, metacognitive performance assessment, and a goal orientation measure. In the regression model, the high school (early adolescence) and college students (late adolescence) were moderated in the prediction of achievement goals. It was found in the study that college students are higher in all self-regulation subscales ($p < .05$). Mastery goal is significantly related with all self-regulation subscales and self-efficacy. The contribution of self-efficacy on performance orientation is significantly moderated by high school (early adolescence) and college (late adolescents) students. This means that high school students' with high self-efficacy increases their performance orientation. Self-efficacy, and self-regulation strategies such as self-consequencing, organizing, and environmental structuring are important characteristics of mastery oriented students."

Magno, C, (2008), Self-regulation, self-efficacy, metacognition, and achievement goals of high school and college adolescents. *Philippine Journal of Psychology, 41*, 1–2. https://ssrn.com/abstract=1429331

My Academic Journey with Bandura

Josephine Yau

When I was young, I had no interest in everything, no motivation, and no goals. Then, one day when I walked into a bookstore, I picked up a book about adolescents' psychology, and it was the first time I learned about Bandura and his work on self-efficacy. It aroused my interest in psychology and helped me set a goal to study psychology at the university.

Inspired by Bandura's work, I planned and executed a study timetable, observing smart classmates' study habits and reading books on study skills. Finally, I was admitted to the University of Hong Kong, majoring in Psychology and Philosophy. Achieving this goal enhanced my self-efficacy and allowed me to study Bandura's work in personality psychology more.

My academic life continues with Bandura's self-efficacy. My PhD research focused on testing a smoking cessation intervention in helping for new fathers. We encouraged mothers to provide spousal support by enhancing their self-efficacy based on the social-cognitive theory.

The results of the study were promising! After the intervention, mothers felt more confident in doing so after receiving up-to-date information about smoking, learning assertive skills to enact a household no-smoking policy, and offering reinforcements to their husbands who were willing to quit smoking. Fathers who smoke were taught to deal with the tempting smoking friends and environment to improve their smoking self-efficacy to quit smoking.

Now, my research interest has shifted to exploring students' career self-efficacy. We are looking at the relationship of self-efficacy with positive psychology, such as hope, and meaning in life.

Writing this reflection helped me to recall my first day being a teacher. I liked interacting with students but was not confident in delivering lectures articulately.

The social cognitive theory provided me with directions for improvement! I attended workshops on teaching effectiveness, observing experienced and popular lecturers, and practicing strategies to lessen my anxiety and worry.

Like the young me, some of my students were losing direction and unmotivated; the social-cognitive theory was helpful to engaging them confidently in their academic study and setting up personal goals. Furthermore, colleagues and I designed a course to help students to explore their career paths and promote their career self-efficacy.

Our lives have undergone some significant changes during COVID-19, physically and mentally. We worry about being infected and hospitalized; we have to attend online lectures; we have fewer opportunities to hang out with family and friends; some lifestyles need to adjust, and we cannot travel around!

With the pandemic, many people are anxious and depressed in this period. As a teacher and a researcher, I wish to explore how students' academic and social self-efficacy can be maintained and enhanced under the pandemic, especially when face-to-face learning is resumed.

Hong Kong is highly competitive, making students suffer a tremendous amount of stress. Thus, I want to establish a thriving classroom environment instilling positive psychology ideas and self-efficacy in students.

In the past year, teachers have needed to adopt online teaching flexibly; some of us may be highly pressured to use advanced technology and engage students in the online classroom; our teaching self-efficacy is perhaps another good topic to explore further.

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A REPRESENTATIVE PUBLICATION

"Alfred Adler considered social interest as contributing to an individual's sense of belonging and sense of significance. The concepts of meaning in life, social connectedness, and career self-efficacy are closely related to the sense of contribution, sense of belonging, and tasks of life. The study reported here was conducted with 2,638 Chinese adolescents (mean age = 14.92, standard deviation = 1.32) to investigate associations among variables of meaning in life, social connectedness, and career self-efficacy. Results suggest that presence of meaning, as compared to searching for meaning, appears to have a stronger degree of association with self-efficacy in career exploration, work habits, and talent development. Furthermore, both dimensions of meaning in life had indirect effects on self-efficacy in career exploration, work habits, and talent development through the mediating variable of connectedness to parents, peers, school, and teachers. Limitations of the study are discussed, and implications for future research and for school-based counseling programs are identified."

Yuen, M., Yau, J., Datu, J. A. D., Wong, S. W., Chan, R. T., Lau, P. S., & Gysbers, N. C. (2021). Examining the influence of meaning in life and social connectedness on adolescents' career self-efficacy. *The Journal of Individual Psychology*, *77*(3), 335–361. https://doi.org/doi:10.1353/jip.2021.0024

Leveraging Psychological Resources for Academic Excellence

Jesus Alfonso D. Datu

Jesus Alfonso D. Datu, PhD, is an assistant professor in the Department of Special Education and Counselling of The Education University of Hong Kong. He is a well-being scientist with expertise in psychological resources and interventions that facilitate mental health, academic success, and an inclusive attitude towards individuals with exceptionalities.

My initial exposure to Prof. Bandura's works occurred when I was an undergraduate student majoring in psychology, which revolves around the fundamental tenets of the social cognitive theory of learning (Bandura, 1986). Back then, I learned that environmental factors and personal dispositions reciprocally influence human behaviors.

