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SELF-EFFICACY OF IN-SCHOOL ADOLESCENTS IN IMO STATE-NIGERIA: SOCIO-DEMOGRAPHIC VARIBLES AS PREDICTORS

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Abstract

Using a correlational survey research design, the study investigated self- efficacy among in-school adolescents in Imo State: socio-demographic variables as predictors. Four research questions and four hypotheses guided the study. 22, 159 SS 2 in-school adolescents in government-owned secondary schools in Imo State constituted the population. The sample for this study comprised 387 SS 2 in-school adolescents drawn from the six education zones in Imo state. This sample size was estimated using the Taro Yamane formula. Two instruments: Student's socio-demographic information and the self-efficacy questionnaire were used for data collection. Three specialists in Education validated the instruments for face and content adequacy. Kuder-Richardson formula was used to establish the reliability of the instruments. The student's socio-demographic information yielded a coefficient of 0.73, while the academic self-efficacy questionnaire yielded a reliability index of 0.88. A direct delivery approach was utilized in the administration of the instruments. Simple regression analysis was employed in analyzing questions 1 and 2, while questions 3 and 4 were analyzed using multiple regression analysis. The null hypotheses were tested at 0.05 significance level using simple and multiple regression analysis. Conclusion drawn from the findings of the study was that socio-demographic variables (in-school adolescents' age, parents' educational level, family status) significantly predict academic self-efficacy of in-school adolescents in Imo state. The following recommendations were made, among others: that conferences and seminars should be organized for teachers to enlighten them on the different traits possessed by in-school adolescents. The conference will also throw light on the teaching strategies and management techniques for different skills.

Keywords: Self-Efficacy, Socio-Demographic Variables, In-School Adolescents, Age, Educational Level, Family Status

1.1 Introduction

The self-efficacy of in-school adolescent overtime have been perceived as another factor other than intellectual ability that influences their academic success and career success. An adolescent is an individual who is under the developmental stage called adolescence. Adolescence is that period of growth in which each individual life begins at the end of childhood and closes at the beginning of adulthood. Some psychologists see self-efficacy as the reciprocal relationship

between students' beliefs about their capacity and the effort they put forth, leading to achieving success. It is the expectation that one is capable of carrying out behaviour or producing a desired outcome. Self- efficacy is the belief individuals hold about their capabilities and about the outcomes of their efforts and this greatly impacts and influences the way in which they will behave. In other words, how people behave is influenced more by their cognitive beliefs than by the results of previous performance. Self-efficacy determines the kind of goals adolescents set for themselves and how they pursue such goals. Adolescents, therefore, should be encouraged to look inward and believe in what they can do.

Students with high self-efficacy are likely to be audacious to face difficulties and they see challenges as a prospect to develop themselves and become improved persons in life, which means they tend to think about ways of refining themselves notwithstanding challenges they come across while students with low self- efficacy tend not to have the ability to endure challenges; which further entails that they have the propensity to evade difficulties. They see challenging activities as threatening, stay away from demanding circumstances, tend to adjust less practically to stressors, and might possibly think in unbearable ways towards themselves since they tend to assume more concern for their displeasure than for their achievement.

Bhagat and Baliya (2016) described self-efficacy as one's belief in their ability to produce designated levels of performance that exercise influence over events that affect their lives. Supporting this view, Anyamene, Ejichukwu and Azuji (2019) opined that some necessary emotional resources, such as self-efficacious beliefs, are essential for effective coping and possible adjustment in social settings. Self-efficacy is thus seen as an individual's personal judgment of an individual's capabilities in successfully carrying out a given task. Self-efficacy is a core aspect of social cognitive theory that refers to people's beliefs about their ability to exercise control over their own lives and over the events that affect their lives (Crandall, Abdul-Rahim and Yount, 2016). These beliefs influence a person's motivation and may be the most important factors for determining behaviour. Self-efficacy is not about an individual's objective ability; rather, it captures an individual's perception of their performance capability. Thus, those with higher levels of self-efficacy tend to select, create and transform their environmental circumstances more actively than those with lower levels of 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 to attain 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, 1986). 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. 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 also exist self-efficacy beliefs concerning certain domains of competences, for instance, 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 the prediction of differences in school achievement (Adu, Tadu, and Eze, 2012). 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 have been 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 students' self-efficacy (Adu et al 2012).

