



## **RELATIONSHIP BETWEEN SELF-EFFICACY BELIEF AND ACADEMIC ACHIEVEMENT OF DISTANCE LEARNERS IN NATIONAL TEACHERS INSTITUTE (NTI) ADAMAWA STATE, NIGERIA**

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### **ABSTRACT**

*This study assessed relationship between self-efficacy and academic achievement of National Teachers Institute (NTI) Nigeria Certificate in Education distance learners in Adamawa State, Nigeria. The study tested one hypothesis: There is no significant relationship between self efficacy belief and academic achievement of learners. All NCE learners of Adamawa State NTI distance learning centres for 2011/2012 academic session with a total of seven hundred and sixty eight (768) students were used as the population while 636 distance learners who returned their questionnaire formed the sample for the study. Two types of instruments were used for data collection in this study. They were the Learners Self-Efficacy Questionnaire (LSQ) and Achievement Data Format (ACDF). The ACDF contains Grade Points of each candidate for the end of semester examinations. Pearson Product Moment Correlation was used for testing the hypothesis. The study revealed that there was no significant relationship between learners' self-efficacy and academic achievement.*

**Keywords:** Self-efficacy belief, Academic achievement, Distance learners, National teachers institute, Nigeria certificate of education.

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### **1. INTRODUCTION**

Distance education is seen as the various methods by which a variety of media and technologies are used to provide and/or improve access to good quality education to a large number of people. This is because the learners either missed the opportunity earlier in life or because their present socio-economic and family circumstances could not permit them to acquire education through the conventional school system (Federal Ministry of Education, 2002).

Unlike students of the conventional institutions who are just going through the formal education ladder, learners of distance education are adults of various social status, background and responsibilities. As such, distance education learners as adults enrol in distance learning programmes with specific mission and objectives. Therefore, motivation and self-efficacy may be key factors in the academic achievement of distance learners. The National Teachers Institute (NTI) is the only organization outside the University system that is permitted to run distance education at a tertiary level in Nigeria. Its entire institutional goals and infrastructure has been built expressly to support delivery of distance education programmes to improve and upgrade the quality of teachers. The learners make maximum use of independent learning though they occasionally take courses at designated centres in various parts of the country. In Adamawa State, Nigeria, there are five of such designated centres located (one each in the State's five education zones. Academic achievement is often found to be associated with level of learners' self-efficacy (Pintrich and Groot, 1990). Human achievements depend on interactions between one's behaviours, personal factors (like thoughts, beliefs) and environmental conditions (Bandura, 1986; Bandura, 1997). According to Zimmerman *et al.* (1992), self efficacy has positive effects on student achievement. Self-efficacy is a strong predictor of academic performance (Multon *et al.*, 1991) reports. Self-efficacy is related both to academic performance ( $r=.38$ ) and to persistence ( $r=.34$ ). Self efficacy beliefs have positive effect on learning (Pintrich and Groot, 1990). These studies were carried outside Nigeria. Could the situation be the same in Nigeria? Therefore the objective of this study is to.

### 1.1. Objectives of the Study

The objectives of the study were to:

- i) determine the relationship between self-efficacy and academic achievement of learners of NTI distance learning centres in Adamawa State, Nigeria.

### 1.2. Hypothesis

The study tested the following hypothesis:

H<sub>0</sub>1: There is no significant relationship between self efficacy and NTI distance learners' academic achievement in Adamawa State.

## 2. METHODOLOGY

The design for this study is survey / correlational design. This is a survey of self-efficacy beliefs and academic achievement of NTI distance learners in Adamawa State. The population for the study comprised 636 Nigeria Certificate of Education (NCE) learners organized by the National Teachers' Institute (NTI). The whole population was used as sample for the study. Adamawa has five NTI distance learning centres offering NCE by distance learning system (DLS). The population of the study comprised all candidates registered and pursuing their various subjects at the centres. All the NCE learners in NCE 1, 2, 3 and 4 at the time of the

administration of the questionnaire formed the target population. Two instruments were developed by the researcher to collect data for the study. They were the Learner Self-Efficacy Questionnaire (LSQ) and Achievement Data Format. LSQ is a 5-point Likert type questionnaire with 10 items that requires options ranging from Strongly Agreed (SA) to Strongly Disagreed (SD). The instruments were validated by experts. The LSQ had a test re-test reliability of 0.76. The second instrument which was known as Achievement Data Format (ACDF) which was designed by the researcher contained provision for information on each candidate who sat for the 2011/2012 examinations in both the first and second semester examinations. The ACDF were given to NTI centre managers (coordinators) who supplied the needed information on each candidate who participated in the 2011/2012 examinations in both the first and second semester examinations. The researcher distributed 768 copies of questionnaire and recovered 636 which was used for the study. The hypothesis was tested using Pearson Product Moment Correlation.

