Discovery, 2(4), October 1, 2012 RESEARCH

ISSN 2278–5469 EISSN 2278–5450

Discovery

Teachers' self-efficacy as correlates of secondary school students' academic achievement in southwestern Nigeria

Emmanuel O. Adu[1☼], Ruramayi Tadu[2], Ifeoma Eze[3]

1.Dean, Faculty of Education, BA ISAGO University College. Botswana. emmanuel.adu@baisago.co.bw, solaadu2002@yahoo.ca Ph: +267 71779202
2.Executive Dean, BA ISAGO University College. Botswana, E-mail: ruramayi.tadu@baisago.co.bw, Ph: +267 74639898
3.Lecturer; BA ISAGO University College. Botswana Ifyann.eze@gmail.com

☼Corresponding author: Private Bag 149 Suite # 268, Kgale view post, Net Gaborone, Botswana emmanuel.adu@baisago.co.bw, Ph: +267 71779202

Publication History
Received: 06 August 2012
Accepted: 21 September 2012
Published: 1 October 2012

Citation
Emmanuel O. Adu, Ruramayi Tadu, Ifeoma Eze. Teachers' self-efficacy as correlates of secondary school students' academic achievement in southwestern Nigeria. *Discovery*, 2012, 2(4), 8-16

General Note
Article is recommended to print as color digital version in recycled paper.

ABSTRACT

A school is a complex subculture within the larger society. It possesses its own culture that influences both teachers and students' behaviour towards achieving the educational goals. Secondary schools has recorded poor performance in recent times in public examinations. Several studies have been carried out on teachers, students, schools and home factors, but not much have been done on school culture and students' academic performance. This study, therefore, examined the influence of teachers' self-efficacy on students' academic performance in selected secondary school subjects in Southwestern Nigeria. The study adopted the descriptive survey design of *ex-post facto* type. The study population comprised of teachers, and students of secondary schools in Southwestern Nigeria. A multi-stage random sampling technique was used to select a sample of 61 schools, 1,612 teachers and 5,100 students for the study. Teachers' Self-Efficacy Questionnaire for Teachers (r = 0.94), and Students' Achievement Test (English Language, r = 0.81; Mathematics, r = 0.86; Economics, r = 0.74; Government, r = 0.66; Biology, r = 0.69) were used to collect data for the study. One hypothesis was tested at 0.05 level of significance. Data were analyzed using descriptive and inferential analyses. The result showed that there was positive relationship between teachers' self-efficacy and students' academic

performance (r = 0.38; P < 0.05). Hence, school culture (Teacher self-efficacy) was a potent predictorof improving students' academic performance in selected secondary school subjects. Therefore, secondary school principals should encourage teachers' self-efficacy their schools.

Keywords: School culture, Teachers' self-efficacy, Academic performance.

Abbreviations: GDP - Gross Domestic Product; OECD -Organization for Economic Cooperation and Development; WAEC - West African Examinations Council; NECO - National Examination Council.

1. INTRODUCTION

1.1. Background to the Study

There is no gain saying the fact that a sound secondary education is pivotal to a meaningful development of our youths who are the respective leaders of tomorrow. As a matter of fact the learning and nurturing that occurred during these years have a profound impact on each student's opportunities for the future; and the quality of each student's education at the secondary school level has much to do with the course and quality of his/her life as an adult. Besides, secondary schools are also elaborate, complex mini-societies whose internal organizational structures have a direct impact on the lives of the individuals, and groups of individuals who inhabit them (Lee et al., 1993). In addition to their formal organizational structures, secondary schools are equally inherent cultural entities replete with amazing arrays of artifacts, rituals, and rites of passage all of which impact directly on the manner in which their inhabitants negotiate the terms of their existence within those institutions (Hemmings, 2000; Hoffman, 2003). The degree of success with which these negotiations are concluded has a significant effect on participants' long-term success, or lack thereof, within those walls (Phelan et al., 1991; Hemmings, 2000).

Little wonder that education is a major undertaking of governments around the world. It accounts for a substantial proportion of public and private expenditure, averaging around 4% of Gross Domestic Product (GDP) in Organization for Economic Cooperation and Development (OECD) countries. Hence, in return for this investment, high hopes are held for education as an instrument of social and economic policy for the betterment of individual, community and national well-being, (Hill et al., 1995). Conventionally, secondary schools' students are expected to vie for a place in any of the tertiary institutions after the completion of their studies, while the set standard requirement from them to enter any of the tertiary institutions in the country is "5 credits" from a minimum of seven (7) subjects to be registered for in any public examinations like West African Examinations Council (WAEC) and National Examination Council (NECO). Expectedly, English Language, being the lingua franca of the country is believed to be so vital because, it is the only recognized mode of instructional communication in the tertiary institutions except for the students in the Language Departments that can apply their language of study where necessary. English Language was so crucial that even in some indigenous language departments like Yoruba, Language department, Igbo Language department and Hausa Language department, some Universities still make it mandatory that students' undergraduate project must be written in English Language. A student who is deficient in this subject is assumed unlikely to do well in the academic work - both in oral and written form as expected by the tertiary institution regulations.

Mathematics is equally ranked among the prerequisite subjects because today there is no course in our educational institutions that will not require a student to do some statistical applications and analysis whether during the course of group work, term-papers writing or when writing their undergraduate projects. A student who is deficient in this subject is assumed may not be able to showcase his/her academic work in a simple statistical format which is the internationally recognized mode of presentation. The other three subjects required of any student to enter the tertiary institution of his/her choice depends on the student's course of study, that is whether he/she is pursuing a Science based, Art based or Social Science based course. Table 1 showed the percentage of candidates who obtained credit passes in at least five subjects including English Language and Mathematics in May/June WASSCE between 2001 and 2008 reflected the fact that the rate of failure was alarming. Less than 20% of students who sat for WAEC examinations during the years under review had "5 credits" including English Language and Mathematics in their results, except in the year 2007 when the pass rate was 25.54%.