I also remembered that fostering self-efficacy beliefs can optimize success in a diverse range of performance domains. These foundational insights have strongly inspired my current research programs about the role of positive psychology in cultivating academic competencies and non-cognitive abilities in youth with diverse abilities and cultural backgrounds.

One of the pervasive educational issues that many societies have been facing involves the exacerbation of academic underachievement in students belonging to disadvantaged and marginalized backgrounds due to a lack of access to online teaching resources during the COVID-19 pandemic.

Even for students belonging to high-income families who have greater access to better technological platforms, online learning can still be considered an ordeal, given that they have restricted opportunities to connect with their peers in online teaching arrangements.

There are concrete challenges that may detract students from achieving optimal levels of academic performance, such as the temptation to play online games during classes, frustration when working on complicated virtual in-class activities and experiencing reduced self-efficacy beliefs to perform traditional academic tasks in specific academic domains.

If these educational problems are left unresolved, students are less likely to improve the quality of future human capital, which may shrink economic productivity in many countries.

Instead of paying attention to structural, social, and personal deficits that cause educational difficulties amid the pandemic, I would focus on leveraging psychological strengths for academic success in challenging times. Although there has been a wide array of psychological resources that optimize achievement, my research emphasizes the role of persistence, passion, and adaptability to achieve long-term goals (Datu et al., 2017; Duckworth et al., 2007) in facilitating positive educational outcomes.

Past investigations have linked grit not only to academic self-efficacy (Alhadabi, & Karpinski, 2020; Datu et al., 2017) but also to achievement (Jiang et al., 2019) and engagement outcomes before (Datu et al., 2018) and during the COVID-19 pandemic (Datu et al., 2021).

It is not surprising that grit relates to effective learning as gritty students demonstrate higher efficacy in performing school activities, which links to achievement (Alhadabi, & Karpinski, 2020; Usher et al., 2019). Indeed, research suggests that persistence can foster students' confidence in accomplishing academic tasks and academic excellence.

Even if there is evidence showcasing the cross-sectional links of grit to academic self-efficacy and other academic outcomes, many questions remain unanswered in the extant literature.

For example, is the relationship between grit and its dimensions (e.g., perseverance) to educational outcomes generalizable across cultures? What cognitive and emotional mechanisms account for the academic payoffs linked to grit and persistence?

Beyond addressing these basic research questions, designing persistence-based educational interventions can play a pivotal role in cultivating self-efficacy and optimal outcomes in students with diverse needs during the pandemic outbreak.

By proactively taking part in scientifically supported pathways to enhance students' efficacy beliefs, I hope to continue the legacy of Albert Bandura in educational psychology.

Upon request, references are available by contacting Jesus Alfonso D. Datu (jadatu@eduhk.hk).

"There are concrete challenges that may detract students from achieving optimal levels of academic performance...and experiencing reduced self-efficacy beliefs to perform traditional academic tasks in specific academic domains." (Datu)

Bandura's Impact on STEM Educators: A Short Case Study of an Engineering Class

Nevair Oranjian & Vagan Babajanyan

For years, Bandura's social cognitive theory has been a foundation in educational settings. As educators, we are encouraged to teach our students through modeling, support the development of self-efficacy beliefs, and ensure they have the proper and most effective learning environments. While this may appear different for every content area, the premise is the same – the use of Bandura's theories to teach our students is crucial to their academic and personal development.

The passing of such a prominent scholar allows for deep reflection upon the theories used to develop student potential. As a psychology student during her undergraduate and graduate years, Nevair learned about Bandura and his many influential theories and applied them to her learning. Nevair kept her self-efficacy high enough to support goals and help her excel while simultaneously engaging in enactive and observational learning.

As a college instructor, Nevair continued to keep her teaching self-efficacy high enough, even when she doubted herself. Self-efficacy helps her be an effective educator who actively supports developing her students' strong self-efficacy beliefs and being the model her students need. During these experiences, Nevair realized the true importance and impact of teaching on students' self-efficacy. As an educator, she understands that so much is done without deep self-reflection, and when we pay attention to the pedagogy and the theories used, Bandura's social learning theory and social cognition come to the forefront.

Recently, Nevair had the experience of observing a STEM professor, Vagan Babajanyan, teaching lessons in engineering. Vagan has over a decade of practical experience in the field and is very knowledgeable in teaching. While understanding the professor's background is essential in teaching STEM students, especially at the collegiate level, that is not what Nevair paid attention to the most.

The use of Bandura's theories caught her attention because Nevair was able to make the connections between what was learned and what was used during her teaching as an educational psychologist. Vagan acts as a model during the lectures in order to adequately explain the derivation of the equations that students will later use to solve complex structural problems. When asked, Vagan called the method "explaining how the equations work, and when and why each equation is used."

It is while Vagan explains the equations that he acts as a model to his students. After the lesson, she discussed with Vagan how students learn through modeling, via both enactive and observational learning, with observational learning occurring first in the teaching-learning process.

According to Bandura, students learn through models, especially when the model has high levels of self-efficacy and high status. This holds very true of Vagan as he appears confident while teaching. It is also clear that Vagan has high levels of self-efficacy in teaching and the content matter. As a result of Vagan's high self-efficacy and high status, the students are more likely to accept him as their model and learn from him.

