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Influence of tutors self-efficacy on students academic achievement in the colleges of education in Ghana

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Abstract
The purpose of the study was to examine contributions of tutor's self-efficacy on academic achievement of College of Education students in Ghana. The study employed the descriptive survey design. A multi-stage sampling procedures were used in the selection process. Proportionate, simple random and purposive sampling techniques were used in the selection process. In all 317 tutors participated in the study. Students' achievement test scores were used as a measure of student's achievement. Multiple linear regression and independent sample t-test were used in testing the hypotheses. The results revealed that tutors' self-efficacy (students' behaviour, instructional management, classroom management) did not predict students' academic achievement. When the total tutors' self-efficacy construct was joined together it also did not predict students' academic achievement. The results again, showed that there is no statistical significance gender difference in tutors' self-efficacy. The study recommended that providing professional development to tutors improves tutor efficacy, instruction, and student accomplishment. Tutors' confidence and efficacy will rise if professional development is enhanced or made available to them, allowing them to manage the classroom, manage students' behaviour, and apply suitable ways to improve student accomplishment.

Keywords: tutors self-efficacy and academic achievement

Introduction

Tutors' self-efficacy has been associated with such significant variables as student motivation, tutors' adoption of innovations, superintendents' ratings of tutors' competence, tutors' classroom management strategies, and time spent teaching certain subjects, and tutors' referral of students to special education (Woolfolk Hoy, 2000) [41]. Other authors have made the same argument: tutors' self-efficacy, or their assessment of their ability to plan and carry out strategies necessary for successfully completing a specific teaching task in a given context, has been found to be significantly related to their classroom behaviour and students' outcomes such as achievement and motivation (Ashton & Webb, 1986). Classroom management is a crucial component of teaching and learning, however when we evaluate the concerns raised, we can only conclude that good classroom management is dependent on the tutors' efficacy level.

The efficacy of a tutor is defined as "the degree to which the tutor believes he or she has the ability to influence student achievement" (Berman McLaughlin, Bass, Pauly, & Zelman, 1977; cited in Abu-Tineh, 2011) [12, 1]. To put it in another way, a tutor's belief that he or she can influence how well students learn, even if they are struggling or unmotivated (Guskey & Passaro, 1994) [20]. People have varying levels of self-efficacy in different areas, according to Bandura (1977) [11]. High performance necessitates a high level of self-efficacy in dealing with difficult and demanding situations. People's self-efficacy has an impact on their performance. Low self-efficacy leads to self-doubts about one's talents and a lack of desire, both of which make it difficult for people to focus on the task at hand. When people fail at something, they doubt their own talents and become depressed (Yilmaz, 2004) [42]. People with high self-efficacy, on the other hand, believe they have the ability to overcome obstacles. They may be even more motivated by the activity's difficulty, and they strive for achievement.

Tutors have varying levels of self-efficacy. School administrators can have a direct impact on their staff's ability to build efficacy. In the areas of student involvement, effective teaching approaches, and classroom management, principals can build and nurture efficacy (Tschannen-Moran & Woolfolk Hoy, 2001) [40]. The efficacy of a leader's influence with others for gain or assistance is substantially higher when an individual feels at ease in the workplace, feels supported by leadership, and recognizes the leader's influence with others for gain or aid (Bandura, 1997) [11]. Tutors' abilities and efficacy are critical in teaching and learning. Tutors' confidence in student engagement, instructional tactics, and classroom behaviour management are all essential aspects that influence a teacher's degree of self-efficacy (Hoy & Woolfolk, 1993) [22]. Building a link between tutors' self-efficacy and their ability to change their students' lives, attitudes, and motivation from a negative to a positive direction has remained important, but the challenge has always been identifying the tutors who possess the necessary characteristics to achieve this connection. Hence, there is the need to examine the contributions of tutor's self-efficacy on academic achievement of College of Education students in Ghana.

Statement of the Problem

Several authors have claimed that the attitudes and views of some instructors have a favourable impact on their students' performance (Ashton & Webb, 1986; Tournaki & Podell, 2005) [39]. Evidence reveals that pedagogical and content expertise alone are insufficient for instructors to be effective (Senler, 2011) [36]. It has been proven that tutors' opinions about their capacity to positively influence student learning have a significant impact on teaching performance (Knoblauch & Hoy, 2008) [26]. Classroom management issues are the most significant cause of tutor turnover within the first five years of teaching for tutors (Ritter & Hancock, 2009; Rosas & West, 2009) [35]. Self-efficacy, on the other hand, has been identified as the most powerful element affecting tutors' classroom management skills, as well as broad educational goals for students (Armor, Conroy-Oseguera, Cox, King, McDonnell, Pascal, Pauly, & Zellman, 1976). Nonetheless, most teacher education programs have failed to give a well-thought-out practical approach to classroom management (Burden, 1983) [15]. The situation in Ghana is no exception. Despite the fact that some tutor education programs in Ghana involve some sort of classroom management training, a close examination of the tutor education curriculum in Ghana's colleges of education and universities reveals that little emphasis is placed on classroom management (Boateng, 2016) [13].

