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The Perceived Self-efficacy and its Relation with the Skills of Problem Solving among Al-Quds University Students

Prepared by: Maram Abu zayed

Supervised by: Dr. Mohammed A. Shaheen

Abstract

The study aimed to identify investigating the relationship between the perceived self-efficacy and problem-solving skills among Al-Quds university students. This study was applied on students from Al-Quds University in the second semester of the academic year 2013-2014. The actual study sample consisted of (700) Students from Al-Quds University. The students were chosen using the method of the stratified random sample. The researcher used the descriptive Correlative method in this study and she used two measures which are the measure of the perceived self-efficacy, and the measure of problem-solving skills.

The study found that the degree of perceived self-efficacy among the students of Al-Quds University is high. The results show how much students of Al-Quds University have skills for problem solving. Also, it became clear that there is a positive correlation between the perceived self-efficacy and problem solving. This means, the more self-efficacy among the students of the university, the more they have the ability to solve problems better.

The results also showed that there were no statistically significant differences in either the perceived self-efficacy or problem solving skills among the students of Al-Quds University attributed to the variables (sex,

and academic level) but, the differences in the perceived self-efficacy were significant attributed to the college, in favor to humanities faculties, and in type of secondary school, in favor to students of the scientific section. Also, the differences were significant in solving problems skills attributed to the college, in favor to humanities faculties, and in type of secondary school, in favor to students of the scientific section.

The study recommends the need to enhance the perceived self-efficacy among the students of the university through the use of different guidance programs, and seek to activate cognitive, social, and physical efficiency and other destroyed competencies that must be understood by a university student.

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.(2011   )

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.(Bandura and Wood, 1989)

Self- efficacy "   "

.(Bandura, 2000)

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.(Bandura, 2000)

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Perceived Self –efficacy

.(Bandura,1997)

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.(83:2001   )

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.(2004   )

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.(Cormier and Nurius, 2003)

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1986–1977

.(Bandura, 1977)

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.(Bandura, 1977)

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" (‎‏   ‎1986).

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.(Bandura, 1986)

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.(Bandura, 2000)

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.(Bandura, 1977)

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.(Elliot et al., 2000)

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.(Bandura, 1977)

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‫.(Farahady 2012)‬

‫(‬ ‫2012)‬

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.(Bruning et al., 2004)

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(John Dewey)   (

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(George Polya)

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.(Blocher, 2000)

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Dixon and Glover,

.(1984)

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(2011):

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(318)

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(Akanbi and Ogundokun, 2006):

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(Bacchini and Magliuli, 2003)

(386 289)   (675)

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هانوفر **(Hanover, 2002):**

(187)

‘(Rapoo, 2001)

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(Landine and Stewart, 2000)

(108)

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2.3.2

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(3,773)

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(2.41) .(1.09)

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(141)

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:(2012) " "

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:(Farahady and Najafi, 2012)

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(**Sirin and Guzel, 2006**)

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Problem   (330)

(Heppner and Peterson)   Solving Inventory (PSI)

.1978

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(**Yunis et al., 2006**)

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(%6)					
700	306	394	11600	5960	5640

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(Stratified Random Sample)   .

(%6)

(1992)

(%5)   .

(710)

(705)   (5)

(700)

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:**(2.3)**

(700=)

(%)			
56.3	394		
43.7	306		
%100	700		
38.9	272		
57.7	404		
3.4	24		
%100	700		
22.5	27		
41.7	50		
%100	700		
16.1	113		
30.3	212		
24.0	168		
29.6	207		
%100	700		

4.3

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(2009)

(28)   .

(Likert Scale)

:   (5   )   (4

(3)   (2)   (1   ).

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:(**Construct Validity**)

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(12)

((1))

44

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(%90)

(‎ ‏1998: 383‎).

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.(SPSS)

(0.22)‏ ‏.(0.05)

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(3.3): ( )

0.82	0.77	0.76	0.78	

(3.3)

(0.82-0.76)   (0.01)

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(30)   .   (4.3)

:

:(4.3)

1	0.73	28	

(4.3)

(0.73)   (Cronbach's Alpha)   (0.69)

(Split-Half)   (0.70)   (Guttman)

.