According to Hernandez, Escobar, Fuentes and Egularte (2019), self-efficacy is conceptualized as an individual's ability to succeed in specific situations. When students have the conviction that they are able to successfully perform scholastic activities, it is called academic self-efficacy. Students with firm self-efficacy beliefs tend to interpret academic stress, self-efficacy, academic achievement and resilience in emerging adults' work as one more challenge that they efficiently handle, relying on their abilities; they make effective use of their acquired knowledge and skills, present higher academic achievement and are more likely to meet their academic goals. By contrast, low self-efficacy is often linked with high rates of anxiety and stress-related behaviours (Hernandez *et al.* 2019). In this way, personal efficacy has been found to moderate the effect of stressful factors and to predict high academic achievement at university.

Similarly, Tomasevic, Ukropina, Jovanovic, Kvrgic, Cankovic and Milijasevic (2022) reported that high self-efficacy is a predictor of greater academic and sporting success, and greater job satisfaction, leads to safe sexual practices and relationships, and also reduces risky sexual behaviours. Tomasevic et al. (2022) further reported that numerous studies have shown the role self-efficacy plays in the field of risky sexual behaviour, as well as the association of self-efficacy with the practice of safe sexual relations among other variables. As such, the way adolescents face and experience their circumstances from a personal and psycho-educational perspective plays a central role in their learning process (Palacios, 2019). In the context of this study, self-efficacy represents in-school adolescents' ability to plan and practice the effective behaviour in order to achieve the desired result in a certain situation, to control the events and situations that affect their life, to issue the right self-expectations about their own ability to perform certain tasks and activities and to predict the extent of the efforts and perseverance needed for the work. Some psychological constructs, including socio-demographic variables, could influence the academic resilience and self-efficacy of in-school adolescents.

Socio-demographic factors include marital status, educational status, religious status, socio-economic status, family status, age, among others. Specifically, Okhakhume, Aroniyiaso and Olu (2018) reported that some studies conducted by Western and Asian researchers has relate depression with some socio-demographic variables like gender, marital status, household composition, living arrangements, ethnicity, education and occupational class to examine whether there is a significant relationship or not. Thus self-efficacy of in-school adolescents can be attributed socio demographic variables. Unegbu, Amaechi, Njoku and Opara (2015) enumerated socio-demographic variables to include age, gender and academic rank. However, the present study will be limited to three socio-demographic variables, such as adolescents' age, educational level, and family status.

Age is a combination of physical, psychological, biological and social maturity. Dorie and Devin (2023) opined that the most common type of age is chronological or physiological age. The other forms of age are psychological, biological, social and functional. Age as a demographic variable can influence the self-efficacy of adolescents. Another study demonstrated, after the gender, ethnicity and technology experiences were put under control, that age negatively correlated with internet self-efficacy; again, the correlation between age and course satisfaction was mediated by internet self-efficacy (Liu and Haque, 2017).

Educational level is another socio-demographic variable to be discussed in this study. In the context of this study, educational level is classified as primary, secondary, diploma, tertiary, post-graduate diploma, master's, and PhD education. Ideally, one's level of education determine his/her degree of knowledge and exposure. Going by this assertion, it is possible that parents who are more educated would have a higher level of knowledge and exposure, which culminates in parental involvement in the academics of in-school adolescents. Parental involvement is integral to academic success and could influence the degree of students' self-efficacy. However, there is a need to determine the relationship between education level as a socio-demographic variable and in-school adolescents' self-efficacy.