Considering the above scenario, the extent to which secondary schools have performed in producing students for higher education in Nigeria cannot said to be satisfactory. This is particularly disturbing when it was realized that one of the broad aims of secondary education stated in the National Policy of Education (Federal Republic of Nigeria, 2004), was preparation of students for higher education. The enormous importance universally attached to education especially at secondary school level has continued to attract a lot of researchers into examining factors influencing secondary schools' effectiveness and students' academic performance. Studies have shown that the issue of students' academic performance is directly connected to the educational process, school administration, curriculum design and to a functional school system (Ezekiel, 1994). Ukeje (1995) has argued that we should concern ourselves more with the quality of education provided which had definitely declined, but, Fafunwa (1998) a former Federal Minister of Education, and one of the leading educationist in Nigeria, has consistently held the view that standards in education have not declined, rather the expectations have changed as more people participate in education enterprise as teachers, students, examiners, employers, administrators and parents. Many researchers such as (Adeyemo, 2005; Aremu, 2004; Tella and Tella, 2003; Adepoju, 2001; Alabi, 2000; Yusufu, 1999) have established the fact that certain teacher, school and home factors play a part in predicting academic performance of students. However, students' learning gains through studies on school variables, students variables or classroom variables, singly or in combination so as to enhance students' academic performance, have not yielded the expected significant results as evidenced in various external examinations on yearly basis as showed in the WAEC results analysis in Table 1. Due to the fact that some variables earlier studied have not effectively solved the problem of low academic performance, some researchers have argued that some elements of school culture and organizational processes which may improve students' academic performance needed to be done justice to (Tella and Tella, 2003; Akinsola, 2002; Maslowski, 2001; Gaziel. 1997; Heck and Marcoulides, 1996). Edmonds (1979) and Creemers (1994) have in their various studies identified factors that reflect a school's culture, like achievement orientation, a shared ideology or mission, cohesion and collaboration among teachers. In other frequently cited reviews of studies into school effects similar conclusions have been drawn (Levine and Lezotte, 1990; Tella and Tella, 2003; Akinsola, 2002) equally established that there was a significant relationship between school's social system, some elements of school culture and teaching outcomes.

Table 1 Percentage of Candidates who obtained credit passes in atleast five subjects including English Language and Mathematics inMay/June WASSCE between 2001 and 2008

YEAR	TOTAL ENTRY	5 CREDITS	PERCENTAGE
2001	1,099,296	178,054	16.19%

2002	1,224,381	188,494	15.35%
2003	1,039,028	200,148	19.26%
2004	1,051,246	191,938	18.25%
2005	1,091,676	203,991	18.68%
2006	1184384	184290	15.56%
2007	1275330	325719	25.54%
2008	1369142	188394	13.76%

(i) Federal Ministry of Education. 2007. *Statistics of Education in Nigeria: 2001-2005.*
Abuja: Statistics & NEMIS Branch.

(ii) WAEC 2009. *Result Statistics.*Lagos:Research Department.

Table 2 PPMC of the relationship between teachers' self-efficacy and students' academic performance in selected secondary school subjects in Southwestern Nigeria

Variable	N	Mean	Std D	R	Sig (P)	Remarks
teachers' self-efficacy	1612	29.93	12.49			
students' academic performance	5100	46.08	7.77	0.38	.004	Sig.

From the studies of the researchers highlighted above, it was clear that the researchers explicitly aimed at opening the 'black box' i.e. culture of the school by studying the relationship between school effectiveness and the so-called process characteristics, which relates to the organizational features and internal functioning of schools. Coincidentally, the school leadership literature has steadily expanded on and refined these observations over the last 20 years. It is now empirically believed that if you want to improve schools, you have to change their cultures and possibly structures. Levine and Lezotte (1990) identified nine characteristics of unusually effective schools. The first mentioned was a productive school climate and culture. More specifically, effective schools are characterized by an orderly environment. According to both authors, an orderly environment is rather associated with interpersonal relationships, than with regulations. As they note, "discipline derives from 'belonging and participating' rather than 'rules and external control'". Other effectiveness-enhancing factors reflect a similar point of view. For instance, 'faculty cohesion, collaboration, consensus, communications and collegiality' were identified as a crucial feature of effective schools. Staff members have to work as a team to ensure a sense of unity and consistency in their relation with students. Furthermore, faculty input in decision-making was identified as an effectiveness-enhancing factor. This refers to a more participatory approach of decision-making, which is likely to enhance the commitment of faculty members.

As Levine and Lezotte (1990) observed, the commitment of staff members and the impetus for collaboration and communication has to be directed towards student achievement. Not only do staffs members need to be committed to a shared and articulated mission focused on achievement, Levine and Lezotte argue, but also a school-wide emphasis on recognizing positive performance is indispensable. Staff members need to have a problem-solving orientation, a willingness to experiment and actively search for solutions that might overcome obstacles in student learning, especially with respect to low achievers.

Therefore, based on previous studies into effective schools, it was concluded that the concept of school culture was rooted in existing effective school research, and therefore offers a lead for further explaining the 'secret' of effective schools. Rutter et al., (1979) suggests that cultural aspects may be the guiding principle for effective schools. They argue that it is valuable to think of schools in terms of their characteristics as social organizations. Teachers in schools form social groups with their own rules, values and standards of behavior, which they denote as the ethos of a school. The teachers' expectations about children's work and behavior, the models provided by the teachers' own conduct in school and the feedback that students receive on what is acceptable performance at school. Expectations and feedback are likely, as Rutter and his colleagues argue, to affect the ways in which students' behavior and attitudes develop within a school. Processes of this kind operate in individual interactions between a teacher and a student, in lessons, or in the school as a whole. With respect to this

latter aspect, the importance of some kind of school-wide set of values and norms of behavior was also reflected in our findings that in the more successful schools teachers reported that their senior colleagues were aware of matters such as staff punctuality and that they checked that policies were being maintained, as in the setting of homework. This was not a matter of intrusive control or supervision but rather a reflection that staff cared about the way the school functioned. It appeared that an efficient system within which teachers worked harmoniously towards agreed goals was conducive to both good morale and effective teaching (Rutter et al., 1979).

