

Relationship between self-efficacy and Indulgence in Behaviour Problems among Kenyan Secondary Students

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Abstract The study examined the relationship between self-efficacy and indulgence in behavior problems among students in selected Kenyan secondary schools. A correlation survey Design was adopted. The target population was 11479 form three students drawn from three Sub Counties in Kenya, and the sample size comprised 386 students. The general self-efficacy and indulgence in Behaviour problem questionnaires were used to collect data. A bivariate correlation (zero-order) was used to analyze data with the aid of SPSS. The finding revealed students self-efficacy and indulgence in behavior problems were moderately negatively correlated $r(347) = -.416, P = .012$. It was concluded that student's self-efficacy and indulgence in behavior problems were significantly correlated, however the study showed that their relationship was inverse; high self-efficacy associated with low level of indulgence in behavior problems and vice versa. The computation of a coefficient of determination, established that the two variables showed a significant proportion of their variance, $r^2 = 17.3$ percent of that variance. This indicated that 17 percent of the variance in respondents scores on the indulgence to behavior problems being explained by student's self-efficacy alone. The parents also should identify the best parenting practices that promote students self-efficacy, so that at school level they will be fully adjusted to following learning instructions other than involving in behaviour problems.

Keywords Self-Efficacy, Behaviour Problem, Secondary School, Students

1. Introduction

In the current society, there are several behavior problems that face students at school and at home in many countries of the world. These behavior problems sometimes are manifested in the form of violent activities, promotion of sex clips in class, fighting, destruction of property and arson among others (Kinai, 2004). Poverty and inequitable educational opportunities also predispose school youths to violence (Ohsako, 2007). Recent studies from Africa have also shown that physical fighting among school going adolescents is prevalent. In Kisii county of Kenya, students behavioural problems have led to destruction of property, interference of learning programs, psychological and academic achievements have been reported from several schools since 2011 (CDE's office Kisii county, 2016). Educational programs require that students live in an environment where they are peaceful and are instructed with the right knowledge, skills, values and attitudes (Abiero, 2009). However, in the recent past behavior problems have been seen to increase and have become a challenge to almost

all stakeholders in education (Kengare, 2008), the student behavior problems have resulted into death, destructive of property, deformities, truancy among students and interference with the learning and teaching in schools (Ruto, 2009).

Behavior problems have been explored for various dimensions. For instance, Ogilvie and Steward (2013) found that situational perceptions of cost and benefits, and students self-efficacy were significant predictors of intentions to engage in plagiarism and that student's self-efficacy was to moderate the effects of deterrence perceptions on intentions to engage in plagiarism. Similarly Abousselam (2005) in South Africa also indicated that student's self-efficacy was related to risky sexual behavior. In addition, Bernadette, Okepi, Rita, Nolifon and Obinna (2012) in Nigeria reported that there was a significant relationship between self-efficacy and pupils academic performance and that pupils showed be help to develop high self-efficacy and school to provide curate devoid of cheating. Carol, Stephen, Robert, Kawie, John, Lisa and Julie (2009) in Australia found that academic and self-regulatory efficacy had indirect negative effect through delinquent and direct positive effect on academic achievement and that academic and social efficacy had positive and negative relationships.

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The study was informed by Ajzen (1988) theory of planned behavior, the theory proposes a model which measure how human actions are guided. It also predicts the occurrence of behavior as intentional (Ajzen, 1991). The theory came about when it was realized that there was a discrepancy between attitude and behavior, therefore, this theory of planned behavior was introduced to predict behavior because behavior can be deliberative and planned (Ajzen, 1988). The theory majorly considers individuals behavior and intention. Although there is no perfect relationship between behavioural intention and actual behavior, intention can be used as proxy measure of behavior. This theory considered attitude as one of the variables that determines ones behavior. Attitude toward the behavior is a person's overall evaluation of the behavior. It has two components working together that is the belief about consequences of the behavior and the corresponding positive or negative judgment about each of these features of behavior. The other aspect of the theory of planned behavior is the subjective norms, where person estimates the social pressure to perform the target behavior, under subjective norms two components work in interaction, particularly a belief about how other people who may in some way be important to a person and would like them to behave in some way (Hillian, 2008, Luther, 2005). The perceived behavioural contrast is the way one feels he/she is able to enact a behavior, it also focuses on how a person has control over the behavior and how confident a person feels being able is determined by control belief about the power of both situational and internal factors to inhibit or facilitate the performance of the behavior. The theory also contents that students behavior could be dictated by the existing situation and internal factors within them. This theory informed the present study that student intentions, attitudes and the subjective norms were variables that greatly influenced how they react in any given situation and that any behavior problem is deliberate and planned. And that students control belief such as self-efficacy determines the power inhibit or facilitate the performance of a behavior.

