



Original article

# Self-Efficacy, Motivation and Academic Performance of Senior Secondary School Students in Damaturu, Metropolis, Yobe State Nigeria

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## Abstract

This study examined the teacher's self-efficacy, motivation and academic performance of senior secondary school students in Damaturu, Metropolis, Yobe State Nigeria. Two research hypotheses were raised and tested. The study adopted a correlation research design. The study has the total population of 2,998 teachers spread across the 9 secondary schools in Damaturu Metropolis. A sample of 250 teachers were selected from six (6) senior secondary Schools in Damaturu Metropolis by using multistage sampling techniques. The study used two instruments for data collection: The teachers' sense of efficacy scale and Students' termly academic results. The internal consistency of the items was established to be 0.94 using Cronbach Alpha Statistical Method. Data Collected were analyzed using Pearson Product Moment Correlation at <0.05 level of significance. The results of the study indicated that, teachers' self-efficacy was found to have significant positive influence on academic performance of students. Similarly, teachers' motivation is significantly related with students' academic performance of students. The researchers concluded that proper training and work on motivation of the teachers towards the teaching should be improved. As such, the study recommended that, government should enhance professional training for teachers' welfare and teachers' educational programmes to develop a sense self-efficacy and motivation for teachers.

**Keywords:** Teacher's, Self-Efficacy, Motivation and Academic Performance.

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## **INTRODUCTION**

One of the aims of education is to inculcate desirable virtues and morality in learners. Teachers play a significant role in the way students perceive and motivate them, nevertheless, teacher's self-efficacy need to be motivated in order to bring out the best in their teaching. Teachers' self-efficacy and motivation will energize the teacher to perform effectively in the classroom management and student engagement. (Bernadowski, Greco & Paiker, 2018).

Teacher efficacy is the teachers' belief in his/her ability to organize and execute the course of action required to successfully accomplish specific teaching task in a particular contest. Tschannen-moran and Hoy (2001) described teachers' self-efficacy as the teachers' belief in their ability to effect student performance (Walter, 2015). While on the other hand, academic performance is the knowledge and skill acquisitions that the students have mastered in a subject or a course of study. It is basically a measure of how well students have performed (Lardenas & Cerado, 2014).

Students' academic performance largely depends on the abilities and effectiveness of how teacher deliver in the teaching and learning process. There is no educational standard in the world that can grow beyond the level of their teacher's abilities, efficiency and effectiveness. Teachers with high self-efficacy need to be motivated to do more and teachers with low self-efficacy also need to be motivated and encourage to in handling tasks and challenges. The retention of teachers in the teaching and learning profession will depend on how their self-efficacy are motivated. Teachers with self-efficacy are motivated put in their best to ensure the success of their students' academic performance. Teachers with low self-efficacy can increase complication and difficulty in learning experience for students and it adversely affect students' motivation and academic performance. For teachers to be successful in teaching and learning process, they must have the confidence in their ability to perform. Walter (2015) remarked that, teacher with high self-efficacy have the ability to teach a wide range of students and maintaining proficiency in all skills required to be a successful educator.

Effective teachers should believe themselves, their instruction, and their student's management skills. Teacher self-efficacy has been associated with teachers who assume more responsibility for their work. Teachers with higher self-efficacy are likely to have a positive classroom environment, support and address students need. It is also believed that teacher self-efficacy is perceived as a predictor of students' achievement. Therefore, this study investigated teacher self-efficacy, motivation and academic performance of students in senior secondary schools in Damaturu Metropolis, Yobe State. The researcher observed that academic performance problems is considered as one of the problematic area of students in the senior secondary schools. Teacher's self-efficacy need to be motivated in order to bring out the best in their teaching. It has been reported that the academic failures of secondary school students. Moreover, various studies have been carried out to determine why students continue or quit their studies.

Tschannen and Wodfolk, (2012) investigated the relationship between teacher efficacy and students' academic performance. The result of the study indicated that students' performance was higher in classroom of teacher who had more contact with their students in classroom, and teacher with greater confidence in the effectiveness of education. Similarly, Tanriseven (2012) finding revealed that teachers with high sense of self efficiency have competence that can motivate their students and improve their cognitive development for students' motivation. Motivation to learn consists of the student's engagement in school activities, allying effort and persistence in the learning process, which frequently associated with a successful learning (Sungar & Yardalen 2018). On the other hand, teacher self-efficacy beliefs may influence a student's performance in several ways, teacher self-efficacy beliefs are more likely, and teachers with low sense of self-efficacy implement detective innovation in the classroom (Carolide, & Sagone, 2014).

