

Psychosocial Factors as Predictors of Academic Self-Efficacy among Secondary School Students in Osun State, Nigeria

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Abstract

This study assessed the level of academic self-efficacy of secondary school students in Osun State and how it can be affected by peer pressure, locus of control and extraversion. The study adopted descriptive study. Four scales; Eysenck Personality Inventory (EPI), Academic Locus of Control Scale (ALOCS), Peer Pressure Inventory (PPI) and Academic Self-efficacy Scale (ASS) were used to collect data from 595 students and data collected were analyzed using descriptive statistics. The findings revealed that there was a significant relationship between locus of control and students' academic self-efficacy ($r = 0.00094$, $p < .05$). The results further showed that there was a significant relationship between peer pressure and students' academic self-efficacy ($r = -0.431$, $p < .05$). There was no significant relationship between extraversion and students' academic self-efficacy ($r = 0.058$, $p > .05$). The results also showed that the interaction effect of locus of control, peer pressure and extraversion on students' academic self-efficacy was not statistically significant ($F_{(56, 82)} = 1.113$, $p > 0.05$). The study concluded that locus of control and peer pressure could enhance students' academic self-efficacy. The findings of this study provide information on how students will better develop their self-confidence for excellent academic performance. Students are better equipped to restructure their cognitive processes and develop positive attitude in their abilities to successfully complete their academic tasks regardless of the likely difficulty they might face. It is therefore recommended that, in order to enhance the level of students' academic self-efficacy from a lower or moderate level to a higher level, teachers should help in building up the confidence of students by giving more assignments and activities that will bring academically efficacious and inefficacious students together.

Keywords: psychosocial factors; locus of control; extraversion; predictors; academic self-efficacy

INTRODUCTION

Academic self-efficacy has been defined and discussed by many researchers such as Schunk and Pajares (2001) who gave a distinct and simple definition of academic self-efficacy as an individual's belief that he/she can successfully achieve a particular academic task at a designated level. The level of students' academic self-efficacy tends to explain how much conviction they will demonstrate and how long they will persist in the face of obstacles and frustrating experience they may encounter in their studies. This stems from the fact that there are hurdles to cross, hills to climb in a student's race to academic success or excellence, spanning from one level to another. Adeyemo (2007) postulated that life itself is a journey with transitional events and experience. Many times, these experiences may be frustrating for secondary school students as they transit to tertiary institutions. They may experience some problems generally in their education such as, how to perform better in their subjects, social life, relationship with peers, and in making the right career choice. However, Ugoji (2013) reported that there was an increase in poor academic achievement and lower academic self-efficacy among Nigerian students.

According to Ajayi (2012), one of the major problems facing the education system in Nigeria for instance is the abysmal failure of students in public examinations, particularly at the secondary level of education. Recently, the head of Nigeria National office of West African Examinations Council (WAEC) described the results of the Nov/Dec 2013 WASSCE as discouraging and worrisome (Sani, 2013). Thus, it may not be out of point to suggest that researches that seek to enhance student's academic self-efficacy could potentially contribute to improving students' academic performance and persistence in academic tasks.

According to Aremu (2009), the tendency to excel or succeed in any academic task is the function of the personal efforts the person puts into it. He further explained that the utility of personality and academic self-efficacy is yet to be thoroughly grounded in the literature, but a wealth of studies has established the correlation between personality traits and academic performance (Digman, 1990; Whipple, 1992; Eysenck, 1997; and Fayombo, (2010). Rindermann and Neubauer, (2001) and Chamorro and Furnham, (2003) reported, Neuroticism to be a negative predictor of academic performance and academic self-efficacy. Rothpaut and Young (2007) also

reported personality trait of extraversion having a positive influence on intimacy self-efficacy than introversion personality trait.