### 3. RESULTS

**Hypothesis 1:** There is no significant relationship between self-efficacy and distance learners' academic achievements in Adamawa State.

**Table-1.** Relationship between self-efficacy and distance learners' academic achievements in Adamawa State

		Self-Efficacy	GPTD
Self-Efficacy	Pearson Correlation	1	.058
	Sig. (2 tailed)		.399
	N	211	210
GPTD	Pearson Correlation	.058	1
	Sig. (2 tailed)	.399	
	N	210	762

Source: Fieldwork, 2014-08-27

The result of hypothesis 1 shows that the strength of the relationship between self-efficacy and GPTD is very weak at 5% despite the fact that it is positive. The other aspect of the analysis is that the probability value (0.399) lies outside the acceptable limit of 5%, this implies that since the correlation probability is greater than 5%, we therefore accept the null hypothesis that self-efficacy and the learners' achievement has no significant correlation.

### 4. DISCUSSION

The result shows a positive correlation with a probability value of 0.399. This value lies outside the acceptable limit of 5% showing correlation probability to be greater than 0.05 hence we accept the null hypothesis which states that self-efficacy and NTI distance learners academic achievement in Adamawa state has no significant correlation. This finding does not agree with the findings of other studies. For example, the findings of Pintrich and Groot (1990), Zimmerman *et al.* (1992), Pajares and Miller (1994) all show that self efficacy beliefs have positive effect on students achievement. Pintrich and De Groot for example, reported that academic self-efficacy positively correlated with various outcome measures such as grades, scores on examinations and work performance. The learners' response on self-efficacy items were in the

positive but their grade point to date contained on the end of year results shows that though they express self confidence in doing well, the outcome of their work is not so. It could be that they overrated themselves; or probably conditions under which they are taught and learn are adverse which could have affected their performance adversely. Achievement could be affected by some other variables such as teaching learning materials, availability and efficiency of ICT facilities, physical conditions of contact centres and teaching quality. According to Coleman and Hammen (1974) an individual's self concept has three components, namely self identity, self esteem and self ideal. Self identity is an individual's perception of who he is, a self description of himself in relation to environmental experiences. Self esteem refers to an individual's perception of his worth and adequacy intellectually, socially and physically. Self ideal refers to an individual's image of what he should be. Thus, self efficacy is a component of self esteem. Coleman and Hammen (1974) asserts that self concept, an individual's self evaluation, does not always reflect the individual's real worth as some discrepancy does exist between one's real self and ideal self. Therefore, positive self efficacy reported by the adult learners in this study as against their low academic achievement could suggest a discrepancy between their real and ideal self concepts. A variety of factors influence academic achievement: socio-economic status (Schunk, 1983); learning styles (Covington, 1992); motivation (Deci and Ryan, 1985); school related factors (Ogunniyi, 1996); and social behaviour (Mac-Lever *et al.*, 2001). The finding could also be explained in terms of the fact that both self concept and achievement have much to do with environmental factors, conditions and experiences. Given that an individual's self concept, in this case self efficacy is a reflection of his real worth, if the conditions and facilities under which teaching and learning are conducted are inadequate or unsuitable, academic achievement would be adversely affected. Adamawa State of Nigeria is in the North East region of Nigeria which is among the educationally disadvantaged regions of the country. Educational infrastructure and facilities are inadequate, teachers need better training and retraining and many parents, due to cultural factors, withhold their children from school. The social environment, as well as, the physical environment of distance learning in this region are not learner friendly. This could account for the finding of this study - Positive self efficacy but low academic achievement among distance learners of the National Teachers Institute in Adamawa State Nigeria.

In relation to the social environment as it affects teaching and learning, the North East region of Nigeria has been facing serious security challenges posed by the "Boko Haram" insurgency which among others have attacked educational institutions and killed teachers and students. In this situation, teachers and students conduct teaching and learning under constant fear and threats and attacks. In April this year, over 200 school girls writing their final year examinations were abducted in Chibok, a town in Borno State in the North East region of Nigeria! Till date the whereabouts of the abducted schoolgirls are not known. Academic achievement under such conditions must severely be hindered and could explain the low academic achievement of distance learners in the region.

## 5. CONCLUSION

The study assessed the relationship between self efficacy and achievement of NTI distance learners in Adamawa State, Nigeria. From the study, it could be concluded that, self-efficacy and NTI distance learners academic achievement in Adamawa state has no significant correlation

unlike what other studies outside Nigeria have reported. It is suggested that there is need for further studies in this area to explore the conditions under which distance learning programme in the North East-Nigeria is conducted.

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