Family status is another socio-demographic variable that captures the attention of the present research; in this study, family status is perceived as family income level. According to Owan and Asuquo (2021), family status has an impact on students' academic achievement. Hence, many students from low-income families may experience challenges in reaching the same level of academic achievement as their counterparts from higher-income families, whose parents' income is higher; low income directly affects academic achievement negatively as a result of a lack of resources. In agreement with this, a study in Ghana found that higher family income correlated with improved academic performance of students; however, family income was not the only predictor of better students' academic success (Adzido, 2016). In Pakistan, the result of a study as reported by Soharwardi, Fatima, Nazir, and Firdous (2020), showed that both parental income and their educational level positively impact the performance of students. Lower academic achievement of students was attributed to socioeconomic backgrounds, while their counterparts from higher socioeconomic backgrounds had corresponding higher academic achievement.

Although students from low-income backgrounds were able to discover their passion for academics, notwithstanding their parents' low income, they were able to succeed academically in school and were also satisfied with their academic achievement (Dias, 2017). Despite reports from studies carried out in different countries of the world, there still lies a lacuna in the body of research regarding the empirical establishment of factors predicting self-efficacy of in-school adolescents here in Nigeria and particularly in Imo State.

Records show that in-school adolescents in most schools have been blacklisted, some others expelled due to cultism, homosexuality, fighting with arms, among other social vices, some suspended, others left their schools to write exams in special examination centres. This is attributed to the low self-efficacy of students. It is against this background that this study intends to examine self-efficacy among in-school adolescents in Imo State: Socio-demographic variables as predictors.

1.2 Statement of the Problem

Improving the self-efficacy of in-school adolescents is an issue of concern which need immediate attention if improvement must be achieved in schools. Self-efficacy is a factor that seems to put in-school adolescents in a state of dilemma and leads to loss of interest by some students in their academic pursuits. Adolescents' loss of interest due to certain factors informs the need for proper evaluation of the factors and the absence of proper evaluation leads to an increase in the number of students who have been blacklisted in schools, expelled due to cultism, homo-sexuality and fighting with arms. Other adolescents in secondary schools in Imo state have been suspended, some left their schools to write exams in special examination centres due to low self-efficacy and lack of academic resilience.

On the contrary, in-school adolescents in secondary schools in Imo state seem to be drifting away from activities that should improve their academic self-efficacy and this in turn seems to influence their overall wellbeing in society. The self-efficacy of adolescence seems to be affected by task performance, vicarious learning and meaningful feedback, as well as by the individual's skill to accurately interpret situations. However, despite the importance of this trait (self-efficacy),

adolescents in secondary schools in Imo state still function and carry out academic activities below expectations. Nonetheless, this worrisome state informs the present study to examine self-efficacy among in-school adolescents in Imo State: socio-demographic variables as predictors.

1.3 Research Questions

The following research questions guided the study.

1. What is the prediction value of in-school adolescents' age on their self-efficacy in Imo state?
2. What is the predictive value of parent's educational level on the self-efficacy of in-school adolescents in Imo state?
3. What is the predictive value of family status on the self-efficacy of in-school adolescents in Imo state?
4. What is the prediction value of socio-demographic variables (in-school adolescents' age, parent's educational level, family status) on self-efficacy of in-school adolescents in Imo State?

1.4 Hypotheses

The following null hypotheses guided the study and were tested at 0.05 level of significance.

1. In-school adolescents' age is not a significant predictor of their self-efficacy in Imo state.
2. Parent's educational level is not a significant predictor of self-efficacy of in-school adolescents in Imo state.
3. Family status is not a significant predictor of self-efficacy of in-school adolescents in Imo state.
4. Socio-demographic variables (in-school adolescents age, parent's educational level, family status) do not significantly predict self-efficacy of in-school adolescents in Imo State.

2. Literature Review

The concept of perceived self-efficacy reflects the committed self-belief that an individual can accomplish new or demanding duties and achieve desired results (Bandura, 1997). It involves the ability to deal with difficulty, stress, or pressure in academic situations. For this reason, developing resilience is an imperative task as it is how individuals overcome challenges and face demanding experiences. Besides, by developing resilience, people can cultivate lasting abilities such as communication and problem-solving aptitudes, and the ability to make accurate plans and be capable of taking the time needed to follow through with them. Bandura (2001) defined self-efficacy as a belief in one's ability to establish and implement the development of action necessary to create a given achievement. He established self-efficacy as one's conviction to effectively perform a course of achievement required to attain the anticipated result.

