

## SELF-EFFICACY AS PREDICTOR OF BEHAVIOURAL IMPROVEMENT AMONG ADOLESCENTS IN UDI EDUCATION ZONE, ENUGU STATE

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### **Abstract**

*Self efficacy is the consciousness of an inner ability, strength and potential to exert control over one's own motivation. The study adopted Correlational Design. The population of this study comprised 300 Senior Secondary School Students. Stratified random sampling was used to select a sample of the entire population. The instrument was a questionnaire section A&B. The Instrument was validated by experts while the reliability of the instrument was determined by the use of Cronbach Alpha formula which yielded reliability Co-efficient of 0.76. The research questions were answered using mean and standard deviation while T-test was used to analyze the null hypothesis at 0.05 level of significance and appropriate degree of freedom it was found*

*among others that self-esteem, confidence, motivation, resilience, proactiveness, and perseverance are self efficacy development principles that contribute to behavioural improvement among adolescents in Enugu State. Based on the findings, it was recommended among others that counsellors, teachers and parents should help in boosting the self-efficacy of adolescents.*

## **Introduction**

Most adolescents today are facing lots of challenges in approach to their life goals and tasks due to the constantly changing world of experiences. Werner (2010) observed that social, political and technology forces are challenging adolescents to redefine their goals and tasks on how to manage their behaviour. This has led to people aspiring to acquire new skills, experiences and understanding to tackle the challenges and also utilize the opportunities available efficiently. It is believed that the survival of any individual whether old or young is largely dependent on the persons' self efficacy, (Giallo & Little 2003). Research findings have shown that self efficacy has a significant effect on students' behavioural problems (Isabel, Paul & Nehmedin 2019). Self efficacy may be one of the major skills that can foster and strengthen individuals towards greater success and achievement. It may be considered so because success and achievement cannot be attained without innate commitment and confident of human effort. This means that the man behind the machine is more important than the machine itself.

Self efficacy according to Bandura (1977) is the belief in one's capabilities to organize and execute the course of action required to manage prospective situations. Bandura described these beliefs as determinants of how people think, behave and feel. Huang, Krasikova and Liu (2016) also defined self-efficacy as self-effectiveness in planning, setting directions, assigning tasks, and leading by example. In the context of this study, self-efficacy refers to the consciousness of an inner ability, strength and potential; adolescents have to exert control over one's own motivation, behavior, and social environment. Self-efficacy determines the emotional, psychological and physical development of adolescents. These expectations and objectives cannot be achieved without a good parental role, teachers and counsellors' activities. The behavioural improvement may not be achieved without self-efficacy of our adolescents been boosted and motivated. Teachers, parents and counsellors play significant role in imbuing new skills, providing social models, encouraging and motivating adolescents; and ameliorating the emotional and psychological stress of Adolescents. This was supported by Sheeja and Lin (2013) who succinctly stated that no individual can rise above the quality of its environment, thus implying that the role of parents, teachers, counsellors and significant others cannot be over emphasized in boosting the adolescents' self-esteem and encouraging good behavioural pattern. Thus, this cannot be achieved without adolescents' motivation.

Motivation may be seen as encouragement. This may be seen in form of conglomeration of incentives (intrinsic and extrinsic incentives, monetary and non-monetary incentives) offered to an individual for encouragement. Motivation according to Guay, Chanal, Ratelle, Marsh, Larose and Boinin (2010) refers to the reasons underlying behavior paraphrasing Gredler, Broussard and Garrison (2004) broadly define motivation as the attribute that moves us to do or not to do something. Kalimullah, Farooq and Ulla (2010) indicate that a motivated

individual has his goals aligned with the reason and purpose of the motivation and therefore channels their efforts in that direction.

In addition, the lives of such individuals are more successful, as they continuously look for ways to improve on their behaviours. Getting an adolescent to reach their full potentials and improve on their different behavior under stressful and corrupt society is a tough challenge but this can be achieved by motivating them. Nakpodia and James (2011) are of the view that adolescents will work and show high level of commitment when they are adequately motivated. Hence, motivation plays important role in boosting the self-efficacy of adolescents as their commitment is a determinant factor in behavioral improvement.