Through these discussions and observations, educators, even at the collegiate level, can come together to recognize the true power and impact of Bandura's social cognitive theory. Sometimes, all it takes is another perspective to recognize that teaching methods are rooted in theory.

It was eye-opening for Nevair, who mainly taught psychological theories and concepts, to see educational psychology principles used in STEM education. At the very least, this experience has shown Nevair that the information discussed with preservice teachers can impact their teaching careers.

Based on observations of her own and STEM teachings, Nevair developed stronger self-efficacy in the advice she would give to teachers of all content areas (and those wanting to experiment with Bandura's theories).

She advises teachers that before supporting students' self-efficacy, develop their own and that to be an adequate model, they must show a high sense of self-efficacy to their students. Students may not be receptive to the instructor as a model at first, but through observations of their work, they will notice the impact teachers impart to them.

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Vagan Babajanyan has 13 years of applied practical experience as a structures engineer in the aerospace industry. He is licensed as a Professional Engineer in the State of Connecticut. He is an adjunct faculty in the Department of Aerospace, Physics, and Space Science in the College of Engineering and Science at Florida Institute of Technology.

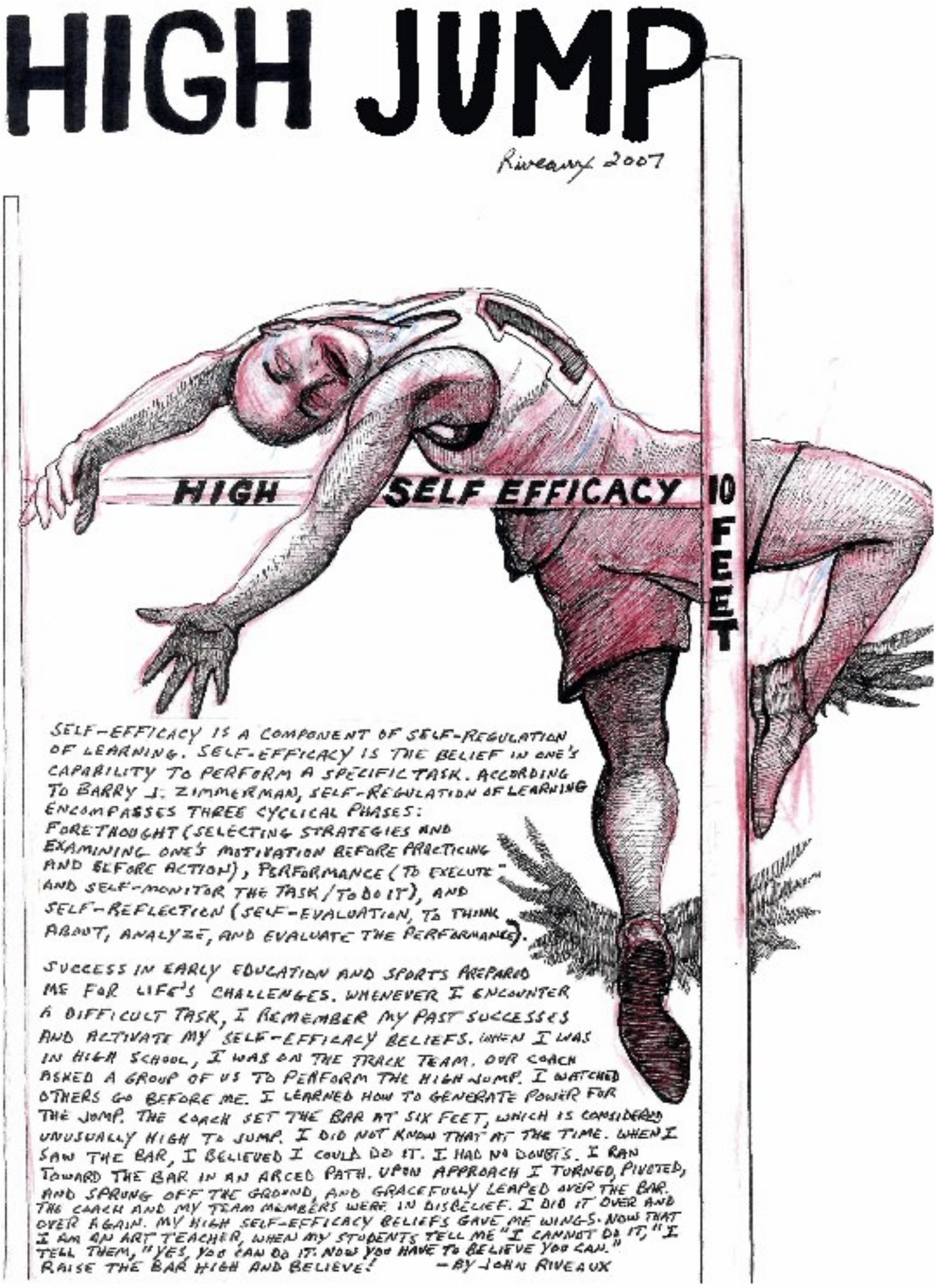
Self-Efficacy, Art Education, and Me

John Riveaux

John Riveaux has a Master's in Art Education from Queens College, The City University of New York. He is an Art Teacher in the New York City Department of Education. Riveaux is a dedicated teacher committed to promoting self-regulation of learning and self-efficacy beliefs among his students.

