



Educando para a paz

Título Learning strategies and academic self-efficacy in university students: a correlational study Autores Autor (es) USF Autor (es) USF Rosana Maria Mohallem Martins Acácia Aparecida Angeli dos Santos Autores Internacionais Programa/Curso (s) Programa/Curso (s) Programa de Pós Graduação Stricto Sensu em Psicologia DOI https://doi.org/10.1590/2175-35392019016346 Assunto (palavras chaves) Self-regulation; higher education, academic performance chaves) Inglês Fonte Título do periódico: Revista Psicologia Escolar e Edcuacional ISSN: 2175-3539 Volume/Número/Paginação/Ano: 23/e176346/2019 Data da publicação 04/2019 Formato da produção Digital Resumo The purpose of this research was to evaluate the use of learning strategies and self - efficacy beliefs among university students, to explore differences in relation to course and age, as well as to establish the relation between constructs. The instruments used were the Learning Strategies Scale for University Students (EEA-U) and the Self-efficacy Scale in Higher Education (AEFS). The participants were 109 students from Psychology, Production Engineering, Physical Education and Veterinary Medicine from a private university in the south of Minas Gerais, both sexes, with a mean age of 20 years and 6 months (SD = 3.76). The results showed a moderate correlation (ρ = 0.59, ρ < 0.001) between the scales of learning strategies and acdemic self-efficacy. According to	Тіро	Periódico
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