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Nota di contenuto	Intro -- ELEMENTARY SCHOOL CHILDREN'S SPELLING-SPECIFIC SELF-BELIEFS -- Library of Congress Cataloging-in-Publication Data -- Contents -- Preface -- Introduction -- Chapter 1 Academic Self-Beliefs -- A Social Cognitive Perspective on Academic Achievement -- Perceptions of Personal Competence, Control, and Threat -- Academic Self-Concept -- Structural Components -- Dimensional Comparison Effects -- Social Comparison Effects -- Gender Differences -- Causal Ordering -- Causal Attributions -- Test Anxiety -- A Basic Research Model of Academic Self-Beliefs -- Chapter 2 Empirical Analyses of Academic Self-Beliefs in the Spelling Domain -- Review of Empirical Research Findings -- Previous Own Research Results -- Chapter 3 Academic Self-Beliefs in the Spelling Domain: The Present Study -- Overall Background and Conceptualization -- Sample Characteristics and Procedure -- Measurement of Self-Belief and Achievement Variables -- Spelling Achievement -- Performance in Other Subject Matters -- Spelling-Specific Self-Concept -- Error-Related Self-Estimates -- Spelling-Specific Test Anxiety -- Causal Attributions of Dictation Outcomes -- General Academic Self-Concept -- General School Attitudes -- Global Self-Esteem -- Gender -- Statistical Analyses -- Chapter 4 The Measuring of Spelling-Specific Self-Concept -- Scale Development and Research Objectives -- Results --

Dimensional Analyses and Scale Formation -- Validation Results -- Change Over Time -- Discussion -- Chapter 5 Longitudinal Relations between Self-Concept and Achievement -- Research context and Objectives -- Results -- Discussion -- Chapter 6 Differentiating the Construct: Error-Related Self-Estimates -- Scale Development and Research Objectives -- Results -- Dimensional Analyses and Scale Formation -- Validation Results -- Discussion.

Chapter 7 Longitudinal Relations between Test-Anxiety, Self-Concept, and Self-Esteem -- Research Context and Objectives -- Results -- Relations among Constructs -- Change Over Time -- Discussion -- Chapter 8 Longitudinal Relations between Self-Concept, Test Anxiety, Self-Esteem and School Attitudes -- Research Context and Objectives -- Results -- Relations among Constructs -- Change Over Time -- Discussion -- Chapter 9 Causal Attributions of Success and Failure in Spelling -- Scale Development and Research Objectives -- Results -- Dimensional Analyses and Scale Formation -- Validation Results -- Attributional Patterns -- Change Over Time -- Discussion -- Chapter 10 Summary and Conclusion -- Study Results -- Conceptual Implications -- Methodological Implications -- Educational Implications -- References -- Appendices -- Appendix A -- Item List: Spelling-Specific Self-concept (Final scale version) -- Appendix B -- Item List: Causal Attributions of Dictation Outcome (Final scale version) -- Appendix A -- Item list: Spelling-Specific Self-concept (Final scale version) -- Appendix B -- Item list: Causal Attributions of Dictation Outcome (Final scale versions) -- Index.

Sommario/riassunto

This book presents a study that concerns itself with selected findings on the measurement of the spelling-specific self-concept, on the causal ordering between the spelling-specific self-concept and spelling achievement, on the relationships between the spelling-specific self-concept and causal attributions of dictation outcomes as well as on the relationships between the spelling-specific self-concept, spelling-specific test anxiety, and global self-esteem variables and on the relationships between the spelling self-concept and test anxiety, global self-esteem, and school attitude variables. Moreover, an empirical approach to further differentiate the spelling-specific self-concept and thus to analyse a more task-specific facet is documented. Altogether, these findings can provide strong evidence for a basic model of academic self-beliefs in the spelling domain.
