

Teachers' Self- Efficacy and Students' Academic Performance in Public and Private Senior Secondary Schools in Ilorin South Local Government Area, Kwara State.

By

Felicia K. OLUWALOLA

Faculty of Education Department of Educational Management University of Ilorin, Nigeria

Email: doctoroluwalola@gmail.com

Email: oluwalola.fk@unilorin.edu.ng

Ijeoma C. Ogbudinkpa

Faculty of Education Department of Educational Management University of Ilorin, Nigeria

Email: ogbudinkpa.ic@unilorin.edu.ng

Abstract

Teacher efficacy has been found to be linked to a variety of important educational outcomes, including instructors' tenacity, passion, dedication, and instructional behaviour, as well as student outcomes including accomplishment, motivation, and belief in self-efficacy. The study used four research questions and four hypotheses to determine teachers' self-efficacy and students' academic performance in public and private secondary schools in Ilorin. The study adopted a descriptive survey of the correlation type. The survey included 90 private and 21 public senior secondary schools, with 1178 public senior secondary school teachers and 1952 private senior secondary school teachers. The 399 teachers were chosen at random based on their performance and the performance of their students in WAEC (2017, 2018, and 2019). To collect the data, a teacher self-efficacy questionnaire was adopted. The data was analyzed using frequency counts and percentages, Simple Linear Regression (SLR) for the research questions, and Pearson Product Moment Correlation (PPMC) for the hypotheses, which were tested at the 0.05 level of significance. It was found that teachers' self-efficacy, community involvement, as well as school climate, had an influence on students' academic performance. Also, it was gathered that teachers' self-efficacy, community involvement, and school climate had a statistical relationship with students' academic performance. It was recommended, among others, that teachers should put in their best effort so that they can connect with the most difficult and unmotivated students.

Keywords: Teachers' self-efficacy, students' academic performance, public, private, senior secondary schools

Introduction

Education's importance in national development cannot be overstated. It is well understood that excellent education is an essential component of every country's growth and development. Education is a powerful weapon for illuminating every aspect of society, an essential tool for achieving long-term growth, and a vehicle for pushing the frontiers of knowledge forward (Salisu, 2010). Education is a lifelong process through which a person earns a living and contributes to the nation's progress.

According to the National Policy on Education (NPE 2013), to be worthwhile, individuals must be developed into morally sound, patriotic, and effective citizens, inculcation

of national consciousness, value, and unity, and the development of appropriate mental, physical, and social abilities and competencies. In this framework, education is viewed as an investment in economic, social, and political progress. A veritable means of developing sound, intelligent societies that fit and relive the twenty-first century, as well as an aggregate employment tool for the poor and socially marginalized groups.

Teachers' activities are the most efficient means of achieving all of these admirable goals. Teachers are indispensable elements in the educational sector. No education system can advance above the quality of its teachers, according to the National Policy on Education (NPE 2013). The teacher is responsible for achieving educational goals and objectives, and demonstrating competency, which is determined by their qualifications. As a result, the teacher plays a critical role in effectively preparing society's youth. Teachers are ultimately responsible for translating policy into action and principle into practice in their interactions with learners, so the final implementation of any set of educational goals is dependent on them.

Secondary education's primary goal is to prepare students for higher education and to produce individuals who are useful to themselves, self-reliant, self-disciplined, and useful to society as a whole. This research is therefore aimed at determining teacher self-efficacy and students' academic performance in private and public secondary schools in the Ilorin South Local Government Area.

Educators continue to search for ways to improve students' academic performance. One way of doing so is by enhancing the abilities of those who provide direct instruction to students. Teachers must be prepared to address the diverse needs of their students. In the educational sphere, self-efficacy beliefs have been studied at various educational levels and situations, spanning from elementary to higher education and from rural to urban schools. It is a known fact that student academic performance consists of scores obtained from teacher-made tests and standardized tests. Academic performance refers to how well a student, instructor, or institution has met their short- and long-term educational objectives; students' academic achievement is a measure of their success in accomplishing certain tasks in a subject or field of study (Ali, 2013). This implies that academic achievement is a measure of the degree of success in performing specific tasks in a subject or area of study by students after a learning experience.

