

**RELATIONSHIP BETWEEN TEACHERS SELF EFFICACY AND ACADEMIC PERFORMANCE OF SENIOR SECONDARY SCHOOL STUDENTS IN COMPUTER STUDIES IN BORNO STATE, NIGERIA**

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**ABSTRACT**

This study investigated the Relationship Between Teachers' Self-Efficacy and Academic Performance of Senior Secondary School Students in Computer Studies in Borno State, Nigeria. The research design adopted for the study is correlational research design. The population of the study comprised of 28,891 senior secondary school II students and all 156 computer studies teachers from 83 public schools in the study area. Multistage cluster sampling was used to select sample for the study. Sample size of three hundred and ninety-six (396) SS II students were selected from population using Yamane method of (1967) and 40 SS II computer studies teachers were purposively sampled from the sample schools. Two research instruments were used for data collection in the study namely, Teacher Self-Efficacy (that has three components) and Computer Studies Achievement Test. The reliability index for the two research instruments were 0.93 and 0.738 respectively. Data collected were analyzed using Pearson's Product Moment Correlation. one research question and one research hypothesis were investigated using Pearson's Product Moment Correlation. Research hypothesis were tested at 0.05 level of significance. The results of study revealed that there exists positive significant relationship between Computer Studies teachers' self-efficacy and students' academic performance in Borno State Nigeria. Hence, it was recommended that teachers should be more committed and optimistic to the profession in order to improve their self-efficacy so that they can prepare their students with what is expected of them.

**Keyword:** Relationship, Teachers' Self-Efficacy, Academic Performance & Computer Studies Introduction.

## INTRODUCTION

Students' academic performance is faced with many educational challenges which may lower academic learning outcomes. Academic performance is one of the frequently used terms in our educational settings. Academic performance is the level of proficiency attained in learning process (Vishalakshi & Yeshodhara, 2012). Similarly, Ogunduku and Adeyemo (2010) explained that academic performance is the exhibition of knowledge attained or skills developed by students in school subject usually designed by test scores or by marks assigned by teacher which can be low or high on the reason for the performance of students.

Adodo and Oyeniyi (2013) observed that poor reading habits, negative attitude, poor teaching methods among many others are factors that influence students' academic performance. Similarly, Wright, Horn and Sanders (1997) concluded that the most important factor influencing student learning is the teacher. Teachers stand in the interface of the transmission of knowledge, values and skills in the learning process and if the teacher is ineffective, students under the teacher's instruction will achieve inadequate progress academically (Wright, Horn & Sanders, 1997). In their study Engle and Theokas (2010) concluded that several factors can influence students' academic performance, the factors include class size, learning materials, teacher-efficacy about his/her belief of the right classroom management and control, application of the appropriate instructional strategies, and ability to make judicial use of the resources at his own disposal which are the features of self-efficacious teachers.

Self-efficacy was first introduced by Bandura in 1977, he developed the social cognitive theory, which can provide understanding of self-efficacy and the dynamics related to it (Bandura, 1986). Self-efficacy is the judgment of one's proficiencies to shape and implement actions required to produce desired achievements (Bandura, 1997). Individuals' beliefs in their efficacy impact their energetic attempt and determination to achieve anticipated objectives. According to Woolfolk (1998), self-efficacy is defined as one person's beliefs in his perfection of skills in a given context to do successful performance. Teachers' self-efficacy indicates to teachers' confidence on their teaching competencies to teach their students and promote students' learning and academic achievement to desired level.

Heslin and Klehe (2006) reported that teacher self-efficacy is a strong determinant of their effort, determination, strategizing as well as their following performance in action or duty. Shaukat and Iqbal (2012) investigated teacher self-efficacy as a function of student engagement, instructional strategies and classroom management. Self-efficacy of a teacher could have a greater impact on how successful he/she is at implementing instructional strategies, managing classroom and engaging students (Shaukat & Iqbal, 2012).

Teachers' self-efficacy is an importance factor in life of every student today, from all indication, the academic achievement of students has everything to do with the students' educational wellness, teachers' self-efficacy, social balance (Chermers & Garcia 2001; Garcia & Coppola 2010). Self-efficacy of teachers helps in designing environment for student and assist them in achieving academic success such efficacy affects classroom management, instructional strategy and students' engagement. They added that, efficacious teachers devise and modify instructional strategies to meet students need (Tchannen-Moren & Hoy, 2001). Based on the forgone submission, this present study sought out the Relationship Between Teachers' Self-

Efficacy and Academic Performance of Senior Secondary School Students in Computer Studies in Borno State, Nigeria.

### RESEARCH OBJECTIVES

The study addressed the following objectives:

1. To find out the extent of relationship between Relationship Between Teachers' Self-Efficacy and Academic Performance of Senior Secondary School Students in Computer Studies in Borno State, Nigeria.