Hamill in Cassidy (2015) also reported self-efficacy as an important characteristic that distinguished resilient and non-resilient 16–19-year-old students. The pursuit of those factors that distinguish resilient from non-resilient individuals and the promotion of resilience have been at the center of existing research in the field of resilience (Hamill in Cassidy, 2015). There is sufficient evidence indicating that self- efficacy is one resilience factor worthy of further study in this respect. Self-efficacy emerged as a central facet in Albert Bandura's Social Cognitive Theory, where it is described as the belief in one's capabilities to organize and execute the course of action

required to manage prospective situations. In educational studies, individual differences in perceived self-efficacy have often been shown to be better predictors of performance than either previous achievement or ability (Cassidy, 2012).

Self-efficacy is context-specific and seems particularly important when individuals face adversity, when positive self-efficacy beliefs are associated with increased motivation and perseverance and an increased likelihood of rejecting negative thoughts regarding one's own capabilities. Self-efficacy is considered to be the foundation of human agency and is referred to as an important protective factor regulating human functioning and emotional wellbeing through cognitive, motivational, affective, and selective processes. And whilst Bandura in 1993 does describe how self-efficacy operates to contribute toward academic development—stating that students' beliefs in their efficacy to regulate their own learning and master academic activities determine their aspirations, level of motivation and academic accomplishment—there is a lack evidence-based detail accounting for exactly what high self-efficacious individuals *do* that impacts positively on academic outcomes; as noted by Hamill in Cassidy (2015), despite an abundance of self-efficacy focussed research, relatively little work has examined how self-efficacy relates to resilient behaviours exhibited in response to adversity.

2.1 Theoretical Framework

The theoretical underpinning of this study is anchored on Self-Efficacy Theory by Albert Bandura (1995)

The self-efficacy theory was propounded by Albert Bandura as part of the larger theory in 1995. Self-efficacy theory is the belief in one's capability to organize and execute the course of action required to manage prospective situations. Self-efficacy is an individual believe in what they can accomplish using their own skills under certain circumstances. The self-efficacy theory affects every aspect of human existence. Self-efficacy beliefs are important aspects of human motivation and behaviour. It influences actions that can affect one's life in terms of growth and decision-making. Self-efficacy has been thought to be a task-specific version of self-esteem. Over time, the basic principle behind self-efficacy theory has been noticed to be that individuals are more likely to engage in activities for which they have high self-efficacy and less likely to engage in those for which they have low self-efficacy.

In Bandura's theory of self-efficacy, four sources of information are outlined, which individuals employ to judge their efficacy, such as performance outcomes, vicarious experiences, verbal persuasion, and physiological feedback (emotional arousal). These components help individuals determine their level of believes in their capability to accomplish specific tasks. The crux behind the self-efficacy theory is that performance and motivation are, in part, determined by how effective people believe they can be. Self-efficacy influences an individual's ability to learn, individuals' motivation to carry out duties, and individuals' performance. This is so as most in-school adolescents will often attempt to learn and carry out activities that they believe they will be successful at. Hence, this theory is related to the present study as it focuses on the prediction among socio-demographic variables and self-efficacy among in-school adolescents in Imo state.

3. Method

The correlation survey research design was adopted for this study. The population for this study comprises 22,159 SS 2 in-school adolescents from government-owned secondary schools in the 6 education zones in Imo State. The sample for this study comprised 387 SS 2 in-school adolescents drawn from the six education zones in Imo state. This sample size was estimated using the Taro Yamane formula. To arrive at this sample size, the multi-stage sampling procedure was used. In the first stage, the simple random sampling technique (balloting with replacement) was used to select six secondary schools from each of the six education zones that made up the population, which amounts to 36 secondary schools selected. The in-school adolescents were stratified and the disproportionate sampling technique was used to select in-school adolescents from each of the secondary schools sampled. Through the use of the disproportionate sampling technique, some strata were over-represented while others were under-represented.