Self-Efficacy, Art Education, and Me

John Riveaux



Self-Efficacy, Art Education, and Me

John Riveaux

"Self-efficacy is the belief in one's abilities to organize and execute the sources of action required to manage prospective situations." (Bandura, 1995, p. 2)

Children are able to self-regulate their actions, thoughts, and behavior. Maybe, when we are born, our souls are full of self-efficacy, and we proceed with abundance as we learn how to walk and talk. We develop, and our character and perspective grow. That is how we become ourselves. What are some specific examples?

Consider language acquisition. Have you ever watched toddlers interact with each other and noticed that they can communicate intimately even though they do not use words yet? They seem confident in their ability to interact and play with each other. They do not seem to worry about understanding words. It is as if they communicate with sheer will. That is confidence and it seems like inherent confidence and human nature.

Humans possess an innate ability to "execute the sources of action required to manage prospective situations" (Bandura, 1995, p. 2). We are born to believe in our capacity to be successful and achieve our goals.

Self-efficacy

As time goes by, we grow and mature into adulthood and notice how complicated it has become to do what we did so effectively as toddlers. Toddlers approach their peers and play with each other as if they have known each other forever! Observe teenagers at school, a birthday party, or at a graduation party.

Notice how some kids are popular, and others are shy. Socially unskilled? What governs adult behaviors at social gatherings, our homes, and work lives? Adult self-efficacy becomes a guarded, precious resource that, like anything else, can feel depleted or atrophy if not developed, used, and nurtured. Thus, how do we practice self-efficacy in all aspects of our lives and in full effect?

Art Teacher

I am an art teacher employed with the New York City Department of Education. March 16, 2020, schools shut down for COVID-19. Then we transitioned to remote learning. This transition had never been done before. It was like a punch in the gut. At that moment, you pause, and suddenly you become aware that something enormous has changed. Changed in ways that plateau with 9/11, and this is not hyperbole. It realized how education, trades, professions, and society would change as the plague held the world in its grip.

At this time, my self-efficacy as a teacher was, in boxing terms, "on the ropes!" It was not good because initially, I felt powerless. As an art teacher, I was conditioned to teach art through art-making practices supplied and facilitated in the classroom. However, remote learning was not ideal for studio instruction. I felt doomed to fail for all kinds of socio-economic circumstances, conditions, and concerns (the three C's).

Failure was not an option. I *observed* what was happening around our profession at this time. Educators embraced technology and enhanced communication applications to bridge the requirement for making education available to all, and directly, via the internet, into every child's home.

Our response to remote learning was considered lacking. Remote learning was not a silver bullet, but it seemed better than no contact. It revealed an important discovery for education and equity in America. Remote education can present a negative impact upon students who have no access to wi-fi. It highlighted the inequities of society. As a result of the pandemic, some students lost over a year of in-house education. This seems to have created a sense of displacement for students and faculty alike.

In September 2021, students returned to in-person learning, and so did the faculty. Decidedly things were different. Our schedules were designed to minimize student transitions. In my school, all art and music teachers had to reconfigure our approach to teaching the arts. We cannot use our classrooms at this time, so we teach our arts from a cart, which simply means we travel from classroom to classroom.

The music teacher cannot use the wind instruments and can only take what can be carried on a cart from the classroom because the music room is too small and lacks adequate ventilation. The art room, where I taught studio art, has been shut down because of inadequate ventilation, so therefore I am limited in the assignments I can offer my students. Back in June of 2021, I knew this would be the case, so I planned and ensured that students would be supported in the arts.

The Mural

The art department gets a budget, meager but sufficient. Having learned that we struggle as a society with equity because some students have access to wi-fi and others do not, I advised that all students should have a kit of art supplies to be supplied by the school and to possess at home when I give out art assignments. The administration said, "Yes, good idea!" Why not? After all, we gave students DOE computers. Why not give them sketchbooks, markers, pastels, and paint.

I walked around the school campus and observed a large schoolyard with 14-foot walls and nothing on it, but for a drab blank canvas of off yellow-off white appearance. Some people see a yard, but I saw a canvas that needed to become a work of art.

I started a *GoFundMe* after soliciting the principal with a proposal to enhance the schoolyard with beautification, contributing to the school **AND** the community. To be clear, I was not thinking about our school. I was thinking about the school and the community where the school is located! I walked around the neighborhood and gave considerable thought to the project that was stirring in my mind and how it would impact the school and the community that hosted the school.

The community has to live with the school! That was the moment when my self-efficacy stood firm. I realized that as an educator, I have a responsibility to my students **AND** the community at large. Whatever you do as a teacher has a measurable footprint in impacting young minds and society at large!

I observed the circumstances that art education would need to address the deficit in education and decided to model an example that I wished *'could be.' "Dear, Mr. Riveaux, what would be your ideal circumstances?"* I proposed a mural project, and long story short, the administration said, "Yes!"

On June 2021, I walked around the yard on the campus to inspect the walls for "surface integrity" and decided to paint a mural in the yard. The mural had to cover approximately 200 feet in length, with walls varying from 6 feet to 14 feet high.

Continued on the next page.

Self-Efficacy, Art Education, and Me

John Riveaux

Continued from previous page.

