

自我效能感理论与中小学生学习成就： 测量工具与应用效果研究综述

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摘要

本论文以自我效能感理论为研究对象，运用文献分析法，着重梳理自我效能感理论在中小学生学习方面的演进历程，有关测量工具的历时变迁状况以及国内中小学生学习自我效能感应用研究情况。研究发现，学业自我效能感同中小学生的学业成绩，学习动力及学习投入有着密切联系，并在家庭因素和课堂教学因素作用于学习结果的过程中发挥着重要中介作用。本文有益于加深对于学业自我效能感作用原理的理解，并为后续相关研究提供参考。

关键词

自我效能感，学业自我效能感，学业成就

Self-Efficacy Theory and Academic Achievement of Primary and Secondary Students: A Review of Measurement Instruments and Application Effects

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Abstract

This paper takes self-efficacy theory as its theoretical framework and employs a literature analysis

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method to systematically review the developmental trajectory of self-efficacy theory in the academic context of primary and secondary students, the historical changes in relevant measurement instruments, and the current state of application research on academic self-efficacy among Chinese primary and secondary students. The findings indicate that academic self-efficacy is closely associated with students' academic achievement, learning motivation, and learning engagement, and plays an important mediating role in the process through which family factors and classroom instructional factors influence learning outcomes. This study contributes to a deeper understanding of the underlying mechanisms of academic self-efficacy and provides a reference for future related research.

Keywords

Self-Efficacy, Academic Self-Efficacy, Academic Achievement

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1. 引言

自我效能感是社会认知理论中的一个重要概念，自提出以来就在教育心理学界引起了极大的关注，大量研究显示自我效能感不但会影响一个人的行为选择与努力程度，而且在学习动机、情绪调控以及学业成就的形成中也都起着非常重要的作用，随着研究的进一步发展，学业自我效能感也成为解释中小学生学习发展的重要心理因素。

本文将基于自我效能感理论展开，着重梳理学业自我效能感的理论发展进程，以及有关学业自我效能感测量工具的发展状况及其在中小学生学习群体中的应用研究现状，为后续相关研究提供参考范例。

2. 自我效能感理论的历时演进

2.1. 自我效能感理论溯源

自我效能感是班杜拉在 1977 年其开创性的著作《自我效能：迈向统一的行为改变理论》中首次提出的一个心理学概念[1]。早期社会学习理论家指出个体是通过观察他人的行为及结果而习得新行为模式的，随着理论的发展，班杜拉开始把重点从外显行为转移到个体内部的认知调整过程上，并由此提出了自我效能感的概念，他将其定义为个体对自己能否有效组织并执行某种特定行动以达到预定目标的预期判断，同时他还提出了三元交互决定论，认为个体、环境以及行为这三个因素都是动态相关联的决定因素，它们之间存在着相互影响的关系[1][2]。

2.2. 自我效能感理论与学生学业的关系

同一时期，Schunk 在班杜拉所提出的预期判断的概念上进行延伸，提出在学生课堂学习的自我效能感模型中，除自我效能外，对学生成就行为有显著影响的心理变量还包括结果预期和效能预期。学生在学业中的结果预期是学生个体对其行为结果的信念[3]，而效能预期是学生对自己能否顺利地执行某种行为以产生某种结果的预期[1][4]。此外，Schunk 对班杜拉社会认知理论中的三元交互决定论进行了具体的阐释，强调学业自我效能感在学生课堂认知技能学习中的关键作用，即学生个体、课堂环境和学生行为表现的相互作用[5]。基于这一理论视角，Pajares 在 1997 年指出，学业自我效能感在教育领域的评估不应被忽视，需从多维度展开考量[6]。

21 世纪初期, 美国学者 Zimmerman 在《自我效能感: 学习的重要动机》一文里着重指出自我效能感对于中小学生的学业动机具有非常关键的作用, 主要表现在学习活动的选择上, 努力的程度, 坚持与否以及情绪方面的表现等等[1] [7], 这为自我效能感针对中小学生学业方面的研究给予了更为宽广的理论视野。