Although the Rutter et al's study has been criticized for both its design and its methodology (Cuttance, 1982), its findings were agreed upon as providing a valuable impetus for further research. The importance of school culture in building a theory of school improvement was emphasized. It was noted that, "most current school effectiveness research lists a variety of potential ingredients but offers little direction for mixing them together. However, imagining schools as cultures suggest a framework for understanding the problem and indicates how to move toward a solution". It was suggested that the concept of school culture may be fruitful because it connects several process factors in school into a meaningful 'equilibrium'. Others scholars from the school improvement tradition support this view (Fullan, 1988; Hargreaves, 1995; Hopkins, 1991, Stoll and Fink, 1996). It was argued that:

Without a direct and primary focus on changes in organizational factors it is unlikely that [single innovations or specific projects] will have much of a reform impact, and whatever impact there is will be short lived … school improvement efforts which ignore these deeper organizational conditions are 'doomed to tinkering' … Strategies are needed that more directly address the culture of the organization (Fullanp.28).

Another study that is worth mentioning is Pang's (1998) research into secondary schools in Hong Kong. Pang studied bureaucratic and cultural linkages as well as tight and loose coupling of schools since these represent several approaches to coordinating and directing staff activities. Tight coupling referred to 'coupling' teaching staff using clear goal orientation and communication and consensus among staff. Loose coupling emphasized a professional orientation and teacher autonomy. Further, bureaucratic linkage reflected formal means of coordination, like formality, bureaucratic control and rationality, while cultural linkage referred to informal approaches, like participation and collaboration, collegiality and achievement orientation. Pang's study showed that for the excellent schools in his sample "emphases on cultural linkage and loose coupling were the most consistent strategies … tight coupling the next, but emphasis on bureaucratic linkage was quite diverse". He concludes that the first three are strong forces that bind people together within schools, while such an effect was not apparent for bureaucratic linkage

The teacher's belief that he possesses the ability to influence student learning and achievement of all students, including those students who may be considered unmotivated and difficult is commonly referred to as teacher self-efficacy. Teachers' self-efficacy which is an element of school culture is equally believed to be positively related to students' academic performance (Akinsola, 2002; Hoy, 2000; Bandura, 1997; Guskey, 1987). It has been argued that in a time of education policy that is based on equipping students with global knowledge as well as meeting high quality, skillful teachers are needed in the classroom to raise student performance. How teachers view their own classroom capabilities is of equal importance. Studies showed a positive correlation between teachers' perceived self-efficacy and student achievement while teachers' self-efficacy equally has a direct impact on student achievement in the classroom (Akinsola 2008; Hoy 2000; Tschannen-Moran et al., 1998; Smylie 1990; Ashton and Webb 1986). Bandura (1997) postulates, "The task of creating learning environments conducive to development of cognitive competencies rests heavily on the talents and self-efficacy of teachers".

This was wide agreement that, there is a basic culture of schools that transcends ethnic and socio-cultural borders. As Deal (1995) and Maehr and Fyans (1989) commented, each school also possesses individualize, unique cultural aspects. Schools have distinct personalities, highly unique ceremonies, varying discipline norms and academic achievement at the apex of community respect. Organizational (school) culture can be a highly powerful force in the school achievement process; given this analysis of culture, and it stands to reason that, as Owens (2004) noted, it may often be the most determinant of the course of change in an organization.

1.2. Objective of the Study

The main objective of this study is to investigate into the effects of Teachers' self-efficacy on students' academic performance in selected secondary school subjects in Southwestern Nigeria

1.3. Research Hypothesis

There is no significant relationship between teachers' self-efficacy and students' academic performance in selected secondary school subjects in Southwestern Nigeria.

2. TEACHERS' SELF-EFFICACY

Self-efficacy, as defined by Albert Bandura (1986), is "people's judgment of their capabilities to organize and execute courses of action required attaining designated types of performance". Bandura (1986) clarified that self-efficacy "is concerned not with the skills one has but with judgments of what one can do with whatever skills one possesses". Perceived self-efficacy beliefs may impact a person in either a positive, empowering way, or in a negative, demoralizing way. It is the individual's beliefs about being able to carry out the necessary actions to achieve a desired result that determine the impact (Bandura, 1997, 1986, 1977). For example, students' language arts grades will be based largely on their writing assignments. For those students who excel in composition, they will feel empowered and confident in their ability. Students who lack composition skills will be demoralized as they realize their weakness in composition (Pajares, 2002). In short, individuals who believe in their ability to perform a specific task will work harder and persist in order to successfully reach the goal than those who do not believe in their ability.

Self-efficacy beliefs were described by Bandura (1997) as personal beliefs in one's own ability to manage new or difficult tasks. They can become especially important for tasks that need a large amount of effort and perseverance. These beliefs can be more or less specific. On the one hand there exist global self-efficacy beliefs, like beliefs concerning one's life and concerning general attitudes to one's own competences to manage difficult situations and challenges. On the other hand there do exist

also self-efficacy beliefs concerning certain domains of competences, e.g. concerning school or German class or even concerning the activity of writing essays (Bandura, 1997). Bandura identified two areas of self-efficacy: outcome expectations and efficacy expectations. Outcome expectations relate to the anticipated results based on individuals' actions. Efficacy expectations relate to how confident an individual believes him/herself to be in carrying out an action in an effort to reach the goal. The level of confidence determines how persistent one may or may not be in carrying out an action. Individuals who have high expectancies for both types of expectations are ensured greater success as they will continue to be persistent when confronted by difficulties that hamper steady progress. Those who have low expectancies will falter in the presence of difficulty.

Specifically, how efficacious individuals perceive themselves to be regarding an activity or experience contributes to the individuals' specific choice of activity and attention to that activity. The level of success at which the activity is completed is also affected by an individual's perception of self-efficacy. The importance of self-efficacy beliefs becomes obvious by their potential to explain differences in school achievement. Domain specific self-efficacy beliefs can help to raise the accuracy of prediction of differences in school achievement (Zimmermann, 1998 and Bandura, 1997). The concept of self-efficacy has been used successfully in different fields of educational research. Especially in studies where the development and impact of learning motivation has been explored and the prediction of differences in learning and in achievement were focused, self-efficacy beliefs revealed to be a powerful concept.