From the beginning of the summer in July to September 2021, I sacrificed every moment I could spare to paint a mural for our school campus and the neighborhood as an opportunity to contribute to the community. It was conceived to be a celebration of our return to school, with positive vibes and confidence. This was to be a celebration of art in the South Bronx.

September 2021

It was the end of the summer and the beginning of the Fall 2021 school year, and in the first couple of days and weeks, we were concerned about Personal Protective Equipment (PPE) and seating arrangements for our students for safety and contact tracing. I had to divine what the school year would be like. Would there be any doubts that we could maintain the safest possible environment for our children? We had no other choice. We had to.

The development of vaccinations, such as Pfizer, Moderna, and J&J, protects us against disease, but it helped restore my *teacher self-efficacy.* I am fully vaccinated, and I do not fear for my life. I just do not want to get sick. Who needs that?

I began an after-school program for mural painting, and it attracted an interesting group of students with varied exposure to art and mural painting. The members range from middle school to high school students with talent across all age groups.

We also have members who know little about making a painting, but they want to be part of the mural project, and they signed up for it! I welcome students who know nothing about art and wish to try. God bless the children because when they have a sense of self-efficacy, they exhibit so much courage.

I created scaffolding for them to make painting a mural easier and manageable at a large scale. We used picture references sourced from the internet, such as soft ice cream cones with swirls, jellyfish, sunflowers, *Rosie The Riveter*, and *Captain America*, with more to follow.

I mapped the images with a grid using Photoshop to correspond to the wall they were painting on. The pictures were distributed to the students/members according to their likes, preferences, and abilities. My students rehearsed in the classroom before we went out into the yard, and they practiced drawing and painting on large sheets of brown paper. Then we went out into the yard and began the work.

I paired them up into groups of two. They were complementary and supportive of each other. Three of the students had high ability levels, so I put them to work individually on their projects. Some artists work well in groups, and others should work alone. It was their choice to work alone.

Three 8th grade girls joined the afterschool program. They did not seem to have the prerequisite skills to be painting a mural of such size. I did not want to exclude anyone who wished to participate, so I began to focus on skills and aptitudes that they could offer and work through it.

I learned that they were the least able but the most willing, so I welcomed them aboard and put them to work together. Their task was to paint an ice cream cone, eight feet high, on a ten-foot wall. They struggled every step of the way, but they never stopped trying.

We are now three weeks into painting the mural, and every group is working according to the task. The loner artists were up to the task. They were struggling but happy to solve their problems. They were self-directed because they asked me questions as needed and consulted with me of their own volition, but they never gave up their power or control over the task.

The students took this responsibility very seriously. The teams that were paired did the same and consulted with me. However, as two teams, they had each other for support and affirmation that they were safe and did not have to go it alone. They continued to thrive. The unique group of the three eighth-grade girls was my concern, and they needed extra attention. I decided at some point to take a direct but indirect method. I became the fourth (silent) member by gradually inserting myself into the group and helping them to solve mural problems.

Modeling

Modeling is an essential feature in education. It is not enough to tell what to do. The teacher should lead by example. A reading teacher might ask her students to read. However, she might be more effective if she reads a book while her students are reading to show correct behavior during silent reading time. Likewise, while students are painting murals in the yard, I try to paint with them to show them that I am aligned with the behavior and the task of painting.

Performance is probably the best way to teach students what you want them to learn. Perhaps I come from a place where all arts and knowledge are performance-based, which is my quest for self-efficacy. I believe that in order for me to teach and do my job as an art teacher, I must be prepared to demonstrate and practice what I teach.

Self-efficacy is necessary as part of my performance as a teacher in the arts. I can do as I teach, and for my students to follow, I must demonstrate my intent.

The three eighth-grade girls struggled with the ice cream cone, and recently, two of the girls were absent. Time is precious in the after-school art program of painting murals before the winter descends upon us, so I decided to help the girls by laying out the drawing for the ice cream cone. The one member who was present that day got to see me working on her teams' project.

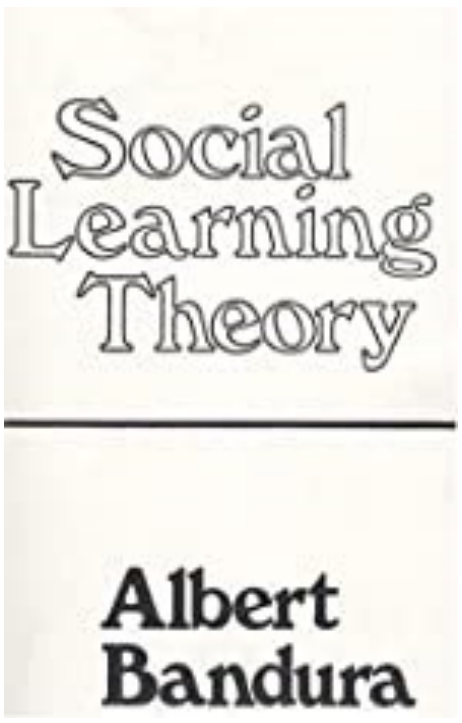
I drew the swirls of the soft ice cream cone and laid out the pertinent information of the artwork before her eyes to model the task. She was impressed that my methods worked. The group member came up to me and acknowledged the work I did to encourage the three eighth-grade girls to come to the next session and follow up. She gave me so much faith in her group because I was overjoyed with the fact that the mural was so crucial for her. I believe that she will positively learn something important about art because she chose to participate regardless of whether she was a fish out of water.