2.3. 影响中小学生学业自我效能感形成的主要因素

2.3.1. 学生的掌握性经验及其情绪状态

学业自我效能感的产生是个体内在特质与外界环境相互作用的产物, 影响因素可以分为学生自身掌握的经验 and 情绪状态、他人替代经验及环境等[7]。其中, 掌握性经验是中小学生学业自我效能感最直接、最重要的来源, 因为它是以个体经验结果为基础的, 学生在学习过程中取得成功会极大地提升他们对自己能力的信心, 反之则会降低学生的学业自我效能感。此外, 学生的情绪生理状况也会对学业自我效能感的形成起到调节作用[3], 学习焦虑、紧张等不良情绪往往会降低学生对其自身能力的评价, 而良好的情绪体验有利于学业自我效能感的培养。

2.3.2. 他人的替代性经验及外部环境

除了个体的掌握性经验之外, 替代性经验也在学业自我效能感的形成过程中起着非常重要的作用。因为学生在学习情境中会观察到同伴或榜样所表现出的学习情况, 尤其是当同伴或榜样与自己能力水平相当时, 他们更有可能把别人的经验当作是对自己的一种积极期待, 因此替代性经验对学生学习信念的形成有着潜在的影响作用。

此外, 从外部环境影响的角度来看, 言语劝说和社会支持对于学生学业自我效能感也存在重要影响[7]。例如同学的激励、家长的期许以及教师的支持等都会使中小学生学习产生一定的学习信心。

3. 国内外中小学生学业自我效能感测量工具的历时发展

小班杜拉在《自我效能: 迈向统一的行为改变理论》中首次明确自我效能感的概念后, 早期自我效能感测量工具开始聚焦于特定领域的信念进行评估。因此有关学业自我效能感的测量工具丰富多样, 以下将选取部分国内外经典量表进行梳理, 这些量表在理论与实证应用方面影响广泛, 具有代表性。

3.1. 国外测量工具的发展

(1) “控制、个体和手段 - 目的问卷” (CAMI)

20 世纪 80 年代, Skinner 等人基于活动理论提出控制感的相关构念, 将信念划分为手段 - 目的、个体、控制三类, 分别对应 M-E、A-M、A-E 的关系维度, 据此设计的 CAMI 量表包含 64 题。三类信念的独立区分, 也为后续学业自我效能感量表的编制提供了思路[8] [9]。

(2) “学习动机和策略问卷” (MSLQ)

20 世纪 90 年代, 随着研究的深入, 学者们逐渐意识到学业自我效能感的多维度属性。Pintrich 和 De Groot 所编制的“学习动机和策略问卷” (Motivational Strategies for Learning Questionnaire, MSLQ), 被认为是一般性学业自我效能感的经典量表(见图 1)。该量表原有 56 个试题, 但研究中仅保留了 44 个试题, 分为两个部分, 第一个部分是“动机信念”(包含三个维度“自我效能”、“内在价值”以及“考试焦虑”)。第二个部分是“自我调节学习策略”(包含两个维度“认知策略使用”、“自我调节”)[10]。

总体而言, MSLQ 维度划分清晰, 能有效评估学生学习的心理状态与学习动机。不过, 由于中学生认知发展较为成熟具备一定的抽象思维, 可以更好适配量表内容, 但小学生尚处于认知发展阶段中的具体运算阶段, 对“自我调节”等抽象概念的认知不足, 因此使用该量表还需结合学段特点修订题目表述和维度分布。

Appendix

The following scales and items represent the Motivated Strategies for Learning Questionnaire (MSLQ) that was used in this study to measure students' motivational beliefs and self-regulated learning. The numbers next to the items reflect the item's actual position on the questionnaire. Items marked (*R) were reflected before scale construction. There were 56 items on the questionnaire, but only 44 were used in this study to form the following five scales.