:

(30)

(14)

.(0.73)

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(2013)

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(26)

(Likert Scale)

(4)   (5)   :

.(1)   (2)   (3)

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صدق المقياس:

(12)

((1))

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(80%)

3)   :

(

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(30)

(SPSS).

(0.22)   (0.05).

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(Test-Retest Method) :

(30)

(14)

(0.85) .

(Consistency) :

(0.84) ( ) (Cronbach Alpha).

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(Split-Half Method) :

(1 3 5 …)

(2 4 6 …)

(2002: 310)

(0.83) .

5.3

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(SPSS)

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2. ( ) (Independent t-Test)

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3. (One-Way Analysis Variance)

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4. LSD .

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1.1.4

(5.4)   (4.4 3.4 2.4 1.4)

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:(2009

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.(4.2)

-     :   (3.4-

.(4.2

-     :   (2.6-

.(3.4

-     :   (1.8-

.(2.6

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(1.8)   .

1-   :

(□.1):

السلسل				
1		3.91	0.87	
2		3.75	1.04	
3		3.38	0.86	
4		3.26	1.15	
5		3.05	1.08	
6		2.80	1.12	
7		2.80	1.12	
8		2.51	1.13	
		3.18	0.48	

(1.4)

(2 1)

(7-3)   (3.75 3.91)

(8)   (2.80-3.38)

(2.50)

.(3.18)

2-   :

(2.□):

				التسلسل
	0.93	4.19		1
	0.99	4.08		2
	0.91	3.98		3
	0.96	3.96		4
	0.97	3.94		5
	0.97	3.92		6
	1.30	2.27		7
	0.55	3.76		

(2.4)

(6-1)

(7)   (4.19-3.92)

55

(2.27)

.(3.76)

3- مجال   :

:(□.3)

				التسلسل
	1.02	4.00		1
	1.10	3.85		2
	0.99	3.70		3
	1.04	3.60		4
	1.25	3.42		5
	1.06	3.41		6
	0.65	3.66		

(3.4)

(6-1)

(4.00- 3.41)

.(3.66)

4- مجال   :

:(□.4)

				التسلسل
	0.96	4.09		1
	1.00	3.94		2
	0.90	3.90		3
	1.16	3.79		4
	1.06	3.38		5

				التسلسل
	1.21	2.98		6
	1.22	2.83		7
	0.53	3.56		

(4.4)

(4-1)

(4.09-3.79) (7 6 5)

(3.38 2.98 2.83)

.(3.56)

5-

:

(5.4):

	0.48	3.18		1
	0.55	3.76		2
	0.65	3.66		3
	0.53	3.56		4
	0.38	3.54		

■	الكــفــاءة الـمـعـرفـيـة
■	الكـفـاءة الاجـتـمـاعـيـة
□	الكـفـاءة الـجـسـمـيـة
□	الكـفـاءة الـعـامـة
■	الدرجة الكلية للكفاءة الذاتية المدركة
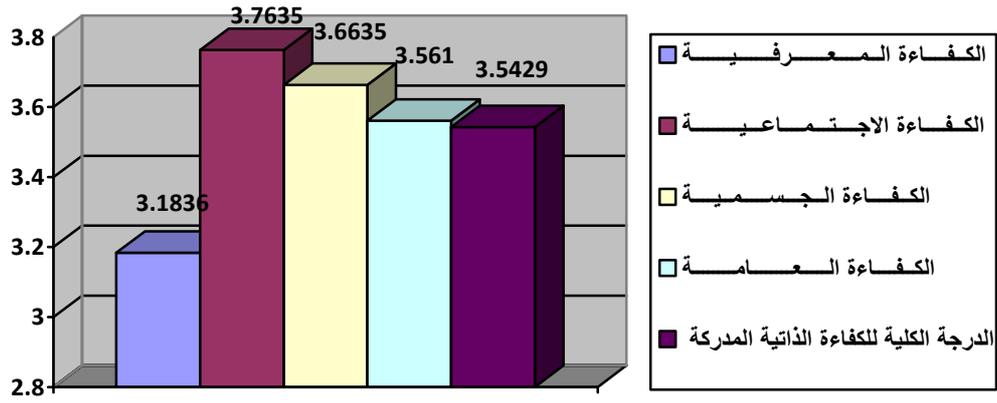
(1)

(5.4)   :

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: الكفاءة الاجتماعية

: الكفاءة الجسمية

: الكفاءة العامة

: الكفاءة المعرفية

2.1.4

مهارات حل المشكلات

(6.4).

