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INFLUENCE OF SELF-EFFICACY ON ACADEMIC ACHIEVEMENT OF BUSINESS EDUCATION STUDENTS IN COLLEGES OF EDUCATION IN NORTH WEST ZONE NIGERIA

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Abstract

The purpose of this study is to assess the influence of Self-Efficacy on Academic Achievement of students' Business Education in Colleges of Education in North West Zone, Nigeria. The specific objectives were to determine the influence of Self-Efficacy on academic achievement of business education students in their academic performance in Colleges of Education, in North West Zone, Nigeria and to assess the extent of influence of self-efficacy on academic performance of business education students in Colleges of Education in North West Zone, Nigeria. The study adopted survey method with a population of seven hundred and eighty-nine (789) NCE II Business Education students from four colleges of education in the North West Zone of Nigeria in 2019/2020 academic session. Sample size of 255 was drawn from four colleges of education in North West Zone, Nigeria using simple random sampling technique and data were collected through Academic Self-Efficacy Scale (ASES) and Performance in Business Education Pro-Forma (SPBEP). Findings show that the Self-Efficacy had influence on the academic performance of Business Education students' in Colleges of Education in North West Zone, Nigeria. And, the extent of influence of self-efficacy on academic performance was positive.

Keywords: Self-Efficacy, Academic Performance, Business Education, Students

1. Introduction

The root of any nation's development is education. Education is viewed as a socialization process and a way for people to learn the skills they need to live useful lives and make significant contributions to their societies. As a result of this, majority of countries give education top priority in their efforts to develop. In addition to teaching business management/administration and economics, business education also covers training for accounting, office, distribution, and marketing vocations. The goal of the business education programs in Nigeria's higher institutions is to develop knowledgeable and skillful

graduates who can fit into the workplace and the world of business.

Business education is a component of a comprehensive educational program that equips its recipients with the knowledge, abilities, perspectives, and dispositions necessary to succeed in the business world as manufacturers, entrepreneurs and consumers of goods and services (Abdullahi cited in Suleman & Akaze, 2014). Business education is a large and varied discipline that is present in all sorts of educational delivery systems, from primary to post-secondary education. This analysis shows that business education students receive training in a variety of knowledge and

skill areas, including communication (writing and speaking, planning, analyzing, leadership, computer and numeracy skills) (Ekula, 2012).

According to Ibrahim (2008), a business education curriculum prepares students for careers as teachers, office workers, or independent contractors. He continued by explaining that a business education curriculum essentially gives the student the knowledge, skills, and abilities necessary to support themselves in the modern commercial and industrial environment. In other words, students with a high level of self-efficacy and business education whether for occupational purposes or for a general business notion offers opportunity for people to gain business skills for self-development.

One of the key variables determining academic success may be self-efficacy (Loo 2013). Academic self-efficacy is the belief that students have in the ability to succeed academically, as well as their confidence in their capacity to complete academic assignments and successfully learn academic information. Self-efficacy motivates people to put up more effort, commitment, and tenacity, which results in excellent performance. While students with low self-efficacy explain their failure to having low abilities, individuals with high levels of self-efficacy blame their failure to having made fewer attempts. In other words, students with low self-efficacy are likely to avoid their assignments, make up reasons not to do them, put them off, and eventually quit up. This implies that self-efficacy can be measured through academic performance (Ibrahim, 2011; Gboyega, 2015; Abdullahi, 2016).

Academic performance, or how well the students meet the standards set by the institution, is how success is measured in educational institutions (Ibrahim, 2011). Academic success also includes what students accomplish in their studies and how they handle or complete various learning tasks assigned to them by their teachers. Academic accomplishment has long been a major source of worry for students, teachers, parents, and education experts. In actuality, a variety of factors affect whether students perform well academically or poorly. The roles played by students, instructors, families, society, the school environment, and the educational system are only a few of these influences.

Therefore, this study evaluates the influence of students' self-efficacy on academic achievement in business education in colleges of education in Nigeria's North West Zone.