Motivational Beliefs

A. *Self-Efficacy*

2. Compared with other students in this class I expect to do well.
7. I'm certain I can understand the ideas taught in this course.
10. I expect to do very well in this class.
11. Compared with others in this class, I think I'm a good student.
13. I am sure I can do an excellent job on the problems and tasks assigned for this class.
15. I think I will receive a good grade in this class.
20. My study skills are excellent compared with others in this class.
22. Compared with other students in this class I think I know a great deal about the subject.
23. I know that I will be able to learn the material for this class.

B. *Intrinsic Value*

1. I prefer class work that is challenging so I can learn new things.
5. It is important for me to learn what is being taught in this class.
6. I like what I am learning in this class.
9. I think I will be able to use what I learn in this class in other classes.
12. I often choose paper topics I will learn something from even if they require more work.
17. Even when I do poorly on a test I try to learn from my mistakes.
18. I think that what I am learning in this class is useful for me to know.
21. I think that what we are learning in this class is interesting.
25. Understanding this subject is important to me.

C. *Test Anxiety*

3. I am so nervous during a test that I cannot remember facts I have learned.
14. I have an uneasy, upset feeling when I take a test.
24. I worry a great deal about tests.
27. When I take a test I think about how poorly I am doing.

转引自 Printrich & De Groot, 1990。

Figure 1. Motivational Strategies for Learning Questionnaire (MSLQ)

图 1. 学习动机和策略问卷

(3) “学生效能量表” (MJSES)

1994年, V. Morgan 与 J. Jinks 编制了“学生效能量表”(MJSES)。该量表最初从“天资”、“努力”、“情境”以及“任务难度”4个维度测查学习自我效能感,但实际问卷中精简为天资、努力和情境3个维度,包含30个正式测题,另设4题用于收集学业成绩信息。

MJSES 既延续了前期量表的结构思路,又为中小学群体的学业自我效能感评估提供了更适配的工具

Self-Regulated Learning Strategies

D. *Cognitive Strategy Use*

30. When I study for a test, I try to put together the information from class and from the book.
31. When I do homework, I try to remember what the teacher said in class so I can answer the questions correctly.
33. It is hard for me to decide what the main ideas are in what I read. (*R)
35. When I study I put important ideas into my own words.
36. I always try to understand what the teacher is saying even if it doesn't make sense.
38. When I study for a test I try to remember as many facts as I can.
39. When studying, I copy my notes over to help me remember material.
42. When I study for a test I practice saying the important facts over and over to myself.
44. I use what I have learned from old homework assignments and the textbook to do new assignments.
47. When I am studying a topic, I try to make everything fit together.
53. When I read material for this class, I say the words over and over to myself to help me remember.
54. I outline the chapters in my book to help me study.
56. When reading I try to connect the things I am reading about with what I already know.

E. *Self-Regulation*

32. I ask myself questions to make sure I know the material I have been studying.
34. When work is hard I either give up or study only the easy parts. (*R)
40. I work on practice exercises and answer end of chapter questions even when I don't have to.
41. Even when study materials are dull and uninteresting, I keep working until I finish.
43. Before I begin studying I think about the things I will need to do to learn.
45. I often find that I have been reading for class but don't know what it is all about. (*R)
46. I find that when the teacher is talking I think of other things and don't really listen to what is being said. (*R)
52. When I'm reading I stop once in a while and go over what I have read.
55. I work hard to get a good grade even when I don't like a class.