The teacher's belief that he possesses the ability to influence student learning and achievement for all students, including those students who may be considered unmotivated and difficult is commonly referred to as teacher self-efficacy (Akinsola, 2008; Hoy, 2000; Bandura, 1997, 1977; Guskey, 1987). Research by McLaughlin and Marsh (1978) found teacher efficacy to positively impact: achievement of a project goal; the amount of adjustment made by the teacher throughout the project; student achievement; and, continued use of project methods and materials (Smylie, 1990; McLaughlin and Marsh, 1978).

Over the last 20 years, the construct of teacher efficacy has evolved from Albert Bandura's (1997, 1986, 1977) social cognitive theory. However, the meaning and measure of teacher efficacy has been the subject of considerable debate among scholars and researchers (Ashton et al., 1982; Gibson and Dembo, 1984; Guskey, 1987; Guskey and Passaro, 1994; Pajares 2002, 1992; Tschannen-Moran, Woolfolk and Hoy, 1998). In a time of reform that is based on equipping students with global knowledge as well as meeting pre-established bureaucratic standards, high-quality, skillful teachers are needed in the classrooms to raise student achievement. How teachers view their own classroom capabilities is of equal importance. Studies show a positive correlation between teachers' perceived self-efficacy and student achievement (Akinsola, 2008; Hoy, 2000; Bandura, 1997; Smylie, 1990; Ashton and Webb, 1986; Gibson and Dembo, 1984). Furthermore, teachers who are supported by skillful principal leaders display a better sense of teacher efficacy than those who do not have principal support (Hoy and Woolfolk, 1993; Lieberman, 1986; Scribner, 1998).

Providing support to the construct of teacher-efficacy are the indirect investigations by Brookover et al., 1979; Brophy and Evertson in 1977. Brookover et al., (1979) studied social-psychological variables that set schools of similar socioeconomic standards and racial composition apart, based on students' academic performance. It was found that teachers who demonstrate a great instructional commitment to students and practice positive reinforcement, nurture higher-achieving students (Brookover *et. al* 1979). The Brophy and Evertson study of 1977 revealed students of teachers with high student expectations and strong feelings of responsibility to the students made higher academic gains (Brophy & Evertson, 1977; Dembo & Gibson, 1985; Gibson & Dembo, 1984).

Teachers with strong self-efficacy do not necessarily always rely on the principal for guidance regarding the learning atmosphere. These teachers with a high level of efficaciousness rely more heavily on their own judgments, motivation, self-reflection, capability, experience, and collegial relationships/associations to affect student learning. For this reason, the impact of leadership on these teachers' self-efficacy may be minimal. Teachers who believe in their personal efficacy will nurture students capable of great academic strides. In the words of Warren G. Bennis, "Great things are accomplished by talented people who believe they will accomplish them" (Bennis, 2005). Teachers, believe!

Bandura postulates, "The task of creating learning environments conducive to development of cognitive competencies rests heavily on the talents and self-efficacy of teachers" (Bandura, 1997, p. 240). Additionally, perceived self-efficacy, as defined by Bandura, is the belief that an individual has the ability to carry out certain actions that will result in a desired outcome (1997). Studies have shown a positive correlation between teachers' perceived self-efficacy and student achievement. How efficacious a person believes him or her to be influences the choice of activities, amount of effort spent, and the persistence put forth to complete the tasks when confronted with obstacles.

Teachers' self-efficacy has a direct impact on student achievement in the classroom (Akinsola, 2008; Tschannen-Moran *et al*. 1998; Ashton & Webb, 1986; Tracz & Gibson, 1986; Dembo & Gibson, 1985; Gibson & Dembo, 1984). Teachers' self-efficacy may be strengthened through the influence of the building principal or leader. Teachers who are comfortable with the working environment, who feel supported by administration, and perceive the principal to use his/her administrative influence with others for the teachers' benefit, tend to have higher efficacy beliefs (Leithwood, 1997). Additionally, professional development impacts efficacy when the knowledge and skills that are acquired are pertinent to the teachers' classroom situation (Scribner, 1998). Professional development that is appropriate for teachers will create teacher motivation, allowing teachers to engage students in learning situations for a greater length of time (Ashton & Webb, 1986; Gibson & Dembo, 1984).

Based on a multi-trait/multi-method analysis completed by Dembo & Gibson (1985), self-efficacy was found to have two distinct dimensions, teaching efficacy and personal teaching efficacy. Factor 1 of the factor analysis, personal teaching efficacy (PTE), refers to the teacher's own personal beliefs that he or she has the necessary skills and capability to improve student learning. This was represented on the survey by "If I really try hard, I can get through to even the most difficult or unmotivated students" (p. 573). Factor 2, general teaching efficacy (GTE) refers to beliefs that external factors beyond the teacher's control, such as socio-economic status, home environment and parental involvement, limit the teacher's ability to bring about change or stimulate improvement. This general relationship was represented by "When it really comes right down to it, a teacher really can't do much because most of a student's motivation and performance depends on his or her home environment" (p. 572). The researchers identified Factor 2 as a clear correspondence to Bandura's outcome expectancy concept (Gibson & Dembo, 1984).

One factor that has the potential to limit teachers' self-efficacy is teaching in rural schools. Literature exists that describes the inequalities of rural schools, sometimes classified as small schools, and how these inequalities keep teachers from maximizing their professional self-efficacy. Lack of materials, properly trained colleagues, professional development opportunities and fair salaries are identified as contributors to rural school inequalities (Certo & Fox, 2002). These rural school factors potentially restrain teachers from meeting their maximum self-efficacy potential.

Ross (1994) defined teachers' self-efficacy as the extent to which teachers believe their efforts positively affect their students' academic achievement. Ross found teacher efficacy contributes to student achievement, mainly through goal setting. He established a positive correlation between teacher efficacy and their students' achievement in both the cognitive and affective domains. A positive relationship was reported between teacher efficacy and their students' self-esteem, motivation, self-direction and attitudes about school.