Statement of the Problem

Business Education as a programme of study has contributed immensely by imparting knowledge and skills into the students which in the long run will enable them to self-employed individual. The philosophy and curriculum of Business Education is centered on the fact that every citizen is a participant in economic development either as a producer, a consumer of goods and services and employer of labour. It also presents opportunities for students to acquire skills with which to enter into business and prosper irrespective of his/her initial occupational training. In addition, Business Education, enable students to get use to information and communication technology (ICT) facilities such as computer, internet, etc.

Despite these opportunities and the methodology of teaching used in teaching Business Education, the academic achievement of business education students' in colleges of education is still poor and low and it has become a thing of concern to business education teachers, parents etc. For successful and stable future, a decent and quality education cannot be compromised. Though, there have been increase in enrolment in business education, but this has not been accompanied by improved academic achievement. Data of 2015/2016, 2016/2017 and 2017/2018 academic sessions obtained from the Colleges of Education in north-west zone, Nigeria shows that in the Federal College of Education (Technical) Bichi, 72%, 65.2% and 62% of the students failed a course in business education. Similarly, in the Federal College of Education Kano 63%, 61.4% and 58.8% failed in business education, while in the State College of Education, Gumel, 67%, 70% and 60.2% also failed more than two courses in Business Education (Departmental Examination Offices of the Colleges of Education, (2021). In the light of the persistent problem of poor academic achievement of students' Business Education in Colleges of Education, the study intends to examine the influence of Self-Efficacy on Academic

Achievement of Students Business Education in Colleges of Education in North West Zone, Nigeria.

Objectives of the Study

The main objective of the study is to determine the influence of Self-Efficacy on Academic Achievement of students' Business Education in Colleges of Education in North West Zone, Nigeria. The specific objectives are to:

- i. Determine the influence of Self-Efficacy on academic achievement of business education students in their academic performance in Colleges of Education, in North West Zone, Nigeria.
- ii. Assess the extent of influence of self-efficacy on academic performance of business education students in Colleges of Education in North West Zone, Nigeria.

2. Literature Review

2.1 Conceptual Issues

Concept of Self-Efficacy and Academic Performance

One of the key variables determining academic success may be self-efficacy. Academic Self-efficacy refers to people beliefs about their academic capabilities to produce designated levels of performance that exercise influence over events that affect their lives (loo, 2013). Greenberg and Baron (2013) state that self-efficacy is an individual belief in self-ability to successfully carry out certain tasks. Fakeye (2010) also views self-efficacy as learners' beliefs about their own ability to accomplish a task. Klassen, Kwawchuk and Rajani (cited in Koura & Al-Hebaishi, 2014) opine that self-efficacy is a good predictor of human behaviour and actions. According to Bandura (1997), self-efficacy can be categorized as high and low. Ofole and Okopi (2012) opine that students with low self-efficacy are academically at risk. It is more difficult to instill high beliefs of personal efficacy by social persuasion alone than to undermine it. Koura and Al-Hebaishi (2014) submit that high or low self-efficacy is all about thoughts that the students hold about themselves which affect their academic performance directly or otherwise.

On the other hand, Academic performance is a measurement of success or how well student meets standards set out by the institution (Bell, 2014). According to Sharm (2012) academic performance is how well a student is accomplishing his or her tasks and studies, but there are quite a number of factors that determined the level and quality of students' academic performance, these factors include Grades, Attendance and Extracurricular activities. Bee (2014) defined academic performance as the attainment obtained by a child from lessons taught which may include experiences, knowledge, skills and the like. He explained that the child's good or poor performance does not depend on any attributes that the child is born with, but he has complex responses to his family, his home environment, his social contacts, his teachers and the overall climate of his school and assessment procedure.

Self-efficacy and academic performance: A review

Self-efficacy and academic performance are vital apparatus in students learning processes. Academic accomplishment has long been a major source of worry for students, teachers, parents, and education experts. In actuality, a variety of factors affect whether students perform well academically or poorly.