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参考[9] [11]。尤其在其精简之后的3个维度更加贴合中小学生的学习体验，并且额外设置的4个题目还能将学业效能感与学生的实际学业表现联系起来，这也让该量表在中小学研究中更具实践参考价值。

(4) “儿童自我效能感量表”

2001年，班杜拉针对儿童的发展特点编制了该量表，共包含9个分测验以及55个测题，这9个分测验覆盖了儿童成长多方面的场景(见图2)。其中与学习关联较紧密的包括“利用社会资源的自我效能”、“学业成就的自我效能”、“自我调节学习的自我效能”，同时也包含其他与学生生活相关的维度[12]。

该量表的编制逻辑贴合儿童的认知水平和日常生活，删去了早期量表中的抽象化描述，转而以具体的任务场景为基础设计题目，使其不仅适用于儿童还可以直接用于中小学生学习自我效能感的测量。

Children's Self-Efficacy Scale

This questionnaire is designed to help us get a better understanding of the kinds of things that are difficult for students. Please rate how certain you are that you can do each of the things described below by writing the appropriate number. Your answers will be kept strictly confidential and will not be identified by name.

Rate your degree of confidence by recording a number from 0 to 100 using the scale given below:

0 10 20 30 40 50 60 70 80 90 100
 Cannot do at all Moderately can do Highly certain can do

Confidence
(0-100)

Self-Efficacy in Enlisting Social Resources

- Get teachers to help me when I get stuck on schoolwork _____
- Get another student to help me when I get stuck on schoolwork _____
- Get adults to help me when I have social problems _____
- Get a friend to help me when I have social problems _____

Self-Efficacy for Academic Achievement

- Learn general mathematics _____
- Learn algebra _____
- Learn science _____
- Learn biology _____
- Learn reading, writing, and language skills _____
- Learn to use computers _____
- Learn a foreign language _____
- Learn social studies _____
- Learn English grammar _____

Self-Efficacy for Self-Regulated Learning

- Finish my homework assignments by deadlines _____
- Get myself to study when there are other interesting things to do _____
- Always concentrate on school subjects during class _____
- Take good notes during class instruction _____
- Use the library to get information for class assignments _____
- Plan my schoolwork for the day _____
- Organize my schoolwork _____
- Remember well information presented in class and textbooks _____
- Arrange a place to study without distractions _____
- Get myself to do school work _____

Self-Efficacy for Leisure Time Skills and Extracurricular Activities

- Learn sports skills well _____
- Learn dance skills well _____
- Learn music skills well _____
- Do the kinds of things needed to work on the school newspaper _____
- Do the things needed to serve in school government _____
- Do the kinds of things needed to take part in school plays _____
- Do regular physical education activities _____
- Learn the skills needed for team sports (for example, basketball, volleyball, swimming, football, soccer) _____

Self-Regulatory Efficacy

- Resist peer pressure to do things in school that can get me into trouble _____
- Stop myself from skipping school when I feel bored or upset _____
- Resist peer pressure to smoke cigarettes _____
- Resist peer pressure to drink beer, wine, or liquor _____
- Resist peer pressure to smoke marijuana _____
- Resist peer pressure to use pills (uppers, downers) _____
- Resist peer pressure to have sexual intercourse _____
- Control my temper _____

Self-Efficacy to Meet Others' Expectations

- Live up to what my parents expect of me _____
- Live up to what my teachers expect of me _____
- Live up to what my peers expect of me _____
- Live up to what I expect of myself _____

Social Self-Efficacy

- Make and keep friends of the opposite sex _____
- Make and keep friends of the same sex _____
- Carry on conversations with others _____
- Work well in a group _____

Self-Assertive Efficacy

- Express my opinions when other classmates disagree with me _____
- Stand up for myself when I feel I am being treated unfairly _____
- Get others to stop annoying me or hurting my feelings _____
- Stand firm to someone who is asking me to do something unreasonable or inconvenient _____

Self-Efficacy for Enlisting Parental and Community Support

- Get my parents to help me with a problem _____
- Get my brother(s) and sister(s) to help me with a problem _____
- Get my parents to take part in school activities _____
- Get people outside the school to take an interest in my school (for example, community groups, churches) _____