Students' academic performance was contingent upon a number of factors, including: previous educational outcome, socioeconomic status of the parents, parent educational background, self-effort and self-motivation of students, learning preferences, the standard and type of educational institution in which students got their education, and the school in which they studied, amongst others.

Considine & Zappala (2012) discovered in their study that parents provide sufficient psychological and emotional support to their children by providing a good education and learning environment that fosters confidence and the development of skills required for success. The quality and type of educational institution where students were educated has a significant impact on their learning outcomes and educational success. To cap it all, Rose and Bruce (2015) concluded that the higher the level of teachers' efficacy, the higher students' academic achievements will be.

The sole objective of education is to generate productive citizens—citizens who are beneficial to themselves, their communities, and the global community as a whole. It is critical for the community to voice its concerns about the quality of educational services and products.

The community must ensure that its customers', consumers', clients', and voters' interests are not jeopardized. It is the obligation of the community to guarantee that education is changed or altered to meet societal change. Students tend to get higher grades, attend school more consistently, stay in school longer, and enroll in higher level programmes. Schools, parents, families, and communities all collaborate to support learning (National Education Association (NEA)) (2016). Hussein et al. (2018) affirmed that the community has a role to play in school finance by providing school fees and teachers' salaries that are expected to contribute towards their children's preparation for academic excellence.

This means that communities have the right and obligation to expect effective and efficient education supply and administration from the government. The communities' responsibility was to act as a watchdog, ensuring that education benefits people, businesses, and the environment. That is, people should participate in its development. The future of any society lies in its ability to train and socialize its young members towards achieving its goals and objectives. The stability of its institutions and political ways, the productivity of its industrial resources, and the creativity of its intellectual talents reflect the degree of success of the adults in the society who have been given the responsibility for making good progress and developing its youth. It was observed that there was nowhere that unequal access to essential facilities did not exist among people. These inequalities are recorded in every sphere of life, which includes education, health, and other sectors, with their attendant effects on social strata. School-community relations allow the school and the community to share the responsibility of running the schools and assisting the child in achieving the goal of education and fully realizing his or her hidden potential. Therefore, all communities should value the education of their children.

School climate can be described as the psychosocial effect of the organizational environment on the students and adults; this includes the school's norms, goals, targets, values, relations, organizational structure, and learning and teaching methods (Cohen et al., 2010). School climate can also be referred to as the atmosphere created by the social relations, values, attitudes, and feelings shared by the members of the school. School climate can be seen as the core heart of the school, an important factor for student outcomes and overall performance. This implies that climate expresses the environment or personality of the school and is associated with the behaviors of the teachers, students, and other members and stakeholders of the educational institutions. In this context, is associated with the following concepts and issues: organizational performance, morale, job satisfaction, general behavior problems, a sense of belonging to the school, motivation (Wang et al. 2016), and school attendance (Brookmeyer et al., 2010).

It is considered a key component of successful and effective schools. In this context, one of the most basic prerequisites for achieving effective learning is the creation of a pleasant school climate. A pleasant school climate creates an environment in which learners feel valued while improving their academic performance. Evans et al. (2017) said that a positive climate promotes learning, but a negative climate inhibits learning, and as a result, students may acquire a dislike for some subjects. This implies that school climate should be considered an important factor for improving student achievement.

The importance of discipline in any educational institution cannot be overstated. For any organization to achieve its stated goal, rules and regulations must be established that all members must follow, whether they are political, social, economic, or educational. Having laid down rules shows the importance of discipline in any organization that must be followed in order to achieve its stated objectives. School-aged students from various socio-cultural

backgrounds who exhibit various behaviours such as aggression, truancy, lateness, and theft, among others, require school discipline to minimize all of these issues. A disciplined student in the educational system is one whose behaviour, actions, and inactions follow the school's predefined norms and regulations.

