



## INFLUENCE OF ACADEMIC SELF-EFFICACY ON ACADEMIC ACHIEVEMENT OF SENIOR SECONDARY SCHOOL STUDENTS IN EDO NORTH SENATORIAL DISTRICT

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### Abstract

*The study examined the influence of academic self-efficacy on academic achievement of senior secondary school students in Edo North Senatorial District. A Correlational survey research was adopted for the study. The population of the study consists of 5,935 students in senior secondary school-one (SSS-One) from 107 public secondary schools in Edo North Senatorial District. The multi-stage sampling technique was used to select 362 SSS-one students as the respondents for the study. A questionnaire titled: Academic Self-Efficacy Questionnaire (ASEQ) and students' academic performance schedule was used to collate the JSSCE results of the sampled students. To establish the content validity, the instrument was given to three experts, two in counseling psychology and in measurement and evaluation who ensured that the items in the questionnaire was clear and unambiguous. A reliability coefficient of 0.77 was obtained through the use of Cronbach's alpha, which was considered adequate for data collection. This was considered high enough for the study. The authors administered the questionnaire on students sampled through the help of two trained research assistants. The research question was analyzed using mean ( $\bar{X}$ ) and standard deviation (SD). The Research hypothesis formulated was tested using Pearson Product Moment Correlation Coefficient (PPMCC). The result revealed that academic self-efficacy has higher level of influence on the academic achievement of senior secondary school-one students in Edo North Senatorial District. The result also revealed that there was a significant relationship between academic self-efficacy and academic achievement of students in senior secondary schools in Edo North Senatorial District. Based on these findings, the authors recommended that school authorities should endeavour to identify students with poor academic self-efficacy and provide them with an intervention plan in order to improve on their academic achievement.*

**Keywords:** Academic achievement, Academic self-efficacy, Self-efficacy, Senior-One students, Edo North Senatorial District.

### Introduction

Academic Achievement refers to the numerical scores of a student's knowledge, which measures the degree of a student's adaptation to academic work and to the educational system. Consequently, academic achievement can be defined as the self-perception and self-evaluation of one's objective academic success (Klobal&Musek, 2001). It also refers to the degree of a student's accomplishment his or her tasks and studies. The most well-known indicators or measures of academic achievement are grades which reflect the students' "scores" for their subjects and overall tenure. Students' educational success therefore is measured by academic achievement in most educational institutions.

The Federal Republic of Nigeria (FRN) (2013) in its education policy document spelt out in parts; that the objectives of Post-Basic and Career Development (PBECD) shall be to: Provide holders of the Basic Education Certificate and Junior Arabic and Islamic Studies Certificate with



opportunity for education at a higher level, irrespective of gender, social status, religious or ethnic background; Offer diversified curriculum to cater for the differences in talents, disposition, opportunities and future roles; Provide entrepreneurial, technical and vocational job-specific skills for self-reliance, and for agricultural, industrial, commercial and economic development; Inspire students with a desire for self-improvement and achievement of excellence; and Raise morally upright and well-adjusted individuals who can think independently and rationally, respect the views and feelings of others and appreciate the dignity of labour. In order to raise morally upright and well-adjusted individuals who can think independently and rationally, respect the views and feelings of others and appreciate the dignity of labour, learners must have high level of self-efficacy on academic activities (Akinboye, 2003).

Academic achievement refers to the learning outcome of a student on a subject or group of subjects after a period of class instructions. Duruji, Azuh & Oviasogie (2014) defined it as the degree of a student's accomplishment on his/her studies. They added that the conventional approach for measuring level of academic achievement of a student on a subject or group of subjects within a period of instruction is often expressed in standard grades of percentages: 70-100% (Excellent/Distinction), 60-69% (Very Good), 50-59% (Good/Credit/Average), 40-49% (Pass), and below 40% (Fail).