Tutors as classroom managers in Ghana are under-resourced and lack practical techniques to carry out their responsibilities in most schools, particularly in disadvantaged areas (Norviewu-Mortty, 2012) [31]. Since self-efficacy is gained via mastery experience, this may indicate that a tutor believes he or she is not fully prepared to lead classrooms effectively (Bandura, 1977) [11]. They are prone to have reservations about their capacity to maximize active classroom management strategies in order to motivate kids to learn. Individuals who achieve goals or tasks successfully develop a belief in their own personal efficacy; consequently, successful experiences enhance self-efficacy, whereas unsuccessful experiences reduce self-efficacy. Successful experiences boost self-efficacy, but negative ones erode people's faith in their ability to manage a classroom (Bandura, 1997) [11].

Tutors with excellent classroom experiences and student interaction had more self-efficacy in their teaching, according to research (Klassen & Chiu, 2010) [25]. Interestingly, despite the importance of tutors' self-efficacy in the teaching and learning process, little study has been done on the relationship between tutors' self-efficacy and students' academic achievement, particularly at Ghana's Colleges of Education (Yilmaz, 2004) [42]. As a result, the study investigates the impact of tutor self-efficacy on academic accomplishment among Ghanaian College of Education students.

Hypotheses

1. **H0:** Tutors self-efficacy (students' behaviour, instructional management, classroom engagement) will not predict academic achievement of College of Education students in Ghana.

H1: Tutors self-efficacy (students' behaviour, instructional management, classroom engagement) will predict academic achievement of College of Education students in Ghana.

2. **H0:** There is no statistical significance gender difference of tutor's self-efficacy in the Colleges of Education in Ghana.

H1: There is a statistical significance gender difference of tutor's self-efficacy in the Colleges of Education students in Ghana.

Bandura Theory of Self-Efficacy

Bandura coined the term "self-efficacy" in 1977, claiming that contextual variables, one's own behaviour, and internal personal characteristics such as cognitive, affective, and biological processes all influence one's behaviour (Tobery-Nystrom, 2011) [38]. Isn't it true that one's identity and behaviour are the result of a complex interaction between the exterior and interior worlds, as well as established behavioural patterns? For example, when we are externally regulated, we may conduct in order to escape punishment or obtain a reward, and when we are subjected to inner regulatory influence, we may strive to avoid guilt or shame with our behaviour by attaching it to a sense of self-esteem (Darner, 2012) [18]. Similarly, how we act and how we change our behaviour may be influenced by our self-efficacy beliefs. Student engagement with learning and schooling in general is substantially influenced by teachers' conviction in their capacity to instruct and their own power as individuals and professionals. Teachers may serve as role models for students by observing and imitating their behaviours, as well as those in charge of using positive punishment or reinforcement to impact or solidify behavioural results and enhance students' self-efficacy. Bandura coined the term "cognitive" rather than "social" learning to distinguish his theory from other popular social learning theories at the time, as well as to emphasize the importance of cognition in people's abilities to create reality, self-regulate, encode knowledge, and perform behaviours (Pajares, 2002) [32]. His theory is a conceptual framework that includes the origins or sources of efficacy beliefs, their structure and function, the mechanisms through which they produce a variety of consequences, and the potential for change (Brouwers & Tomic 2000) [14]. It's a theory that explains how cognitive, behavioural, and contextual variables of human behaviour interact to influence one's perceptions of one's ability to produce effects (Bandura, 1977) [11].