Behavioural improvement is a basis of positive outcome/action. It is a gradual process of exhibiting positive conduct coordination, which is satisfactory or beneficial to the environment. It can also be viewed as a constant effort geared towards ameliorating negative or undesirable behavior of an adolescent and boosting the desirable or acceptable behavior through overt and covert positive practices. Behavior improvement may be a process of strengthening a positive conduct of an individual through motivation, re-enforcement and commitment.

Commitment refers to an individual's devotion for behavior improvement. Meyer and Herscoritch (2001) proposed that commitment is a force that binds an individual to a course of action of relevance to one or more target. Professional commitment is an individual's devotion to the profession, which may be based on the individual's emotional attachment, cost implication or obligation (Aniako and Clif, 2019). In school, teachers' and counsellor's commitment refers to their devotion to the entire school environment and activities, which adolescents in the school setting is their main target. This level of professional commitment occurs when an individual feels that he or she should stay with the profession because it is the right thing to do. Further, the success of an adolescent in the aspect of behavior improvement depends largely on the good efforts and committment counsellors and teachers. Adolescent behavioural improvement may be achieved through boosting their self-efficacy and this may not be achieved without joint collaboration of counsellors and teachers in the school system. Ikediugwu (2005) pointed out that teachers and counsellors are the main determinant of behavioural outcome of quality in education and education comprises of character and learning. Hence, if the character of a child is not molded well, the society is doomed as they will disarray the whole society with undesirable behaviour and make it look like normal norms and values of the society. Ikediugwu (2005) finally pointed out that without committed teachers, the whole nation is doomed. The commitment of parents, teachers and counsellors may not be far-fetched from improving and modifying the behavior of adolescents through boosting their self-efficacy. Educating adolescents about specific actions they can take is another valuable tool to help increase their efficacy and engagement in public discussions, research finds (Geiger, et al., 2017). Hence, there may not be behavioural improvement without behavior modification.

Behavioural Modification is defined as the alteration of behavioural patterns through the use of such learning techniques as biofeedback and positive or negative re-enforcement, (Amy, 2021). Thus, for behavior to improve, it has to be modified, possibly through motivation, re-

enforcement (positive and negative) and extinction. Behavior that needs improvement is an action that has become a problem when it is undesirable, unacceptable, frequent and persistent and affects the individual that exhibits it as well as others around them. The question then arises; if an adolescent behavior can be improved through self-efficacy and what are the self-efficacy principles and constructs, which contribute to behavioural improvement. Aishs (2002) asserts that self-efficacy is an important determinant in the behavioural change and improvement of an individual. In support of the above assertion, Dorien, Lenneke, Hester, Diederik, Dippel, Peter & Helen (2018) conclude that client with high self-efficacy scores high in behavioral change. Self-efficacy was also proved to be superior predictor of amount of behavioural improvement phobics gained from partial mastery of threats at different phases of treatment (Albert and Blancy, 1977). In contrast to the above reviews, Ellinor, Helen and David (2013) found strong relationship between mechanisms other than self-efficacy to be more important for boosting behavior change/improvement.

Based on the above review, it is yet uncertain to state categorically that self-efficacy predicts behavioural improvement among adolescents in Udi Education zone of Enugu State.

### **Statement of the Problem**

Self-efficacy is a strong attribute that reflects confidence in the ability to exert control over one's own behavior and social environment. It has been among adolescents in Udi Education Zone of Enugu State. When self-efficacy is not effectively and efficiently utilized, it will bring setbacks and barriers to adolescents to strive to a greater height, which will in turn hinder the overall growth and development both to the individual involved and the society at large. Adolescents that experience high self-efficacy, set higher goals, put more efforts into changing behavior and seek knowledge from the behavior change process. But when this potential is not in an individual, it will cause emotional imbalance, low self-esteem, low confidence, low interest, and poor commitment in one's endeavor. These negative values will lead to bad manifestation in behavioural pattern, which entails failure in overall achievement of one's endeavor. Hence, there is need for researchers to ascertain if self-efficacy is a predictor of behavioural improvement among adolescents in Udi Educational Zone of Enugu State.