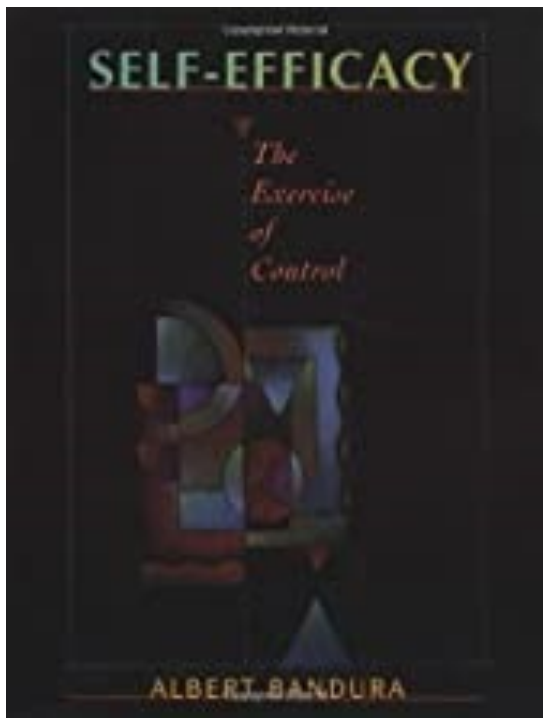
Art might not save the world, but it can save us. The message is that belonging to something, and the love of art, triumphed overall for those involved. That is where the power of self-efficacy manifests. It is about the process!

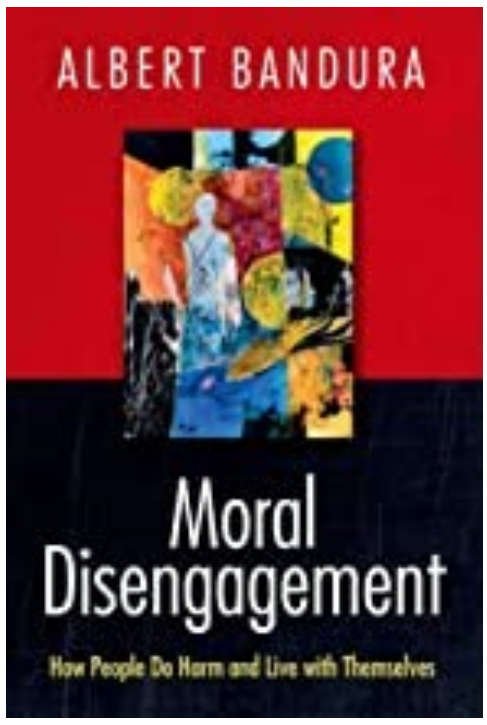
Whether we are successful or not, value and virtue are about the willingness and the belief that one can try to be great. Whether we win or lose, what matters is that we dared to step up to the plate and take a swing for success! Self-efficacy is the mindset of courage to face the unknown and to try the unfamiliar.

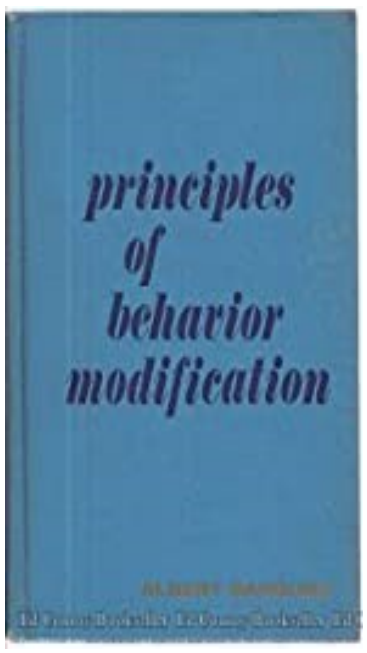
John Riveaux has a Master's in Art Education from Queens College. He is an Art Teacher in the New York City Department of Education promoting self-regulation and self-efficacy.