Apart from the element of personal competence, Bandura's theory is contextual in nature, as it is task- or situation-specific, requiring the individual to exercise judgment as well as stir his motivation and self-regulatory processes to determine a course of action and resource utilization, and achieve a set goal (Pajares, 2002) [32]. There are four key sources of effect on self-efficacy, which also serve as the foundation for social relationships related to learning processes that lead to self-efficacy (Brouwers & Tomic, 2000) [14]. The first is through mastering experiences, in which we learn to be resilient and persevere in the face of failure or adversity. The second, vicarious experiences supplied by social models, refers to how people seek for competent and competent models to model themselves after, models who are similar to oneself and may be observed to boost one's own belief in one's ability to succeed. Another source of influence is social persuasion, which verbally boosts one's self-efficacy, resulting in the development of skills and a stronger sense of personal efficacy; in effect, it is a verbal persuasion that convinces people that they can

achieve their goals if they use their abilities and remove doubt from their minds. Finally, one's level of perceived self-efficacy is affected by the right perception and interpretation of physiological signs as opposed to stress and negative or misleading reactions to physical situations (Brouwers & Tomic, 2000; Pajares, 2002) [14, 32].

This theory provides a framework for analysing the factors that influence tutors' self-efficacy. In terms of efficacy, it describes a person's ability to complete tasks or objectives, employ techniques, and sustain the essential motivation to complete the activities or goals. Tutors' teaching efficacy is measured by their ability to acquire and keep the skills or tenacity required to complete tasks or goals in the classroom. This research is supported by Bandura's idea of self-efficacy, which states that a tutor's self-efficacy in classroom management develops with time as the tutor is exposed to more experiences supplied by everyday classroom scenarios.

Empirical Review

Persinski (2015) [33] investigated the relationship between teacher efficacy, student engagement, and student accomplishment in a study. There was no evidence of a link between instructor self-efficacy and student classroom involvement in the study. The study again, found that there is a link between teacher self-efficacy and student accomplishment once again.

Mcneely and Mertz (1990) [28] studied the behaviour of 11 secondary school student instructors in a variety of content areas. Student teachers had a high feeling of self-efficacy at the start of the semester, were meticulous planners, and employed a variety of activities in each lesson. These tutors perceived their students as adversaries by the end of their student teaching experience, were focused on managing student behaviour, and taught lessons that allowed them to be the sole controller of the teaching and learning process. This means that strong self-efficacy motivates tutors to engage in constructive habits and activities; but, if tutors lack classroom management skills, a classroom full of efficacy can quickly devolve into a dictatorship, as the findings of Mcneely and Mertz's study show.

Baker (2005) [8] discovered a link between self-efficacy and tutors' readiness to manage and challenge students in his research. According to the study, tutors' self-efficacy in dealing with behaviour problems presented by students who have emotional or behavioural disorders is lower than when dealing with students who do not have emotional or behavioural disorders. Because self-efficacy has a direct relationship with tutor behaviour in the classroom (Guskey, 1988; Milner, 2002), and the number of children with emotional and behavioural issues in the mainstream classroom is on the rise, this knowledge is extremely important (Albrecht, Johns, Mounsteven, & Olorunda, 2009) [3]. This implies that tutors must be prepared to deal with unruly students in the classroom, implying that tutor self-efficacy in classroom management should be given more emphasis. In Jordanian schools, Abu-Tineh, Khasawneh, and Khalaileh (2011) [1] conducted a study on tutors' self-efficacy and classroom management. The study's findings revealed a modestly positive link between general self-efficacy and instructional management that was statistically significant (r=.42; p =.000). However, the researchers discovered a statistically significant moderately positive association between general self-efficacy and behaviour control (r=0.360, p=0.000). Self-efficacy and people management had a moderately positive correlation (r=0.350; p=0.000). Finally, there was a marginally positive correlation between self-efficacy and classroom management (r=.47, p =.000).

In Ghana, Mitchual, Donkor, and Quansah (2010) [30] conducted a quantitative study on the effect of gender on pre-service teachers' self-efficacy views. The data demonstrated that teacher interns' overall self-efficacy scores do not differ significantly by gender. Karimvand (2011) [24] looked at the effects of instructors' gender and their interactions on the sense of self-efficacy of Iranian English Foreign Language teachers. Gender had no significant effect on the participants' efficacy, according to the results of a linear regression study. In a study of perceived efficacy among English foreign language instructors in Venezuelan middle schools, Chacon (2005) found no correlation between gender and teacher self-efficacy. Cubukcu (2008) looked at the relationship between self-efficacy and foreign language and discovered that teachers' self-efficacy views are not significantly different based on gender. Klassen and Chiu (2010) [25] found that female teachers have lower self-efficacy in classroom management but not in instructional tactics or student engagement, according to their research. Similarly, Tabak, Akyildiz, and Yildiz (2003) [37] found that female teachers have higher levels of self-efficacy beliefs than their male counterparts. Gurbuzturk and Sad (2009) [19] discovered that male and female participants in their study had significantly different levels of self-efficacy. The self-efficacy scores of female participants were found to be somewhat higher than those of male participants. In a study evaluating candidate class instructors' self-efficacy attitudes about teaching science, Hamurcu (2006) [21] discovered a substantial difference in favour of female teachers.