Based on Rotter's (1966), social learning theory, Morhead and Griffing (2004), defined locus of control as the extent to which individuals believe that their life circumstances are functions of their own actions or external factors beyond their control. Halpert and Hill, (2011) also defined locus of control as where an individual places the primary causation of events in his or her life. Locus of control falls on a continuum, with those who believe that their lives is largely controlled by outside forces (externals) falling on one end of the spectrum while those who believe that by and large they control their own lives (internals) falling on the other end.

Previous researches (Parker, 1999; Liu, Lavelle & Andri, 2000; and Qazi, 2009) have examined the relationship between locus of control and self-efficacy. Daun and Wiebe (2003) and Adedeji, Adeyinka & Olufemi (2009) emphasized the relationship between academics and locus of control adopting the Trice's (1985) academic locus of control scale. The major focus of this study was to find out if locus of control together with extraversion and peer pressure could predict students' academic self-efficacy.

The Big five personality traits were assessed by McCrae and Costa (1997); Conscientiousness, openness, Extraversion, Neuroticism and Agreeableness. The extraversion has long been recognized as one of the highest order of human personality. Recently, educational psychologists, counsellors and educational researchers alike have begun to show keen interest in the relationship between personality traits and students' academic self-efficacy, mostly to explain the level of students' academic self-efficacy based on the personality traits they possess.

As children mature, their sphere expands to include peers, teachers and schools (Bandura, 1994). As life increases in complexity and as they mature into adolescence, they are faced with new challenges. Omoteso (2010) further explained that, parental involvement decreases in the life of an adolescent in secondary school due to the fact that there is an increasing desire in them to seek support from their peers and the desire for independence grows in them. Hence, in their quest to seek support from peers, pressure may set in. Peer pressure has been defined differently across studies. Brown, clasen and Eicher (1986), defined peer pressure as the degree to which individuals feel pressure to act or think in certain way. While Robin and Johnson (1996) operationalized peer pressure as the extent to which behaviour among friends are correlated. Hence, peer

pressure may be defined as a direct or indirect encouragement from one's own age group to engage in activities that they may or may not want to engage in.

One positive predictor of student's persistence in academic task identified by researchers is academic self-efficacy. It has frequently been cited as an important component in academic success (Ugoji, 2013). Self-efficacy is the measure of an individual's confidence to successfully complete any given task. Academic self-efficacy is the self-efficacy belief that is formed specifically towards academic (as distinct from non-academic, general, social, emotional, or physical) domain (Bong and Skaalvik, 2003). Various empirical studies demonstrated interwoven relationship between academic self-efficacy and learning outcomes (Bouffarrd- Bourchard, 1991), Career Choice (Busch, 1995), general mental ability (Pajares and Kransler, 1995; Pajares, 1996), semester grade, classwork, quizzes, essay (Jinks and Morgan, 1999; Pintrinch and DeGroot, 1997), academic achievement (Aremu and Adika 2000; Adeyemo and Agokei, 2008), and curricular option (Adeyemo, 2001). Umoiyang (1999) also found a correlation between study habit and academic self-efficacy. Chermers, Hu and Gracia (2001) and Bembenutty (2007) also found a positive relationship between academic self-efficacy and academic achievement. He concluded that academic self-efficacious students tend to work harder, persist longer, and achieve at a higher level when they encounter difficulties.

Aboma (2009) examined the relationship between self-efficacy and academic achievement of students at different levels of education. He documented that students could either possess a high, low or mild level of academic self-efficacy, and students with higher level of academic self-efficacy have significantly higher academic performance compared to their counterparts who are low in academic self-efficacy.

The social learning and social cognitive theories by Bandura and Rotter emphasized the fact that individuals learn or gather information through imitation, modeling and their observation of others. This implies that a student could be able to carry out a task that he/she once saw as difficult just by observing their peers carry out the same peer. The theories also imply that an individual develops his/her personality and learning through his/her interaction with the environment. Human beings are the product of the events in their lives. This suggests that most of our actions are as a result of what we observed in others.

