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INFLUENCE OF SELF-EFFICACY ON NIGERIAN POLYTECHNIC STUDENTS' PERFORMANCE IN ENGLISH

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ABSTRACT

The study investigated the influence of self-efficacy on Nigerian polytechnic students' performance in English. Descriptive correlational research design was adopted. Population consists of 360 ND I students offering use of English. Sample of 131 students participated in the study. Instrument for data collection was English Self-Efficacy Questionnaire (ESEQ). Validity of the ESEQ was ascertained by expert in educational psychology. Reliability coefficient of 0.88 was obtained using Cronbach alpha. Findings revealed a strong positive r 0.90 significant at p 0.000 indicating a positive relationship between self-efficacy and students' performance in English. Additional result revealed F value 580.087 significant at p,0.000 shows that self-efficacy significantly influences students' performance in English. The study recommends encouraging students to develop high self-efficacy in English considering it influence on performance.

Keywords: Self-Efficacy, Students, Performance and English

Introduction

Students poor performance in English language has been a major worry to educators and researchers considering the role of English language in attaining academic success in other courses of human endeavour. Students consistent poor performance in English language could be partly attributed to poor instructional techniques (Nsengimana *et al.* 2020); low self-efficacy (Naz, et al. 2016). However, among these factors self-efficacy has recently gained increasing attention among researchers as one of the variables influencing students' academic performance.

Schunk (1991) defined self-efficacy as the judgment of one's capabilities to planning and implementing appropriate strategies to attaining educational goals. Bandura (1997) described self-efficacy as the belief of students to organize and execute certain course of action necessary to function effectively in a given condition. Self-efficacy as a construct in social learning serves as a stimulus for an individual not giving up in a difficult learning situation but actively involved to attaining desirable learning outcomes (Bandura, 2012).

Students who are confident in ability tend to work harder and more efficient in solving problems, monitors academic progress on regularly basis (Brown & Lent, 2006).

Hassan *et al*. (2015) stated that students who shows high self-efficacy undertake wider tasks and determine best learning plan. Self-efficacy plays a crucial role in educational outcomes as it involves personal expectations of competences to face academic challenges (Petersdotter *et al.*, 2017).

English language barrier hindered most students from fully participating and engaging in learning activities and class discussions due to inadequacy in English and low self-efficacy (Zhang & Goodson, 2011). Lin and Betz (2009) stated that low self-efficacy affect students' confidence in participating in class discussions, seek help when needed and understanding course materials. English self-efficacy is associated with students' confidence in using English effectively to undertake academic tasks (Wang *et al.*, 2018). Eduard, *et al.* (2018) found a strong positive relationship between self-efficacy and students' academic performance. Self-efficacy is significant predictor of academic performance and the persistence in addressing language difficulties (Bandura, 1997).

Objectives of the Study

The study investigated influence of self-efficacy on students' performance in English and sought to determine: -

i). relationship between self-efficacy and students' performance in English.

ii) extent self-efficacy influences students' performance in English.

Research Questions

i). What is the relationship between self-efficacy and students' performance in English?

ii). To what extent does self-efficacy influences students' performance in English?

Hypotheses

H_{01}: There is no significant relationship between self-efficacy and students' performance in English.

H_{02}: Self-efficacy does not significantly influence students' performance in English.

Literature Review

Self-efficacy as an aspect of social learning theory holds the views that students possess self-system that enables them to exercise control over thoughts, feelings and actions (Bandura, *et al.*1996). Bandura described confidence in successfully completing task by relating it to certain level of self-efficacy (Close & Solberg, 2008). Schunk and Pajares (2002) described self-efficacy as students' ability to accomplished task and developed high competencies. Self-efficacy is a major component of Bandura's social-cognitive theory stating that behaviour is strongly stimulated by self-influence. Construct of self-efficacy reflects an optimistic self-belief to perform difficult tasks or cope with adversity in various domains of human functioning (Bandura, 1997).