Methods

Research Design

The study employed a descriptive survey method to make conclusions about tutors' self-efficacy and students' academic progress using quantitative approaches. The study was able to describe phenomenon in its current settings or conditions using the survey approach (Balci, 2004; Karasar, 2012) [23]. This means that the descriptive survey's characteristics were used to create a true picture of the correlations between tutors' self-efficacy factors (student behaviour management, instructional management and student engagement) and students' academic achievement. The objective of using the quantitative approach was to develop and make use of mathematical models, theories and or hypotheses pertaining to the phenomenon of tutor's self-efficacy in the Colleges of Education. Descriptive research, according to Aggarwal (2008) [2], is concerned with acquiring information on current conditions or situations in order to describe and interpret them. According to Kulbir (2009), descriptive study design aims to identify elements linked to specific events, outcomes, situations, or patterns of behaviour. According to Amedahe (2002) [4], the goal of descriptive research is to accurately describe activities, objects, and processes. It is concerned with the collection of information in order to answer research questions or test hypotheses. The descriptive research design enables findings to be extrapolated from a sample to the entire population. It is concerned with the qualities of the entire

sample, rather than just the features of an individual. It provides data that can be used to solve local concerns or challenges.

School Selection

The target population for the study included all Colleges of Education tutors in Ghana. Which amount to 2,371 (Institute of Education, 2021). The accessible population for the study included public Colleges of Education tutors in Ghana which also amount to 1,847 (Institute of Education, 2021). The Colleges of Education in Ghana are in five zones and there are number of schools allocated in each of the zones namely Central/Western Zone have 7 colleges, Eastern/Greater Accra Zone have 9 Colleges, Volta Zone also have 7 Colleges, Ashanti/Brong-Ahafo Zone have 13 Colleges, and Northern Zone-have 10 Colleges. A multi-stage sampling techniques were used in the selection process. Proportionate sampling technique was used to identify the total number of Colleges of Education to be selected from each of the zones. Thereafter, simple random sampling was used to select the Colleges of Education from each of the zones. Purposive sampling technique was used to select 317 tutors from the Colleges of Education which was based on Krejcie and Morgan (1970) [27] sampling size determination table.

Data Collection Instrument and Analysis

The study adopted the Teacher Self-Efficacy Scale (TSES) developed by Tschannen-Moran and Woolfolk Hoy (2001) [40]. The original scale consisted of 24 questions measured on a 5-point scale. The score point ranged from 1-5 as follows; Nothing-1, Very Littile-2, Some Degree-3, Quite A Bit-4 and A Great Deal-5. The instrument measures teacher self-efficacy in student behaviour management, instructional strategies, and student's classroom engagement with eight questions pertaining to each sub topic. The TSES has an overall reliability coefficient of.94. Again, students' achievement was measured using student test scores which was requested from Institute of Education in the University of Cape Coast. In all 200 students' achievement test scores were used.

Findings

Hypothesis One

H0: Tutors self-efficacy (students' behaviour, instructional management, classroom engagement) will not predict academic achievement of College of Education students in Ghana.

H1: Tutors self-efficacy (students' behaviour, instructional management, classroom engagement) will predict academic achievement of College of Education students in Ghana.

The aim of the study was to examine if tutor's self-efficacy will predict academic achievement of College of Education students in Ghana. Multiple linear regression was used in testing the hypothesis. The results are presented in table 1-4.

Table 1: Correlation among AA, SB, IM and CE

Variables	AA	SB	IM	CE
Academic Achievement	1.000			
Students Behaviour	.032	1.000		
Instructional Management	-.002	.815	1.000	
Classroom Engagement	.046	.698	.751	1.000

Source: Field survey, 2021

To determine which of the variables given by the respondents is statistically significant in predicting academic achievement of College of Education students, a standard multiple linear regression analysis with the Enter method was performed. To see if self-reported students' behaviour, instructional management and classroom engagement were linearly connected to academic accomplishment, the Pearson's correlation was used first. The result showed that all the variables had relationships with academic achievement with instructional management recording a negative correlation coefficient (r = -.002). Examining, the predictors only, the results indicates that the highest correlation was between instructional management and students' behaviour (r =.815, p =.000).

