
**EFFECT OF ACADEMIC SELF EFFICACY TRAINING ON ACADEMIC
ACHIEVEMENT AMONG OFF-TASK STUDENTS IN SELETED
SCHOOLS IN YENAGOA BAYELSA STATE**

DR. AYIBATARI BLESSED ENKEME

*Department of Educational Foundation,
Niger Delta University, Wilberforce Island
Bayelsa State.*

Abstract

The purpose of this study was to investigate the effects of Academic Self Efficacy training on academic achievement among Off-task students in Bayelsa State. Quasi experimental design was adopted by the researcher. Two research questions and two hypotheses guided the study. The population was all SSI Students in Yenagoa Local Government Area of Bayelsa State, with a total number of 11,164. The population of the sampled schools was 802, a total of one hundred and fifty (150) Off-task students were identified. Reliability of 0.86 was established through test-retest with the Off-task instrument, Academic self efficacy and student academic achievement test. Research questions were answered with the mean and standard deviation (SD) Hypothesis 1, was analysed with the t-test while hypothesis 2 was analysed with Ancova. The results shows a significant effect of Academic Self Efficacy training on Off-task students based on their academic achievement. From the findings it is recommended among others that teachers should report any off-task behaviour to the counsellor. Academic self-efficacy training should be part of the counselling units in schools. The work has been able to contribute to knowledge by identifying that off-task students can be identified in our schools. Academic-self efficacy training can be used to solve off-task behavioural problems.

Keywords: Academic Self Efficacy, Academic Achievement, Training, Off-Task, Counseling

The desired goal of every parent, care giver, government and private parastatals is to ensure quality education that will boost the academic development of every individual which

will consequently enhance the growth and development of the nation. However much of the efforts put in place by the well meaning individuals mentioned above may be truncated by students through their academic performances. Sometimes academic failure is experienced among students. Some of the time, academic failure can be caused by off-task behaviour. An off task student is one who is not doing what the teacher expects him/her to be doing at that particular time (Hub 2010). They could either be talking to a friend, or fooling around. The student is actually not doing his/her class work and also is not paying attention to the teacher while the teacher is teaching. Baker (2007) describes students as being off task, when they are not concentrating on the particular assignment given to them but rather conversing with peers about other subject matters. Graesser, Chipman, King, McDaniel and D' Mello (2007), identified students who indicate off-task behaviour with head movement in the teaching and learning environment. According to them, head movement correlates with off-task behaviour. This implies that students tends to move to the side in a way of avoiding a learning skill, they could also frown or smile. To them, frowning does not appear to be a good predictor of being on-task or being in a desirable learning state. A smile on the face does predict off-task behaviour and undesirable state of learning, when students probably moved and talked with friends while they smiled.

Mc Daniel, D' Mello, King, Chipman, Tapp and Graesser (2007), indicated laughter as another variable displayed by off-tasks students. According to them laughing with friends is desirable in general. This can however change to be undesirable when it pulls the learner away from the learning task, changing them to be off-task.

Graessar et al (2007) also noted these characteristics as they are peculiar with off-task students in the teaching learning environment they are: laughing with a friend, very focused but on other software, angry, quarrel with friends zoned out, or sleeping while learning is going on.

Academic Self efficacy has a role to play in the educational development of an individual.

Self-efficacy plays a critical role in educational achievement, compared with students who doubt their learning capabilities. Those who feel efficacious for learning or performing a task participate more readily, persist longer when they encounter difficulties and achieve at a higher level (Adeyemo 2008; Aremu and Ogbuagu 2005, Covington, 2000).

Zimmerman (2002) has it that ample evidence during the past two decades demonstrates that there are strong and positive influence of efficacy belief on various aspects of student motivation and achievement.

Adeoye (2010) conducted a research on self-Efficacy as determinants of academic achievement in English language among students in Oyo State Senior Secondary Schools

with a total of 270 participants. It was discovered that those in the self efficacy training group performed ($X=33.38$) better in their achievement than those in the control group. ($X=27.89$).

When students are off-task it becomes unrewarding and frustrating with unsatisfactory results. This may be quite hazardous for the individual and the society at large. It is believed that when these off-task students are given Academic self efficacy training, they may become on-task students whose academic lives will change for the better. The resultant effects will also be enormous as successful students will turn out to be great citizens of the country that will eventually enhance the growth and development of the country.