Ibrahim (2011) argues that academic achievement, or how well the students meet the standards set by the institution, is how success is measured in educational institutions. On the contrary, Pamela (2019) argues that self-efficacy has been a vital component of academic performances amongst orphan students in Bondo Sub-County. It was also observed that academic self-efficacy had a positive relationship with performance in English discourse writing (Gboyega (2015). In another study, Abdullahi (2016) conducted an investigation on the relationship between self-efficacy and academic achievement among undergraduate students of Sa'adatu Rimi Colleges of Education Kumbotso, Kano. The finding shows that there is significant relationship between self-efficacy and academic achievement.

Furthermore, Serpil (2017) investigated vocational college students' self-efficacy and attitudes towards the use of m-learning. The results revealed that students' level of self-efficacy, in general was moderate.

Statistically significant differences in students' self-efficacy towards m-learning based on prior mobile learning experience and academic major were found. Ogunmakin (2013) studied the influence of academic self-efficacy, academic motivation and academic self-concept in predicting secondary school students' academic performance. The results showed that academic self-efficacy, academic motivation and academic self-concept significantly predicted students' academic performance.

From the empirical studies, the researchers deduced that there is no much study on self-efficacy and academic performance of business education students in colleges of education.

2.2 Theoretical framework

Social Cognitive Learning Theory (SCT) was founded by Albert Bandura in 1986. This theory provides a framework for understanding, predicting and changing human behavior. (Green and Peil, 2010). Bandura argues that people learn by watching what others do, and that human thought processes are central to understanding personality (i.e. self-efficacy). In other words, self-efficacy in the Bandura theory introduced context of an explanatory model of human behavior, in which self-efficacy causally influences expected outcomes of behavior, but not vice versa (Bandura, 2006b).

Self-efficacy beliefs affect whether individuals think optimistically or pessimistically, in self-enhancing or self-debilitating ways (Mark and Campbell, 2011). On this regard self-efficacy lies at the center of SCLT and shows how that beliefs about one's ability or capacity to execute a behavior successfully (Betz, 2011). Also, some researchers like Betz (2011) and McCormick, and Martinko, (2014) observed that self-efficacy can have effect on behavior through: Activity choice, Goal setting, Effort and persistence, Learning and achievement.

Thus, Social Cognitive Theory (SCT) is adopted for study bearing with how self-efficacy influences behavior. For example, an interaction between business education students' could develop students' academic achievement.

3. Methodology

The research design for the study will be a survey. This approach is seen to be suitable as it offers researcher the privilege to gather data in order to describe and evaluate current situations, prevalent behaviors, beliefs, attitudes, and ongoing processes (Alamu & Olukosi, 2010). The Population comprises of seven hundred and eighty-nine (789) NCE II Business Education students from four (Colleges of Education are Federal College of Education (Technical) Bichi Kano, Federal College of Education Kano, Sa'adatu Rimi College of Education, Kano and Jigawa State College of Education Gumel, Jigawa State) colleges of education in the North West Zone of Nigeria in 2019/2020 academic years. A sample size of 255 was drawn from the four colleges of education in North West Zone, Nigeria using simple random sampling technique. The instrument for data collection for the study is academic self-efficacy scale (ASES) and Performance in Business Education Pro-Forma (SPBEP). The items will be rated on a four-point scale - Not All True = 1 point, Hardly True (HT) = 2 points, Moderately True (MT) = 3 points, and Exactly True (ET) = 4 points. The data collected were analyzed using mean, standard deviation and t-test.

4. Results and Discussion

Question 1: What is the influence of Self-Efficacy on academic achievement of business education students in their academic performance in Colleges of Education, North West Zone, Nigeria?

Table 1: T-test statistics of Self-Efficacy and academic performance.

	T	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
Self-Efficacy	81.946	254	.000	2.91569	2.8456	2.9858
Academic performance	29.177	255	.000	2.08789	1.9470	2.2288

Table 1 presents the t-test distribution of influence of Self-Efficacy on academic achievement of business education students in their academic performance in Colleges of Education, North West Zone, Nigeria. The result of analysis in table 1 revealed that the t-cal (.000) was found less than the p-level of 0.05. This implies that there is a significant influence of Self-Efficacy on academic achievement of business education students in their academic performance in Colleges of Education, North West Zone, Nigeria.

