

Psycho-Socio Variables as Correlates of Junior Secondary School

Students' Self Efficacy in Social Studies in Southwestern, Nigeria

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Abstract

The study sought to establish the level of relationship between students' self-efficacy in Social Studies and eight predictor variables (State, school location, school type, parent education, number of sibling per parent, family income and gender), it equally determined the combined contributions of the eight predictor variables to Social Studies self-efficacy and determined the individual contribution of each of the eight predictor variables to Social Studies self-efficacy. This was with a view of determining students' future ability in Social Studies. The study is a descriptive research of the correlational type. The population for the study comprises of all Junior Secondary School Students in Southwestern, Nigeria. The sample consisted of 600 JSS 3 students drawn from six geographical zones in Southwestern, Nigeria using stratified sampling technique. An instrument titled "Social Studies Self-Efficacy Scale" (SSSES) was used to collect data. Three research questions were raised and answered. Multiple Regression Analysis was employed in analyzing the results. The results showed that all the identified eight psycho-socio variables with the exemption of state, have no significant relationship with students' self-efficacy in Social Studies. Based on the above findings, the study recommended that teachers should design evaluation model that will encourage better performance in learners in order to bring about their self-efficacy.

Keywords: psycho-socio variables, students' self-efficacy, Social Studies.

Introduction

The inclusion of Social Studies into the Nigerian School Curriculum is a meaningful and useful step due to the various benefits that learners and the Nigerian community as a whole can derive from the teaching of Social Studies as a separate subject. Social Studies deals with people's interactions with their environment. It is concerned with the reciprocal relationship between people and the various aspects of their environment. While in this process, they encounter problems and challenges in their quest to live a comfortable, orderly, and more meaningful life. By its design, Social Studies should enable people to tackle these societal challenges by helping them adapt to the ever-changing environment they live in through the acquisition of relevant knowledge, attitudes, values and practical skills. Thus, Social Studies was designed to provide functional and social education to Nigerian children and youths, and, hopefully, also make good citizens and patriots out of them. Incidentally, the youths are rich in the knowledge of Social Studies concepts and facts but deficient in expected social values, attitudes, and behaviours that characterize socially responsible citizens.

Studies have shown that disposition of students towards a particular subject affects their future ability or performance in the subject. Self-efficacy is one of the qualities of teachers that is vital in child's learning. It has been found to be among the few variables consistently associated with positive teaching and learning outcomes (Ashton & Webb, 1986; Woolfolk & Hoy, 1990, Pajares & Schunk 2001). Bandura (1997) described perceived self-efficacy as beliefs in one's capabilities to organize and execute the courses of action required to produce given attainments. Pajares and Schunk (2001) defined self-efficacy as judgement of the confidence that one has in one's abilities. Berman, McLaughlin, Bass, Pauly and Zellman (1977) defined self-efficacy as the extent to which teachers believe they have the capacity to affect student performance. Guskey and Passaro (1994) also defined teachers' self-efficacy as the teachers' beliefs or conviction that they can influence how well students learn, even those who may be difficult or unmotivated. Self-efficacy beliefs determine how people feel, think, motivate themselves and behave (Bandura, 1994).

According to Bandura (1986), self efficacy judgements are based on four sources of information; (i) an individual's own past performance, (ii) vicarious experiences of observing the performance of others, (iii) verbal persuasion that one possesses certain capabilities and (iv) psychological traits. These four sources according to Pajares & Urdan (2006) have been found to influence both academic and self regulation efficacy beliefs. This study therefore examine eight predictors variables (state, school location, school type, parent education, number

of sibling per parent, parent's occupation, family income and gender) as determinant or predictor of students' self-efficacy in Social Studies.

Purpose of this Study

1. To determine the level of relationship between students' self-efficacy in Social Studies and the eight predictor variables (State, school location, school type, parent education, number of sibling per parent, family income and gender)
2. To determine the combined contributions of the eight predictors variables to Social Studies self-efficacy.
3. To determine the individual contribution of each of the eight predictors variables to Social Studies self-efficacy

Research Questions

1. Do each of the eight predictor variables relate significantly with the students' self-efficacy in Social Studies?
2. What is the composite effect of the eight predictor variables to Social Studies self-efficacy?
3. What are the relative effects of each of the eight predictor variables to students' self-efficacy in Social Studies?

Methodology

The study is a descriptive research of the correlational type. This is so because the researcher is interested in investigating possible relationships among variables without manipulating them. The population for this study comprised of all Junior Secondary School students in Southwestern, Nigeria. The sample consisted of 600 JSS 3 students who were purposively selected in the six geographical zones of Southwestern Nigeria, using stratified sampling technique with school type (i.e. public or private) as stratum. The instrument used for the collection of data for this study was a questionnaire made up of two sections. Section A was on personal data which consists of all the eight predictor variables listed above. Section B was on "Social Studies Self-Efficacy Scale" (SSSES) which was constructed and validated before use. The instrument has the reliability coefficient of 0.84. The reliability coefficient was established using Cronbach alpha.