### **Purpose of the Study**

The main purpose of the study is to determine the self-efficacy development principles which contribute to behavioural improvement among adolescents in Udi Educational Zone of Enugu State.

Specifically, the study sought to determine the:

1. Self-efficacy development principles, which contribute to behavioural improvement among adolescents in Udi Educational Zone of Enugu State.
2. Sources of Self-efficacy construct, which contribute to behavioural improvement among adolescents in Udi Educational Zone of Enugu State.

### **Research Questions**

The following research questions guided the study;

1. What are the self-efficacy development principles which contribute to behavioural improvement among adolescents in Udi Educational Zone of Enugu State?

2. What are the sources of self-efficacy construct which contribute to behavioural improvement among adolescents in Udi Educational Zone of Enugu State?

### **Hypotheses**

The following null hypotheses formulated and tested at .05 level of significant guided the study.

#### **HO<sub>1</sub>:**

A significant difference does not exist in the mean ratings between male and female adolescents on the self-efficacy development principles which contribute to behavioural improvement among adolescents in Udi Educational Zone of Enugu State.

#### **HO<sub>2</sub>:**

There is no significant difference in the mean ratings between male and female adolescents on the sources of self-efficacy construct which contribute to behavioural improvement among adolescent in Udi Educational Zone of Enugu State.

### **Research Methods**

The design of the study was correlational. This design according to Nworgu (2006) seeks to establish the extent of relationship between two or more variables and also determine the direction and magnitude of such relationship. Nworgu further states that the design also permits the selection of a sample from the entire population and using the information generated to make inferences or generalizations to the entire population provided the sample exhibits representativeness in the study. The sample for the study comprise of 300 senior secondary, one and two students from four schools randomly drawn from the secondary schools in Udi Zone.

The stratified random sampling was used to select four schools according to location (two schools from the rural area). All the SS1 and SS2 students which invariably coincides with adolescent stage, which is regarded as the period of stress and storm, the period that students are likely to encounter social and psychological problems. The instrument for data collection was 11 items structured questionnaire developed by the researchers after intensive literature review. The instrument used for data collection was divided into two sections; A and B, with four-point rating scale of Strongly Agreed (SA), Agreed (A), Disagreed (D) and Strongly Disagree (SD). The numerical values of 4,3,2, and 1 was assigned to instrument respectively. The instrument was validated by research experts, two from the Department of Guidance and Counselling and one from Measurement and Evaluation Unit of the Department of Science and Computer Education, all from the Faculty of Education, Nnamdi Azikiwe University Awka, with reliability index of 0.76 established using Cronbich's Alpha Formula. The research questions were answered using mean and standard deviation upper and lower limits of the mean were used as basis for discussion, thus; Strongly Agreed (SA): 3.50-4.00, Agreed (A): 2.50-3.49, Disagreed (D): 1.50-2.49, Strongly Disagreed (SD): 1.00-1.49.

T-test was used to test the null hypothesis at 0.05 level of significance. The null hypothesis was rejected when T-calculated was greater than T-tabulated, otherwise not rejected when T-calculated was less than T-tabulated.

## Results

The results of the study are presented in the tables according to the research questions and hypotheses.

### Research Question 1:

What are the self-efficacy development principles which contribute to behavioural improvement among adolescents in Udi Educational Zone of Enugu State?

**Table 1:** Mean ratings and standard deviation of respondents on the self-efficacy development principles which contributes to behavioural improvement among adolescents in Udi Education Zone, Enugu state.