This finding aligns with Abdullahi (2016) study that there is a significant relationship between self-efficacy and academic achievement.

Question 2: What is the extent of Self-Efficacy on academic performance of Business Education students' in Colleges of Education in North West Zone, Nigeria?

Table 2: mean and standard deviation score on the Self-Efficacy on academic performance.

S/N	ITEMS	N	Mean	SD	Decision
1.	I can always manage to solve difficult academic problems if I try hard enough	256	2.87	1.146	Positive influence
2.	If someone oppose me, I can find the means and ways to get what I want	256	3.03	.964	Positive influence
3.	It is easy for me to stick to my aims and to accomplish my academic goals.	256	2.77	1.051	Positive influence
4.	I am confident that I could deal efficiently with unexpected events.	256	2.74	1.047	Positive influence
5.	Thanks to my resourcefulness, I know how to handle unforeseen situations	256	2.86	1.083	Positive influence
6.	I can solve most academic problems if I invest the necessary effort.	256	3.10	1.026	Positive influence
7.	I can remain calm when facing difficulties in my academic activities because I can rely on my coping abilities.	256	2.78	1.051	Positive influence
8.	When I am confronted with an academic problem, I can usually find several solutions.	256	2.91	1.044	Positive influence
9.	If I am in trouble, I can usually think of solutions.	256	3.17	.980	Positive influence
10.	I can usually handle whatever come my way	256	2.97	1.025	Positive influence
Cluster mean 2.92 Positive influence					

Table 2, indicates the mean and standard deviation on extent of Self-Efficacy on academic performance of Business Education students' in Colleges of Education in North West Zone, Nigeria. The result of the study shows that the means for all items fall within the range of 2.50-and above set as the criterion for positive influence. There is a cluster mean of 2.96 interpreted as positive influence. Furthermore, the standard deviation score indicated that there was little dispersion among the respondents' responses.

In support of this study finding, Bandura (cited in Mark and Campbell, 2011) observed that self-efficacy can either be high and poor. Thus, Ofole and Okopi (2012) argue that pupils with low or lack academic self-efficacy are at danger.

4.1 Discussion of Findings

The first finding revealed that there is the influence of Self-Efficacy on academic achievement of business education students in their academic performance in Colleges of Education, North West Zone, Nigeria. According to presentation on table 1 t-cal (.000) was found less than the p-level of 0.05. This implies that there is a significant influence of Self-Efficacy on academic achievement of business education students in their academic performance in Colleges of Education, North West Zone, Nigeria. This finding aligns with Pamela (2019) study that self-efficacy has been a vital component of academic performances. Supporting Pamela postulation, Abdullahi (2016) argues that there is a significant relationship between self-efficacy and academic achievement. It was also observed that academic self-efficacy had a positive relationship with performance in English discourse writing (Gboyega (2015).

The second finding indicates that there is a positive influence of Self-Efficacy on academic performance of Business Education students' in Colleges of Education in North West Zone, Nigeria. This

demonstration shows that students: could always manage to solve difficult academic problems if I try hard enough; find the means and ways to get what I want; easy to stick to my aims and to accomplish my academic goals; deal efficiently with unexpected events; know how to handle unforeseen situations; solve most academic problems if I invest the necessary effort; remain calm when facing difficulties in my academic activities because I can rely on my coping abilities; When I am confronted with an academic problem, I can usually find several solutions; If I am in trouble, I can usually think of solutions; and I can usually handle whatever come my way.

The foregoing, indicates a good remark as social cognitive theory argues that people with high efficacy are more likely to view difficult tasks as something to be mastered rather than something to be avoided while the people with weak efficacy more likely to avoid challenging tasks and finally they focus on personal failings and negative outcomes (Mark & Campbell, 2011).

5. Conclusion and Recommendations

In conclusion, the study found that self-efficacy had influence on the academic performance of Business Education students' in Colleges of Education in North West Zone, Nigeria. And, the extent of influence of self-efficacy on academic performance was positive.

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