Self-efficacy is another attribute identified by Akinboye (2003) as "a must have" for every school-going child if he is to appreciate the dignity of labour. The term "self-efficacy" is a construct that was developed within the context of Bandura's Social-Cognitive (Bandura, 1989). Theory (Bandura, 1989). It is the belief about one's own capabilities to organize and execute a specific task (Edokpolor, 2018; Edokpolor & Muritala, 2018; Edokpolor, Imeokparia & Asemota, 2023). Mullin (2001) noted that learners' belief about their own capabilities can be in three forms or dimensions namely: academic self-efficacy, social self-efficacy and emotional self-efficacy. Academic self-efficacy refers to a learner's belief about his/her capabilities in undertaking an academic endeavour such as doing an assignment, practical, class exercise among other. Social self-efficacy defined the learner's belief about his/her capabilities in dealing with others such as friends, teachers and others in a learning environment while emotional self-efficacy deals with the learners' belief about his/her capabilities in dealing /understanding their emotions and coping with the emotions of others.

According to Bandura's (1997) theory, self-efficacy has two components: efficacy expectation and outcome expectancy. The former is the conviction that one has the ability, knowledge, and skills to successfully execute the behaviour or actions required to produce the desired outcome(s). The latter represents a person's estimate of the likely consequences (impact) of performing a task at the self-expected level of performance. That is, outcome expectancy is the belief that a given behaviour or action will indeed lead to expected outcome(s).

The relationship between self-efficacy and students' academic achievement in schools has been investigated in studies (Kolo, Wan & Ahmad, 2017; Alias, Akasah & Kesot, 2016; Balami, 2015). Kolo, Wan and Ahmad (2017) investigated the levels of students' academic self-efficacy beliefs and relationship between academic self-efficacy with students' academic performance among final year students' in one of Nigerian Colleges of education in Yobe State.

Ganatusanga, (2016) determined the relationship between students' 'academic self-efficacy and achievement in Mathematics among boys and girls in mathematics in secondary schools. Adelodun and Asiru (2015) investigated academic self-efficacy and gender as determinants of performance in English discourse writing in Ibadan, Oyo State. Akram and Ghazanfar (2014) explored the relationship of self-efficacy and the academic achievement in terms of CGPA of the students of University of Gujrat. Yazachew (2013) investigated the level of students' self-efficacy, gender difference in self-efficacy and achievement and also relationships between self-efficacy and

achievement for second year students in the fall of 2012 in Analytical Chemistry I (ACI) at Debre Markos College of Teacher Education (DMCTE), Ethiopia.

From the arrays of empirical studies reviewed in this present study, it is appreciated that a good number of studies have been carried out regarding the influence of academic self-efficacy on academic achievement of senior secondary school students in Edo North Senatorial District. Despite all the empirical studies carried out on academic self-efficacy and academic achievement, there are emerging concerns about these two variables, which have eventually created a huge gap in self-efficacy literature, which this study has filled.

### **Statement of the Problem**

Poor academic performance can be very frustrating and its effects can be devastating on the society. Mass failure in English Language and failure in Mathematics could be saddening because both subjects have always been considered as prerequisites for taking other subjects in higher institution. For instance, students who want to study Economics, Accounting, Banking, or any course in the natural sciences must pass Mathematics at credit level in Senior Secondary School Examination to gain admission into any Nigerian tertiary institution. Unfortunately, the academic achievement of students in English language and Mathematics in the past one decade has been on the decline. Hence, a student may be said to have high level of academic achievement if he/she made an average score of 70%, 60% or even 50% while another could be said to have failed if the score falls significantly below the aforementioned scores. It is on this note that this study seeks to find out whether the variables of study can help to improve academic performance of students in Senior Secondary School in Edo Central Senatorial District.

### **Purpose of the Study**

The study examined the influence of academic self-efficacy on senior secondary school students in Edo North Senatorial District.

### **Research Question**

The following research question guided the study.

*Research Question:* To what extent does academic self-efficacy influence on academic achievement of students in senior secondary schools in Edo North Senatorial District?

### **Research Hypothesis**

The following null hypothesis were proposed and tested at a 0.05 level of significance.

*Research Hypothesis:* There is no significant relationship between academic self-efficacy and academic achievement of students in senior Secondary Schools in Edo North Senatorial District.

### **Method**

#### **Research Design**

The ex-post-facto design was adopted for the study. The study was concerned with determining the magnitude of association between academic self-efficacy and academic achievement of students the geographical location of the study.

