

Psycho Social Factors Predicting Secondary School Students Academic Self Efficacy In Lagos State, Nigeria

Onabamiro, A. A.¹., Omoruyi A.A.² Soyngbe A.A.³ and Rosiji C.O.³

¹*Department of Guidance and Counselling Psychology Tai Solarin University of Education, Ijagun, Ogun State, Nigeria*

²*Lagos State University Ojo, Lagos State*

³*Department of Environmental Health Science Ogun State College of Health Technology, Ilese-Ijebu*

Abstract: *The study investigated the psychosocial factors Predicting Secondary School students academic self-efficacy in Lagos State. Four hundred students were selected randomly to participate in the study. An eighteen item questionnaire on the socio-psychological factors was used to generate data for the study. Three hypotheses were tested in the study and data were analyzed using multiple regression t-test and analysis of variance (ANOVA) and Pearson Product Moment Correlation statistic procedures. The result indicated that study habit, career aspiration and parental involvement have significant effect on academic self-efficacy; each independent variable made significant relative contributions to the academic self-efficacy of students and there is significant relationship among study habit, career aspiration and parental involvement and academic self-efficacy. Based on the findings, it was recommended among others, that the government and parents should provide enabling environment for teaching and learning, the confidence in the students should be boosted, parents and teachers should encourage students to aspire for greater heights. Other variables that can influence academic self – efficacy should further be studied. Also, certain citadels of higher learning (like Colleges of Education, Polytechnics, and some Universities) and other variables not investigated in this study can further be investigated, e.g. birth order, family size, socio economic status, etc. Further study can also be carried out on students' academic achievement. This study was carried out to examine the effects of the variables on students' academic self – efficacy.*

Keywords: *Psycho-social factors, Secondary School Students, Academic Self – efficacy.*

I. INTRODUCTION

Many variables affect students' academic, self-efficacy and their eventual academic achievement. Abe (1995) noted that it is possible to perceive the totality of human as being guided and ruled by psychological and social variables. Onocha (1985) also avers that the modern man as a person has his educational aspiration and accomplishments projected by the psycho-social variables in the environment, the positions of these two sets of variables are unique and important and may be appreciated when it is realized that the variables are necessary for the understanding of human beings, their overt and covert behaviours, potentialities and performances in the three areas of educational domains (cognitive, affective and psychomotor). The need for this study can, therefore, not be overemphasized.

The concept of self-efficacy is the focal point of Bandura's social cognitive theory. Individuals exercise control over their thoughts, feelings and actions. Bandura (1986) states that people will be more inclined to take on a task they believe they can succeed in. People generally avoid tasks where their self-efficacy is low but will engage in task where their self-efficacy is high. A strong sense of academic self-efficacy enhances students' academic accomplishment, quality of functioning and personal well-being (Adeyemo, 2001; Pajares, 1996) Bandura (1997) states that a sense of self-efficacy is an important contributor to the attainment of further competences and successes.

Recent study showed that self-efficacy holds significant power for predicting and explaining academic achievement (Schunk, 1991). Research on self-efficacy beliefs in academic setting is thriving, but general problem is that even average ability students are sometimes known to do poorly in specific subject areas while performing up to standard in others. The reason for this, no doubt, reflects the multivariate nature of school learning. There is the need to take into account the idiosyncratic nature of diverse learners when capable; learners do not perform up to their potential, despite positive environmental conditions. Performance of students in school is a major concern though many -believe that students with great intellectual potential will often succeed at a higher level than will students with lower ability, it is not always the case, because cognitive potential does not always translate into attained success. Just as there are intellectually gifted who do not perform well, there exists many lower ability students who perform at above average or grade expectation.

Many variables interact to produce this phenomenon; self-efficacy is one of them. Merely, possessing knowledge and skills does not mean that one will use them effectively under difficult condition (Bandura, 1986). Only those who are more self efficacious about being able to effectively manage and cope with these circumstances are expected to have probability of succeeding even if others have the same inherent ability or skill level. There is sufficient evidence documenting significant relation between self-efficacy beliefs and achievement in academic settings (Bandura, 1997).