S/N	Guidance & Counselling Decision Services	Male		Female		Overall		
		N=19		N=31		(50)		
		X1	SD1	X2	SD2	X	SD	
1.	Self-Esteem	3.50	0.50	3.08	0.74	3.30	0.62	Agree
2.	Confidence	3.35	0.71	3.23	0.69	3.34	0.70	Agree
3.	Motivation	3.10	0.66	3.43	0.69	3.49	0.68	Agree
4.	Deeper Interest	3.9	0.78	3.29	0.85	3.32	0.82	Agree
5.	Commitment	3.38	0.68	3.25	0.85	3.32	0.67	Agree
6.	Perseverance	3.09	0.89	3.27	0.72	3.18	0.81	Agree
<b>Cluster Mean</b>		<b>3.40</b>	<b>0.70</b>	<b>3.26</b>	<b>0.76</b>	<b>3.33</b>	<b>0.72</b>	<b>Agree</b>

Table 1 shows that self-esteem; confidence, motivation, resilience, proactiveness and perseverance are self-efficacy development principles which contribute to behavioural improvement among adolescents. This is indicated by the grand mean of 3.33 and relatively low standard deviation of 0.72 showing that the respondents' opinions doesn't vary remarkably regarding the self-efficacy development principles that contribute to behavioural improvement among adolescents in Udi Education Zone.

### Research Question 2:

What are the sources of self-efficacy construct which contribute to behavioural improvement among adolescents in Udi Educational Zone of Enugu State?

**Table 2:** Mean ratings and standard deviation of respondents on the sources of self-efficacy construct which contribute to behavioural improvement among adolescents in Udi Educational Zone of Enugu State.

S/N	Guidance & Counselling	Male N=19		Female N=31		Overall (50)		Decision
		X1	SD1	X2	SD2	X	SD	
1.	Mastery Experience	3.14	0.72	3.26	0.74	3.30	0.73	Agree
2.	Vicarious Experience	3.52	0.50	3.08	0.74	3.30	0.62	Agree
3.	Social Persuasion	3.33	0.71	3.23	0.69	3.34	0.70	Agree
4.	Emotional/Physical State	3.54	0.66	3.43	0.69	3.49	0.68	Agree
5.	Imaginal Experience/ Visualization	3.55	0.78	3.29	0.85	3.32	0.82	Agree
<b>Cluster Mean</b>		<b>3.42</b>	<b>0.67</b>	<b>3.26</b>	<b>0.74</b>	<b>3.35</b>	<b>0.71</b>	<b>Agree</b>

Table 2 shows that mastery experience, vicarious experience, modelling experience, emotional experience and physical experience are part of sources of self-efficacy construct which contribute to behavioural improvement among adolescents. This is indicated by the grand mean of 3.35 while the standard deviation of 0.71 indicates close disparity in opinion of respondents.

### Hypothesis One

A significant difference does not exist in the mean ratings between male and female adolescents on the self-efficacy development principles which contribute to behavioural improvement among adolescents in Udi Educational Zone of Enugu State.

**Table 3:** T-test analysis between male and female adolescents on the self-efficacy development principles which contribute to behavioural improvement among adolescents in Udi Education Zone of Enugu State.

Respondents	N	X	SD	Df	Prob.	t-cal	t-tab	Decision
Male adolescents	119	3.42	6.07	298				
Female adolescents	181	3.26	0.74					

**Note:** NS = Not Significant. SD = Standard deviation. Df = Degree of freedom

The t-test result above shows that t-cal is less than t-tabulated at appropriate degree of freedom. Hence, the null hypothesis is not rejected. This implies that a significant difference does not exist in the mean ratings between male and female adolescents on the self-efficacy development principles which contributes to behavioural improvement among adolescents in Udi educational zone of Enugu State.

### Hypothesis Two

There is no significant difference in the mean ratings between male and female adolescents on the sources of self-efficacy construct which contribute to behavioural improvement among adolescent in Udi Educational Zone of Enugu State.

**Table 4:** T-test analysis between male and female adolescents on the sources of self-efficacy construct which contribute to behavioural improvement among adolescents in Udi Educational Zone of Enugu State.