(Simba et al., 2016). In this technological age, indiscipline has become the order of the day in the educational system, and this has affected the students' academic performance.

Discipline is a set of steps established by the school district to correct a student's wrongdoing. Discipline is defined as the technique of teaching others rules or norms by enforcing them through punishment. School discipline was mentioned as one of the factors that influence school performance (Omari, 2015). On the other hand, discipline should ideally comprise the learner's ability to understand what is right and wrong in addition to following rules and regulations (Gitome et al., 2013). The importance of discipline in fostering a favorable school climate conducive to good academic success is widely accepted (Masitsa, 2011). It is a prerequisite for effective teaching and learning in schools, as well as a source of concern for teachers (Eshetu, 2014). Effective discipline measures will improve students' academic performance. Without discipline, learning cannot be accomplished. If students constantly disrupt the teacher, the other students are affected. If students do not follow rules and do not complete class work or homework, they are missing out on a valuable learning opportunity.

In an educational context, discipline's goal is to put boundaries around specific actions or attitudes that are deemed damaging or in violation of school policies, educational norms, or school traditions. Therefore, due to high dropout rates, disproportionate punishment of minority students, and other educational injustices, the focus of discipline is shifting, and alternative alternatives are emerging. Educational goals and objectives cannot be properly achieved without school discipline among the students in this contemporary world. Students' attainment of goals, expectations, and responsibilities are all aided by effective discipline (Weli & Nnaa, 2020). This implies that discipline improves the school's image and prepares students for the future. Therefore, the study explored the relationship between teachers' self-efficacy and students' academic performance in public and private secondary schools. Specifically, the study sought to:

1. Examine teachers' instructional self-efficacy and students' academic performance in private and public secondary schools.
2. Determine the community involvement and academic performance of students in private and public secondary schools.
3. Determine school climate and students' academic performance in private and public secondary schools
4. Examine discipline and students' academic performance in private and public secondary schools.

Research Question

The following questions were raised to guide the study:

1. Does a teacher's instructional self-efficacy affect students' academic performance?
2. Does community involvement have an influence on students' academic performance?
3. Does the school climate affect students' academic performance?
4. Does discipline influence students' academic performance?

Research Hypotheses

H₀₁: There is no significant relationship between teachers' instructional self-efficacy and students' academic performance in Ilorin South Local Government Area.

H₀₂: There is no significant relationship between community involvement and students' academic performance in the Ilorin South Local Government Area.

H₀₃: There is no significant relationship between school climate and students' academic performance in the Ilorin South Local Government Area.

H₀₄: There is no significant relationship between discipline and students' academic performance in the Ilorin South Local Government Area.

Methodology

The study adopted a descriptive survey of the correlational type. The population for the study comprised 90 private senior secondary schools and 21 public senior secondary schools, with 1178 teachers in public senior secondary schools and 1952 teachers in private senior secondary schools in the Ilorin South Local Government Area. The total numbers of teachers in public senior secondary schools were 1178 and 1952 in private senior secondary schools, making a total of 3130, respectively. Proportional sampling techniques were used to select 182 teachers in public senior secondary schools and 157 teachers in private senior secondary schools. A sample of 339 teachers was selected using the Research Advisor table for determining the sample size of a known population. The data were collected using a structured questionnaire on a 5-point scale of A Great Deal =5, Quite a bit = 4, Some Influence =3, Very Little = 2 and Nothing =1. The instrument was adapted from Bandura's (2012) teacher self-efficacy scale. All the copies of the questionnaire and the questionnaire items were duly completed and retrieved by the researchers. To answer the research question, multiple regression was used, and Pearson Product Moment Correlation (PPMC) was used to test the research hypothesis at the 0.05 level of significance.

Results

Research Question 1: Does teachers' instructional self-efficacy affect students' academic performance?