Ross (1994) found teachers' self-efficacy is enhanced when teachers reflect upon their beliefs and practices. According to Ross, teachers who reflect upon their impact on student learning show a propensity to take responsibility for student learning outcomes. Ross asserts that these teachers accept responsibility for lack of student learning rather than blame this outcome on environmental factors, a lack of parental involvement or risk factors, such as limited English proficiency. Ross contended that teachers with high efficacy tend to subscribe to the tenet that ability is an acquired, rather than an innate trait. Furthermore, Ross also found that teachers who define classroom success in terms of their students' social development are inclined toward high efficacy even when district, state or federal achievement standards are inappropriate for at risk students.

2.1 students' Academic Performance

The concept of academic performance refers to the tendency for individuals to strive to excel when the individuals are aware that the performance will be evaluated in relation to the set standards for norms, (Handy and Aitkin (1986). The standard may be the attainment of general goals and performance. The meaning of academic performance is in terms of the actualization of educational objectives. As against academic performance, Yoloye (1978) posited that the concept of academic achievement is a reflection of intellectual task and the realization of educational objectives. In 1999, The New England School Development Council (NESDEC) produced a report on "Thinking Differently: Recommendations for 21st Century School Board/Superintendent Leadership, Governance, and Teamwork for High Student Achievement." The report defines student achievement to include the following:

- Academic attainment reaching beyond what a state test or other standardized Test currently measures (e.g., higher order thinking skills, intellectual Curiosity and creativity).
- jobs skills and preparation.
- Citizenship (e.g., volunteerism, voting, community service, abiding by laws).
- Appreciation of the arts.
- Development of character and values (e.g., integrity, responsibility, courtesy, Patriotism and a work ethic). Sound physical development and optimal Health of all children throughout their formative years to prepare them for Healthy, productive lives as adults.
- helping our children and youth understand and value the growing diversity of American society (NESDEC, 2003).

Students' academic performance can be evaluated in many different ways, but in a developing country like Nigeria, where about 40 percent of the adult population is illiterate, parents use the performance of their children in public educations to pass judgments on the schools and teachers (Nwagwu, 2002). Studies indicate that so many factors affect academic achievement of students at school. A host of scholars are of the opinion that all kinds of experiences are educative, whether in or outside school and therefore influence student academic performance. Studies in socio-economic status and motivation showed that parental motivation and parents' socio-economic status (e.g. Emunemu, 2000) have positive effect on students' academic performance. The qualities of intake also influence the quality of output and performance of students at school. Other variables that affect academic performance are enrolment (e.g. Alabi, 2001), location of the school (e.g. Adepoju, 2001), age of the school, adequacy of human, material, physical and financial resources.

2.2. Teachers' Self-efficacy and Students' Academic Performance

Albert Bandura studied self-efficacy concepts in relation to a variety of concepts such as motivation (Schunk, 1991), and phobias (Bandura, 1983). The studies noted that individuals develop ideas and self-perceptions of their capabilities. These capabilities "drive" individuals when interacting with their environment. Bandura (1977) refers to this control as "perceived self-efficacy." Research supports the relationship between teacher efficacy / self-determination and academic achievement. Ross (1995) found a positive relationship between teacher efficacy and research supports the relationship between teacher efficacy / self-determination and academic performance. Ross (1995) found a positive relationship between teacher efficacy and working conditions. Teachers with high efficacy interact more frequently with peer coaches, participate in joint work (team teaching, peer coaching, mentoring or committee work) and assumed a stronger role in school decision making than teachers with lower efficacy. Ross found that career ladders have a negative impact on efficacy when teachers are not allowed to participate in establishing evaluation standards or when poor teachers receive job promotions. Teacher efficacy continues to decline when teachers believe portfolio assessments used in performance evaluations are not related to the actual work they do in their classrooms.

(Adediwura and Bada 2007) studied the relationship/effect of teachers' knowledge, attitude and teaching skills and students' academic performance in Nigeria secondary schools. The population consisted of senior secondary three (SS.III) students in the Southwestern Nigeria senior secondary schools. The study sample consisted of 1,600 purposively selected SSS III students from 15 selected secondary schools. A questionnaire with four sections was developed and administered on the subjects. It is a test battery with section A containing the demographic data and the remaining three sections containing twenty items each. The instrument has a test-retest reliability of 0.64 over a period of two weeks (n = 40, r = 0.64. =<.05) an internal consistency (K-R20) reliability of 0.72 (<.05) and a Cronbach coefficient alpha 0.70. The collected data were analyzed using simple percentages, Pearson Product Moment Correlation and chi-square statistics to test the three hypotheses generated in the study. The result showed that students' perception of teachers' knowledge of subject matter, attitude to work and teaching skills has a significant relationship on students' academic performance.

Allinder (1995) studied the relationship between teacher efficacy and academic achievement with students with mild disabilities. In this study, nineteen special education teachers with roughly ten years teaching experience implemented curriculum based measurement for Mathematics computational skills. Allinder found teachers with high teaching efficacy set more audacious goals than their counterparts with lower teaching efficacy. Furthermore, Allinder found that teachers with higher personal and teaching efficacy produce higher Mathematics computational skills in their students' at year's end. Allinder found teachers with high efficacy persevere with those students who were performing poorly.

Smylie (1988) and Rosenholtz (1989) found a positive relationship between teacher efficacy and their conviction that student learning outcomes are strengthened by effective instruction. These teachers were more confident of their classroom performance, as their classroom environment maintained a stronger, academic focus than other teachers with lower efficacy. Similarly, Ross (1995) found teachers with high efficacy are more likely to try new instructional strategies, thus increasing their repertoire of effective classroom techniques. These findings are in concert with Goddard's (2002) assertion that faculties with collective efficacy believe their efforts as a whole have a positive effect on the students. Cunningham (2003) studied the effect of school culture on the academic achievement of fourth grade students' Reading achievement scores. A statistically significant relationship was found between overall culture and academic achievement, between collegiality and achievement and between efficacy and achievement. However, no statistically significant relationship between collaboration and achievement was found.

A study that involved 20 Los Angeles elementary schools participating in the Preferred Reading Program focused on the classroom practices of those who successfully improved reading scores. It was shown that teacher efficacy, identified as "their sense of being able to get through to students, their commitment and morale" (p. 38) positively affected black children's reading scores. Another study, connecting teachers' self-efficacy to student performance was carried out by Berman, *et. al* (1977). Two middle schools with very different organizational variables believed to impact teachers' efficacy were studied. After four or five classroom observations, it was concluded, "our study of teacher efficacy beliefs indicates that the extent to which teachers believe they are capable of influencing student performance affects their enthusiasm and persistence in working with their students and ultimately their students' achievement" (Ashton, *et. al.*, 1982, p. 11).