The instruments for data collection are the students' socio-demographic information and the academic self-efficacy questionnaire. The student's socio-demographic information section contains 7-items which elicit information on students' personal data such as gender, age, parents' highest educational qualification, parent's occupation, parent's income. The academic self-efficacy questionnaire is a 30-item questionnaire adopted for this study. The questionnaire was structured on a 4-point Likert scale of Strongly Agree (SA), Agree (A), Disagree (D), Strongly Disagree (SD). The instruments, the student's socio-demographic information and the academic self-efficacy questionnaire used for this study were subjected to face and content validity by three experts from the Department of Psychology, Measurement and Evaluation at Nnamdi Azikiwe University, Awka. The instruments for data collection were subjected to a reliability test. A total of 40 in-school adolescents in secondary schools in Owerri education zone 1 were used to establish the reliability for this study. The Kuder-Richardson formula was used to establish reliability for the students' socio-demographic information. The academic self-efficacy questionnaire yielded a reliability index of 0.88.

The administration of the instrument was done through a direct delivery approach. By this method, copies of the questionnaire were distributed by the researchers with the help of regular teachers from each school who served as research assistants. Before administering the questionnaires, the teachers were trained and briefed as research assistants, during which the researchers educated the teachers on the purpose of the research, the contents of the questionnaire, how to administer the instruments, and how to ensure that a high retrieval rate is recorded at the end. The regular classroom teachers assisted the researchers in matching each student's questionnaire response using the codes assigned.

Data relating to research questions 1 and 2 were analyzed using simple regression analysis, while research questions 3 and 4 were analyzed using multiple regression analysis. Similarly, simple and multiple regression analyses were also used to test null hypotheses 1-4. The decision rule on the predictive value was guided by Muiji's guideline (2004). This was based on squared regression coefficient (R2) and Beta weights (β) as shown below:

For R^2:
0.00 – 0.1 weak fit
0.1 – 0.3 modest fit
0.3 – 0.5 moderate fit
> 0.5 strong fit
Using the beta weighting (β) the decision rule is as follows:
0.00 – 0.1 weak effect
0.1 – 0.3 modest effect
0.3 – 0.5 moderate effect
> 0.5 strong effect
For the hypothesis, where the obtained p-value is equal to or less than 0.05, the null hypothesis will be rejected, but where the obtained p-value is greater than 0.05, the null hypothesis will not be rejected. SPSS version .25 will be used for the data analysis.

4. Results

Data for this study was analysed and presented as follows:

Research Question 1: What is the prediction value of in-school adolescents age on their self-efficacy in Imo state?

Table 1: *Simple Regression Analysis with Age as Predictor of Academic Self-efficacy Among In-school Adolescents in Imo State (n =387)*

Predictor	**Dependent Variable**	**B**	**SE**	**β**	***Remark***
Constant		84.73	3.37		
Age	Academic Self-efficacy	-0.13	0.21	-0.03	Weak predictive value
R = 0.03					
R^2=0.00					
Adj.= -0.00					

The summary of simple regression result present in Table 1 shows that beta coefficient (β) obtained using age as predictor of academic self-efficacy of in-school adolescents in Imo state was -0.03, R = 0.03 and R^2 = 0.00. This indicates that age explains 0% variance in academic self-efficacy of in-school adolescents. Both the β and R and indicates that age has a weak predictive value for academic self-efficacy among in-school adolescents in Imo state.

Research Question 2: What is the prediction value of parent's educational level on self-efficacy of in-school adolescents in Imo state?