Table 1

Teachers' instructional self- efficacy affect students' academic performance			
R	R Square	Adjusted R Square	Std. Error of the Estimate
0.130	0.017	0.014	1.089

ANOVA

Model	Sum of Squares	DF	Mean Square	F	Sig.	Remark
Regression	6.880	1	6.880	5.799	0.017	Significant
Residual	399.828	337	1.186			
Total	406.708	338				

Table 1 shows the contribution of teachers' instructional self-efficacy to the prediction of students' academic performance. Table 3 also contains the coefficients of correlation ($R = 0.130$ and $R^2 = 0.017$). This implies that 1.7% of the variance in students' academic

performance was accounted for by the teachers' instructional self-efficacy. The contribution's significance was determined at $\alpha = 0.05$. The table also revealed that the F-ratio of 5.799 was significant at the 0.05 level.

Research Question 2: Does community involvement have an influence on students' academic performance?

Table 2

The influence of community involvement on students' academic performance			
R	R Square	Adjusted R Square	Std. Error of the Estimate
0.126	0.016	0.013	1.090

ANOVA

Model	Sum of Squares	DF	Mean Square	F	Sig.	Remark
Regression	6.433	1	6.433	5.416	0.021	Significant
Residual	400.275	337	1.188			
Total	406.708	338				

From table 2, it was revealed that community involvement highly influenced the academic performance of students. Also, the coefficients of correlation ($R = 0.126$ and $R^2 = 0.016$) showed that 1.6% of the variance in students' academic performance was accounted for by community involvement. The contribution's significance was determined at $\alpha = 0.05$. The table also revealed that at the 0.05 level, the F-ratio of 5.799 and the p-value of 0.021 were significant.

Research Question 3: Does school climate affect students' academic performance?

Table 3

The effect of school climate on students' academic performance			
R	R Square	Adjusted R Square	Std. Error of the Estimate
0.124	0.015	0.013	1.090

ANOVA

Model	Sum of Squares	DF	Mean Square	F	Sig.	Remark
Regression	6.302	1	6.302	5.304	0.022	Significant
Residual	400.406	337	1.188			
Total	406.708	338				

From table 3, we see that the climate had an influence on the students' academic performance. The coefficients of correlation ($R = 0.124$ and $R^2 = 0.015$) and F-ratio = 5.304, p-value = 0.022) imply that 1.5% of the variance in students' academic performance was accounted for by the climate effect. Also, there was a significant impact of the climate effect on the students' performance.

Research Question 4: Does teachers' self-discipline influence students' academic performance?

Table 4

The influence of teachers' self-discipline on students' academic performance			
R	R Square	Adjusted R Square	Std. Error of the Estimate
0.052	0.003	0.0001	1.097

ANOVA

Model	Sum of Squares	DF	Mean Square	F	Sig.	Remark
Regression	1.092	1	1.092	0.907	0.342	Not Significant
Residual	405.616	337	1.204			
Total	406.708	338				

As table 4 showed, the teachers' self-discipline had no impact on the students' academic performance. The coefficients of correlation ($R = 0.052$ and $R^2 = 0.003$) and (F -ratio = 0.907, p -value = 0.342) imply that 0.3% of the variance in students' academic performance was accounted for by the climate effect.

Testing of Hypotheses

H₀₁: There is no significant relationship between teachers' instructional self-efficacy and students' academic performance in Ilorin south Local Government Area.

Table 5

Relationship between teachers' instructional self-efficacy and students' academic performance						
	N	Mean	SD	Pearson Correlation	Sig (2-tailed)	Remark
Students' Performance	339	8.21	1.097	0.130	0.008	Sig nificant
Teachers' Instructional Self-efficacy	339	16.91	4.400			

$p < 0.05$

Table 5 showed that teachers' instructional self-efficacy had a low positive correlation with students' academic performance. This implies that there is a positive relationship between students' academic performance and teachers' instructional self-efficacy ($r = 0.130$, $n=339$, $p < 0.05$)

H₀₂: There is no significant relationship between community involvement and students' academic performance in Ilorin south Local Government Area.

