

The Impact of Active Learning Strategies in the Development of Self-Efficacy and Academic Achievement among ESF Students of UNRWA

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Abstract

This study aimed to investigate the impact of active learning strategies in the development of self-efficacy and academic achievement. The sample consisted of (59) students, chosen from the second year of the ESF University (class teacher specialty). To achieve the objectives of the study, a scale of self- efficacy and an achievement test in educational guidance course were used: The validity and reliability of the scale were measured in appropriate ways. The results of the study revealed the presence of statistically significant differences between the results of students in the two groups of the study in self-efficacy and academic achievement, for the benefit of the experimental group. The study ended with some suggestions, calling for attention to the application of active learning strategies in different subjects and levels of study.

(127 words)

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