#### **Population and Sampling Procedure**

The population of the study consisted of the 5,935 SSS-One students in the 107 public secondary schools in Edo North Senatorial District. A sample of 362 SSS-One students was used for the study. The multi-stage sampling technique was used as the sampling technique. The proportionate random sampling technique was used to draw fifty percent (50%) of SSS-One students



from the selected schools for the study. This gave a total of 362 students representing 50% of the SSS1 students of the sampled.

### ***Data Collection Instrument***

A questionnaire was the instrument used for the study. The instrument was used along with the students' academic performance Proforma. The questionnaire titled, Academic Self-Efficacy Questionnaire (ASEQ) was used to collect data. The questionnaire solicited useful information on Academic self-efficacy of the respondents. The items on Academic self-efficacy were adapted from Self-Efficacy Scale (SES). The scale was developed by Mullin (2001) in study titled "A brief questionnaire for measuring self-efficacy of youths". The scale contained psychometric properties measuring self-efficacy of youths. The reliability alphas for the academic self-efficacy  $\alpha$  was 0.76. All the items were rated on a four point response rating ranging from Not at all (1) to Very well (4). The reduced was done at the adaptation stage: Very Well (4), Fairly Well (3), Quite Poor (2), Not at all (1). All items on emotional self-efficacy were removed. Only academic and self-efficacy items were integrated into the instrument for the study.

A bench mark mean score of 2.50 was used to determine high or low self-efficacy. This was obtained by adding up the four (4) likert type scales (Very Well -4, Fairly Well -3, Quite Poorly -2, Not at all -1) and dividing the sum of the scales (10) by the total number of scales (4) to give 2.50. Hence, a mean score of 1.00 - 2.49 will be considered low self-efficacy while a mean score of 2.50 and above will be considered high self-efficacy. The students' academic performance proforma was used to collect data on students' academic cumulative performance in their last Junior Secondary School Certificate Examination in English Language and Mathematics. Students' performance in their last JSS3 examination results were obtained and correlated with the current academic self-efficacy status of the students. The cumulative achievement of students in English Language and Mathematics in their last JSSCE was conventionally reported in the schools' result as 70-100% (Excellent/Distinction), 60-69% (Very Good), 50-59% (Good/Credit/Average), 49-40% (Pass) and below 40% (Fail) will be used. To fit into the four-point rating of the independent variable: Academic Self-Efficacy, the conventional grading of students' achievement were operationally modified to a four point rating thus: 70-100% (A-grade) = 4; 60 - 69% (B-Grade) = 3; 50- 59% (C-Grade) = 2; 49% and below (D-F-Grade) = 1. Since the scores were rated in ordinal levels of 4, 3, 2, and 1; a mean score of 2.50 and higher was taken as high academic performance while a mean score of 1.00- 2.49 was taken as low academic performance.

### ***Data Collection Instrument Validation and Reliability***

The content validation of the instrument was carried out by two experts in Measurement and Evaluation. The questionnaire items were presented to them to ensure that the items were relevant in measuring what they were expected to measure. In other to determine the internal consistency of the instrument, the Cronbach reliability procedure was adopted in determining the reliability of the instrument. A group of 30 students outside the study sample was included in a pilot test. Pearson Product Moment Correlation Coefficient ( $r$ ) was used to correlate the results of the two splits in order to determine the reliability coefficient which yielded 0.74.

### ***Data Collection Procedure***

The researcher and two trained research assistants administered the questionnaires to students. To facilitate immediate retrieval, the questionnaire were distributed and collected immediately upon completion to facilitate high rate of return.

### Data Analysis

The research question was analyzed using mean ( $\bar{X}$ ) and standard deviation (StD). A mean score of 2.50 was used as the benchmark for determining level of academic self-efficacy. This was obtained by adding up the four (4) likert type scales 4, 3, 2 and 1 and dividing the sum 10 by the total number of scales (4) to obtain 2.50. Hence, a score of 2.50 and above represented high academic self-efficacy while 1.00 to 2.49 represented low academic self-efficacy. The study made use of inferential statistics for the Hypothesis formulated and tested using Pearson Product Moment Correlation Coefficient (PPMCC). The Pearson Product Moment Correlation Coefficient statistics was used to determine the sign, strength and significance of the Pearson-r coefficient which were used to explain the direction of the relationship (positive or negative); strength of the correlation was used to explain the magnitude (weak, moderate or strong) of the relationship between variables in quantitative terms while significance of the Pearson-r was used to determine the relevance of the correlation coefficient (O'Sullivan, Rassel & Berner, 2008).