Parents' involvement has been identified as a factor that improves students' academic self-efficacy. When parents are involved, the academic self-efficacy of students is enhanced. The child's first place of contact with the world is the family. As a result, he acquires initial education and socialization from parents and other significant persons in the family. The parents are in short the child's first teachers (Adeyemo, 2006; and Olaogun, 2005). The family provides the primary education environment and there is the need to look at how the home and school interconnect to help in the students' academic self-efficacy and achievement. Students with parental involvement in their education tend to have better academic performance and are not likely to drop out school (Adeyemo, 2007).

The previous studies, however, as extensive as they have been only examined the effects of some of the psychosocial factors as single factor or combined factors affecting academic self-efficacy and achievement. The goal of education as one of the most important components of human development and the engine of national development, even as a ladder leading to a better and higher social status, can only be realized when students have the confidence to achieve the very best; then they can deliver what the nation expect from them for national development.

Aremu, Oluwole and Fayombo (2001), Onocha and Okpala (1987), have noted that academic self-efficacy and achievement leave much to be desired, therefore, there is every need for researchers to continue to explore this frontier of knowledge.

II. STATEMENT OF PROBLEM

The alarming rate of low academic self-efficacy and eventual low achievement constitutes a great concern to parents, teachers, examination bodies, counselors and psychologists. Indeed, it represents a great wastage on the parts of students, parents and the government. Students' beliefs in their capabilities to achieve in academic tasks have been worrisome. They, attend schools, seemingly settle down to study but their efforts are yielding little or no encouraging outcome. Students with high-sense of academic self-efficacy are more likely to exert effort in attempting to accomplish academic task and persist when faced with difficulty but many with low academic self-efficacy put in less efforts and they give up quickly when they encounter obstacles and difficulties, the resultant effect is poor academic achievement which has continued to generate a lot of worry and concern to all. Obemeata (2001) notes that only a small proportion of secondary school products are qualified to proceed to the university in Nigeria. The proportion of young people who successfully complete and pass to the next level constitute a meager percentage. Performances in examinations have been consistently abysmal in the past three decades with the annual percentage pass in West African School Certificate Examination hovering around, 30 percent, this moved down to 13 percent in 2008 with just a little improvement between 2009 and 2012. This poor outcome which has been of great concern to all and sundry should be investigated.

There are students who due to the failures of the past, have lost confidence in themselves and their academics, this has resulted in poor performance in their studies.

Many factors have been studied as affecting students' academic self-efficacy, they have been examined independently and their influences on performance have been reported based on the influence of each factor. The psychological factors affecting academic self-efficacy and achievement are considered in this study. Based on the background information and literature, little have been researched into on the combined effect of all the psycho-social factors as they affect academic self-efficacy and achievement.

A look at the present state of achievement of students as measured by performance in external examination conducted by WAEC and NECO has been characterized by a declining trend. The percentage of students passing WASSCE and NECO is falling year after year, while the number of students re-enrolling for the examination keeps increasing yearly. This is to the dissatisfaction of parents, teachers and other stakeholders of education. If the self-efficacy of the student is restored, it is expected that they will perform well in their academics, hence this study.

III. PURPOSE OF THE STUDY

The main purpose of this study is to investigate the psycho-social factors affecting academic self-efficacy of secondary school students. Literature search in Nigeria shows that previous study on the subject is piecemeal. This study will integrate previous findings into a coherent framework as a way of advancing knowledge of the complex interactive nature of the factors influencing students' academic self-efficacy.

IV. SIGNIFICANCE OF THE STUDY

The expected findings of this study should be of great significance to parents and sponsor who expend a lot on their children and expect them to perform well in school. Also, it should be beneficial to students especially those that are easily defeated when they encounter some academic tasks or have some problems militating against their academic success.

Psychologists should, hopefully, find the study outcome useful in the sense that it will help them in determining what is responsible for poor academic self-efficacy. The findings should also be useful to teachers who interpret the curriculum and build the students knowledge and character. The study should serve as a good data base for government, policy makers, examination bodies and other stakeholders of education on issues relating to self-confidence, the need to provide adequate learning materials and enabling environment for the teaching and learning process, to pave the way for academic self-efficacy and bright academic performance. Moreover, the study also should expand marginally, the scope of literature and bridge the existing gap in knowledge. The study should also provide a basis for developing a more effective theory for teaching and learning process.