Statement of the Problem

Considering the results of students in both WASSCE and SSCE in the recent years, one can state that the standard of education in Nigeria is taking a backward

slide daily. The percentage of students that passes is falling year after year, while the number of students re-enrolling for the examination keeps increasing yearly. This is to the dissatisfaction of parents, teachers, counsellors, educational psychologists and other stakeholders of education.

Many factors such as parental involvement, interest in schooling, study habits, and career aspirations have been studied as affecting students' academic self-efficacy. They have been examined independently and their influences on performance have been reported based on the influence of each factor. The psychological and sociological factors affecting academic self-efficacy are considered in this study. Based on the background information and literature, little empirical effort has been done in order to research on the interaction effect of all the psychosocial factors as they affect students' academic self-efficacy.

It is therefore necessary to address the current gap in the relationship of these factors with students' academic self-efficacy while examining the interaction effects of these predictors (locus of control, peer pressure, and extraversion) on the academic self-efficacy of secondary school students in Osun-State; hence this study.

Objectives of the Study

The purpose of this study was to investigate the relationship between the psychosocial factors and the academic self-efficacy of secondary school students in Osun-State. The specific objectives were to;

- i. assess the level of academic self-efficacy of secondary school students in Osun State,
- ii. investigate the relationship between students' academic self-efficacy and each of locus of control, peer pressure, and extraversion,
- iii. examine the interaction effects of some predictors (locus of control, peer pressure, and extraversion) on the academic self-efficacy of secondary school students in Osun State,

Hypotheses

- i. There is no significant relationship between locus of control and students' academic self-efficacy.
- ii. There is no significant relationship between peer pressure and students' academic self-efficacy.
- iii. There is no significant relationship between extraversion and students' academic self-efficacy.
- iv. There is no significant interaction effect of locus of control, peer pressure and extraversion on students' academic self-efficacy.

Significance of the Study

The maxim "once beaten, twice shy" explains the attitude some of these students develop once they fail

in their academics. For instance, a student who has failed once might lose all of his/her confidence to ever perform excellently in examinations in the future. Most of these students, who, due to the failures of the past, have lost confidence in themselves and their academics and they may go with this mind set all through their lives which may affect their future performances. Hence, the findings of this article will help teachers, counsellors, psychologists and stakeholders alike in determining what is responsible for the low level of academic self-efficacy that is prevalent among secondary school students and to proffer ample solution. It will also help students to develop their self-confidence for excellent academic performance.

METHODOLOGY

The study adopted a descriptive survey research design. The population for the study consisted of delete secondary school students in Osun State. A sample of 595 respondents was selected using multi-stage sampling procedure. Six local government areas (LGAs) were randomly selected from the 30 LGAs of the state. Ten secondary schools were randomly selected from each of the selected LGAs. Ten students were conveniently selected from the purposively selected Senior Secondary Class 3 (the most senior class of the senior secondary school) from each of the schools. The students in this class were selected because it was assumed that the students should be able to attend to the items in the questionnaire without much supervision, and it was also believed that their academic self-efficacy should have been stabilized at this level than in their early classes. One instrument titled "Questionnaire on Psychosocial Factors and Predictors of Academic self-efficacy was used to collect data for the study. The instrument contained four adapted scales which are Eysenck Personality Inventory, Academic Locus of Control Scale, Peer Pressure Inventory and Academic Self-efficacy Scale. These scales were adapted from Popoola (2004), Ajala (2012), Adedeji, Adeyinka, and Olufemi (2009), Santor, Messervey, and Kusumakar (2000), and Adeyemo (2007). The instrument was ascertained to be valid and reliable. Each of the scales was subjected to a test re-test method of reliability which yielded correlation coefficients of 0.83, 0.80, 0.81 and 0.78 respectively.