According to Tschannen-moran and Hoy (2001) defined motivation as the power that moves, sustains and direct a behaviour intended for the what of target. The perceptions of students on competence, cognitive strategy usage, skills and behaviour directed towards success are the structures of motivation and these structures influence the academic success of students (Bandura, 2006, 2001). The activity of a person which comes from his/her desire, wish personal interest and performance is considered an intrinsic motivation (Deci & Ryan, 2008). Extrinsic motivation allows a person to work in return of rewards or to avoid punishment (Cho, 2013). Intrinsic motivation is posited to have more effect on individual compared to extrinsic motivation. Intrinsic motivation expresses an activity of people who engaged in task on own sake without expecting any incentive in their act (Singh, 2011). Extrinsic motivation is also compulsory to enhance the interest in an activity in order to develop interest. The tangible rewards and other form of incentive motivate an individual extrinsically (Jane & Reeve 2012). Extrinsic motivation can be defined as, "it pertains to a wide variety of behaviors that are engaged in as a means to an end and not for their own sake" (Deci, 1975). Intrinsic motivation refers to being in an activity for itself, and the pleasure and satisfaction derived from participation (Deci, 1975). Intrinsic motivation towards accomplishment has been studied in developmental psychology as well as in educational research under concept such as mastery motivation (Dufin, 2010). Other researchers suggest that individual interact with the environment in order to feel competent, and to create unique accomplishments (Bernadwiski, Gelpi & parked 2018). Intrinsic motivation to experience stimulation take place when someone engages in an activity in order to experience stimulating sensations (aesthetic experiences, sensory pleasure, with fun and excitement) derived from one's engagement in the activity.

As such, most studies revealed that the most important reason of the success or failure of student stems from the teacher self-efficacy and the way knowledge is imparting to them. Therefore, this study investigated teachers' self-efficacy, motivation and academic performance of students in senior secondary school in Damaturu Metropolis, Yobe State Nigeria.

### **Purpose of the Study**

The purposes of this study are to determine the:

- relationship between student self-efficacy and academic performance of Senior Secondary school students in Damaturu Metropolis, Yobe State.
- relationship between teachers' motivation and academic performance of Senior Secondary school students in Damaturu Metropolis, Yobe State.

### **Research Hypotheses:**

The following null hypotheses were formulated and tested at 0.05 level of significance:

**HO<sub>1</sub>:** There is no significant relationship between teachers' self-efficacy and academic performance of students in senior secondary school in Damaturu Metropolis, Yobe State.

**HO<sub>2</sub>:** There is no significant relationship between teachers' motivation and academic performance of Senior Secondary school students in Damaturu Metropolis, Yobe State.

## **RESEARCH METHOD**

The research design adopted for this study was descriptive survey design. The population of this study covered all the senior secondary school teachers in Damaturu Metropolis, Yobe State. In all, there is a total number of 2,998 teachers spread across the 9 secondary schools (Ministry of Education Yobe State 2021). The sample size for this study was of 250 teachers selected using multistage sampling technique. First, lottery sampling techniques was used in selecting 6 schools out of the 9 senior secondary schools in Damaturu Metropolis Yobe State. Secondly, a proportionate sampling technique was employed to determine the proportion of teachers selected in each school due to disparity in their population. Lastly random sampling technique was employed to select the participants at school level through lucky dip method of "Yes or No".

The researchers adopted two instruments for data collection. The teacher sense of efficacy Scale developed by Tschannen-Moran & Hoy (2001). The long-scale consists of 18 items and is in 5-points likert-type while students' termly academic results record was used to measure the students' academic performance. In order to obtain content validity of the teacher sense of efficacy scale the questionnaire was revalidated by 3 experts from the department of Educational Psychology in Yobe State University. To determine the reliability of the instruments, a pilot testing was conducted by pre-testing it on 100 participants who were not part of the sampled participants by using test-retest method. The reliability for instrument was 0.94 after administering the instruments. The data collected for this study were analyzed using Pearson Product Moment Correlation (PPMC) to test all the hypothesis at 0.05 level of significant to determine the relationship between variables of the study.

## DATA ANALYSIS

**HO<sub>1</sub>:** There is no significant relationship between teachers' self-efficacy and academic performance of students in senior secondary school in Damaturu Metropolis, Yobe State.