HYPOTHESES

1. There is no significant contributions of the independent variables to Academic self-efficacy
2. There is no significant contribution of each of the independent variables to the students' academic self-efficacy.
3. There is no significant relationship among the independent variables and academic self-efficacy.

V. LITERATURE REVIEW

Self-efficacy

The aim of education goes beyond the development of academic competence. Schools have the added responsibility of preparing self-assured and fully functioning individuals capable of pursuing their hopes and ambition. Bandura (1986) notes that educational practices should be gauged not only by the skills and knowledge they impart for present use but also for what they do to students beliefs about their capabilities which affect how they approach the future. Pajares and Miller (2001) add that students who develop a strong sense of self-efficacy are well equipped to educate themselves when they have to rely on their own initiative. In essence, self-assured individuals perceive situations and proffer solutions to any problem they may encounter. Individuals who are self efficacious will keep moving even when the going is tough and there seems to be no solutions in sight, the efficacy stands as the source of their strength.

It has been demonstrated in research works that self-efficacy influences academic motivation, learning and achievement (Brown, Lent, & Larkin, 1989; Pajares, 1996). Self efficacy has long been recognized as having impact on academic achievement and it holds significant power for predicting and explaining academic performance in various domain (Schunk, 2001 Zimmermann & Bandura 1994).

Individuals with low self-efficacy level feel threatened when they encounter difficult situations and try to avoid them. They are less committed to the set goals and may avoid cognitively oriented goals. When students have strong beliefs in their capabilities to undertake academic tasks, they will set a comparable goal and set necessary machinery in motion for actualizing these goals (Adeyemo, 2007).

Career aspiration represents incipient task in the course of career development and could be predictive of later vocational attainment (Adeyemo & Adetona, 2007). Career aspiration is the intrinsic motivation for succeeding in one's choosing career. The relevance of career aspiration is stressed by Chen (2002) 'however unhappy a person may be, the moment he knows the purpose of his life, a switch is turned and the light is on. If he has to strive after that purpose all his life, he does not mind so long as he knows what the purpose is. Perseverance sets in for such students; they study very well, and their academic performance is enhanced. Okochi (1981) lamented that the absence of career counsellors in secondary schools has caused Nigeria youths untold hardship and has led them to change their trade, course and professions frequently which finally resulted in frustration. He explained that career counseling in all schools, in Nigeria will help the youths in the country choose suitable life career. This will help them in facing squarely the subjects that they need, aware of the nature of various occupations available they start preparing for the occupation ill informed, this affect their academics. Ogunrotimi (2004) also explained that most students were not properly informed on the implication of their choice of career. He added that approximately 30% of high school students are what they wanted to do. In other words, 30% of those completing their secondary educations are not coping well with the task of selecting their future work. This incidence is not unconnected with absence of occupational information in their various schools. Students with no special focus may not prepare for anything at all. They move within the

school aimlessly and they do not face their studies the way that they should. Career aspiration, and career choice ought to be there goal, since they

Holdaway (1984) observed that when children are surrounded by caring, capable parents and are able to enjoy nurturing and moderately competitive kinship relationship, a foundation for literacy is built with no difficulty, such people provide children with security they will need for desirable learning.

Parental involvement has become an era of increasing concern about the quality of education world over. Since parents want assurance that their children will receive adequate preparation to lead a rewarding adult lives (Mayer 2000). A number of studies have found that parents who are involved in their adolescents' lives are able to influence their academic success with certain forms of involvement appearing to matter more than others. Neal (1999) examined the relationship between parents' involvement and science achievement, he found that the relationship between parental involvement and parental monitoring with adolescents-achievement was stronger for families with higher levels of socio-economic status than those with lower levels of socio-economic status.

When parents believe in what is important and necessary for their children and permissible for them to do with and on behalf of their children, the extent to which parents believe that they can have a positive influence on their children education and parents preparation that their children school want them to be involved, they get involved in their children academics.

Adeyemo (2006) explained that the child's first place of contact with the world is family. Community psychologists have demonstrated that parental involvement in school system greatly improves the level of confidence in the children. An individual who has a number of successful experiences is likely to believe in subsequent successful executions of similar behaviours.