<b>Respondents</b>	<b>N</b>	<b>X</b>	<b>SD</b>	<b>Df</b>	<b>Prob.</b>	<b>t-cal</b>	<b>t-tab</b>	<b>Decision</b>
Male adolescents	119	3.42	6.07	298	.05	0.788	2.000	NS
Female adolescents	181	3.26	0.74					

**Note:** NS = Not Significant. SD = Standard deviation. Df = Degree of freedom

The t-test result above shows that t-cal is less than t-tabulated at appropriate degree of freedom. Hence, the null hypothesis is not rejected. This implies that a significant difference does not exist in the mean ratings between male and female adolescents on the sources of self-efficacy construct which contributes to behavioural improvement among adolescents in Udi educational zone of Enugu State.

### Summary of Findings

From the analysis of the data collected, the following findings were made:

1. Self-esteem, confidence, motivation, resilience, proactiveness and perseverance are self-efficacy development principles that contribute to behavioural improvement among adolescents in Udi Education Zone.
2. Mastery experience, vicarious experience, modelling experience, emotional experience and physical experience are part of the efficacy construct which contribute to behavioral improvement among adolescents in Udi Education Zone.
3. Commitment and self-assurance are part of self-efficacy development principles that contribute to behavioural improvement among adolescents in Udi Education Zone, Enugu state.
4. Self-efficacy development principles and efficacy construct are predictors of adolescent behavioural improvement among adolescents in Udi Education Zone, Enugu State.

### Discussion

Table one shows that self-esteem, confidence, motivation, resilience, proactiveness and perseverance are self-efficacy development principles that contribute to behavioural improvement among adolescents. The finding is in agreement with the findings of Kolbe & Kathy (2009), which describe self efficacy developmental principle as those attribute that boost one’s self esteem which are motivation, resilience and high interest. Table two shows that Mastery experience, vicarious experience, modelling experience, emotional experience and physical experience are part of self efficacy construct which contribute to behavioural improvement of adolescents.

This is in agreement with Beattie, Woodman, Fakehy & Dempsey (2016), which state that Emotional intelligence and constant practices are good predictors of self-efficacy. Therefore, an understanding of the relationship between emotional intelligent and mastery experience is important in measuring parameter of self efficacy of adolescents.



However, the results of the null hypotheses shows that the null hypotheses are not rejected. This implies that a significant difference does not exist in the mean ratings between male and female adolescents regarding the self-efficacy development principles and sources of self-efficacy construct which contribute to behavioural improvement among adolescent in Udi Education Zone, Enugu State.

### **Conclusion**

This study focused on self-efficacy as predictor of behavioural improvement among adolescents in Udi Education Zone, Enugu State. The study addressed two objectives, two research questions and two null hypotheses.

At the end of literature review and data gathering using questionnaire, the study made a number of findings which largely revealed that self-esteem, confidence, motivation, resilience, proactiveness and perseverance are self-efficacy development principles that contribute to behavioural improvement among adolescents. Moreover, a number of experiences such as mastery, vicarious, modeling, emotional and physical also constitute self efficacy constructs that contribute to behavioural improvement among adolescents.

In the light of the above, there is need to ensure commitment and self assurance on the part of adolescents. Consequently, the study emphasized the role of parents, teachers and guidance counsellors in ensuring that the appropriate environment is enabled for effective adolescent motivation as a necessary condition for behavioural improvement among adolescents in Udi Education Zone, Enugu State.

### **Recommendations**

- (1) Bandura (1997) states that people with high sense of efficacy provide guidance and support to students and do not despair in the face of difficulties. Therefore, management can assist high efficacy teachers and counsellors by providing necessary resources to aid students to improve their belief through self efficacy construct and principles.
- (2) Counselling from a credible source may be effectively used to generalize specific task related efficacy expectations to other behaviour.
- (3) There is need for relevant training by school counsellors to reduce anxiety during the behaviour change process and verbal reinforcement to enhance efficacy.
- (4) There should be help programme by significant others to improve undesirable behaviour and enhance efficacy. The programme may be improved through directly targeting the enhancement of self efficacy.
- (5) There should be in-service training organize by school administrators for adolescence which will help foster positive efficacy beliefs, improve student competent and enhance their outcome.

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