Statement of the problem

A lot of work is being put in place to ensure an effective, productive and smooth running of the teaching and learning environment in order to produce a positive oriented output educationally. However some mal-adaptive behaviours in the system have sometimes made it difficult to achieve this aim. One of such is off-task behaviour.

Baker (2007) described students as being off-task when they are not concentrating on the particular assignment given to them but rather conversing with peers about other subject matters. Wright (2010) also rightly noted this when he implied that “students who have chronic difficulties paying attention in class face the risk of poor grades and even school failure.”

When students are off-task, then all efforts geared at producing educationally successful students that will at the long run produce great, intellectual citizens will become futile. The individual may also become frustrated and unfulfilled in life and may eventually become a drop out, a nuisance and threat to his immediate and external environment. This may not be too healthy for the growth and development of our nation. It is in the light of this that this work has been designed to train off-task students in Academic self efficacy. It is believed that this training will enable off-task students to be properly guided and be on task students to boost their academic lives which will be deduced from their academic performance.

Purpose of the Study

1. Examine the extent to which Academic self efficacy training affect the academic achievement of off-task students.
2. Examine the extent to which off task students academic achievement differ when exposed to Academic self efficacy training as compared to the control group.

Research Questions

The following research questions were formulated by the researcher to guide this study:

1. How does Academic self efficacy training affect off task students' academic achievement as measured by their pretest and post test scores?
2. To what extent do off task students' in Academic self efficacy training in the experimental and control group differ in their academic achievement as measured by their post test scores?

Hypotheses

1. There is no significant difference in the pre-test and post- test scores of off-task students exposed to Academic self efficacy training.
2. There is no significant difference between the academic achievement of off-task students exposed to Academic self efficacy training in the experimental and those in the control group.

Research Design

The study used a quasi experimental research design. The treatment design used in this research is pretest-post test design. In experimental design, the control of many intervening variables or factors which may arise from the subjects, the experimenter, the tools of the experiment, and other environmental factors is very paramount. Most or even all these factors or variables can be effectively controlled in experiments involving non-human beings. This situation is not totally feasible in studies involving human beings. Thus the term quasi-experimental is applied to a situation which is not purely experimental as in cases involving human beings (Nwankwo, 2006).

Population of the Study

The population of this study comprises of senior secondary school one (SSS1) students in Yenagoa local government area of Bayelsa State. There are 29 public secondary schools with a population of 11,164 SS1 students in Yenagoa local government area of Bayelsa State. The researcher used SS1 students because she assumed that the SS1 students are mature enough to know what is right and wrong for them to do.

Sample and Sampling Techniques

The sample for this study consist of one hundred and fifty (150) students from senior secondary class one (SS1). Purposive sampling technique was used for selecting only SS1 off-task students in mixed schools in Yenagoa. Then simple random sampling technique of

balloting was used to select 2 (two) public secondary schools from the 27 (twenty seven) mixed secondary schools. Out of the 802 students in these two schools selected, 150 were identified as Off-task students. Respondents from each school formed a group. Hence from the 2 schools, there were 2 groups (A, and B) selected. Group A was the experimental group while B was the control group. The 1st is the experimental group (Academic self efficacy group while Group B is the control group.

Instrumentation

The instruments for data collection is firstly a ten item, 4 point scale inventory known as Off-task students inventory (OSI) designed by the researcher to identify off-task students. The second is a structured Students Academic Achievement Test (SAAT) containing one hundred and fifty items objective test items designed by the researcher. It has three sections. Section one has 50 items on Mathematics, section B has 50 items on English language, and Section C has 50 items on Biology. The SAAT has a 4 option response set (A, B, C, D, E). The third instrument Academic self efficacy inventory (ASEI) was adopted from Tschannen-Moran and Woolfolk Hoy (2001) self-efficacy scale. A four point scale.

The mean for the Academic self –efficacy inventory (ASEI) is 65. Thus, anyone below this point is classified as not academically efficacious.

Results

Table 1: Research Question 1: How does Academic self-efficacy training affect off task students' academic achievement as measured by their pretest and post-test scores?

Mean and standard deviation of the difference in the pretest and post-test scores of students exposed to self-efficacy training

Self-efficacy training	N	\bar{X}	SD
Pre test	50	28.56	11.117
Post test	50	86.34	11.371

Table 2: Research Question 2: To what extent does off task students' academic achievement differ between those exposed to self efficacy training and those in the control group as measured by their pre test and post test scores?