It has been shown that student characteristics like motivation, learning styles and study habit, gender, and learning strategies played a very important role in academic self-efficacy achievement. Chan, Yum, Fan, Jegede & Taplin, (1999) have compared high achieving and low achieving open university students according to their study habits, purpose for learning, approaches to study, use of support systems, other commitments and self-perceptions and have shown that motivation is a factor effecting achievement and goal orientation (Pajares 1996). According to Butler and Winne (1995) self-regulation is a learning style for students comprising of strong abilities like setting goals for developing knowledge, and choosing balancing strategies against unwanted situations by determining goals.

Kovach (2000) stated that self-regulated learners set academic goals, select appropriate learning strategies to achieve these goals and continually monitor goal progress. Self-efficacy makes better use of cognitive strategies and self-regulatory practices and persist much longer.

A wealth of research findings indicates that self-efficacy correlates with career aspirations and achievement outcomes (Bandura, 1997); Pajares & Miller, 1995). Self-efficacy also correlates with indexes of self-regulation, especially use of effective learning strategies. Self-efficacy, self-regulation, and cognitive strategy use are positively intercorrelated and predict achievement (Pintrich & DeGroot, 1991). Students with high self-efficacy for successful problem-solving display greater performance monitoring and persist longer than do students with lower self-efficacy is not likely to influence male and female students' subsequent choice of career differently.

Self-efficacy beliefs are influenced by various internal, external interactive factors and reflected in career related outcome expectancies and performances. Brown (1991) in his study to examine ways of channeling self-efficacy beliefs towards positive outcomes that lead to the development and expansion of career development of studies that draw upon contextual, problems-based, and community-based learning practices and promotes self-monitoring and assessment. However, Ogunrotimi (2004) found that self-efficacy does not determine career aspiration among students. Research by Brown (1991) revealed that while there is a tendency for both men and women to be over confident when assessing the degree of confidence they have in their abilities, undergraduate men were specifically over confident even when incorrect.

Adeyemi (2006) in his study found a relationship between parental involvement and academic self-efficacy and explained that the significant impact of parental involvement on academic self-efficacy is best understood when it is realized that most parents have greater expectations for their children.

It is the desire of most parents that their children should excel in life and they would live no stone unturned to make sure that their children are given the needed support. This is believed will give them the confidence to forge ahead in their academics.

Adeyemo & Adetona (2007) studied the influence of parental involvement on academic self-efficacy of 264 undergraduates and found that academic self-efficacy was significantly positively correlated with authoritative parenting style and academic self-efficacy were significantly predictors of academic performance. Beginning in infancy, parents and caregivers provide experiences that differentially influence children's self-efficacy. Home influences that help children interact effectively with the environment positively affect self-efficacy (Bandura, 1990). Initial sources of self-efficacy are centered in the family, but the influences are bi-

directional. Parents who provided an environment that stimulates youngsters' curiosity and allows for mastery experiences help to build children's self-efficacy. In turn, children who display more curiosity exploratory activities promote parental responsiveness.

VI. METHODOLOGY

The methodology used for this study is presented as below.

Design:

The study adopted a descriptive survey design using the ex-post type in which the researcher had no direct control on the independent variables.

Population:

The population for this study comprised all secondary school students in Lagos State Nigeria.

Sample and Sampling Technique

The sample was stratified sampling technique. Eighty (80) students were selected from each of the five selected secondary schools using a stratified sampling method. A total of four hundred students were selected as sample for this study.

Instrumentation:

The instrument essential for a study of this nature was used to generate data for the study: Psychosocial factors and students Academic Self-Efficacy Questionnaire (PFSASEQ). The instrument comprised two sections A & B. Section A. focused on the demographic information like name of school, age, gender, position in the family etc.

The B section includes the items to which the respondents responded. The scales were validated to suit the environment where they were used.

The scales used were modified versions of the original scale, Academic Self-efficacy Scales by Brown (2005), study habit scale by Umoiyarg (1999) parental Involvement Scale by Hicks (2006), and Career Aspiration Scale by O'Brien (1996) Eighteen items were extracted from the scales and they cover all the variables examined in the study.