Table 2: *Multiple Regression Analysis with Fathers and Mothers' Educational Qualification as Predictors of Academic Self-Efficacy Among In-school Adolescents in Imo State (n =387)*

Predictor	**Dependent Variable**	**B**	**SE**	**β**	***Remark***	
Constant		86.49	1.88			
Fathers' Edu. Qual.	Academic Self-efficacy	0.32	0.33	0.05	Weak value	predictive
Mothers' Edu. Qual.		-1.08	0.37	-0.16	Weak value	predictive
R = 0.15					Weak value	predictive
R^2=0.02 Adj.=0.02						

Table 2 presents the summary of multiple regression analysis with Fathers' and mothers' educational qualification as predictors of academic self-efficacy among in-school adolescents. The result yielded β values of 0.05 for fathers' educational qualification and -0.16 for mothers' educational qualification respectively. The R value was 0.15 and $R^2 = 0.02$. This suggests that both variables accounted for 2% of the variance in in-school adolescents' academic self-efficacy of in-school adolescents. The overall model regression coefficient with parents' educational qualifications as predictor of academic self-efficacy yielded a weak predictive value.

Research Question 3: What is the predication value of family status on self-efficacy of in-school adolescents in Imo state?

Table 3: *Multiple Regression Analysis with Family Status (Income) as Predictor of Academic Self-Efficacy Among In-school Adolescents in Imo State (n =387)*

Predictor	**Dependent Variable**	**B**	**SE**	**β**	***Remark***	
Constant		78.67	1.40			
Fathers' Income	Academic Self-efficacy	0.76	0.47	0.10	Weak value	predictive
Mothers' Income		0.66	0.50	0.08	Weak value	predictive
R = 0.15					Weak value	predictive
R^2=0.02 Adj.=0.02						

As shown in Table 3 the multiple regression with Fathers' and mothers' income (family status) as predictors of academic self-efficacy among in-school adolescents reveals beta coefficients of 0.10 and 0.08 for fathers' and mothers' income respectively. The multiple regression coefficient was 0.15 and the R^2 was 0.02. The later value indicates that the two variables explained 2% of the variance in academic self-efficacy among in-school adolescents in Imo state. The R value suggests that family status (parental income) has a weak predictive value for academic self-efficacy among in-school adolescents in Imo state.

Research Question 4: What is the prediction value of socio-demographic variables (in-school adolescents age, parent's educational level, family status) on self-efficacy of in-school adolescents in Imo State?

Table 4: *Multiple Regression Analysis with Socio-demographic Variables as Predictor of Academic Self-efficacy Among In-school Adolescents in Imo State (n =387)*

Predictor	**Dependent Variable**	**B**	**SE**	**β**	***Remark***
Constant		83.71	3.89		
Age	Academic Self-efficacy	0.01	0.20	0.00	Weak predictive value
Fathers' Edu. Qual.		-0.09	0.38	-0.01	Weak predictive value
Mothers' Edu. Qual.		-1.16	038	-0.17	Modest predictive value
Fathers' Income		0.68	0.50	0.09	Weak predictive value
Mothers' Income		1.10	0.51	0.13	Weak predictive value
R = 0.23					weak Predictive value
R^2=0.05 Adj.=0.04					

Table 4 displays summary of multiple regression analysis with demographic variables as predictors of academic self-efficacy among in-school adolescents in Imo state. The multiple regression coefficient (R) of 0.23 shows that the demographic variables jointly have weak predictive value for academic self-efficacy among the sample. Furthermore, the squared R (R^2) of 0.05 indicates these demographics jointly explained 5% of the variance in academic self-efficacy among in-school adolescents in Imo state.

Hypothesis 1: In-school adolescents age is not a significant predictor of their self-efficacy in Imo state.

Table 5: *Test of Significance of Simple Regression Analysis with Age as Predictor of Academic Self-Efficacy Among In-school Adolescents in Imo State (n =387)*

Predictor	**Dependent Variable**	**B**	**SE**	**B**	***t***	***p***	***Remark***
Constant		84.73	3.37		25.23	0.000	Significant
Age	Academic Self-efficacy	-0.13	0.21	-0.03	-0.63	0.528	Not significant
R = 0.03							
R^2=0.00							
Adj.= -0.00							

Table 5 displays the simple regression results with age as predictor of academic self-efficacy among in-school adolescents in Imo state which shows that age was not a significant predictor of academic self-efficacy among this group, t= -0.63, p= 0.528. The null hypothesis was not rejected since the p-value was greater than 0.05 level of significance.

Hypothesis 2

Parents' educational level is not a significant predictor of self-efficacy of in-school adolescents in Imo state.