RESULTS

Academic Self Efficacy

Academic Self-efficacy Scale (ASS) was scored in a way that "Strongly Agree" was scored 4, "Agree", 3, "Disagree", 2 and "Strongly Disagree", 1. The resulting scores of each respondent were cumulated and used to constitute a measure of the level of academic self-efficacy. The group mean score and standard deviation score on the academic self-efficacy scale were 55.57 and 5.15 respectively. The minimum and maximum scores were 31 and 77

respectively. This measure was then categorized in such a way that those students whose scores ranged between the minimum score (31) and a score that is one standard deviation less than the group mean (31 and 50) is classified to be having low academic self-efficacy while a student with a score that ranged between 51 and 60 is classified as having moderate

Table 1: Level of students' academic self-efficacy

academic self-efficacy and a student with a score that ranged between the group mean plus one standard deviation and the maximum obtainable score (61 to 77) is classified as having high academic self-efficacy. Table 1 answers the research question.

Students' Academic Self-efficacy	Frequency	Percent
Low	116	19.5
Moderate	393	66.1
High	86	14.4
Total	595	100.0

Table 1 shows the level of students' academic self-efficacy. The Table reveals that 19.5% of the students demonstrated low academic self-efficacy. 66.1% were classified as having moderate academic self-efficacy while only 14.4% were identified to be having high academic self-efficacy.

Table 2: Students' academic self-efficacy level based on sex and age

Age	Students' Academic Self-efficacy Level			Total
	Low	Moderate	High	
10-15	24 (4.03%)	84 (14.14%)	18 (3.03%)	126 (21.17%)
16-20	92 (15.46%)	303 (51.01%)	68 (11.45%)	463 (77.81%)
21-25	1 (0.17%)	5 (0.84%)	0	6 (1.01%)
Total	117 (19.66%)	392 (65.88%)	86 (14.45%)	595 (100%)
Sex				
Female	61 (10.25%)	193(32.44%)	49 (8.24%)	303 (50.52%)
Male	46 (7.73%)	174 (29.24%)	32 (5.38%)	252 (42.35%)
Uncertain	9 (1.15%)	26 (4.37%)	5 (0.84%)	40 (6.72%)
Total	116 (19.50%)	393 (66.05%)	86 (14.45%)	595 (100%)

Table 2 shows that the highest percentage (65.88%) of the three age groups (10-15, 16-20 and 21-25 years) considered in this study were classified to be having moderate academic self-efficacy. The Table also shows that while 14.46% of age groups 10-15 and 16-20 years had high academic self-efficacy, no high academic self-efficacy was recorded in the age group 21-25 years. The same trend of highest percentage having moderate academic self-efficacy was obtained based on students' sex.

Table 3 shows that there was statistically significant positive correlation between academic self-efficacy and locus of control (N = 595, r = .00094 p < 0.05). This finding suggests that the more internal a students' locus of control, the better his/her academic self-efficacy. The null hypothesis is therefore rejected. The alternate hypothesis that there is a significant positive relationship between locus of control and academic self-efficacy is accepted.

Relationship Between Locus of Control and Academic Self-Efficacy

Trice's Academic Locus of Control was scored, and the respondents' total score on the scale were correlated with the score obtained in academic self-efficacy using Pearson product moment correlation statistics. The results are presented in Table 3.

Relationship Between Peer Pressure and Academic Self-Efficacy

To test this, students' responses to Peer Pressure Inventory (PPI) were scored and the sum of scores of each respondent was used to determine the degree at which they were influenced by peer pressure. On the peer pressure scale the minimum and maximum scores obtained were 10 and 47 respectively with a mean of 23.30 and standard deviation of 7.51. The degree of peer pressure experienced was then cross-tabulated with students' levels of academic self-efficacy using Pearson Product Moment Correlation statistics to determine the relationship between peer pressure and students' academic self-efficacy. The results are presented in Table 4.

Table 3: Correlation Analysis between Locus of Control and students' Academic Self-efficacy

Variables	N	sd	R	P
Academic self-efficacy/Locus of control	595	0.581	.00094*	p < 0.05
	595	3.158		

*significant at 0.05 level

Table 4: Correlation Analysis between Peer Pressure and Student’s Academic Self-efficacy

Variables	N	sd	r	P
Academic self-efficacy/Peer pressure	595	6.442	-0.431*	p < 0.05
	595	7.510		

The correlation ($r = -0.431$; $p < 0.05$) shows that there is a significant but negatively related relationship between peer pressure and students’ academic self-efficacy. The finding of this study implies that peer pressure plays a significant role in determining students’ academic self-efficacy. Thus, the null hypothesis which states that there is no significant relationship between peer pressure and students’ academic self-efficacy is rejected.