In short, teachers who possess stronger perceptions of self-efficacy tend to display specific observable behaviors for themselves such as effort, persistence, enthusiasm, and confidence. These teachers use teaching time differently and engage students in learning for longer periods of time. Teachers with strong self-efficacy exemplify warmth and responsiveness to all students, especially those of lower ability. As Kearns (1988) acknowledged, failure to change the willingness of all teachers to make a positive impact on all students and for teachers to believe in their own ability, is failure to deal with a critical issue in education today. Teachers must believe in themselves and their students if educational strides are to be made. While studies demonstrate direct links between teachers' perceived self-efficacy and student achievement, various factors within the school system impact teachers' perception of their efficacy. Teachers with strong self-efficacy do not necessarily always rely on the principal for guidance regarding the learning atmosphere. These teachers with a high level of efficaciousness rely more heavily on their own judgments, motivation, self-reflection, capability, experience, and collegial relationships/associations to affect student learning. For this reason, the impact of leadership on these teachers' self-efficacy may be minimal.

3. RESEARCH DESIGN

This study was conducted using the descriptive survey research design of the *ex-post facto* type to investigate into the predicting level of school culture components (Teachers' collaboration, Teachers' self- efficacy, and achievement goal orientation) on students' academic performance in selected secondary school subjects in Southwestern Nigeria. This design was adopted because the researcher does not have direct control or manipulation over the independent variables which manifestations had already occurred.

3.1. Population

The study population comprised of teachers and the students in all public and private secondary schools in Southwestern Nigeria – Ogun State, Ondo State, Osun State, Oyo State, Ekiti Stateand Lagos State.

3.2. Sample and Sampling Techniques

The actual sample elements comprised of teachers and students in the 61 selected secondary schools in the three (3) States – Oyo State, Ondo State and Lagos State used for the studyusing the multi-stage sampling procedure. Five core school subjects (English Language, Mathematics, Biology, Economics and Government) were used for the study.

4. RESULTS AND DISCUSSION OF FINDINGS

There is no significant relationship between teachers' self-efficacy in secondary schools and students' academic performance in selected secondary school subjects in Southwestern Nigeria. Teachers' Self-efficacy Questionnaire (TSQ) was calculated. A regression analysis was calculated to determine any interaction

between the levels of teachers' self-efficacy as an element of school culture and mean percentile rank scores on the Achievement Test Questionnaires in all the 5subjects by the students in the Southwestern Nigeria.

From Table 2, there was a positive significant relationship between valuing teachers' self-efficacy and students' academic performance ($r = 0.38$; $P < .05$). Hence, the hypothesis is rejected. This finding conformed with the findings of earlier researcher (Adediwura and Bada, 2007) that showed that students' perception of teachers' knowledge of subject matter, attitude to work and teaching skills has a significant relationship on students' academic performance, Cunningham, (2003) ; Goddard, 2002 and Allinder (1995) which found that teachers with higher personal and teaching efficacy produce higher Mathematics computational skills in their students' at year's end, Allinder equally found teachers with high efficacy persevere with those students who were performing poorly. The result also confirmed to Smylie (1988) and Rosenholtz (1989) result that found a positive relationship between teacher efficacy and their conviction that student learning outcomes are strengthened by effective instruction. These teachers were more confident of their classroom performance, as their classroom environment maintained a stronger, academic focus than other teachers with lower efficacy.

5. CONCLUSION

The result from the analysis of the data collected from this study using inferential and descriptive statistic like PPMC, showed that teachers' self-efficacy predicts the students' academic performance in selected secondary school subjects in Southwestern Nigeria. Thus, have significant theoretical and practical implications for administrative and instructional decision-making and practices. If educators and administrators wish to improve the academic performance of secondary school students, understanding these basic school cultural factors, which enhance or undermine performance, should therefore be of primary concern in Southwestern Nigeria secondary schools.

SUMMARY OF RESEARCH

1. Our study, examined the influence of teachers' self-efficacy on students' academic performance in selected secondary school subjects in Southwestern Nigeria.
2. The study adopted the descriptive survey design of *ex-post facto* type. The study population comprised of teachers, and students of secondary schools in Southwestern Nigeria. A multi-stage random sampling technique was used to select a sample of schools and teachers.
3. Results show that the significant theoretical and practical implications for administrative and instructional decision-making and practices will enhance the self-efficacy of students on academic performance.

FUTURE ISSUES

1. In view of the fact that there is need to find further ways of improving the students' academic performance in this part of the country, the following recommendations are suggested: Secondary school instructors should carry out school culture element (Teacher self-efficacy) audit test in their respective schools to see whether their teachers understand the concept of school culture and how it relates to students and the school. It is also necessary to see how they could benefit from training in school culture oriented programs so as to enhancing their students' academic performance.
2. They can be proactive in strengthening cherished norms and traditions, and in bringing about intentional change in the interests of maintaining or creating, through a process of re-culturing or "normative re-education" (Stoll, 1999), a 'strong' culture conducive to continuous improvement and long-term institutional success (Reeves, 2006). Ministry of Education should be geared towards formulating secondary school culture policy which will guide secondary schools' principals to inculcate the habit of forming mission statement for their schools which will guide the culture of the school. Teacher training institutions in the country should lay emphasis on imparting information to teachers under training regarding organizational culture *vies-a-via* school culture; while newly promoted school-head/principals should be given a short refresher course in school organizational culture.

DISCLOSURE STATEMENT

There is no financial support for this research work from the funding agency.

ACKNOWLEDGMENTS

We thank our friends for their timely help, giving outstanding ideas and encouragement to finish this research work successfully.