Several studies have been reviewed about influence of self-efficacy. For example, Cassady and McConnell (2014) found that student's Met cognition and self-efficacy significantly predicted the genetics problem –solving ability, furthermore, self-efficacy moderated the relationship between met cognition and genetics problem-solving ability. In the same note, Shewamolt and Getachew (2015) in Ethiopia reported that general self-efficacy were positively and moderately correlated with academic intrinsic motivation. Hamid, Ahmad, and Farzad (2016) in Asia showed that self-efficacy only mediates the relationship between authoritative parenting styles and academic performance and that self-efficacy was an important variable in an individual psychological development. However, Wing, Cheng, Wong and Rechelle (2011) in Hong Kong reported a weak direct relationship between

deviant behavior and self-efficacy and elf-esteem. Similarly, Tetsuro (2010) showed that there was in significant difference in self-efficacy, coping behaviour, response to stress and health locus of control between students with renal disease and healthy students.

The null hypothesis of the study was stated as follows;

There is no statistically significant relationship between students' Self-Efficacy and indulgence in behavior problems.

2. Research Methodology

Research Design

The study adopted a correlation survey design.

Study Participants

The researcher used data from the targeted population of 95 secondary schools composed of 11479 from three students. From this population 20 secondary schools (n=20) were sampled for the study where 386 respondents (n=386), 10 head of departments (n=10), 10 Deputy Principals (n=100 and 10 principals (n=10) were selected. The return rate of the questionnaires was 89.9% from the student respondents.

Research instruments

The study adopted the General Self-Efficacy Scale Questionnaire to collect the quantitative data. The questionnaire had twenty one items to which respondents were expected to items to which respondents were expected to tick, strongly Agree, Agree, strong disagree, disagree and neutral to the provided statements on likert scale. The researcher used Cronbach alpha to a certain the reliability of the research instrument and reliability was found to be 0.83.

Data collection procedures

Before commencing the study, the researcher sought a written permission from Board of Post Graduate Studies, Jaramogi Oginga Odinga University of Science and Technology and then proceeded to National commission of science, technology and innovation to request for authority and permission to carryout research as required by the Kenyan law.

Data analysis

Quantitative data was analyzed using Pearson Product-Moment correlation coefficient. The hypothesis was tested at the 95% level of significance.

3. Findings & Discussion

The Pearson Product-Moment correlation coefficient was conducted to explore the relationship between student's self-efficacy and their indulgence in behavior problems as measured by the general self-efficacy scale questionnaire. The findings are presented in Table 1.

Table 1. Correlation between self-efficacy and indulgence in behavior Problems

		Self-efficacy	Indulgence in behavior
	Pearson correlation	1	-.416
Self –efficacy	Sig (2-tailed)		.012
	N	347	347
Indulgence in behavior	Person correlation	-.416	1
	Sig (2-tailed)	.012	
	N	347	347

Correlation is significant at the 0.05 level (2-tailed)

The findings presented in table 1 shows that students self-efficacy and student indulgence in behavior problems were moderately negatively correlated, $r(347) = -.416$, $p = .012$. Given the fact that a significance level was established, there was sufficient evidence to reject the null hypothesis, hence it was concluded that students self-efficacy and student indulgence in behavior problems were significantly correlated however, the study showed that the relationship was inverse; highly level of self-efficacy being associated with low level of indulgence in behaviour problems. The established that the two variables shared a significant proportion of their variance, $r^2 = 17.3$ percent of their variance. The finding of this study agrees with those Oglvie and Stewart (2013) who showed that both situational perceptions of cost and benefits, and student's Self- efficacy were significant predictors of intention to engage in Plagiarism. Similarly, Shu and Pei (2008) study in Taiwan revealed that students with high self-efficacy applied more leasing strategies and critical thinking and provided elaborate borate feedback, than those with lower self-efficacy. In addition, Ahmed and Safaria (2013) revealed that students with high self-esteem obtained higher scores on 50 mathematical problems test, and the content analysis of the interviewee response, showed that students with higher self-efficacy planned to study complex subjects in future. Li (2012) in Hong-Kong showed that both attitude and self-efficacy could significantly predict the efforts students make in research methods. The finding was also in agreement with Wedge (2012) who reported that individuals with high specific self-efficacy were likely not to cheat. On the same note Rapelang et al (2013) also contents that high self-efficacy students had stronger predictive power on safe sex behavior among males and females in comparison to self-esteem. Similarly, Hashemenejad, Masoud and Amini (2014) in their study revealed that was no significant relationship between males and female EFL student self-efficacy and writing performance. Shewamolt and Getached (2015) in Ethiopia reported general self-efficacy and academic self-efficacy were positively and moderately correlated with intrinsic motivation. Abousselam, et al (2016) in South Africa also reported that both self –efficacy and future perspective time

were negatively related to risk sexual behavior. Hamid, Ahmad, and Farzarnd (2016) in Asia showed that self-efficacy only mediates the relationship between authoritative parenting styles and academic performance and that self-efficacy was an important variable in an individual psychological development.

4. Conclusions & Recommendations

The findings concluded that there was a moderate negative but highly significant ($p < .05$) correlation between students' self-efficacy and students' indulgence in behavior problems, with high level of self-efficacy associated with low level of indulgence in behavior problems and vice-versa. The study recommends that the Ministry of Education, Science and Technology should design programmes and policies that address learners interest, abilities and talents that creates enthusiast as they unleash their potentials in learning, such programmes will minimize students chances of engaging in behavior problems.

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