Notwithstanding the significance of the correlation, the coefficient is medium, hence it could be said that the predictors are measuring different things so there is no collinearity. It was again realized that classroom engagement correlates best among all the predictors with academic achievement. Although, classroom engagement correlates best among all the predictors it was not statistically significant (r = -.046, p =.20). Table 2 present the model summary.

Table 2: Model summaryb of SB, IM, CE and AA

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.083[a]	.007	-.003	20.42101
a. Predictors: (Constant), Students Behaviour, Instructional Management, Classroom Engagement				
b. Dependent Variable: GPA				

In the model summary, the R Square value is.007 which accounted for 0.7% of the variance in the self-reported academic achievement of students. To assess the statistical significance of the result, the ANOVA table indicates that statistically, the three self-reported variables together significantly did not predict academic achievement (F(3, 313) =.723, p =.53). This suggests that the variables were not significant in predicting academic achievement of College of Education students.

Table 3: ANOVAa regression of AA, SB, IM and CE

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	904.880	3	301.627	.723	.539[b]
	Residual	130526.533	313	417.018		
	Total	131431.413	316			
a. Dependent Variable: GPA						
b. Predictors: (Constant), Students Behaviour, Instructional Management, Classroom Engagement						

There was the need to ensure that the dimensions were not collinearly related as this could inflate the coefficients. The tolerance value for each of the independent variables (.319,. 272,. 414) were not less than.10 therefore, we have not violated the multicollinearity assumption. This is also supported by the VIF values (3.138, 3.682, 2.414), which is well below the cut-off of 10 (Pallant, 2016). Although, the variables did not predict the outcome significantly, there was the need to compare the different variables to know which one best predict academic achievement so it was important to consider Beta under standardised coefficient. In this regard classroom engagement (β =.094, p =.28) best predict the outcome as compared to the other predictors, instructional management (β = -.132, p =.22) followed by students' behaviour (β =.074, p =.46) as shown in Table 4.

Therefore, the study fails to rejects the null hypothesis that tutors self-efficacy (students' behaviour, instructional management and classroom engagement) will not predict academic achievement of College of Education students in Ghana.

Table 4: Regression coefficients of the various self-reported SB, IM, CE and AA

Model		Standardized Coefficients	t	Sig.	Correlations			Collinearity Statistics	
		Beta			Zero-order	Partial	Part	Tolerance	VIF
1	(Constant)		31.069	.000					
	SB	.074	.738	.461	.032	.042	.042	.319	3.138
	IM	-.132	-1.222	.222	-.002	-.069	-.069	.272	3.682
	CM	.094	1.074	.283	.046	.061	.061	.414	2.414
a. Dependent Variable: GPA									

Table 5: Regression for total Tutor Self-Efficacy construct and Academic Achievement

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	268.929	8.609		31.237	.000
	TTSEC	.036	.072	.028	.502	.616
a. Dependent Variable: GPA						

Consequently, the study proceeded to consider the total tutor's self-efficacy construct as reported by College of Education tutors. The results indicates that tutor's self-efficacy construct did not predict academic achievement of College of Education students (r =.001, p =.61). Tutors' self-efficacy accounted for 0.1% of the variation in the academic achievement of College of Education students