Typical items in the scale include "I am capable of succeeding as most students", "I have the skills I need to do well in school", "I listen to teachers and write down points", "My parents value education and achievement", "I hope to become a leader in my career", "I plan to develop as an expert in my career".

The responses categories are in modified format with a 6 point scale e.g.

Not At All True = NAT, Not True = NT, Not True = ST, Slightly True = MT

Moderately True = MT, Quite a Bit True = QABT, Very True = VT

The instrument has a chrombach alpha value of 0.79.

Data Analysis

A total of four hundred copies of questionnaire were distributed with all fully collected back for analysis.

Data were analyzed using Multiple Regression, t-test, Analysis of variance (ANOVA) and Pearson Product Movement Correlation Procedures with significant level fixed at 0.05.

Result of Findings

The result of the study with respect to the three hypotheses tested is presented herewith.

Hypothesis 1

There is no significant contribution of the independent variables (study habit, career aspiration and parental involvement) to the dependent variable (Academic self-efficacy).

Table 1:

$R = 0.735$

$R^2 = 0.543$

Adjusted $R^2 = 0.529$

Standard Error = 7.2574

ANOVA

Source of variation	Sum of Squares	DF(K-1)	Mean Square X^2	F	Sig
Regression	7165.172	3		45.341	
Residual	6109.685	397			0.05
Total	13274.7671	400			

(a) Predictor variables, study habit, career aspiration and parental involvement.

(b) Dependent variable, Academic self – efficacy

Multiple regression analysis between the predictor and criterion variables: Table 1 indicates R-value of 0.735 and adjusted R² of 0.529.

This implies that the three independent variables contributed 52.9% to the prediction of students’ academic self – efficacy. This indicates that study habit, career aspiration and parental involvement have significant effect on students academic self – efficacy. The analysis of variance also confirms this with the F-value of 45.341 p<0.01.

Hypothesis 2

There is no significant contribution of each of the independent variable to the dependent variable “students academic self – efficacy”.

Table 2:

Variables	Un-standardized efficient B	Standard Standard	Standard Co-efficient B	T	Sig
	B	Standard	Beta		
Study habit	2.623	3.1412	0.125	1.90	0.062
Career aspiration	15.787	1.411	0.751	11.191	0
Parental involvement	0.465	1.137	0.028	0.41	0.684

Dependent variable: Academic self – efficacy

Multiple Regression here indicates a relative contribution of the three variables to the observed variance in academic self – efficacy. Beta is the best determinant of contribution. The higher the beta, the higher the relative contribution.

The result from the table indicates that each of the independent variables made significant relative contribution to the academic self – efficacy of students. The career aspiration made the highest contribution (B=0.751; t=11.191, P<0.01). This was followed by study habit (B=0.125, t=1.90, P>0.01) and parental involvement made the least relative contribution (B = 0.028, t=0.41, P>0.01).

The result implies that career aspiration will determine the students' academic self-efficacy most and the least that will predict the academic self-efficacy will be parental involvement.

Hypothesis 3

There is no significant relationship among study habit, career aspiration, parental involvement and academic self-efficacy.

Table 3:

Variables	X	SD	Study habit	Career - Aspiratio n	Parental Involvement	Academic Self-efficacy
Study habit	6.237	1.9987	1	.267**	.287**	0.082
Career aspiration	5.967	2.0081	.267**	1	0.285**	.725**
Parental involvement	5.333	2.5049	.287**	2.85**	1	.205*
Academic self-efficacy	40.533	10.5615	0.082	.725**	.205*	1

Note: Correlation matrix of the dependent variables and independent variables:

** Correlation is significant at the 0.01 level. * correlation is significant at the 0.05 level.

The result from the table indicates that academic self-efficacy is positively related to career aspiration (r=.725; p<.05) and parental involvement (r=.205; p<.05). The case is different with study habit (r=.082, p<.05). Study habit correlates with career aspiration positively r =-0.267, p<0.05) and parental involvement (r=-0.287, p<0.05) career aspiration and parental involvement also correlates (r=0.285, p<.05).