REFERENCES

1. Adediwura, A. A. and Bada, T. Perception of teachers' knowledge, attitude and teaching skills as predictor of academic performance in Nigerian secondary schools *Educational Research and Review.* 2007, Vol. 2 (7), pp. 165-171
2. Adepoju, T. L.Locational factors as correlates of private cost and academic performance of secondary school students in Oyo State, Nigeria. Unpublished Ph.D.Thesis, University of Ibadan, Department of Educational Management. 2001
3. Adeyemo, D.A. Parental Involvement Interest in Schooling and School Environment as predictors of Academic Self-efficacy among fresh Secondary School Student in Oyo State, Nigeria. *Electronic Journal of Research in Educational Psychology,* 2005, 5-3 (1) pp. 163-180
4. Akinsola, M.K. Relationship of some psychological variables in predicting problem solving ability of in-service mathematics teachers. *The Montana Mathematics Enthusiast*, 2008, ISSN 1551-3440, Vol. 5, no.1, pp. 79-100
5. Akinsola, M.K. In-service elementary teachers mathematics anxiety and its relationship to teachers attitude towards the studying and teaching of mathematics. *Nigerian Journal of Applied Psychology*, 2002, 7(1), 188-202
6. Alabi, O.A. School size, facility utilization and educational opportunities as correlates of students performance in public secondary schools in Oyo State, Nigeria. Unpublished Ph.D. Thesis, University of Ibadan, Department of Educational Management, 2000
7. Allinder, R.M. An examination of the relationship between teacher efficacy and Curriculum-based measurement and student achievement. *Remedial & Special Education.* 1995*, 27,* 141-152
8. Aremu, A .O. Psychological and Sociological determinant of academic achievement of Nigeria adolescents. Life Psychology. *An international Journal of Psychology in Africa*, 2004,12, (2), 149-161
9. Ashton, P. T. & Webb, R. B. Teachers' sense of efficacy, classroom behavior, and student achievement. In P.T. Ashton and R. B. Webb (Eds.). *Teachers' Sense of Efficacy and Student Achievement.* 1986, (125-144), New York: Longman
10. Ashton, P. Olejnik, S.Crocker, L., & McAuliffe, M.Measurement problems in the study of teachers sense of efficacy. *Paper presented at the annual meeting of the American Educational Research Association*, New York. 1982
11. Babalola, J.B. Towards a responsive learning environment for the Nigerian child: *Journal of Research in Educational Planning and policy Student.* 2000, Vol.:1-6