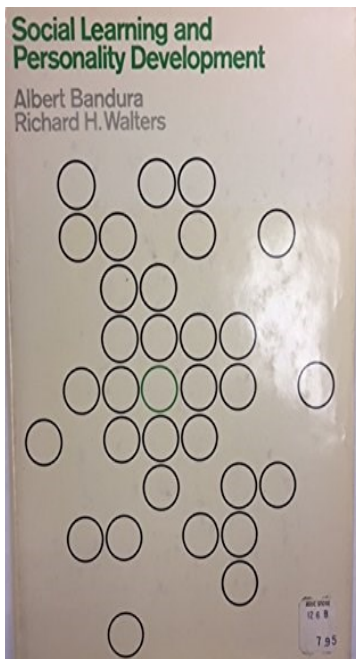
Bandura's Selected Books

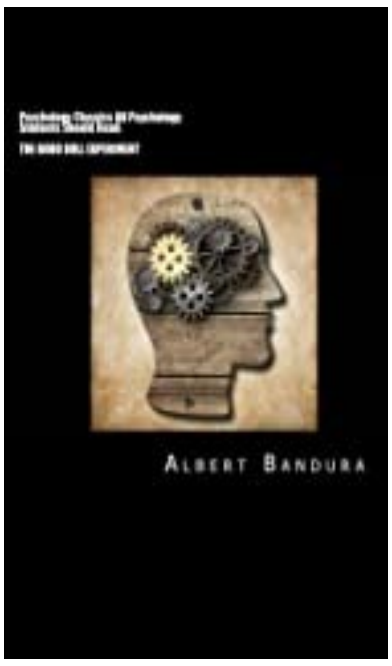


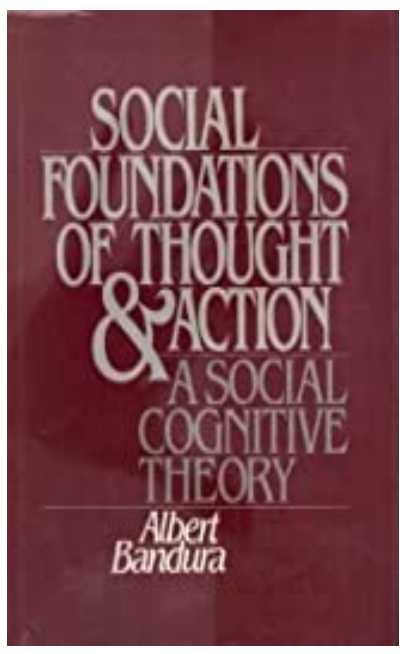


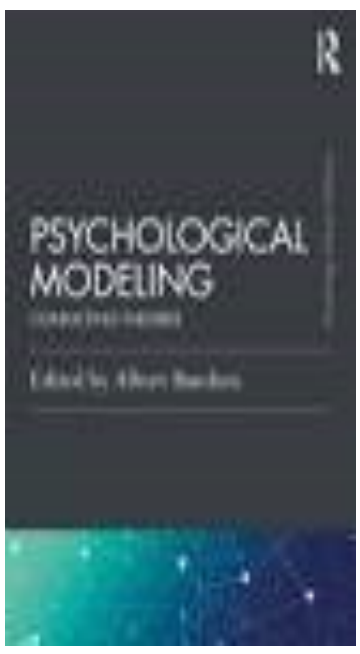


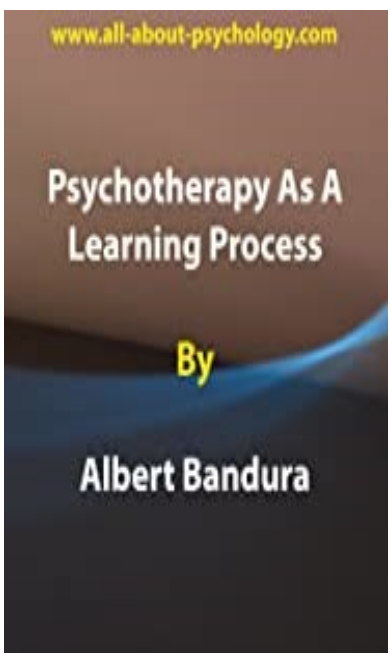












Times Magazine

Bandura's

Selected Article Abstracts

"The present article examines the nature and function of human agency within the conceptual model of triadic reciprocal causation. In analyzing the operation of human agency in this interactional causal structure, social cognitive theory accords a central role to cognitive, vicarious, self-reflective, and self-regulatory processes. The issues addressed concern the psychological mechanisms through which personal agency is exercised, the hierarchical structure of self-regulatory systems, eschewal of the dichotomous construal of self as agent and self as object, and the properties of a nondualistic but nonreductional conception of human agency. The relation of agent causality to the fundamental issues of freedom and determinism is also analyzed."

Bandura, A. (1989). Human agency in social cognitive theory. *American Psychologist, 44*(9), 1175–1184. https://doi.org/10.1037/0003-066X.44.9.1175

"In this article, I review the diverse ways in which perceived self-efficacy contributes to cognitive development and functioning. Perceived self-efficacy exerts its influence through four major processes. They include cognitive, motivational, affective, and selection processes. There are three different levels at which perceived self-efficacy operates as an important contributor to academic development. Students' beliefs in their efficacy to regulate their own learning and to master academic activities determine their aspirations, level of motivation, and academic accomplishments. Teachers' beliefs in their personal efficacy to motivate and promote learning affect the types of learning environments they create and the level of academic progress their students achieve. Faculties' beliefs in their collective instructional efficacy contribute significantly to their schools' level of academic achievement. Student body characteristics influence school-level achievement more strongly by altering faculties' beliefs in their collective efficacy than through direct affects on school achievement."

Bandura, A. (1993). Perceived self-efficacy in cognitive development and functioning. *Educational Psychologist*, *28*(2), 117–148. https://doi.org/10.1207/s15326985ep2802_3

"In this article, I review the diverse ways in which perceived self-efficacy contributes to cognitive development and functioning. Perceived self-efficacy exerts its influence through four major processes. They include cognitive, motivational, affective, and selection processes. There are three different levels at which perceived self-efficacy operates as an important contributor to academic development. Students' beliefs in their efficacy to regulate their own learning and to master academic activities determine their aspirations, level of motivation, and academic accomplishments. Teachers' beliefs in their personal efficacy to motivate and promote learning affect the types of learning environments they create and the level of academic progress their students achieve. Faculties' beliefs in their collective instructional efficacy contribute significantly to their schools' level of academic achievement. Student body characteristics influence school-level achievement more strongly by altering faculties' beliefs in their collective efficacy than through direct affects on school achievement."