**Table 1:** Correlational analysis between teachers' self-efficacy and academic performance of students in senior secondary school in Damaturu Metropolis, Yobe State.

Variables	N	Mean	SD	R	r <sup>2</sup>	p-value	LS
Teachers' Self-Efficacy	346	13.47	2.75				
				.710	0.504	0.002	0.05
Academic Performance	346	29.07	6.15				

Table 1 shows the correlational analysis between teachers' self-efficacy and academic performance of students in senior secondary school in Damaturu Metropolis, Yobe State. The hypothesis which states that there is no significant relationship between teachers' self-efficacy and academic performance of students in senior secondary school in Damaturu Metropolis, Yobe State was rejected this was based on the coefficient of correlation of .710 computed at level of significance 0.05. Since the calculated p-value of .002 is less than the p-value of .05, the null hypothesis is rejected. This indicates that there is a significant relationship between teachers' self-efficacy and academic performance of students in senior secondary schools in Damaturu, Yobe State.

**HO<sub>2</sub>:** There is no significant relationship between teachers' motivation and academic performance of senior secondary school students in Damaturu Metropolis, Yobe State.

**Table 2:** Correlational analysis between teachers' motivation and academic performance of students in senior secondary school in Damaturu Metropolis, Yobe State.

Variables	N	Mean	SD	R	r <sup>2</sup>	p-value	LS
Teachers' Motivation	346	15.35	4.37				
				.853	.0742	0.000	0.05
Academic Performance	346	29.07	6.15				

Table 2 shows the correlational analysis between teachers' motivation and academic performance of students in senior secondary schools in Damaturu Yobe state. The hypothesis which states that there is no significant relationship between teachers' motivation and academic performance of senior secondary school students in Damaturu Metropolis, Yobe State was rejected this was based on the coefficient of correlation of .853 computed at level of significance 0.05. Since the calculated p-value of .000 is less than the p-value of .05, the null hypothesis is rejected. This indicates that there is a significant relationship between significant relationship between teachers' motivation and academic performance of senior secondary school students in Damaturu Metropolis, Yobe state.

## **FINDINGS AND DISCUSSION**

The result from the first hypothesis revealed that there is positive relationship between teacher self-efficacy and academic performance of students. This suggests that teacher efficacy have higher impact on students' academic performance. The success of students' academic performance largely depends on the ability of the teacher capability to have confidence in his/her ability to deliver. Teachers with high sense of self-efficacy have the ability to impact knowledge to the students and manage the classroom properly which intern helps improving the learning ability of the students. This finding is in accord with previous research findings of Tschannen and Wodfolk, (2012), whose finding revealed that students' performance was higher in classroom of teacher who had more contact with their students in classroom and teacher with greater confidence in the effectiveness of education.

The result from hypothesis two revealed that there is positive relationship between teachers' motivation and academic performance of students. This suggest that, motivation of teachers and students in the teaching and learning process can direct behavior toward particular goals, leads to increase efforts and energy, enhance cognitive processing, increase imitation of and persistence in activities, determines what consequences are reinforcing and it can also lead to improved academic performance. This finding is also corroborated with the findings of Deci and Ryan (2008), in their study came out that motivated teachers always like for better ways to do their job, and as a result they are more productive.

### **Conclusion**

The present study was conducted on the influence of teacher self-efficacy, motivation and academic performance among senior secondary schools in Damaturu Metropolis Yobe State. Based on the results the study concludes that, teacher self- efficacy has higher impact on students' academic performance. The success of students' academic performance largely depends on the ability of the teacher capability to have confidence in his/her ability to deliver. Also, motivation of teachers and students in the teaching and learning process can direct behaviour toward particular goals, also extrinsic incentives, prizes and rewards have effect on intrinsic motivation. Therefore, improved teacher self-efficacy and motivation can result in improved teacher mental health and job satisfaction, and students' academic performance.

### **Recommendations**

Based on the findings of the study, it is recommended that:

1. Teachers with low self-efficacy should be sent for training to acquire more skills.
2. Government should formulate and implement policies that focus on teachers' motivation with the pillar for students' academic achievement.

3. Parents/guidance should support the teachers by motivating and encourage them through compiling with the school rules and regulations.
4. The school environment should be improved with better modern facilities such as synthetic board, e-resources and projectors.
5. The school environment should be improved with better modern facilities such as synthetic board, e-resources and projectors.

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