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(4.2).

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(   ) 2.6-3.4).

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(   ) 1.8-2.6).

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(1.8) .

(□.6):

مهارات حل المشكلات

	0.84	4.21		1
	0.79	4.05		2
	0.79	4.02	( )	3
	0.83	3.97		4
	0.83	3.96		5
	0.92	3.94		6
	0.94	3.91		7
	0.91	3.90		8
	0.94	3.86	) (..	9
	0.89	3.85	/	10
	0.93	3.84		11

	0.87	3.84		12
	0.97	3.80		13
	0.98	3.79		14
	0.90	3.788		15
	0.95	3.76		16
	1.00	3.74		17
	0.96	3.68		18
	0.95	3.66		19
	1.01	3.61		20
	1.02	3.60		21
	0.95	3.57		22
	0.96	3.55		23
	1.38	3.34		24
	1.13	3.18		25
	1.24	3.09		26
	0.44	**3.75**		

مهارات حل المشكلات   (6.4)

(1)

مهارات حل المشكلات مرتفعة   (4.21)

(23-3)

.(4.05-3.55)

(26-24)

(3.34-3.09)

.(3.75)

3.1.4 نتائج فرضيات الدراسة

1.3.1.4

(α≤0.05)

.

( )   (Independent

‹(t-test   .(7.4)

(7.4):   ( )

	( )	(306 =)		(394 =)		
0.22	1.21	0.44	3.16	0.50	3.20	
0.29	-1.06	0.54	3.79	0.56	3.74	
*0.02	2.23	0.59	3.60	0.68	3.71	
0.07	1.76	0.48	3.52	0.56	3.59	
0.12	1.56	0.36	3.52	0.40	3.56	

(7.4)

(α≤0.05)

(0.42)

(α≤0.05) (0.00)

.

2.3.1.4

(α≤0.05)

.

(One-Way ANOVA)

(8.4) (9.4) :

(8.4):

3.15	3.18	3.20	
3.85	3.81	3.69	
3.94	3.70	3.58	
3.57	3.58	3.53	
3.62	3.57	3.50	

(8.4)   .

(One-Way ANOVA)‚   (9.4)   :

(9.4):

0.82	0.20	0.05	2	0.09		:
		0.23	697	158.73		
			699	158.82		
**0.01	4.40	1.33	2	2.67		
		0.30	697	211.09		
			699	213.76		
*0.00	4.93	2.05	2	4.09		
		0.42	697	289.20		
			699	293.29		
0.52	0.65	0.18	2	0.37		
		0.28	697	196.11		
			699	196.48		
*0.04	3.15	0.45	2	0.90		
		0.14	697	99.86		
			699	100.76		

(α≤ 0.01)   **(α≤ 0.05)** *

(9.4)   ( )

((0.52   0.82)

.(α≤0.05)

(α≤0.05)

(   )

(0.04   0.00   0.01)

(α≤0.05)

.

(LSD)   (10.4)   :

(10.4): LSD   (
                                                                                    (

مستوى الدلالة	أ-ب	ب	أ	
0.00	-0.12402*			
0.17	-0.15879			
0.00	0.12402*			
0.76	-0.03477			
0.17	0.15879			
0.76	0.03477			
0.02	-0.11708*			
0.01	-0.35368*			
0.02	0.11708*			
0.08	-0.23659			
0.01	0.35368*			
0.08	0.23659			
0.02	-0.06757*			
0.12	-0.12386-			

0.02	0.06757*			
0.47	-0.05629			
0.12	0.12386			
0.47	0.05629			
* The mean difference is significant at the 0.05 level.				

(10.4)   :

.1   .

.2   .

.3   .

.4   .

3.3.1.4

(α≤0.05)

.