Mean and standard deviation of the difference in the pretest and post-test scores of students exposed to self-efficacy training and those in the control group

	Academic Self-efficacy training Group N=50		Control Group N=50	
	\bar{X}	SD	\bar{X}	SD
Pre-test	28.56	11.117	30.40	9.670
Post-test	86.34	11.371	32.10	19.653

Table 3: Hypothesis 1: There is no significant difference between the pre test and post- test scores of off task students exposed to self-efficacy training on their academic achievement. T-test analysis of the pre test and post- test scores of off task students exposed to self-efficacy training on their academic achievement.

Self-efficacy training	N	\bar{X}	SD	df	t cal	t crit.	Alpha level	Result
Pre test	50	28.56	11.117	98	25.692	1.960	0.05	Significant
Post test	50	86.34	11.371					

Table 4: Hypothesis 2: There is no significant difference between the academic achievement of off task students exposed to Academic self-efficacy training and those in the control group as measured by their pre test and post-test scores.

Ancova summary of the difference between the academic achievements of off task students exposed to Academic self-efficacy training and those in the control group as measured by their pre test and post test scores

Source	Type III Sum of square	df	Mean Square	F	Sig
Corrected Model	78082.656	2	39041.328	182.696	0.000
Intercept	17428.750	1	17428.750	81.559	0.000
Pretest	4533.216	1	4533.216	21.213	0.000
Post test	76236.383	1	76236.383	356.752	0.000
Error	20728.504	97	213.696		
Total	449512.000	100			
Corrected Total	98811.160	99			

Discussion

Academic Self- efficacy Training on Academic Achievement of Off-task Students from their Pre-test and Post-test

The analysis on table 2; shows that post-test scores of off-task students exposed to academic self-efficacy training were more (\bar{X} 86.34, SD = 11.371) than their pre-test score of (\bar{X} 28.56, SD = 11.117).

Statistical analysis on table 3 shows that calculated t value of 25.692 is more than the critical t-value of 1.960 at a degree of freedom of 98.

The decision was to reject the null hypothesis which states that there is no significant difference between the pre-test and post-test scores of off-task students exposed to self-efficacy training on their academic performance. The alternate hypothesis which states that there is a significant difference between the pre-test and post-test scores of off-task students exposed to Academic self-efficacy training on their academic achievement is accepted. This result is also in line with that of Zimmerman (2002) and Bong (2002). They are of the opinion that academic self efficacy is strongly influential to academic performance. The second result of this study revealed that Academic self efficacy training had a positive influence on the academic performance of off-task student. Thus, counselors, teachers, psychologists etc should be acquainted with this kind of training so that they can be able to deal with students, off-task problems and make them on-task students.

This sort of skill will enable students to have a strong sense of efficacy. People with a strong sense of assurance in their capabilities will approach difficult task as challenges to be faced rather than threat to be avoided. They will set meaningful and achievable goals for themselves and maintain a strong commitment to them. In the face of failure they heighten and sustain their efforts.

Thus from the fore going when a student and even off-task students trained in academic self efficacy, there is the tendency that such student will do better in his/her academic performance.

The Effect of Academic Self-efficacy Training on Off-task Students in the Experimental Group as Compared to the Control

The analysis of the items in table 6 indicate that the post-test scores of (\bar{X} = 86.34, SD = 11.371) off-task students exposed to self-efficacy training were more than those in the control group. (\bar{X} = 32.10, SD = 19.653) their pre-test scores were (\bar{X} = 28.56, SD =

11.117) and (\bar{X} =30.40, SD = 9.670) respectively for the academic self-efficacy. Training group and control group.

Table 12 of the statistical analysis indicated that there was a significant difference between post-test mean scores for the experimental group (i.e those exposed to academic self-efficacy training compared to the control groups. $F(1, 97) = 356.752, p < 0.05$. Thus the null hypothesis was rejected and the alternate accepted. This states that there is a significant difference between the academic achievement of off-task students exposed to academic self-efficacy training and those in the control group as measured by their pre-test and post-test scores. Adeyemo (2008) is also of this opinion.

The importance of self-efficacy training on people compared to those that do not have, cannot be overemphasized. The training will help boost an individual's perception, reading habit which will consequently reflect in his performance in attainment of achievable goal(s). The exposure of the training has helped individuals to perform brilliantly more than their counterparts that never had the experience.