The decision on the significance of the Pearson-r is reached by comparing the p-value (probability value of the correlation coefficient or what is otherwise abbreviated as sig. value) in relation to the predetermined level of significance at which the hypothesis was tested. Therefore, the decision rule for rejecting the null hypothesis was if only the p-value was less than the level of significance of 0.05 that is, the  $p < 0.05$ . Hence, the null hypothesis was retained when the p-value was greater than the level of significance, that is, the  $p > 0.05$ .

### Results

*Research Question:* To what extent does academic self-efficacy influence on academic achievement of students in senior secondary schools in Edo North Senatorial District?

**Table 1: Mean score and standard deviation of academic self-Efficacy and academic achievement of students in senior secondary schools in Edo North Senatorial District**

s/n	Questionnaire Items	N=362		Remarks
		$\bar{X}$	S.D	
1	How well can you get teachers' help to get stuck on schoolwork?	3.06*	.998	Agreed
2	How well can you express your opinions when other classmates disagree with you	2.91*	1.072	Agreed
3	How well can you study when there are other things to do	2.48	1.235	Disagreed
4	How well can you become friends with other children	2.83*	1.326	Agreed
5	How well can you study a chapter for a test	2.64*	1.215	Agreed
6	How well can you have a chat with an unfamiliar person	2.71*	1.268	Agreed
7	How well do you succeed in finishing your homework every day	2.88*	1.234	Agreed
8	How well can you work in harmony with your classmates?	3.08*	.978	Agreed
9	How well can you pay attention during every class?	2.50*	1.056	Agreed
10	How well can you tell other children what you hate	2.60*	1.183	Agreed
11	How well do you succeed in understanding all subjects in school	2.06	1.206	Disagreed
12	How well can you tell a funny event to a group of children	2.11	.947	Disagreed



13	Do you succeed in satisfying your parents well with schoolwork	2.00	.913	Disagreed
14	How well do you succeed in staying with other children	1.78	1.001	Disagreed
15	How well do you succeed in passing a test	2.44	1.078	Disagreed
16	How well do you succeed in preventing quarrels with children	2.64*	1.026	Agreed

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**Overall mean score = 2.53**

\* *Significant mean ( $\bar{X} \geq 2.50$ )*

The results in Table 2 showed that the respondents obtained mean score of 2.50 and above on the numbers 1, 2, 4, 5, 6, 7, 8, 9, 10, and 16 at mean range of 2.50 to 3.08 respectively, and mean scores of less than 2.50 on the items 3, 11, 12, 13, 14 and 15 at mean range of 1.78 to 2.44 respectively. The overall mean score result was 2.53. This showed a the high level of academic self-efficacy of Senior Secondary Schools Student in Edo North Senatorial District.

### Discussion

The result showed that the level of academic self-efficacy of Senior Secondary Schools Student in Edo North Senatorial District was high. This may be due to students' ability to have a chat with an unfamiliar person, work in harmony with your classmate and control your feelings in class or within the school environment. Also, it is general expected that a self-efficacious learner is expected to pay attention during every class, give themselves some words of encourage when you they feel demoralized to do any academic task, feel encouraged and confident to study and understand any acclaimed difficult subjects in school. These attitudes or practices could thereby succeed in suppressing unpleasant thoughts about recurrent learning difficulties in any given subject area, promote increase and academic achievement of the concerned student. The result corroborates that Zajacova, Lynch and Espenshade (2005) that level of self-efficacy among senior secondary students is low. The result is in line with that of Ghazvini (2011) that the level of academic self-efficacy among students' academic achievement is moderate in public high schools in Tehran.

