

The Effect of the external control in Yangming Mindology on students' perceived academic self-efficacy

Author: Xu Ning

Affiliation: The Education University of Hong Kong



香港教育大學

The Education University
of Hong Kong

Methodology

Study Subject

Cluster random sampling method was adopted to select senior three students from Haidian District, Beijing. There were 324 effective subjects. 138 students participated in Yangming Mindology research, 102 students did not participate in Yangming Mindology research.

Method

(1) According to the dimension of Rotter, J.B.(I.E., Locus of Control Scale), a sense of mental control questionnaire was compiled for senior high school students' actual situation of Yangming psychological concept. The questionnaire was composed of 10 items, with a score of 5 points and internal consistency reliability (Cronbach $\alpha=0.72$).

(2) General Self-efficacy Scale (GSES)
A total of 324 valid questionnaires were obtained, and SPSS10.0 was used for statistical analysis

Result

(1) There were significant differences in external control in whether or not with the Mindology belief.

(2) Participants had a higher external control than nonparticipants.

Conclusion

We hypothesized that beliefs in the importance of Yangming Mindology would be positive predictors of external control. The result confirms the hypothesis

Brief Background

Wang Yangming, puts forward the theory of “the mind should not change randomly but depend on the judgment of situation”, emphasizing that “in the process of research, people should control their mind and not be affected by external behavior, so as to make a correct judgment”. This is a similar idea to what Bandura believes that external control can influence students' perceived academic self-efficacy. However, there has not been a strong research on the guiding role of Yangming Mindology in improving external control of students. This research sets out to address this research gap. I investigated the effects the influence of the long-term learning Yangming Mindology on students' self-efficacy assessment. It is hypothesized that daily learning Yangming Mindology would be associated with an improvement of perceived academic self-efficacy.

Discussion

Participants had more powerful external control than the nonparticipants in the Yangming Mindology research, which means that the potential influence of this psychological concept made the students more inclined to think that their ability, effort, and the learning method adopted and other internal factors have a greater sense of control.

Meeting-link



	Participant(M±SD)	Nonparticipant(M±SD)
High perceived academic self-efficacy	61.40±9.44	60.00±11.27
Low perceived academic self-efficacy	51.55±12.91	50.58±14.98
External Control	31.14±6.02	29.98±7.41