Academic self efficacy training help boosted the academic achievement of off-task students, compared to those that did not get the training. The reason why this group performed better could be explained by the exposure of self efficacy skills of observation motivation self regulation attribution, goal setting and feedback. Academic self efficacy deals with an individual's strong determination to excel academically despite all obstacles. They approach threatening situations with assurance that they can exercise control, over them. Efficacious people, do not attribute failures to irrelevant factors but to insufficient effort by themselves or knowledge and skills that are deficient to them, but can be acquired through concerted efforts. This can produce personal accomplishment, reduce depression, stress and can enhance academic achievement (Bandura 2000). On the other hand, people that are not efficacious give up quickly in the face of difficulties and easily fall to stress and depression (Adeyemo 2007).

The skills thus acquired can enable off-task students perform brilliantly in their academics. It quite imperative that counselors teachers psychologists etc get this training to enable of them function well in their professions.

Conclusion

The work discusses the effect of Academic self-efficacy training among off-task students. It was discovered that academic self-efficacy training had effect on the group that

was trained. It was also seen in the work, in the pre-test and post-test scores and also from the result of the experimentation and control.

Recommendations

1. Teachers should report any off-task behaviour to the counsellor.
2. Academic self-efficacy training should be part of the counselling units in schools.
3. Teachers should liaise with counsellors and report any off-task behaviour to the guidance counselors.
4. Teachers, students should meet counselor for counselling when they discover any defect in academic performance of off-task students; so that effective counselling will be given, to make them on-task student.
5. Government should make provisions for counselling centres both within the schools and outside the schools in order to render adequate counselling for people in need.
6. Counsellors, psychologists and teachers should be encouraged to work in schools without undue influences, from principals, so that they can discharge their duties effectively to students and staff.

References

- Adeoye (2010) Emotional intelligence and self efficacy, as determinants of academic achievement in English language among students in Oyo State Senior Secondary Schools. *Journal of clinical and counseling Psychology* 13 (2), 121-133
- Adeyemo, D.A. (2007) *Emotional intelligence and the relationship between job satisfaction and organizational commitment of employee in public parastatals in Oyo State.* Nigeria, *journal of social science*, 4:2, 324-330.
- Adeyemo, D.A. (2008) *Measured influence of Emotional intelligence and some Demographic characteristics on Academic self efficacy of Distance learners, perspective in Education.* 24, 2, 104-112.
- Aremu, A.O. & Ogbuagu, V.E. (2005) Correlates of Parental influences, school environment, learners' interest in self efficacy on academic performance of police children in Ibadan. *African journal for the psychological study of social issues* 8 (1) 42-57.

- Baker, R (2007) Modeling and understanding students off-task behaviour in intelligent tutoring system; proceedings interaction. 1059-1068
- Bandura, A. (2002), Cultivate self Efficacy for personal and organizational effectiveness. *Handbook of Principles of Organizational behaviour*. 120-136.
- Bong . M (2002). Predictive utility of subject-task and problem-specific self-efficacy judgement fro immediate and delayed academic performances. *J. J. exp. Educ.* 70:1.33-12
- Covington, M.V. (2000). Goal theory, motivation and students achievement. An integrated Review. *Annual Review of Psychology*, 51,171-200.
- Graesser, A. C, Chipman, P. King. B, Mc Daniel, B & D, Mello S. (2007) Emotions and learning with auto tutor; (Eds) 13th International sentences on artificial intelligence in education (AIED 2007). 10.5 press 569-571.
- Hub, B. (2010). Redirecting the off task students using American Sign Language. *Retrieved January 2011. [File:///E:/Aocss/re % 20 directing. htm](#).*
- Mc Daniel, B. T. D Mello, S. K. King B. G. Chipman, P. Tapp K. & Grasser, A. (2007) Facial features for affective state detection in learning environments (Eds) proceeding of the 29th Annual cognitive society Austum T cognitive science 467-472
- Nwankwo, O. C. (2006) *Practical guide to research writing*. Port Harcourt Golden Publishers.
- Wright J. (2010). School wide strategies for managing off task/ inattention. *Retrieved January 2011. [File:///E:/docsss/interventionsta. Info. list. Php.htm](#).*
- Zimmerman, B.J. (2002). Self Efficacy on essential motive to learn. *Contemporary Educational Psychology* 25,82-91