Relationship Between Extraversion And Academic Self-Efficacy

Students’ responses to Eysenck Personality Inventory (EPI) was scored and the sum of scores of each respondent was used to determine their personality type. On the scale the minimum and maximum scores obtained were 0 and 24 respectively. Individuals with a score that ranged between 0 and 11 were classified to be introverts while individuals with a score that ranged between 12 and 24 were classified to be extroverts. The personality types (Extraversion-Introversion) were then correlated with students’ academic self-efficacy

Table 5: Correlation Analysis between Extraversion-Introversion and Student’s Academic Self-efficacy

Variables	N	Sd	r	P
Academic self-efficacy/Extraversion-Introversion	595	6.442	0.058	p > 0.05
	595	3.534		

Table 5 shows that the correlation coefficient (r) between extraversion and students’ academic self-efficacy is .058 ($N = 595$, $r = 0.058$ $p > 0.05$). This value is not significant at 0.05 probability level. This result suggests that there is no significant relationship between extraversion and students’ academic self-efficacy. This finding implies that being an extrovert or introvert does not necessarily have a relationship with students’ academic self-efficacy. The stated null hypothesis is therefore accepted.

Interaction Effect Of Locus Of Control, Peer Pressure And Extraversion On Academic Self-Efficacy

Students’ scores in Academic Self-efficacy Scale (ASS) and scores in Academic Locus of Control Scale, Peer Pressure Inventory and Eysenck Personality Inventory were compiled and analysed using Two-way ANOVA in order to determine the interaction effect of these psychological variables on students’ academic self-efficacy. The results are as presented in Table 6.

Table 6: A Two-way ANOVA showing the interaction effects of Locus of Control, Peer pressure and Extraversion on Students’ Academic Self-efficacy

Source of Variation	SS	df	MS	F	P
Corrected Model	21339.642 ^a	518	41.196	.949	.639
Intercept	335035.770	1	335035.770	7714.227	.000
Locus	197.911	19	10.416	.240	1.000
Peer pressure	2504.626	36	69.573	1.602	.041
Extraversion	510.419	15	34.028	.783	.692
locus * peer pressure	5037.874	131	38.457	.885	.735
locus * extraversion	2808.581	62	45.300	1.043	.426
peer * extraversion	4864.774	111	43.827	1.009	.487
locus * peer * extraversion	2707.614	56	48.350	1.113	.325
Error	3344.187	77	43.431		
Total	1827230.000	595			
Corrected Total	24683.829	594			

- a. Predictors: (Constant), Extraversion, Locus of Control score, Students’ Peer Pressure Score
- b. Dependent Variable: Student’s Academic Self-Efficacy Score

Table 6 shows that the interaction effect of locus of control, peer pressure and extraversion on students’ academic self-efficacy was not statistically significant, $F_{(56, 82)} = 1.113$, $p = .325$. This result suggests that there is no significant interaction effect of locus of control, peer pressure and extraversion on students’ academic self-efficacy. This result also implies that students’ academic self-efficacy does not

depend on the interaction effect of students’ locus of control, peer pressure and extraversion.

A further analysis was carried out to determine if locus of control, peer pressure and extraversion would predict students’ academic self-efficacy using a multiple regression statistical method. The results are presented in Table 7.

Table 7: Summary of Multiple Regression Analysis on the Predictive Contributions of Independent Variables to Students' Academic Self-efficacy

Variables	R	R Square	Adjusted R Square	Std. Error of the Estimate	F	P
Locus of Control Peer Pressure Extraversion	.136	.018	.014	6.39846	3.742	.323

a. Predictors: (Constant), Locus of Control, Peer Pressure, Extraversion

b. Dependent Variable: Academic self-efficacy.