Bandura's view self-efficacy in relates to explication in specific domains rather than a global sense of competence. Studies have revealed that efforts and persistence are attributes of students who possess high self-efficacy (Zajacova, Lynch, & Espenshade, 2005). Students who possess high self-efficacy devices most effective way to achieving educational goals however those who possess low self-efficacy discontinue given task when confronted with

difficulties (Ormrod, 2000). Bandura (2001) identified the three concepts in process of learning to include human agency, self-regulation and self-efficacy. Bandura (1991) stated that self-regulation operates within the frame work of self-monitoring and self-reactive. Bandura's cognitive theory stated that an individual is imbued with certain capabilities to symbolize, plan alternative strategies and self-regulate learning activities (Graham & Weiner, 1996).

English Self-Efficacy and Students' Academic Performance

English language contributes to students' general academic performance through effective communication, expressing ideas and participating in class discussions however due to the complexity it required high level of confidence in many aspects, including vocabulary, grammar and tone. Self-efficacy is the students' beliefs to produce designated levels of performance (loo, 2013). Sharm (2012) described performance as how well a student has accomplished his or her studies. Students' performance has long been a major source of worry to educators and researchers among variety of factors that measures whether students perform well or poor is their level of self-efficacy. Studies such as Pajares and Valiante (2001): Fatemi and Vahidnia (2013); Abdullahi (2016) found positive relationship between self-efficacy and students' academic performance in English language Meera and Jumana (2015) found a significant difference on English language performance between rural and urban students. Gboyega (2015) found a significant positive relationship between self-efficacy and academic performance. Similarly, Tahsildar and Kabiri (2019) in their study on English speaking and self-efficacy found students high proficiency in language had high self-efficacy on speech.

Methods

Descriptive correlational research design was adopted in the study. Population consists of 360 ND I students offering use of English. Sample of 131 students participated in the study. Instrument for data collection was a five points Likert scale English Self-Efficacy Questionnaire (ESEQ). Validity of the ESEQ was ascertained by expert in Educational Psychology. Cronbach's alpha reliability coefficient of 0.88 was obtained for the ESEQ. Data collected were analysed using correlation and multiple regression at 0.05 level of significant.

Results

H_{01}: There is no significant relationship between self-efficacy and students' performance in English.

Table 1: Correlation Between Self-Efficacy and Students' performance in English

		Self-Efficacy	Students' performance in English
Self-Efficacy	Pearson Correlation	1	.904**
	Sig. (2-tailed)		.000
	N	131	131
Students' performance in English		.	1

**. Correlation is significant at 0.05

Table 1 gives a strong positive r 0.90 significant at p 0.000 < 0.05 this indicates there is strong positive relationship between self-efficacy and students' performance in English.

H_{02}: Self-efficacy does not significantly influence students' performance in English.

Table 2: Regression Model on Self-Efficacy and Students' performance in English

R	R Square	Model	Std. Error of the Estimate	Change Statistics R Square Change	F Change	df1	df2	Sig. F Change
.904[a]	.818	1	8.74291	.818	380.087	1	129	.000

Table 2 gives R square values of .81 indicating self-efficacy contributes about 81 percent variance on students' academic performance in English.

Table 3 : ANOVA on Self-Efficacy and Students' performance in English

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	22340.970	1	22340.970	380.087	.000[b]
	Residual	9860.557	129	76.438		
	Total	54201.527	130			

**. Correlation is significant at 0.05

Table 3 gives F value as 380.087 significant at p,0.000 < 0.05 this indicates self-efficacy significantly influence students' performance in English.

Discussion

Significant positive relationship was found between self-efficacy and students' performance in English this was in agreement with Fatemi and Vahidnia (2013); Abdullahi (2016) who reported a strong positive relationship between self-efficacy and students' academic performance in English language. Kanmani (2018) in a divergent report found no significant relationship between self-efficacy and academic performance this contradicts the present finding. Self-efficacy was found as significantly influencer of students' performance in English.

Conclusion

The research findings provide an over view on the implication of self-efficacy on students' performance in English. Findings of the study indicates a positive relationship between self-efficacy and students' performance in English our finding also showed that self-efficacy is an influencer of students' academic performance in English.

Recommendation

Base on the findings study recommends encouraging students to develop high self-efficacy in English considering it influence on their performance.

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