The result agreed with that of Yengimolki, Kalantarkousheh and Malekitabar (2015) that level of academic self-efficacy in schools is low among students in Islamshahr city, Iran. The result disagrees with that of Dramanu and Balarabe (2013) who found that the level of academic self-efficacy is high among Junior High School (JHS) students in Ghana. The result further disagrees with that of Hui-Ju(2010) who found that the level of academic self-efficacy in foreign language learning in China was high.

The result showed that there is a significant relationship between academic self-efficacy and academic achievement of Senior Secondary Schools Student in Edo North Senatorial District. The result agrees with that of Kolo, Wan and Ahmad (2017) that there is a significant relationship academic self-efficacy in the College and students' academic performance. The result is in line with that of Alias, Akasah and Kesot(2016) that females engineering students tend to have higher self-efficacy compared to males while both groups have similar locus of control and invest in similar learning efforts. Only locus of control is found to be related to academic achievement while self-efficacy is found to be related to efforts. The result corroborates that of Ganatusanga, (2016) that there is a strong positive relation between academic self-efficacy and students' academic achievement in Mathematics.

The result supports that of Balami (2015) that there was no significant relationship between learners' self-efficacy and academic achievement. The result is in consonance with that of Ekeh and Oladayo (2015) that self-efficacy among other variables significantly predicted academic



achievement among special needs learners. The result is in consonance with that of Onuoha (2015) found a significant joint influence of academic self-efficacy on student academic achievement. The result supports that of Adekola (2015) that self-efficacy among others most predict academic achievement of students.

Similarly, the result corroborates that of Adelodun and Asiru (2015) that academic self-efficacy had a positive relationship with academic achievement in English. The result is in line with that of Igbo, Ekwuobi and Onu (2015) that self-efficacy predicts students' academic achievement. The result supports that of Akram and Ghazanfar (2014) that a significant positive relationship between Self Efficacy and academic achievement of the students. The result is in line with that of *Goulão* (2014) that students' level of self-efficacy is high and a significant relationship exists between self-efficacy and academic achievement.

The result agrees with that of Ogunmakin and Akomolafe (2013) that academic self-efficacy significantly predicted academic achievement. The result in consonance with that of Jahanian and Mahjoubi (2013) that there is a positive and meaningful relationship between students' self-efficacy and their academic achievements at very high, high, middle, low and very low level. The result agrees with that of Li (2012) that self-efficacy among other variables has significant influence on student's academic achievement.

The result supports that of DeFreitas and Bravo (2012) that self-efficacy has significant influence on students' academic achievement. The result agrees with that of Tella, Tella and Adeniyi (2011) who found that self-efficacy among along with other variables jointly and relatively contribute significantly to the prediction of academic achievement of the Junior Secondary School Students. The result is in line with that of Turner, Chandler and Heffer's study (2009) that self-efficacy could only successfully predict females' academic achievement. The result supports that of Chen, Casper and Cortina (2001) that self-efficacy mediated the relationship of cognitive ability and conscientiousness with performance on simple tasks, but notion complex tasks. The result is in consonance with that of Bong (2004) that academic self-efficacy beliefs were correlated moderately, whereas performance – approach and performance avoidance achievement–goal orientations demonstrated strong correlation across different contents.

The result agrees with that of Artino and Stephens' (2006) that the higher the sense of efficacy, the greater the effort, persistence, and resilience. In the same vein is in line with that of Wolters and Rosenthal (2000) that contrary to Bandura's (1997) assertion that perceived self-efficacy is a better predictor of intellectual performance than skill alone. The result is in line with that of Salami (2010) that level of self-efficacy is low. The result agrees with that of Yazachew (2013) that students' level of self-efficacy was at the moderate level. The result supports that of Reyes (2010) that self-efficacy as a good predictor of academic performance on both subjects. The result disagrees with that of Zajacova, Lynch and Espenshade (2005) that self-efficacy is a more tough and consistent predictor of academic success than stress. The result agrees with that of Sharma and Lindstorm (2006) that female showed lower self-efficacy than males throughout the study. Overall, self-efficacy means score was high.

### **Contributions to Knowledge**

The findings of this study contributed to knowledge update in the level of academic self-efficacy of Students in Senior Secondary Schools. The outcome of the study indicative that there was a direct significant relationship between academic self-efficacy and academic achievement of Students in Senior Secondary Schools in Edo North Senatorial District



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