

Influence of student's self-efficacy on Classroom Performance among form four Students in Selected Public Secondary Schools in Mogotio Sub-county, Baringo County, Kenya

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Abstract

Academic performance among students particularly those completing their form four class has been of major concern by stakeholders in many countries. Good performance in national examinations is perceived to be a spring board to many career opportunities among the form four leavers. Many measures which have been put in place have specifically focused more on extrinsic motivation with less emphasize on the importance of intrinsic motivation too. Therefore, the purpose of this study was to establish the relationship between a student's self-efficacy and classroom performance among students in selected public secondary schools in Mogotio Sub-County, Baringo County, Kenya. To achieve this objective, the study adopted *ex-post facto* research design. Proportionate stratified sampling technique was used to select participants from 18 public secondary schools out of which a sample of 200 participants were selected from a targeted a population of 1779 form 4 students. Data was collected using Students' Motivation Questionnaires (SMQ). Data was collected using a self administered questionnaire. Data was analyzed using descriptive and inferential statistics. The hypotheses were tested using Pearson Correlation Coefficient at $p=.05$ (level of significance). The findings revealed that self-efficacy variable had the most significant relationship with students' academic performance in secondary schools at ($r=0.707$), therefore, the study concluded that there was influence of self-efficacy and classroom performance among students in selected public secondary schools in Mogotio Sub-county, Baringo County, Kenya. The implication of this finding was that school administrators; teachers and counselors can organize school motivational programmes to enhance self-efficacy whose consequence is improvement of classroom performance. From the findings of the study it is recommended that teachers assess students' self-efficacies then offer important, motivational tasks that would encourage and promote students' confidence in their abilities.

KEYWORDS: *Student's self-efficacy and classroom performance of students.*

1. Introduction

According to Ormrod (2006), self-efficacy is the extent or strength of one's own belief in one's own ability to complete tasks and reach goals. Luszczynska and Schwarzer (2005) argue that self-efficacy affects every area of human endeavor. Ormrod (2006) has further indicated that by determining the beliefs a person holds regarding his or her power to affect situations, strongly influences both the power a person actually has to face challenges competently and the choices is most likely to make. Self-efficacy emboldens a student personally to make a move from being an average student to being at the top of his/her class. Exemplary performance boosts self-efficacy while failures diminish it, although an occasional failure may not have much effect when a strong sense of self-efficacy is developed. Feedback to students is quite critical and has a significant relationship to personal efforts culminating to improved classroom performance. A learners is motivated to work hard when informed that results are attainable through hard work, since such information conveys that one possesses the necessary capability to perform well. When feedback on effort is provided for task success, student's perceptions of their success rises, and this leads to increase in self-efficacy.

According to Bandura (1988), self-efficacy has to do with individual's own estimates of personal effectiveness. "Perceived self-efficacy," he writes, "refers to beliefs in one's capabilities to organize and execute the courses of action required to produce given attainments". The most competent people are those who are most efficacious. Zimmerman, Bandura and Martinez-Pons (1992) have indicated that, "students with high sense of academic efficacy display greater persistence, effort, and intrinsic interest in their academic learning and performance". Individual's beliefs about how likely they are to succeed in a given subject or endeavor (individual's notions of self-efficacy for that subject or activity), profoundly influence what they choose to do, how much effort they are willing to put into it, and how persistent they will be (Zimmerman, Bandura & Martinez-Pons, 1992). Therefore, teachers should play the role of giving students greater sense of competence by focusing on progress and not products and removing conditions in which comparisons among students are used. They should also acknowledge incremental achievement and original ideas among students, express high expectations, and further assist students attain the goals they have set for themselves.

Motivation is a joint function of one's beliefs concerning outcomes and the value of those outcomes. In a study by Schunk and Pajares (2002), it was shown that, when self-beliefs correspond to the academic outcome with which they are compared, prediction is enhanced and relationship between self-efficacy and academic performance is positive and strong. Students who attribute prior success to their abilities feel capable of performing well in the future, and they expect outcomes of their success to be rewarded with praise and good grades (Ames & Ames, 1989). This implies that, self-efficacy for learning cognitive skills is an important variable in understanding students' motivation and learning. In a study done by Dullas (2012) about academic performance and self-efficacy of Filipino science high school students on Mathematics and English subjects, it was revealed that, students' performance on Math subject showed a high significant relationship with their self-efficacy beliefs with statistical interpretation as positive substantial relationship, additionally, it was further revealed that there is significant difference in terms of the student performance on Math subject.