Results

Research Question 1

Do each of the eight predictor variables relate significantly with the students' self-efficacy in Social Studies?

To answer research question one, a correlation matrix (table 1) showing the correlation coefficient between students' self-efficacy in Social Studies and the eight predictor variables is presented below:

Table 1: Correlation Matric Showing Relationship Between Self-Efficacy and Predictor Variables

	State	School location	School type	Parent education	Number of sibling per parent	Parent occupation	Family income	Gender	Self efficacy
State	1.000								
School location	0.092	1.000							
School type	0.042	0.43	1.000						
Parent education	0.666	0.007	0.097	1.000					
Number of sibling per parent	0.042	0.16	0.34	0.042	1.000				
Parent occupation	0.034	0.061	0.04	0.038	0.016	1.000			
Family income	0.013	0.043	0.003	0.012	0.038	0.021	1.000		
Gender	0.38	0.055	0.016	0.035	0.007	0.953	0.020	1.000	
Self efficacy	0.079	0.012	0.078	9.42	0.043	0.039	0.020	0.038	1.000

** Correlation is significant at the 0.05 level (2 – tailed)

From the table 1 above, the results showed that all the eight predictor variables do not relate positively with self-efficacy in Social Studies. This shows that each of the variables identified in this study has nothing to do with students' self-efficacy in Social Studies.

Research Question 2

What is the composite effect of the eight predictor variables to Social Studies self-efficacy?

Table 2

Multiple Progression of the Predictor Variables on Student's Self-Efficacy in Social Studies

Parameter	Value
Multiple Regression	0.47
R- square	0.022
Adjusted R-square	0.009
Standard Error of Estimate	10.354
Regression f ratio	1.642
P – value	0.110

The multiple regression correlation coefficient (R) showing the linear relationship between the eight predictor variables (State, school location, school type, parent education, number of sibling per parent, parent's occupation, family income and gender) and students' self-efficacy in Social Studies as shown in table 2 above is 0.147. The adjusted R-square is 0.009. This implies that the variation in students' self-efficacy in Social Studies accounted for by the stated predictor variables is 0.9%. Further verification using multiple regression ANOVA however produced f-ratio which is 1.642, $p > 0.05$. This implies that there is no significant linear relationship between the above stated predictor variables (State, school location, school type, parent education, number of sibling per parent, parent's occupation, family income and gender) and students' self-efficacy in Social Studies.

Research Question 3

What are the relative effects of each of the eight predictor variables to students' self-efficacy in Social Studies?

Table 3: Coefficients indicating Relative Effects of the Predictor Variables on Students' Self-Efficacy in Social Studies

Model	Unstandardized $\hat{\alpha}$	Coefficient Std Error	Standardized Coefficient Beta	t-value	P- Value	Remark
Constant	31.592	2.991		10.562	0.000	
State	0.586	0.248	0.097	2.368	0.018	S
School location	1.155	0.877	0.054	1.317	0.188	NS
School type	1.159	2.615	0.054	0.443	0.658	NS
Parent education	0.284	0.293	0.040	0.970	0.332	NS
Number of sibling per parent	0.229	1.278	0.024	0.179	0.858	NS
Parent occupation	0.176	0.497	0.014	0.354	0.723	NS
Family income	0.670	1.287	0.070	0.520	0.603	NS
Gender	2.809	2.576	0.132	1.091	0.276	NS

S = Significant at 0.05 alpha level

Table 3 above shows the relative effects of the predictor variables on students' self-efficacy in Social Studies. Only one of the eight predictor variables {State, ($\hat{\alpha} = 0.097$; $t=2.368$; $p > 0.05$)} has significant relative effects on students' self-efficacy in Social Studies.

Discussion

The results showed that all the predicting variables with exemption of state in relation to relative effect have no significant relationship in student self-efficacy in Social Studies. This result contradicted Owolabi and Bakre (2010) who observed positive relationship between six predictor variables (class, gender, class population, membership of mathematics club, number of period, attendance of extramural classes and students self-efficacy in Mathematics. The result also contradicted the findings of Junge and Dretzke (1995); Meece, Glienke & Burg (2006) and Siege & Rew (1998) where girls showed higher self efficacy than boys in language arts. In the analysis of the data, male was coded as 1, female 2, thus showing higher self efficacy from female students.

Conclusion

The results of the findings indicated that all the identified psycho-socio variables have no significant relationship with students' self-efficacy. This might be as a result of the fact that Social Studies as a course of study is a subject that relates with one immediate environment and as a result the identified variable may have nothing to do with self-efficacy in Social Studies.

Recommendations

As important as self-efficacy is, in the aspect of motivational construct and perception of competence efforts should be geared in ensuring that appropriate skills are developed in students. Also, teachers are expected to design evaluation model that will encourage good performance in learners so as to bring about their self-efficacy. In addition, teachers should be cautious and positive in their comments on students. There should be assurance from time to time that students can make it.

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