### RESEARCH QUESTION

Arising from the research objective, this research question was raised that guided the study:

1. To what extent does teachers' self-efficacy relate to academic performance of Senior Secondary School Students in computer studies in Borno State, Nigeria?

### RESEARCH HYPOTHESIS

The corresponding null hypotheses to the research question is stated thus:

HO<sub>1</sub>. There is no significant relationship between teachers' self-efficacy and academic performance of Senior Secondary School Students in computer studies in Borno State, Nigeria.

### METHODOLOGY

Correlational Research Design was adopted for the study. The population of the study was 28,891 senior secondary school II students and all 156 computer studies teachers from 83 public schools in the study area. Multistage cluster sampling was used to select sample for the study. Sample size of 396 SS II students were selected from population using Yamane method (1967) and 40 SS II computer studies teachers were purposively sampled from the 28 sample schools. Two research instruments were used for data collection in the study namely Teacher Self-Efficacy (that has three components) and Computer Studies Achievement Test. The reliability index for the two research instruments were 0.93 and 0.74 respectively. Data collected were analyzed using Pearson's Product Moment Correlation. One research question and research hypothesis were investigated using Pearson's Product Moment Correlation. And research hypothesis was tested at 0.05 level of significance.

### RESULTS OF THE STUDY

Descriptive and inferential statistics were used for the data analysis. Pearson Product-Moment Correlation was used to find out how teachers' self-efficacy was correlated with academic performance of Senior Secondary School Students in computer studies in Borno State, Nigeria.

#### Research Question 1:

To what extent does teachers' self-efficacy relate to academic performance of Senior Secondary School Students in computer studies in Borno State, Nigeria?

Table 1: Pearson's Product-Moment Correlation Analysis of Studies Teachers' Self-Efficacy and Academic Performance of Senior Secondary School Students in Computer in Borno State, Nigeria.

Variable	$\bar{x}$	SD	N	r	r <sup>2</sup>	Remark
Teachers' Self-Efficacy	101.18	11.368	40	0.769	0.591	High
Students' Academic Performance	32.71	9.947	396			

The result in table 1 shows a correlation coefficient ( $r$ ) of 0.769 between teacher self-efficacy with academic performance of Senior Secondary School Students in computer studies in Borno State Nigeria. This mean that there exists high positive relationship between computer studies teachers' self-efficacy and academic performance of Senior Secondary School Students in Borno State Nigeria. The result also shows that the coefficient of determination ( $r^2$ ) associated with the correlation coefficient of was 0.591. This coefficient of determination ( $r^2$ ) indicates that of teachers' self-efficacy accounted for 59.1% academic performance of Senior Secondary School Students in computer studies in Borno State, Nigeria.

#### Research Hypothesis 1:

There is no significant relationship between teachers' self-efficacy and academic performance of Senior Secondary School Students in computer studies in Borno State Nigeria.

Table 2: Pearson's Product-Moment Correlation Analysis of Teachers' Self-Efficacy and Academic Performance of Senior Secondary School Students in Computer studies in Borno State Nigeria.

Variable	$\bar{x}$	SD	N	R	r <sup>2</sup>	Sig	Decision
Teachers' Self-Efficacy	101.18	11.368	40	0.769	0.591	.000	H <sub>01</sub> Not Accepted
Students' Academic Performance	32.71	9.947	396				

In order to test hypothesis 1 PPMC was also used, the result in table 2 shows correlation coefficient ( $r = 0.769$  N= 40,  $P < 0.05$ ), from the result this implies there was a significant relationship between teachers' self-efficacy and academic performance of Senior Secondary School Students in computer studies in Borno State Nigeria.

### DISCUSSION OF FINDINGS

The findings of this study revealed a high positive relationship between teachers' self-efficacy and students' academic performance in computer studies and this is in accordance with the finding of Tschannen-Moran and Hoy (2001) that teachers' effectiveness is directly related to students' academic achievement. Similarly, the result is in accordance with the finding of Yoe, Ang, Chong, Huan & Quek (2008) found a positive relationship between teachers' self-efficacy (instructional) and students' achievement. According to them, efficacious teachers devise and modify instructional strategies to meet students' needs.

The result of the study is also in agreement with the finding of Tella (2008) The study also found that Teachers' self-efficacy was the best predictor of pupils' academic achievement in Mathematics. The result of the present study supports the findings of Yazon (2015) The result of the study revealed that self-efficacy had a positive relationship with academic performance at ( $r = 0.2676$ ,  $p < 0.05$ ).

### CONCLUSION

Based on the result of the study it was concluded that teacher self-efficacy is related to academic performance of Senior Secondary School Students in computer studies in Borno State Nigeria.

### RECOMMENDATION

Based on the conclusions drawn from the findings of this study, the following recommendations were made:

1. Curriculum planners should also take into consideration all the new strategies and teaching hints that would improve the self-efficacy of the teacher while reviewing curriculum.
2. Regular workshops and seminars should be organized to secondary school teachers in order to improved their self-efficacy.

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