Table 6: *Test of significance of Multiple Regression Analysis with Fathers and Mothers' Educational Qualification as Predictors of Academic Self-efficacy Among In-school Adolescents in Imo State (n =387)*

Predictor	**Dependent Variable**	**B**	**SE**	**B**	***t***	***p***	***Remark***
Constant		86.49	1.88		46.05	0.000	Significant
Fathers' Edu. Qual.	Academic Self-efficacy	0.32	0.33	0.05	0.95	0.345	Not significant
Mothers' Edu. Qual.		-1.08	0.37	-0.16	-2.91	0.004	Significant
*R = 0.15							*Significant
R^2=0.02							
Adj.=0.02							

*F(2,384) = 4.28, *p*=0.014

The multiple regression analysis presented in Table 6 indicates that in-school adolescents' parents' educational qualification was a significant predictor of their academic self-efficacy, R = 0.15, *F*(2,384) = 4.28, p= 0.014, hence, the null hypothesis was rejected.

Hypothesis 3: Family status is not a significant predictor of self-efficacy of in-school adolescents in Imo State.

Table 7: *Test of Significance of Multiple Regression Analysis with Family Status (Income) as Predictor of Academic Self-Efficacy Among In-school Adolescents in Imo State (n =387)*

Predictor	**Dependent Variable**	**B**	**SE**	**B**	***T***	***p***	***Remark***
Constant		78.67	1.40		56.25	0.000	Significant
Fathers' Income	Academic Self-efficacy	0.76	0.47	0.10	1.61	0.108	Not Significant
Mothers' Income		0.66	0.50	0.08	1.32	0.186	Not Significant
*R = 0.15 R^2=0.02 Adj.=0.02							*Significant

*F(2,384) = 4.66, 0.10

The multiple regression analysis presented in Table 7 indicates that in-school adolescents' family status (parents' income) was a significant predictor of their academic self-efficacy, R = 0.15, *F*(2,384) = 4.28, p= 0.010. Since the p-value was less than 0.05 level of significance, the null hypothesis was rejected. However, the individual contribution of each of parent's income was not a significant predictor of academic self-efficacy.

Hypothesis 4: Socio-demographic variables (in-school adolescents age, parent's educational level, family status) do not significantly predict self-efficacy of in-school adolescents in Imo State.

Table 8: *Test of Significance of Multiple Regression Analysis with Socio-demographic Variables as Predictor of Academic Self-efficacy Among In-school Adolescents in Imo State (n =387)*

Predictor	**Dependent Variable**	**B**	**SE**	**B**	***t***	***p***	***Remark***
Constant		83.71	3.89		21.51	0.000	Significant
Age	Academic Self-efficacy	0.01	0.20	0.00	0.02	0.981	Not Significant
Fathers' Edu. Qual.		-0.09	0.38	-0.01	-0.24	0.812	Not Significant
Mothers' Edu. Qual.		-1.16	038	-0.17	-3.06	0.002	Significant
Fathers' Income		0.68	0.50	0.09	1.36	0.176	Not Significant
Mothers' Income		1.10	0.51	0.13	2.16	0.032	Significant
*R = 0.23 R^2=0.05 Adj.=0.04							*Significant

*F(5,381) = 4.34, p= 0.001

The multiple regression results displayed in Table 8 reveals that socio-demographic variables were jointly significant predictors of academic self-efficacy among in-school adolescents in Imo state, F (5,381) = 4.34, p=0.001. Since the p-value was less than 0.05 level of significance, the null hypothesis was rejected. However, only two variables made significant unique contribution in explaining academic self-efficacy among in-school adolescents in Imo state.