Table 6

Relationship between community involvement and students' academic performance						
	N	Mean	SD	Pearson Correlation	Sig (2-tailed)	Remark
Students' Performance	339	8.21	1.097	0.126	0.010	Sig nificant
Community Involvement	339	15.86	4.670			
p<0.05						

Table 6 showed that community involvement had a low positive correlation with students' academic performance. This implies that there is a positive relationship between students' academic performance and community involvement ($r = 0.126$, $n=339$, $p<0.05$)

H₀₃: There is no significant relationship between school climate and students' academic performance in Ilorin south Local Government Area.

Table 7

Relationship between school climate and students' academic performance						
	N	Mean	SD	Pearson Correlation	Sig(2-tailed)	Remark
Students' Performance	339	8.21	1.097	0.124	0.011	Sig nificant
School Climate	339	17.96	4.723			
p<0.05						

The school climate had a low positive correlation with students' academic performance, according to Table 7. This implies that there is a positive relationship between students' academic performance and school climate ($r = 0.124$, $n=339$, $p<0.05$)

H₀₄: There is no significant relationship between teachers' self-discipline and students' academic performance in Ilorin south Local Government Area.

Table 8

Relationship between teachers' self-discipline and students' academic performance						
	N	Mean	SD	Pearson Correlation	Sig (2-tailed)	Remark
Students' Performance	339	8.21	1.097	0.052	0.171	Not Significant
Teachers' Self-discipline	339	18.48	4.821			
p<0.05						

Table 6's Pearson correlation result showed $r = 0.052$ and $sig = 0.1.71$. This indicates that there is no significant relationship between teachers' self-discipline and academic performance at the 0.05 level. Also, the Pearson Correlation Coefficient indicates a very weak relationship.

Discussion of Findings

Results of research question one indicated that the students' academic performance was highly influenced by teachers' instructional self-efficacy. This study is consistent with the findings of Ross and Bruce (2015), who concluded that the higher the level of teachers' efficacy, the higher the students' academic achievements will be because students' academic performance is directly proportional to the teachers' instructional self-efficacy.

Research question two indicated that community involvement is very influential on the academic performance of students. This conforms to the findings of Hussein et al. (2018), stated that community involvement in school financing and motivating teachers' maintenance of school infrastructure in secondary schools affects academic performance.

Findings from research question three revealed that school climate has a significant impact on students' academic performance. This finding is in line with that of Evans et al. (2017), opined that a positive climate enhances learning, while a negative climate poses an impediment to learning, and therefore, students may develop the tendency to dislike certain subjects.

Research question four indicated that teachers' self-discipline had no impact on students' academic performance. This conforms to the findings of Gakure et al, (2013), who opined that discipline has a minimal or non-significant influence on students' academic achievement or success.

The test of hypothesis one revealed that there existed a positive relationship between teachers' instructional self-efficacy and students' academic performance. This finding supports the results of Ross and Bruce (2015) who concluded that teachers with high efficacy affect students' outcomes. Students' academic performance is related to teachers who have high expectations of their ability to teach.

The test of hypothesis two showed that community involvement is positively related to the academic performance of students. This supports the findings of Ismael (2016), who opined that involving communities in school finance fosters a sense of ownership and strengthens their commitment to educational improvement.

Hypothesis three indicated that there is a positive relationship between school climate and students' performance. This was also supported by Ali et al. (2015), who concluded that teachers with a positive school climate perception increase student achievement.

Finally, the test of hypothesis four indicated that there was no relationship between student performance and teachers' self-discipline. According to Gakure et al. (2013), teachers' discipline has little impact on students' academic performance.

Conclusion

From the foregoing, it can be concluded that teachers' confidence in their own ability had a positive relationship with students' academic performance. However, the role of the

community in a student's performance cannot be overemphasized, because the goal of each community is to have a functional member that would be useful to himself or herself and the community at large. Also, a positive school climate has not only contributed to students' academic performance but has also developed them socially and psychologically. As well as having a well-disciplined school, they had to monitor students' behaviour both inside and outside of the school premises.