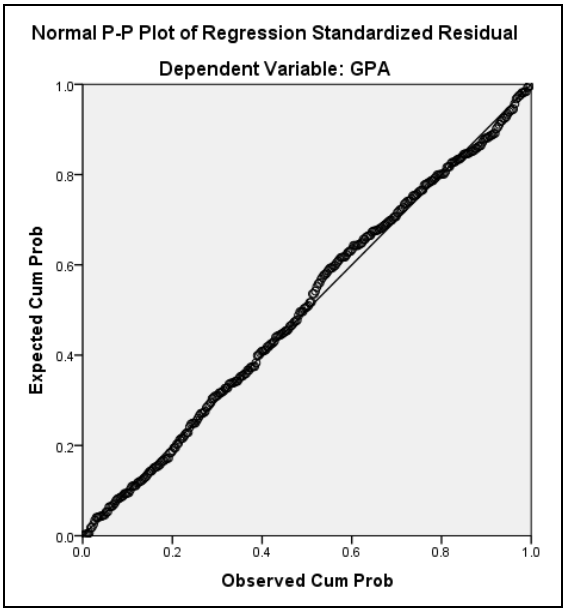

Fig 1

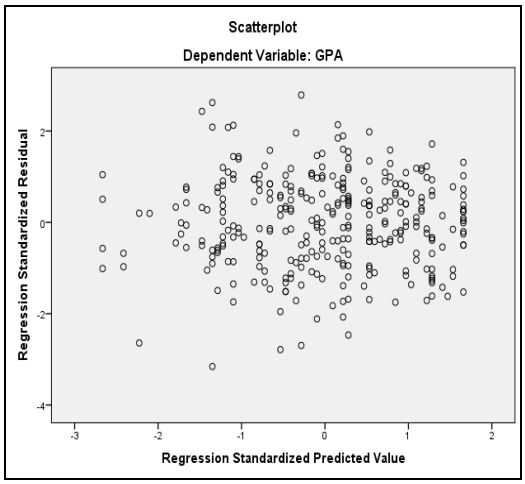

Fig 2

Hypothesis Two

H0: There is no statistical significance gender difference of tutor's self-efficacy in the College of Education in Ghana.

H1: There is a statistical significance gender difference of tutor's self-efficacy in the College of Education in Ghana.

The aim of the hypothesis was examined gender difference of tutor's self-efficacy in the Colleges of Education in Ghana. The result is presented in table 6.

Table 6: Tutors Self-Efficacy

Variable	Gender	N	Mean	Std. Deviation	Std. Error Mean
Teacher self-efficacy	Male	199	118.9095	15.91936	1.12849
	Female	118	117.8983	16.06684	1.47907

Source: Field survey, 2021

Table 6, displays the frequencies, means and standard deviations of the self-reported tutors self-efficacy construct between male and female tutors. The data presented in the table depicts an existence of mean differences between male and female tutors with regards to their self-efficacy. To test whether these differences in means are statistically significant, independent sample t-test was run and the result is presented in Table 7. Using Levene's test for equality of variance, table 7 reveals equality of variances test was not significant (p =.84) therefore the assumption of homogeneity of variances have been met. Hence, Independent Sample T-test was used to evaluate the mean difference between male and female tutors in relation to their self-efficacy. On the average tutor's self-efficacy was higher among male tutors (M = 118.909, SD = 15.81) than female tutors (M = 117.898, SD = 16.706). The difference was not statistically significant t(315) =.545, p =.58. However, the eta squared statistics (.0009) indicates a small effect size.

Table 7: Mean difference in Tutors Self-Efficacy

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Stress	Equal variances assumed	.037	.848	.545	315	.586	1.01124	1.85603	-2.64052	4.66302
	Equal variances not assumed			.544	244.006	.587	1.01124	1.86042	-2.65328	4.67577

Source: Field survey, 2021

Discussions

The findings revealed that tutor self-efficacy (Students behavior, instructional management, and classroom engagement) had little bearing on academic achievement among Ghanaian College of Education students. "Lower-efficacy teachers concentrate their efforts on the upper ability group, devoting less attention to lower ability pupils who the teachers regard as possible causes of disruption," according to Ross and Bruce (2007). (p.51). Low efficacy instructors blame students for their shortcomings and establish low expectations for pupils who may not be able to fulfill the academic norm immediately or intuitively. Tutors' attempts to increase student achievement become static when their self-efficacy declines, and their outcome expectations vary widely. According to Auwarter (2008), 75 percent of instructors in low-income schools show symptoms of low teacher efficacy. These findings suggest that low-achieving children are more vulnerable to the negative consequences of low instructor expectations. The study found no statistically significant differences in tutors' self-efficacy based on gender. Mitchual, Donkor, and Quansah (2010) [30], Karimvand (2011) [24], and Cubukcu (2008) [17], who studied gender and tutor self-efficacy, came to the same conclusion. Their findings demonstrated that there is no difference in tutor self-efficacy between men and women. It can be stated that male and female tutors in colleges of education are equally effective.

Conclusion and Recommendations

It may be stated that when tutors in the Colleges of Education have low efficacy, the likelihood of the tutors having a negative impact on the students increases. As a result, students may struggle in the classroom. It should be mentioned that tutors with low self-efficacy in their teaching will impact negatively on their students and if their students were negatively impacted in school, the likelihood of them displaying low confidence or efficacy in teaching increases, negatively affecting their students' academic progress. The study recommended that providing professional development to tutors improves tutor efficacy, instruction, and student accomplishment. Tutors' confidence and efficacy will rise if professional development is enhanced or made available to them, allowing them to manage the classroom, manage students' behaviour, and apply suitable ways to improve student accomplishment.

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