12. Bandura, A.*Self-efficacy: The exercise of control*.New York: W.H. Freeman and Company. 1997
13. Bandura, A.Self-efficacy: Toward a unifying theory of behavioral change. *Psychological Review*, 1977, 84(2), 191-215
14. Bandura, A.*Social foundations of thought and action: A social cognitive theory*. Englewood Cliffs, New Jersey: Prentice Hall.1986
15. Bennis, W. G. 2005. Retrieved on January 26, 2005:
16. Brookover, W., Beady, C., Flood, P., Schweitzer, J., & Wisenbaker, J.*School Social Systems and Student Achievement: Schools Can Make a* Difference. New York:Praeger.1979
17. Brophy, J. E., & Evertson, C. Teacher behaviors and student learning in second and thirdgrades. In G. D. Borich (Ed.), the appraisal of teaching: Concepts and process.1977, (pp.79-95).Reading, MA: Addison- Wesley
18. Certo, J. L. & Fox, J. E. 2002. Retaining quality teachers. *High School Journal*, 86(1), 57-75
19. Creemers, B.P.M. The history, value and purpose of school effectiveness studies. In: D Reynolds, B.P.M. Creemers, P.S. Nesselrodt, E.C. Schaffer, S. Stringfield & Ch.Teddlie (Eds.), *Advances in school effectiveness research and practice*. 1994, (9-23) Oxford: Pergamon.
20. Cunningham, B. A study of the relationship between school culture and student achievement. (*Doctoral Dissertation*, University of Central Florida, 2003)
21. Cuttance, P. Reflections on the Rutterethos: the professional researchers response to
22. Deal, T.E. Symbols and Symbolic Activity. In: S.B. Bacharach & B. Mundell (Eds.), Images of Schools: Structures and Roles in *Organizational Behavior*. 1995, (108- 136). Thousand Oaks, CA:Corwin Press.
23. Dembo M.H. & Gibson, S. Teachers' sense of efficacy: An important factor in school improvement. *The Elementary School Journal*. 1985.86 (2), 173-184
24. Edmonds, R.R. Effective schools for the urban poor. *Educational Leadership*, 1979, *37*, (15-27)
25. Emunemu, B. O. Socio-economic and cultural correlates of the girls Guild's access of education and withdrawal from secondary schools in *Delta State, Nigeria,* Unpublished Ph.D. Thesis, University of Ibadan.2000
26. Evans-Stout, Implications for collaborative instructional practice. In A. G. Pounder (Ed.), Restructuring schools for collaboration: Promises and pitfalls 1998 (pp. 121-134) Albany: State University of New York Press
27. Ezekiel, A. O. Motivation and Learning. *Journal of Educational* Development. 1994, Vol. 4(5)
28. Fafunwa, A. B. Memoirs of a Nigerian Minister of Education. Lagos: Macmillan (Nigeria).1998
29. Federal Republic of Nigeria. *National policy on education*. Yaba-Lagos NEBC Press. 2004
30. Fullan, M. Change Processes in Secondary Schools: Towards a More *Fundamental Agenda*. Unpublished document, University of Toronto, Toronto, Canada1988
31. Gaziel, H.H. Impact of School Culture on Effectiveness of Secondary Schools with Disadvantaged Students. *Journal of educational research.*1997, 90(5), 310-318
32. Gibson, S. & Dembo, M. Teacher efficacy: A construct validation. *Journal of Educational Psychology*, 1984, 76(4), 569-82
33. Goddard, R.A theoretical and empirical analysis of the measurement of collective efficacy: The development of a short form. *Educational and* Psychological Measurement, 2002.62, (1), 97-110.
34. Guskey, T.R. Context variables that affect measures of teacher efficacy. *Journal of* Educational Research, 1987, 81, 41-47
35. Guskey, T.R., & Passaro, P.D. Teacher efficacy: A study of construct dimensions. *American Educational Research Journal*, 1994, 31, 627-643
36. Handy, C. and Aitkin, R. 1986, *Understanding Schools as Organizations*. London: Penguin.
37. Hargreaves, A. Changing teachers, changing times: Teachers work and culture in the *postmodern age*. Toronto, ON, Canada: OISE Press.1994
38. Hargreaves, D. School culture, school effectiveness and school improvement. *School Effectiveness and School Improvement*. 1995, 6(1), 23-46
39. Heck, R.H., &Macrolides, G.A. Student perceptions of school culture and achievement: testing the invariance of a model, *International Journal of Educational Management*, 2005, Vol. 19 No. 2, pp. 140-152
40. Hemmings, A. The "hidden" corridor curriculum. *High School Journal. 2000,* 83(2), 1-10
41. Hill, P., Rowe, K. and Holmes-Smith, P. *Factors Affecting Students Educational Progress: Multilevel modeling of Educational Effectiveness*. Paper presented at the 8th ICSIE, Leeuwarden. Netherlands. 1995
42. Hoffman, L.M. Why high schools don't change: What students and their yearbooks tell us. *The High School Journal.*2003, 86(2), 22-38
43. Hopkins, D. Changing school culture through development planning. In: Riddell&S. Brown (Eds.), School Effectiveness Research: Its messages for school improvement *1991*, (pp. 57-65). Edinburgh: HMSO
44. Hoy, A. W. Changes in teacher efficacy during the early yearsof teaching. *Paper presented at the Annual Meeting of the American Educational Research Association*, New Orleans, LA.2000,April 28.
45. Johnson, B. Organizingfor collaboration: A reconsideration of some basic organizing principles. In D. G. Pounder (Ed.), *Restructuring* schools for collaboration: Promises and pitfalls 1998, (9-25). Albany: State University of New York Press
46. Lee, V.E., Bryk, A., & Smith, J. The organization of effective secondary schools. *Review of Research in Education.*1993,19, 171-237
47. Leithwood, K. *The nature of leadership survey.*Unpublished manuscript, The Ontario Institute Studies in Education: University of Toronto at Toronto, Canada1997
48. Levine, D.U., & Lezotte, L.W. *Unusually Effective Schools: A Review and Analysis of Research and Practice*. Madison, WI: National Center for Effective Schools Research and Development.1990.
49. Louis, K. S., Kruse, S. D., & Bryk, A. S. *Professionalism and community:* Perspectives on reforming urban schools 1995, (pp. 3-22). Thousand Oaks, CA: Corwin Press.
50. Maehr, M.L., & Fyans, L.J. Jr. School Culture, Motivation, and Achievement. In: M.L. Maehr & C. Ames (Eds.), *Advances in motivation and achievement: a research annual* 1989, (215-247). Greenwich, CT: JAI Press
51. Maslowski, R. School Culture and School Performance. Unpublished Doctorate thesis, University of Twente, *Faculty of Educational Science andTechnology, Enschede, The Netherlands*.2001.
52. McLaughlin, M. W. & Marsh, D. Staff development and school change. *Teachers College Record*, 1978, 80(1), 70-94
53. NESDEC, Improved Leadership for Improved Achievement. England: Marlborough 2003.
54. Nwagwu,C.C. Students, Academic Performanceandthe Crisisof Confidence in the Nigerian Education System. *Ilorin Journal of Education*, 2002, (21)10-19
55. Owens, R.G. *Organizational Behavior in Education: Adaptive Leadership and School Reform*, Eighth Edition. Boston: Pearson Education, Inc. 2004
56. Pajares, F. Self-efficacy beliefs in academic contexts: An outline. Retrieved October 31, 2003 from http://www.emory.edu/EDUCATION/mfp/efftalk.html2002.
57. Pang, N.S.K. Organizational Culturesof ExcellentSchoolsin HongKong. *Paperpresented at the Annual Meeting of the American Educational Research Association*, San Diego, and Ca, April 1998, 13-17
58. Phelan, P. Davidson, and A.L. & Cao, H.T. Students' multiple worlds: Negotiating the boundaries of family, peer, and school cultures. *Anthropology and Education Quarterly.*1991, 22(3), 224-250
59. Ross, J.A. Teacher efficacy and the effects of coaching on student achievement.
60. Ross, J.A. The impact of an in-service to promote cooperative learning on the stability of teacher efficacy. *Teaching & Teacher Education.* 1994, *10, 381*-394
61. Rutter, M., Maughan,B., Mortimore, P., & Ouston, J. *Fifteen thousand* hours: Secondary school and effects on children. Cambridge, MA;Harvard UniversityPress. 1979
62. Schunk, D. Self-efficacyandacademic motivation. *Educational Psychologist.* 1991, *26*(3), 207-231
63. Smylie, M. A., Lazarus, V., & Brownlee-Conyers, J. InstructionalOutcomesofschool-based participative decision making. *Educational* Evaluation and PolicyAnalysis, 1996, 18,181-198

64. Smylie, M.A. Teacher efficacy at work. In P. Reyes (Ed.), *Teachersand*
65. Tella, A. Jr & Tella, A. Self-efficacy and locus of control as predictors of academic achievement among secondary schools students in Osun State Unity Schools. *Oyo Journal of Educational Psychology*. 2003, *1*(1), 32-41.
66. Tracz, S. M. & Gibson, S. November. Effects of efficacy on academic achievement. *Paper presented at the Annual Meeting of the California Educational* Research Association. California.1986
67. Tschannen-Moran, M., Woolfolk-Hoy, A., & Hoy, W. K. Teacher efficacy: Its meaning and measure. *Review of Educational Research.* 1998, *68,* 202-248
68. Ukeje, B.O. 'Crisis in the Nigerian Education System' *Keynote Address at theNigeria Academy* ofEducation Congress in November at Abuja. 1995
69. Yoloye, E.A., *Evaluation for Innovation.* Ibadan: I.U.P, 1978.
70. Yusufu, I.O., An analysis of the relationship between motivational strategies and teachers productivity in Egbeda local government. Unpublished Masters Project, Universityof Ibadan, Department of Educational Management.1999
71. Zimmerman, B. J. Academic studying and the development ofpersonal skill. A self-regulatory perspective. *Educational Psychologist.* 1998, *33*, 73-86