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STUDENTS' BELIEFS ABOUT THEIR ABILITIES DOES AFFECT THEIR SCHOOL PERFORMANCE, SAYS EMORY'S PAJARES IN GREAT TEACHERS LECTURE

Do girls really not do as well in math as boys? How much of the hype and backlash about self-esteem can parents and educators really believe? What traps can well-meaning parents and educators fall into? Find out at Emory University's Great Teachers Lecture "Schooling in America: Myths, Mixed Messages and Good Intentions." The lecture by Frank Pajares, associate professor of educational studies at Emory University. Pajares will talk about the facts behind the conflicting messages about how to motivate students. He will explain the difference between self-esteem (what people think about themselves) and self-efficacy (what people think they're capable of) and how K-12 students' self-beliefs are critical forces in their academic achievement. He will talk about why this common-sense notion has been largely abandoned by psychologists until recently.

http://www.emory.edu/EMORY_REPORT/erarchive/2000/February/erfebruary.14/2_14_00pajares.html

Pajares will give advice about how to maximize academic success, and will explain:

- how students' difficulties in basic academic skills are often directly related to their beliefs that they cannot read, write, handle numbers, etc.-that they cannot learn-even when such things are not objectively true.
- that many students have difficulty in school not because they are incapable of performing successfully, but because they have learned to see themselves as incapable of handling academic work.
- that many, if not most, academic crises are crises of confidence.

Pajares, who has studied educational psychology and the philosophy of education, is co-authoring a forthcoming book on self-efficacy and academic performance. Self-Efficacy Beliefs of Adolescents by [Tim Urdan](#) (Editor), [Frank Pajares](#) (Editor)

Amazon.com **A must read for everyone working with youth**, January 31, 2006

By [J. Simpson](#)

This is an outstanding volume (I would have given it a six or seven if I could have) that focuses on self-efficacy beliefs during adolescence, a time when these self-beliefs are critically important. Chapter authors consist of a who's who in self-efficacy

theory. These include three of the giants, Barry Zimmerman, Dale Schunk, and Robert Lent, as well as great researchers such as Nancy Betz, Mimi Bong, Gian Vittorio Caprara, Deb Feltz, Ralf Schwarzer, and Anita Woolfolk. Especially impressive, Albert Bandura, the Father of Social Cognitive Theory and of self-efficacy (as he is accurately described in the foreword), writes the opening chapter.

Frank Pajares' closing chapter should be must reading for all parents and teachers of children and of adolescents. It's also worth mentioning that the Guide for Constructing Self-Efficacy Scales is included in this volume (exciting news, given that it has never before been published). All in all, a much welcomed book for everyone interested in the motivation and achievement of children and adolescents.

More links to self-efficacy and educational sources:

<http://www.eclg.com/links.php>