( )   Independent)

(t-test)‹   .(11.4)

:(11.4)   **( )**

	( )	=) (326		=) (374		
0.16	-1.40	0.49	3.21	0.46	3.16	
*0.00	3.46	0.57	3.69	0.53	3.83	
*0.00	3.42	0.67	3.57	0.62	3.74	
0.10	1.62	0.54	3.53	0.52	3.59	
*0.00	2.84	0.39	3.50	0.37	3.58	

*   **(α≤0.05)**

)   (11.4)

        (0.10 0.16)   (

                                    .(α≤0.05)

)

                                                                              (

(0.00 0.00 0.00)

                        (α≤0.05)

                                                                    .

4.3.1.4

        (α≤0.05)

                    .

(One-Way ANOVA)

                                    :   (13.4) (12.4)

                                                    :**(12.4)**

3.14	3.19	3.20	3.22	
3.83	3.69	3.74	3.77	
3.71	3.64	3.66	3.62	
3.62	3.55	3.54	3.50	
3.58	3.52	3.54	3.53	

.

‏(One-Way ANOVA)‏   (13.4)   :

(13.4):

0.49	" " 0.80	0.18	3	0.54		:
		0.23	696	158.28		
			699	158.82		
0.09	2.10	0.64	3	1.92		
		0.30	696	211.83		
			699	213.76		
0.61	0.61	0.26	3	0.77		
		0.42	696	292.52		
			699	293.29		
0.21	1.50	0.42	3	1.27		
		0.28	696	195.21		
			699	196.48		
0.45	0.88	0.13	3	0.38		
		0.14	696	100.38		
			699	100.76		

(13.4)   )

(

0.49)

0.09   0.61   0.21   0.45)

.(α≤0.05)

.

5.3.1.4

(α≤0.05)

.

( )

.(14.4)   ‹(Independent t-test)

( )   :(14.4)

	( )	(306 =)		(394 =)		
0.37	0.88	0.41	3.73	0.47	3.76	

(14.4)

(0.37)

(α≤0.05)

.

69

2.3.1.4

(α≤0.05)

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( )

(Independent t-test)‹   (15.4).

(15.4):   ( )

	( )	(306 =)		(394 =)		
0.37	0.88	0.41	3.73	0.47	3.76	

(15.4)

(0.37)

(α≤0.05)

.

3.3.1.4

(α≤0.05)

.

( )

(Independent t-test)

(16.4): ( )

	( )	(326 =)		(374 =)		
**0.00	3.58	0.43	3.69	0.45	3.81	**الدرجة الكلية لمهارات حل المشكلات**

** (α≤ 0,01)

(16.4)

(0.00)

(α≤ 0,05)

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2.3.1.4

(α≤0.05)

.

(One-Way ANOVA)

(17.4) (18.4) :

سنة رابعة فأكثر	سنة ثالثة	سنة ثانية	سنة أولى	
3.78	3.75	3.75	3.68	

(17.4)

(One-Way ANOVA)، (18.4) :

(18.4):

مستوى الدلالة	"ف" المحسوبة	متوسط الانحراف	درجات الحرية	مجموع المربعات		
0.21	1.51	0.29	3	0.883		
		0.20	696	135.65		
			699	136.53		

(18.4)

(0.21)

$(\alpha \leq 0.05)$

.

3.3.1.4

$(\alpha\leq0.05)$

.

(19.4)

:

(19.4):

0.42**	0.50**	0.18**	0.17**	0.132**		معامل الارتباط
0.00	0.00	0.00	0.00	0.00		مستوى الدلالة
** Correlation is significant at the 0.01 level (2-tailed).						

**   **(α≤ 0,01)**

(19.4)

$(\alpha\leq0.05)$

(0.42)

$(\alpha\leq0.05)$ (0.00)

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1.5

1.1.5

الكفاءة   الكفاءة الاجتماعيـة في   (3.54).

الجسمية، ثم الكفاءة العامـة، وأخيراً الكفاءة المعرفيـة.

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.(2010)

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2.1.5

مهارات حل المشكلات

(3.74).   "

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(2013)

              .(2006)   (2012)

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