转引自 Bandura, 2006。

Figure 2. Children's self-efficacy scale

图2. 儿童自我效能感量表

3.2. 国内测量工具的本土化发展

国内关于学业自我效能感的测量工具中梁宇颂所编制的量表最具代表性。梁宇颂的自编量表基于Pintrich和De Groot的MSLQ量表修订，同时贴合了国内教育情境。整张量表将学业自我效能感划分为学习能力与学习行为两个维度，总共22题，这两个维度的克隆巴赫系数分别为0.820和0.752，总体信效度良好[13]。

2000年至今,该量表成为国内研究学生学业自我效能感的经典测量工具,从适用群体来看,它不仅覆盖其原研究的大学生群体,也适配中小学阶段学业自我效能感的相关研究。从研究主题来看,还可作为中介变量的测量工具分析学业自我效能感在成就目标与学业成绩间的传导作用。基于其清晰的维度划分与本土化适配性,该量表已成为国内学业自我效能感的主要测量工具。

4. 国内中小学生学习自我效能感的应用与共时研究现状

近十年来,国内针对中小学生学习自我效能感的研究工具大多采取问卷调查法,利用相关分析或者结构方程模型探究学业自我效能感同学生的学习行为,以及有关心理变量之间的联系,并且在这些研究里,学业自我效能感常常被当作重要的中介变量来加以考量。

从应用研究角度来看,学业自我效能感同中小学生的学业成绩,学习动力以及学习投入有着明显的正相关联系[14],一些研究显示,学业自我效能感较高者往往在学习进程当中展现出更为强烈的目标观念,更愿意采取积极的学习方法,并且当遭遇学习方面的难题之时,也会维持较高的主动性。

与此同时,有同期研究指出,在小学阶段,国内有关研究大多重视家庭要素对于学业自我效能感产生的影响,着重于考察父母教育介入形式同学生学业自我效能感间存在的关联(其中母亲的教育卷入行为对学生学业自我效能感的增进作用更大),并且表明父母给予的帮助通常是通过改善学生的学业自我效能感来促使他们投入更多的精力到学业上取得更好的成绩[15]。

在初中阶段,有关学业自我效能感的研究渐渐延伸到学生的心理发展方面,表明学业自我效能感在父母教育介入,教师支持以及学生学习成绩之间起到中介作用,并由此揭示了学生学习满意度和生活满意度之间的差异性[16]。这说明了当父母积极卷入教育时,比如适当给予鼓励或帮助,学生更容易在学业上获得成功体验,会直接增强他们对自己学习能力的信心。

而在高中阶段,同期研究则更多关注课堂教学情境,认为教师支持与评价的方式与学生学业自我效能感关系密切[17]。由此说明高中生所感知到的教师支持能够提高学生的学业自我效能感,所以当高中生掌握趋近动机和表现趋近动机越强时,学习投入也就越高。

总体来看,国内有关中小学生学习自我效能感的应用研究较为丰富,初步揭示了学业自我效能感在多种变量之间的中介作用,但整体研究设计以横断面研究为主,对学业自我效能感发展过程的动态考察相对不足。

5. 研究总结与未来展望

综上所述,国内关于中小学生学习自我效能感的研究在理论引入、测量工具以及应用研究等方面已取得较为丰富的成果。现有研究多数建立在自我效能感理论基础之上,运用问卷调查等方式,对学生的学业自我效能感同学业成绩、学习动机、学习投入及家庭、课堂环境等因素的关系进行了较为系统的探究,突出了学业自我效能感对于中小学生学习发展的重要意义。但现有研究对学生学业自我效能感在不同学段间动态变化的关注不足,并且大部分研究在测量工具和统计模型的选择上高度一致。

而在未来的研究中可以更多地探讨学生学业自我效能感在不同学段间的纵向变化,还可以进一步结合真实的课堂教学实践案例,从而体现出学业自我效能感对于各个学段学生而言所具有的实际意义。

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