Table 7 shows that using the three independent variables (Locus of control, peer pressure and extraversion) to predict students' academic self-efficacy yield a coefficient of multiple regression (R) of .136, a multiple correlation square (R^2) of .018 and a P value of .323. These values are not statistically significant at 0.05 level. This implies that the combination of locus of control, peer pressure and extraversion is not adequate in predicting students' academic self-efficacy.

DISCUSSION

The results show that most of the secondary school students in Osun State possessed low and moderate levels of academic self-efficacy while just a few of the students possessed a high level of academic self-efficacy. These findings corroborate Aboma's (2009) observation. There is evidence from the results that they had little or moderate confidence in their capacity to carry out task(s) which can result in total avoidance of academic related tasks. Low aspirations and weak commitment to academic goals cannot be far-fetched among these students. This buttresses the point raised by Wernersbach (2011) that academically underprepared students demonstrate significantly lower levels of academic self-efficacy. This finding also supports Ugoji (2013), who reported that there was an increase in low academic self-efficacy among Nigerian students. According to Ugoji, students with a higher level of academic self-efficacy would have significantly higher academic performance and vice versa. This also suggests that these students are more likely to persevere in the face of failure because of their beliefs in their abilities. No wonder, most of these students perform poorly in SSCE and consequently fail to make at least a credit pass in the five statutory subjects required for admission into tertiary institutions. One can then infer that students' level of academic self-efficacy may increase or decline from either higher level to lower level or from moderate level to lower level or even from lower level to higher level if the right psychosocial factors set in.

Another finding of this study is that female students possessed higher academic self-efficacy than their male counterparts. One can deduce from the analysis that female students have greater ability to carry out academic related tasks and they invest more efforts in seemingly difficult tasks than male students. This

finding is in contrast with the findings of Abesha (2012), who found male students possessing significantly higher academic self-efficacy than female students. This finding is also at variance with Abebayehu (1998) who reported that about half of the female students that were admitted to higher institutions in Ethiopia in a certain year could not complete their academics due to low academic self-efficacy and some other academic and non-academic factors. Therefore, one can suggest that the reason for the variance in these results could be due to the cultural differences or locations as to where these two researches were conducted.

This study also found a significant relationship between students' academic self-efficacy and locus of control. From the results, it was discovered that most of the students possessed external locus of control. This relates to the fact that most of the students attributed their academic success to luck, fate or some other external power. A few of them tended towards internality in the attribution of their academic success. This also implies that the more internal a students' locus of control, the better his/her academic self-efficacy, to enhance performance. This is consistent with the views of Daniel (1992), Coleman and Deleire (2000), Qazi (2009), and Nuga (2013) who found out that locus of control has significant relationship with self-efficacy. Daniel (1992) also demonstrated that locus of control and academic self-efficacy are related concepts.

Another major finding of this study was at variance to one of the hypotheses raised that there was no significant relationship between students' academic self-efficacy and peer pressure. The results showed that peer pressure had a positive and a significant relationship with students' academic self-efficacy. From this result, it can be suggested that the more pressure a student gets from his or peers, the more influence it has on his or her academic self-efficacy to either possess a high, moderate or low academic self-efficacy. This connotes that the higher the peer pressure, the lower the level of students' academic self-efficacy. This indicates that the value for peers or friends could either make or mar a student's academic performance thereby determining the level of the academic self-efficacy he/she is likely to possess. A student that is often pushed by peers to skip classes in school will automatically possess low academic self-efficacy which will in turn result to

poor academic performance. The good side of it is that if a low academic self-efficacious student moves closer to peers who are academically motivated and has a higher academic self-efficacy, then he/she will likely get influenced positively by these peers and this will automatically improve his/her academic self-efficacy and vice versa. Also, according to Steinberg, Brown, and Dornbusch (1996), peer pressure rises the more between ages 12 and 16 years. This point was confirmed in this study as most of the students that felt more peer pressure were within this same age range of 10-15 years.