Classroom performance is influenced by many factors, key among them being motivation of self-efficacy. Strategies put in place to improve performance in a classroom, rarely focus on how to improve self-efficacy on students, which is the basis of self-drive. Lack of self-efficacy in students results to anticipation of failure, and perceived lack of ability, that will lower their overall classroom performance irrespective of extrinsic motivations. The student's self-efficacy cannot be downplayed if classroom performance has to be improved. This study therefore, sought to establish the influence of self-efficacy on students' academic performance in selected public secondary schools in Mogotio Sub-County, Baringo Count, Kenya.

2. Theoretical Framework

The study was informed by the Self-determination Theory (SDT). The Self-Determination Theory was proposed by Deci and Ryan (2002) who described SDT as a focus on the degree to which an individual's behaviour is self-motivated and self-determined. People naturally seek to experience optimal levels of stimulation, mastery over challenges, and a sense of volition and choice that is of self-determination. The theory was useful to the study because learners who are self-motivated are self-endowed with a belief that they have innate abilities to accomplish a given task and realise their classroom objectives. Within the SDT framework, cognitive evaluation theory explains how feedback, praise, and rewards determines a learner's motivation, based on whether these social factors are perceived by the person as controlling or as informing on his or her competence. According to Deci (1985), positive feedback is critical to the enhancement of intrinsic motivation and negative feedback diminished it. Vallerand and Reid (1984) have indicated that, these effects were being mediated by perceived control. When a student gets positive appraisal on his/her class work performance, especially from teachers, parents/guardians or even among his/her the peers, his/her stamina to continue doing well increases and experience mastery of the content.

3. Methods

Data was collected from a sample size of 200 participants chosen from a targeted population of 1600 from the selected public secondary schools in Mogotio Sub County, Baringo County, Kenya. The Sub-County was chosen because it was considered as rich of information sought in the study. Reports from the Education office revealed

that the academic performance had consistently remained below average for four (2013-2017) years consecutively, despite the measures put in place by the stakeholders to improve performance, (Sub-County Education Officer (SCEO), 2017). Proportionate stratified sampling technique was used to select participants for the study. Thereafter, Simple random sampling technique was used at the school level to select those who participated in the study. The researcher assigned a single number to each element in the list and then used a random table to select the specified number of students of each gender to be included in the sample from each school. The students corresponding to the numbers picked were included in the sample. The study adopted *ex-post facto* research design in which survey method of cross sectional type was used to collect data using a self-made five- point likert scale with the following response categories: Strongly Disagree = 1; Disagree = 2; Not Sure = 3; Agree = 4 and Strongly Agree = 5.

4. Results

4.1. The extent of the relationship between a student's self-efficacy and Classroom performance of students

A descriptive analysis was run on the eight statements in the questionnaire aimed at measuring the relationship between a student's self-efficacy and classroom performance of students in selected public secondary schools. The results are presented in table 1

Table 1. Extent of the relationship between a student's self-efficacy and classroom Performance

Statement	SA %	A %	NS %	D %	SD %	Mean	Std Dev
I'm doing well in school as I would like to do.	11	29	7	33	20	2.328	0.345
I'm bothered by the feeling that I will not be able to do well academically.	45	47	3	5	0	4.029	0.234
I don't get worried when we have examinations in school.	3	17	0	46	34	2.882	0.422
I work hard in my class work because I fear failure	56	33	1	10	0	3.235	0.342
My teacher tells me that I have a great potential in academics.	43	17	7	33	0	4.335	0.217
I always believe in myself when given class assignments.	48	22	3	20	3	3.971	0.342
I believe I can achieve whatever I have set to achieve academically.	26	14	4	36	20	3.176	0.452
I don't give up easily in the face of failure.	37	23	4	16	24	3.476	0.145
Aggregate						3.429	0.312

N=240

It can be observed from table 1 that responses to majority of the items yielded mean indices of between 3.235 and 4.029, implying a strong relationship between a student's self-efficacy and academic performance. Only two items yielded responses with mean index of 2.882 implying that students disagreed with the item. In general, the overall relationship between a student's self-efficacy and classroom performance index was 3.429 which implied a a strong relationship between a student's self-efficacy and academic performance.