VII. DISCUSSION OF FINDINGS

This result is very important because it explains the positions of the examined independent variables (study habit, career aspirations and parental involvement) on students' academic self-efficacy. The result of the study (as indicated in tested hypothesis one) shows that a combination of study habit, career aspiration and parental involvement contribute to the academic self-efficacy of students. The result showed that 52.9% of the academic self efficacy was accounted for by the independent variables.

The relationship between criterion and predictor variables is a bit high and the F- ratio of 45.341 significant at 0.01 level shows that study habit career aspiration and parental involvement affect students' academic self-efficacy. This result corroborates the findings of Odinko and Adeyemo (1999) that career aspirations influences students' academic self-efficacy and performance. Adeyemo (2006) also found a relationship between parental involvement and students' academic self-efficacy, while Lee (2002) as well found study habit as related to academic self-efficacy. The three variables, therefore, are strong predictors of students' academic self-efficacy. Students who have studied well and have planned their study have the confidence to face their academics and eventually perform well. The same goes for students who have one career or the other in mind that they wish to pursue, become efficacious and see challenges and tasks as easy and as passing glance. They think of positive dimensions of any task and forge ahead, no matter the difficulty they may encounter. This is because they know their target. Students surrounded by caring, capable parents are also more likely to be efficacious. Confidence is instilled in them from home; this is carried to the academic arena. The result of the study (as indicated in the tested hypothesis 2) shows that career aspirations and study habit contribute more significantly than parental involvement to academic self-efficacy.

It is noteworthy, that career aspirations stands out, out of the three variables (i.e.) contributes most to academic self-efficacy. It is worthy of note that the expression of desire to pursue a particular career can motivate a student to be efficacious to believe in self that he can acquire the academic qualification to pursue and enter into the career. When students have a target, they tend to work towards hitting the target they work hard and the belief to succeed in whatever they are doing is enhanced.

The result of this study corroborates Busch (1995) who found that self-efficacy is an important predictor of career choice. If there is no aspiration, there may be no high academic self-efficacy of students. This has been established by the research works e.g. Charmers (2001) who found that self-efficacy was related to both academic performance and study habit, Pintrich & Degroot, (1999) also noted that self – efficacy have positive effect on student motivation to study for high achievement. It is surprising to observe from the study that parental involvement contributed the least to academic self – efficacy, since the Beta value 0.028 was not significant at alpha level of .05. The result runs contrary to early works of researchers e.g. Adeyemo (2006) who found a relationship between parental involvement and academic self-efficacy, he explained that the significant impact of parental involvement on academic self-efficacy is best understood when it is discovered that parents have greater expectations for their children. With low academic self-efficacy and low academic performance today, many parents need to be involved in the academics of their children to help raise the standard.

The result of the third hypothesis shows that academic self-efficacy is positively related to career aspiration. The result is in line with Bandura (1997), Schunk (1995) and Pintrich & Degroot (1991) who avered that self-efficacy correlates with career aspiration. Academic self-efficacious students work harder, persist longer when they encounter difficulty and they achieve at a higher level. The third hypothesis also indicate parental involvement correlates positively with academic self-efficacy and this corroborates Chandler (2006) who found parental involvement as correlating with academic self-efficacy and academic self-efficacy significantly and positively correlated with authoritative parenting styles. Study habit did not correlate with self-efficacy according to this study, Umoiyang (1999) however found a correlation between study habit and academic self-efficacy.

VIII. IMPLICATION OF THE FINDINGS

The findings reveal that the independent variables (study habit, career aspiration and parental involvement) jointly contribute to students' academic self-efficacy. Each of the independent variables made significant contribution to the academic self-efficacy of students. And academic self-efficacy is positively related to career aspiration. The implication of this is that study habit, career aspiration and parental involvement based on their contribution to academic self-efficacy of students, should constitute an empirical basis for reviewing and explaining teaching and learning process and the effect on students' academic self-efficacy. The variables have also exposed teachers to the knowledge of the factors that are important in students' academic self-efficacy.

The result also implies that the result is important for theory development because it is a step in the effort to link psycho-social factors to academic self-efficacy of students. Any tool that can be used to explain students' academic self-efficacy requires further investigations. These variables can further be investigated.