On the other hand, results of this study indicated that there was no significant relationship between extraversion and students' academic self-efficacy. It implies that the level of academic self-efficacy cannot be explained based on the personality trait they possess. Many of the students possessed an extrovert personality trait which did not actually have a significant relationship with academic self-efficacy. Naturally, students with extraversion domain of personality could be more positive to their academics than students that are introverts. This finding is in consonance with Aremu (2009) who found no significant relationship between extraversion and academic self-efficacy but found a significant relationship between neuroticism and academic self-efficacy. The reason for the insignificant and negative relationship between academic self-efficacy and extraversion found in this result could be because extraversion as a personality trait was single-handedly picked from the Big Five Factor to correlate with academic self-efficacy unlike Aremu (2009) who studied all the personality traits in the Big Five Factor with academic self-efficacy, and eventually found a significant relationship between students' academic self-efficacy and the Big Five Factor. There is also a little similarity in this result and the findings of Rindermann & Neubauer (2001) who found out that neuroticism is a negative predictor of academic performance and academic self-efficacy alike.

It was also hypothesized that there was no significant interaction effect of locus of control, peer pressure and extraversion on students' academic self-efficacy. It is therefore noteworthy that locus of control stands out of the three independent variables tested. Locus of control had the strongest influence on students' academic self-efficacy of all the psychosocial factors that were tested in this research. Each of the psychosocial factors had a relationship with academic self-efficacy except extraversion. However, the joint effect of the three variables on academic self-efficacy was not significant. This means that if the level of a students' academic self-efficacy would change from low to high, the psychosocial factors (locus of control, peer pressure and extraversion) that could propel the change might not necessarily be just the combination of only these three psychosocial factors.

Some other factors like parenting styles, study habit, career aspirations, class size and interest in schooling and so on might be included to cause the change.

CONCLUSION

Locus of control and peer pressure could enhance students' academic self-efficacy while extraversion did not. The study also concluded that students' academic self-efficacy did not depend on the interaction effect of locus of control, peer pressure and extraversion.

RECOMMENDATIONS

Based on the findings derived from this study, it is therefore recommended that, in order to enhance the level of students' academic self-efficacy from a lower or moderate level to a higher level, teachers should help in building up the confidence of students by giving more assignments and activities that will bring academically efficacious and academically inefficacious students together. Team work should be enhanced.

- i. Fear of failure and test anxiety are typical of lower academic self-efficacy which will eventually lead to failure in itself. Students should therefore be sensitized to focus more on the goal ahead instead of looking at the present negative circumstance.
- ii. Parents, teachers, and counsellors alike should endeavour to incorporate moral talks in classroom teachings and counselling sections in order to enhance good character in the students. This will definitely be passed on to their peers. And this might go a long way in developing positive attitude in the students.
- iii. Teachers should help guide students towards facts discovery and positive relationship with their peers as these are some of the strategies that could enhance motivation and self-esteem in students.
- iv. Teachers should try to desist from passing wrong, demeaning comments and undue criticisms on student's academic performance publicly, as this might kill the morale of this student and eventually lead to lack of confidence in his/her abilities.
- v. There is a need for students to develop the internal aspect of locus of control so that they can always attribute success to their own efforts and abilities other than to some external forces like chance, fate, teachers' inadequacies and luck. To achieve this, teachers should teach students how to individually sit and study, plan goals, and make good career choices.
- vi. School counsellors should counsel students on the need to develop higher academic self-efficacy other than just stopping at the moderate level, as the higher level would bring about excellent results in their academics and help them throughout their life endeavours.

LIMITATION OF THE STUDY

A limitation of this study is that the researcher was not able to use the 600 students that were initially proposed for this study because some copies of the questionnaire had to be rejected due to the fact that they were not properly completed by the respondents. Some of the respondents also gave incomplete responses in some sections of the questionnaire.

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