In order to find the relationship between self-efficacy and students' academic performance in Mogotio Sub County, a correlation analysis test between the dependent variable (students' classroom performance) and self-efficacy was run at .05 level of significance to test the null hypothesis which had been formulated claiming that

“there is no significant relationship between a student’s self-efficacy and classroom performance in Mogotio Sub-County’s public secondary schools”.

Correlation Analysis on Self-efficacy and Students Classroom Performance

		Self-efficacy
Student Classroom Performance	Pearson Correlation	0.707
	Sig. (2-tailed)	**0.03
	N	240

Correlation is significant at the 0.05 level (2-tailed).

Correlation results show that there was indeed a strong positive relationship between a student’s self-efficacy and academic performance in Mogotio Sub-County’s public secondary schools ($r = 0.707$, $p = 0.03$). This provided valid ground for the rejection of the null hypothesis and conclusion made that there was a significant relationship between student’s self-efficacy and classroom performance. This finding agrees with the findings of Azizollah, Sadegh and Mahnaz (2016) who found that there was a statistically significant positive relationship between self-efficacy and classroom performance. People with higher self-efficacy have more optimal classroom performance compared to people with low self-efficacy.

5. Discussion

According to Ormrod (2006), self-efficacy is the extent or strength of one’s own belief in one’s own ability to complete tasks and reach goals. Luszczynska and Schwarzer (2005) argue that self-efficacy affects every area of human endeavor. It was envisaged that by determining the beliefs a person holds regarding his or her power to affect situations, strongly influences both the power a person actually has to face challenges competently and the choices is most likely to make. A student can make a bold move due to personal self-efficacy to move steadily from being an average student to the top of his/her class. In general, successes boost self-efficacy while failures diminish it, although an occasional failure may not have much effect when a strong sense of self-efficacy is developed. A greater persuasive source of self-efficacy information is feedback attributed to effort. A person is motivated to work hard when informed that results are attainable through hard work, since such information conveys that one possesses the necessary capability to perform well. When feedback on effort is provided for task success, student’s perceptions of their success rises, and thus further leads to increase in self-efficacy and skills.

According to Schunk and Pajares (2002), motivation is a joint function of one’s beliefs concerning outcomes and the value of those outcomes. In a study by Schunk and Pajares (2002), it was shown that, when self-beliefs correspond to the academic outcome with which they are compared, prediction is enhanced and relationship between self-efficacy and classroom performance is positive and strong. Students who attribute prior success to their abilities feel capable of performing well in the future, and they expect outcomes of their success to be rewarded with praise and good grades (Ames & Ames, 1989). This implies that, self-efficacy for learning cognitive skills is an important variable in understanding students’ motivation and learning.

Triantoro (2013) studied the effects of self-efficacy on students’ academic performance. The study purposed to discuss how self-efficacy developed and the way it influences students’ classroom performance together with social interaction with peers. An example was given to Pakistani school’s student by solving mathematical problems. The design of the study was to assess the impact of self-efficacy on 15 boys, students of the 5th grade of a local school. It was established that students with high self-efficacy obtained higher scores on 50 mathematical problems test. The interviewee’s responses using content analysis indicated that students with high self-efficacy planned to study complex subjects in future. It is equally important to note that there was a significant positive relationship between self-efficacy and academic performance, ($r = 0.707$, $p = 0.03$).

Azizollah, Sadegh and Mahnaz (2016) studied the relationship between self-efficacy and academic achievement of Zahedan medical sciences students. The findings revealed that the relationship between gender and self-

efficacy of students was significant and self-efficacy was greater in females. This implies that the stronger an individual's self-efficacy, the higher the classroom performance.

6. Conclusion and Recommendations

This study sought to establish the relationship between student's self-efficacy and classroom performance of students in selected public secondary schools in Mogotio Sub-county, Kenya. The study found a strong relationship between self-efficacy and student's classroom performance among the students, therefore there was a statistically significant positive relationship between self-efficacy and classroom performance leading to the rejection of the null hypothesis. It was therefore concluded that self-efficacy and classroom performance were statistically dependent. This implies that, the more students believe in themselves, the higher the classroom performance and vice versa. It is therefore important for the government and other stakeholders to establish strategies to help students achieve balance between self-efficacy and classroom performance. In this regard therefore, public secondary schools as reservoirs and champions of the human capital of the society, through their guidance and counseling departments, should incorporate self-efficacy trainings into their curriculum in order to help students develop self-confidence in academic performance while in school and beyond.

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