Bandura, A. (1993). Perceived self-efficacy in cognitive development and functioning. *Educational Psychologist*, *28*(2), 117–148. https://doi.org/10.1207/s15326985ep2802_3

"Social cognitive theory provides an agentic conceptual framework within which to analyze the determinants and psychosocial mechanisms through which symbolic communication influences human thought, affect and action. Communications systems operate through two pathways. In the direct pathway, they promote changes by informing, enabling, motivating, and guiding participants. In the socially mediated pathway, media influences link participants to social networks and community settings that provide natural incentives and continued personalized guidance, for desired change. Social cognitive theory analyzes social diffusion of new styles of behavior in terms of the psychosocial factors governing their acquisition and adoption and the social networks through which they spread and are supported. Structural interconnectedness provides potential diffusion paths; sociocognitive factors largely determine what diffuses through those paths."

Bandura, A. (2001). Social cognitive theory of mass communication. *Media Psychology*, *3*(3), 265–299. https://doi.org/10.1207/S1532785XMEP0303_03

"This article examines health promotion and disease prevention from the perspective of social cognitive theory. This theory posits a multifaceted causal structure in which self-efficacy beliefs operate together with goals, outcome expectations, and perceived environmental impediments and facilitators in the regulation of human motivation, behavior, and well-being. Belief in one's efficacy to exercise control is a common pathway through which psychosocial influences affect health functioning. This core belief affects each of the basic processes of personal change—whether people even consider changing their health habits, whether they mobilize the motivation and perseverance needed to succeed should they do so, their ability to recover from setbacks and relapses, and how well they maintain the habit changes they have achieved. Human health is a social matter, not just an individual one. A comprehensive approach to health promotion also requires changing the practices of social systems that have widespread effects on human health."

Bandura, A. (2004). Health promotion by social cognitive means. *Health Education & Behavior*, *31*(2), 143–164. https://doi.org/10.1177/1090198104263660

"Presents an integrative theoretical framework to explain and to predict psychological changes achieved by different modes of treatment. This theory states that psychological procedures, whatever their form, alter the level and strength of self-efficacy. It is hypothesized that expectations of personal efficacy determine whether coping behavior will be initiated, how much effort will be expended, and how long it will be sustained in the face of obstacles and aversive experiences. Persistence in activities that are subjectively threatening but in fact relatively safe produces, through experiences of mastery, further enhancement of self-efficacy and corresponding reductions in defensive behavior. In the proposed model, expectations of personal efficacy are derived from 4 principal sources of information: performance accomplishments, vicarious experience, verbal persuasion, and physiological states. Factors influencing the cognitive processing of efficacy information arise from enactive, vicarious, exhortative, and emotive sources. The differential power of diverse therapeutic procedures is analyzed in terms of the postulated cognitive mechanism of operation. Findings are reported from microanalyses of enactive, vicarious, and emotive modes of treatment that support the hypothesized relationship between perceived self-efficacy and behavioral changes."

Bandura, A. (1977). Self-efficacy: Toward a unifying theory of behavioral change. *Psychological Review, 84*(2), 191–215. https://doi.org/10.1037/0033-295X.84.2.191

"The role of self-efficacy beliefs concerning the academic attainment and regulation of writing, academic goals, and self-standards on writing course achievement was studied with college freshman using path analysis. These self-regulatory variables were measured at the beginning of a writing course and related to final course grades. Students' verbal scholastic aptitude and level of instruction were also included in the analysis. Perceptions of self-efficacy for writing influenced both perceived academic self-efficacy and personal standards for the quality of writing considered self-satisfying. High personal standards and perceived academic self-efficacy, in turn, fostered adoption of goals for mastering writing skills. Neither level of writing instruction nor verbal aptitude had any direct link to course grades. Verbal aptitude affected writing course outcomes only indirectly by its influence on personal standards. Perceived academic self-efficacy influenced writing grade attainments both directly and through its impact on personal goal setting. These paths of influence were interpreted in terms of a social cognitive theory of academic self-regulation."

Zimmerman, B. J., & Bandura, A. (1994). Impact of self-regulatory influences on writing course attainment. *American Educational Research Journal*, *31*(4), 845–862. https://doi.org/10.3102/00028312031004845

"The causal role of students' self-efficacy beliefs and academic goals in self-motivated academic attainment was studied using path analysis procedures. Parental goal setting and students' self-efficacy and personal goals at the beginning of the semester served as predictors of students' final course grades in social studies. In addition, their grades in a prior course in social studies were included in the analyses. A path model of four self-motivation variables and prior grades predicted students 'final grades in social studies, R = .56. Students' beliefs in their efficacy for self-regulated learning affected their perceived self-efficacy for academic achievement, which in turn influenced the academic goals they set for themselves and their final academic achievement. Students' prior grades were predictive of their parents' grade goals for them, which in turn were linked to the grade goals students set for themselves. These findings were interpreted in terms of the social cognitive theory of academic self-motivation."

Zimmerman, B. J., Bandura, A., & Martinez-Pons, M. (1992). Self-motivation for academic attainment: The role of self-efficacy beliefs and personal goal setting. *American Educational Research Journal*, *29*(3), 663–676. https://doi.org/10.3102/00028312029003663

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