XI. CONCLUSION

Socio-psychological factors exert dominance not only on students' academic self-efficacy but on their achievements and other facets of life. The study has revealed that a student may have more than one reason for poor academic self-efficacy and eventual academic failure. Study habit, career aspiration and parental involvement contribute to students' academic self-efficacy. While students need to be encouraged to study hard,

parents also need to show concern to ensure high self-efficacy and eventual high achievement in academics.

Recommendations and Suggestions for Further Research

The study is limited to secondary schools in Lagos State, Nigeria. Further study should consider using more states in the federation and probably beyond Nigeria to cover a fuller horizon of different variables, before inferences are drawn or generalization made. This research work is limited to secondary schools in Lagos State. Other higher level schools can be used for further study.

Based on the result of this research work, the following recommendations were proffered: The independent variables contributed jointly to the students' academic self-efficacy and relatively too. It is recommended that the study habit of students should be enhanced by the teachers and parents. Government should also provide enabling study environment for students and adequately fund academic institutions. Students should be encouraged to aspire for greater heights as this has been discovered to boost the confidence in them and eventual high academic performance. It is also recommended that other variables that can influence academic self-efficacy of students should be studied further. Guidance counsellors in schools should counsel students, other personnel, and parents, on the need to build the academic self-efficacy of the students for high academic performance in Colleges of Education, Polytechnics and Universities. Other variables not investigated in this study can also be investigated e.g. birth-order, family size, socio – economic status, etc. Further study can also be carried out on students academic achievement.

REFERENCES

- [1]. Adeyemo, D.A (2001): Self-efficacy and subject enrollment in secondary school. An empirical inquiry. Ibadan journal of educational studies 1, 1. 86-95.
- [2]. Adeyemo, D.A (2007): Moderating influence of emotional intelligence on the link between self – efficacy and achievement of university students. Psychology and developing society. 19. 2, 199-213.
- [3]. Adeyemo, D.A & Adetona, M.O (2007): A path-analytic study of the personality factors affecting students learning outcomes in mathematics. European Journal of scientific research. 18. 2. 119–133
- [4]. Bandura, A. (1997): Self-efficacy: Towards a unifying theory of behavior change. A Psychological review. 84,191-215.
- [5]. Brown, S.D., Lent, R.D. Larkin, K.C (1989): Self-efficacy as a moderator of scholastic aptitude-academic performance relationship. Journal of vocational behavior 35, 64-75.
- [6]. Butler, D. & Winne P. (1995): Feedback and self regulated learning; A theoretical synthesis. Review of Educational research. 65, 3.245-281.
- [7]. Isangedigbi A.J. (1997): A comparison of study habit among the under achieving, The achieving, and over achieving Junior secondary and students. West – African journal of Educational research and development. 48. 5-17.
- [8]. Kovach, J.C (2000): Self-regulatory strategies in accounting principles course. Effects on students' achievement. Paper presented at the mid –westerner education research association. Chicago. Illinois.
- [9]. <http://www.edu.niu.edu/pierce/selfregulatory.strategies.html>.
- [10]. Mayer, D.A (2000): The measurement of intentional behavior as a prerequisite to autonomous learning. PhD. Dissertation. George Washington University. Washington D.C. Dissertation abstract international. 61,2.3933A.
- [11]. Odinko, M.N and Adeyemo, D.A (1999): Socio-psychological factors as correlates of senior secondary school students attitude towards English Language. In J.O. Obemeata, S.O, Ayodele & M.A. aroma (Eds). Evaluation in Africa. (233-339) Ibadan. Stirling-Horden publishers. (Nig) Ltd.
- [12]. Pajare, F. (1996). Self-efficacy believes in academic setting. Review of education research. 55. 6,578 – 643.
- [13]. Schunk, D.H (2001): The development of academic self-efficacy. Retrieved 12th July 2010 from <http://www.emory.edu/education/mff>
- [14]. Umoyiang, J.E. (1999): Students psycho-social factors as determinants of achievements in senior secondary school mathematics. An unpublished, PhD. Thesis. Institute of education, university of Ibadan.
- [15]. Zimmerman B.J. & Bandura A. (1994): Impact of self-regulatory influences on writing course attainment. American Educational Research Journal. 31, 854-862.
- [16]. Okochi (1981)
- [17]. Chen (2002)