6. Discussion of Findings

The findings of this study reveal that age explains 0% variance in academic self-efficacy of in-school adolescents. This indicates that age has a weak predictive value for academic self-efficacy among in-school adolescents in Imo state. The hypothesis found that in-school adolescents' age is not a significant predictor of their self-efficacy in Imo state. This finding conforms with Moa-Liberty, Tunde and Tinuola (2015), who found that, there is a significant joint influence of sex, age, ethnicity and self-efficacy on entrepreneurial intentions; male participants are more susceptible to entrepreneurial intentions than their female counterparts and that Youth Corp members with a high self-efficacy rate are significantly higher on entrepreneurial intentions. The findings of the present study are further supported by Akinbade and Adeyemi (2019), who found that the majority of the respondents are within the ages of 14-17 years. The result showed that while 225(75.0%) had high self- esteem, 256(85.3%) exhibited moderate resilience level. Living with a caring parent is identified as one of the foremost factors that influence self-esteem, with a relative Statistical Index (RSI) value of 0.81. It can be observed that satisfaction with oneself was regarded as the foremost personal characteristic that is capable of influencing adolescents' resilience to peer pressure. This item has the highest RSI value of 0.89. It can be observed that a Chi-square test result indicated that there existed a significant influence of self-esteem on in-school adolescents' resilience to peer pressure.

The present study also reports that fathers' educational qualification and mothers' educational qualification accounted for 2% of the variance in in-school adolescents' academic self-efficacy of in-school adolescents. The overall model regression coefficient with parents' educational qualifications as a predictor of academic self-efficacy yielded a weak predictive value. The hypothesis tested reported that parents' educational level is a significant predictor of self-efficacy of in-school adolescents in Imo state. This aligns with the findings of Mirghaforvand, Charanabi, Tavananezhad and Karkhaneh (2014), which revealed that the mean (standard deviation) score for self-efficacy was 3.60 (0.59) of the possible range score of 1-5. There was a significant correlation between self-efficacy and variables of current suffering from disease, continuous drug use, course of study, field of study, father's job and household income level. These variables accounted for 3% of the variance in adolescents' self-efficacy scores. Based on the findings of this study, the self-efficacy score was average upward. With attention to the significant impact of self-efficacy on health-promoting behaviours and reduction of risky behaviours, it is necessary to offer strategies to increase adolescent self-efficacy.

This study reports that fathers' income and mothers' income explained 2% of the variance in academic self-efficacy among in-school adolescents in Imo state. The R value suggests that family status (parental income) has a weak predictive value for academic self-efficacy among in-

school adolescents in Imo state. On the other hand, the demographic variables jointly have a weak predictive value for academic resilience among the sample. The demographic variable jointly explained 5% of the variance in academic self-efficacy among in-school adolescents in Imo state. Similarly, socio-demographic variables (in-school adolescents' age, parent's educational level, family status) significantly predict self-efficacy of in-school adolescents in Imo State.

The hypothesis found that the individual contribution of each of parent's income was not a significant predictor of academic self-efficacy. These findings are in agreement with Seyedi-Andi, Bakouei, Rad, Khafri and Salavati (2019), who revealed that the mean age of students was 21.37±2.28 years, and most participants were female. The highest number of students studied at the bachelor's level. The students' mean total self-efficacy score was 61.08±8.67 and ranged between 25 and 82. There was a significant statistical relationship between the self-efficacy index and variables such as family income, school, and grade. The highest positive relationship was observed in proper family income and the mean grade was higher than 16. Students in rehabilitation and paramedical schools had lower self-efficacy compared to medical and paramedical students.

7. Conclusion

Based on the findings of this study, it was concluded that socio-demographic variables (in-school adolescents' age, parent's educational level, family status) significantly predict academic self-efficacy of in-school adolescents in Imo State. However, the different socio-demographic variables explained different percentage variance for academic self-efficacy.

8. Recommendations

Based on the findings of the study, the researchers recommend as follows:

1. Self-efficacy related programme should be included in the school curriculum so as to enhance in-school adolescence intentions. Through which they will discern on time their desired course of study for future academic endeavours.
2. Conferences and seminars should be organized for teachers to enlighten them on the
3. different traits possessed by in-school adolescents. The conference will also throw light on the teaching strategies and management techniques for different skills.
4. Students should be allowed to express themselves through presentations on career days. The school authority should take into cognizance the different socio-demographic backgrounds of students in order to direct their learning goals and objects

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