Recommendations

1. Teachers should do their best so that they can connect with the most difficult and unmotivated students.
2. Teachers should be trained effectively on self-efficacy in order to improve students' academic performance.
3. To improve students' academic performance, the government at all levels should contribute to school requirements.
4. The school environment should be conducive to the students' learning. Discipline should be given moderately so as not to affect the students' academic performance. Strict discipline does not work positively for all students.

References

- Ali, A. A., Dada, I. T., Isiaka, G. A., & Salmon, S. A. (2014). Types, causes and management of indiscipline acts among secondary school students in Shomolu Local Government Area of Lagos State. *Journal of Education and Practice*, 7(6), 254-287 www.iiste.org
- Bandura, A. (2012). Social cognitive theory. In P. A. M. Van Lange, A. W. Kruglanski, & E. T. Higgins (Eds.), *Handbook of theories of social psychology*, 349-373.
- Cohen, J. McCabe, E. M. Michelli, N. M. Pickeral, T. (2011). "School Climate: Research Policy, Practice, and Teacher Education". *Teachers College Record*. 111: 180-213.
- Considine, G. & Zappala, G. (2012). The influence of social and economic disadvantages in the academic performance of school students in Australia. *Journal of Sociology*, 38:129.
- Eshetu, A. A. (2014). Indiscipline problems of high school students: The case of Ethio-Japan Hidassee Secondary School (Addis Ababa, Ethiopia). *Journal of Education and Practice*, 5(37), 23-28. Retrieved from <http://www.iiste.org>
- Evans O.O, & Nwanzi, C. (2017). *Relationship Between School Climate And Students' Academic Achievement*. 152-160 City Road, London.
- Federal Republic of Nigeria (2013). *The National Policy on Education* (4th ed.). Lagos: NERC Press.
- Gakure, R. W., Mukuria, P., & Kithae, P. P. (2013). An evaluation of factors that affect performance of primary schools in Kenya: A case study of Gatanga District. *Educational Research and Reviews*, 8(13), 927-937. <http://www.academic>
- Gitome, J. W., Katola, M. T., & Nyabwari, B. G. (2013). Correlation between students' discipline and performance in the Kenya Certificate of Secondary Education. *International Journal of Education and Research*, 1(8), 1-10. <http://www.ijern.com/journal/August-2013/33.pdf>
- Husseni, A.Y, Willy, M. & Mohamed S.S (2018). The influence of community involvement on academic performance of secondary schools: Case of Garowe District. *International Journal of Contemporary Applied Researches*, 5(8), 86-108. www.ijcar.net

- Ismael, A. M. (2016). Role of community participation on primary education service delivery in Puntland State-Somalia. *International Journal of Advanced Research Development* 1(12), 43.
- Masitsa, G. (2011). Discipline and disciplinary measures in the Free State township schools: Unresolved problems. *Acta Academica*, 40(3),234-270.
- Ross, J., & Bruce, C. (2015). Professional development effects on teacher efficacy Results of randomized field trial. *The Journal of Educational Research*, 101(1),50-60.
- Omari, I. M. (2015). Conceptualizing Quality in Primary Education. *Papers in Education and Development*, 16, 25-45.
- NEA (2016). National Education Association The United States Of America. *Hist. Educ. Alegre* 20(48),121-138<http://dx.doi.org/10.1590/2236-459/56900>.
- Salisu, F. B. (2010). Investigation into the causes of examination malpractices in secondary schools
- Simba, N. O., Agak, O. & Kabuka, E. K.(2016). Impact of Discipline on Academic Performance of Pupils in Public Primary Schools in Muhoroni Sub-County, Kenya. *Journal of Education and Practice*, 7(6), 164-173
- Wang, Ming-Te; Degol, Jessica L. (2016). School climate: A review of the construct, measurement, and impact on student outcomes. *Educational Psychology Review*. 28(2), 315-352.Doi: 10.1007/s10648-015-9319-1.
- Weli, E. S. & Nnaa, L. F. (2020). Impact of Development 8(4),95- 104 www.seahipaj.org