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Moderating Effects of Socio-Economic Status and Resilience On Academic Self-Efficacy of In-School Adolescents from Father-Absent Families in Ekiti State

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Abstract

This study examined the moderating effect of parental socio-economic status and resilience on academic self-efficacy of in-school adolescents from father-absent families in Ekiti State, Nigeria. Pretest-posttest control group quasi- experimental design of 3x3x3 factorial matrix was adopted for this study. Simple random technique was used to select one Local Government Area (LGA) from each of the three senatorial districts in Ekiti State, while one Senior Secondary School (SSS) was randomly selected from each LGA. The Father-Absence Involvement Screening Scale was used to select 166 senior school I and II students across the three schools. Participants were randomly assigned to Cognitive Restructuring (CR-57), Problem-Solving (PST-59) and control (50) groups. Treatment lasted 10 weeks. Instruments used were Ryff's Psychological Well-Being (α = 0.84), and Resilience (α = 0.83) scales, and Parental Socioeconomic Status Questionnaire (α = 0.73). Data were subjected Analysis of covariance and Multiple classification analysis at 0.05 level of significance. There was no significant main effect of parental socioeconomic status academic on self –efficacy ($F_{(2,140)} = .549$, $p > .5$, $\eta^2 = .008$) of in-school adolescents from father-absent families. There was no significant main effect of resilience on academic self-efficacy ($F_{(2, 140)} = .069$, $p > .05$, $\eta^2 = .001$) There was no significant interaction effect of treatment and socio-economic

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status on academic self-efficacy ($F_{(4, 140)} = .675$, $p > .05$, $\eta^2 = .019$).

There was no significant interaction effect of treatment and resilience on academic self-efficacy ($F_{(4, 140)} = .252$, $p > .05$, $\eta^2 = .007$)

of in-school adolescents from father-absent families. Parental socio-economic status and resilience has no effect on academic self-efficacy of in-school adolescents and does not moderate the effect of treatment in enhancing academic self-efficacy. It is recommended that school counsellors and management should organise academic seminars and workshop for parents and students on ways to facilitate academic self-efficacy.

Keywords: Father-absent families, Academic self-efficacy, In-school adolescents, Parental socio-economic status, Resilience,

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Introduction

Education is the best legacy a nation can give her citizens especially the youth. This is because the development of any nation or community depends largely on the quality of education of such a nation. It is generally believed that the basis for any true development must commence with the development of the human resources. Much then is said that formal education remains the vehicle for social, political, economic development and social mobilization in any society (Shittu, 2012). Education has been universally accepted as the bedrock and engine of growth. It serves like a child's passport out of poverty. The highly prized possession that anyone can have is education. It is the foundation for higher living standards and an important tool in the long term eradication of poverty. Education provides individual with knowledge and information which in turn brings about desirable changes in the way people think, feel and act. The importance of education cannot be over-emphasized (Shittu, 2012).

Academic self-efficacy refers to the level of confidence that a student feels with regard to his or her ability to successfully complete academic tasks or reach academic milestones. Academic self-efficacy beliefs are thus distinct from non-academic, social, emotional, or physical domains associated with general self-efficacy beliefs. Adolescents in father-absent families frequently suffer from poor academic self-efficacy as research has found that a father's academic support was positively related to adolescents' academic motivation to work hard in school, feel their grades were important, and to place a high value on education (Alfaro, Umana-Taylor & Bamaca, 2006).

Popenoe cited in Liazos (2015) believes that a father brings something unique to the family. The influence of fathers to children's well-being cannot be fully change by better programming, ensuring child support programs, or even by purposeful mentoring programs. One of the most famous findings concerning the significance of fathering and its role in averting juvenile delinquency and violence was first revealed by evidence in a cross-cultural study, which was drawn by anthropologists and comparative psychologists. Biller cited in Biller and Scioli (2009) explained this finding with the following statement:

"Males who are father-deprived early in life are likely to engage later in rigidly over-compensatory masculine behaviours. The incidence of crimes against property and people, including child abuse and family violence, is relatively high in societies where the rearing of young children is considered to be an exclusively female endeavour." Taking cognisance of the diverse nature of adolescent vulnerabilities from father-absent families and the risk they are exposed to and the dynamics of the relationship between them outlined above, this study therefore focused on adolescents from father-absent families; which in the context of this study is considered a very important aspect amenable to psychological intervention as contemporary behavioural research has shown (Aderanti & Hassan, 2011).

Self-efficacy enhances human accomplishment and well-being in various ways. It influences the choices people make and the courses of action pursued. Individuals tend to select tasks and activities in which they feel competent and confident and avoid those in which they do not. Unless people believe that their actions will have the desired consequences, they have little incentive to engage in those actions (Pajares, 2009). Academic self-efficacy refers to individuals convictions that they can successfully perform given academic tasks at designated levels.

Academic self-efficacy is grounded in self-efficacy theory (Bandura, 1977). According to self- efficacy theory, self-efficacy is an "individual's confidence in their ability to organize and execute a given course of action to solve a problem or accomplish a task" (Eccles & Wigfield,

2002). Self-efficacy theory suggests that academic self-efficacy may vary in strength as a function of task difficulty some individuals may believe they are most efficacious on difficult tasks, while others only on easier tasks.

A strong sense of academic efficacy enhances human accomplishment and personal well-being in many ways. People with high assurance in their capabilities approach difficult tasks as challenges to be mastered rather than as threats to be avoided. Such an efficacious outlook fosters intrinsic interest and deep engrossment in activities. They set themselves challenging goals and maintain strong commitment to them. They heighten and sustain their efforts in the face of failure. They quickly recover their sense of efficacy after failures or setbacks. They attribute failure to insufficient effort or deficient knowledge and skills which are acquirable (Bandura, 1994).

In contrast, people who doubt their capabilities shy away from difficult tasks which they view as personal threats. They have low wishes and weak commitment to the goals they choose to pursue. When faced with difficult tasks, they dwell on their personal deficiencies, on the obstacles they will encounter, and all kinds of adverse outcomes rather than concentrate on how to perform successfully. They slacken their efforts and give up quickly in the face of difficulties. They are slow to recover their sense of efficacy following failure or setbacks. Because they view insufficient performance as deficient aptitude it does not require much failure for them to lose faith in their capabilities. They fall easy victim to stress and depression (Bandura, 1994).

Thus, in academic settings, one should measure academic self-efficacy rather than generalized self-efficacy, where academic self-efficacy refers to students' confidence in their ability to carry out such academic tasks as preparing for exams and writing term papers. A large meta-analysis of studies of self-efficacy in academic environments concluded that the most specific academic self-efficacy indices had the strongest effect on academic outcomes, while the more generalized measures were less closely associated (Multon, Brown & Lent, 1991).

Parents are one of the most important and influential elements on the lives of their children. They have the power; ability to shape, sustain and develop their children's who will be interested, creative and tolerant, through their positive involvement in the academic self-efficacy process. Parents are the most immediate relation of a child. Their financial status and education do have an important influence on the personality of child. Educated parents can better understand the educational needs and their children's aptitude. They can help their children in their early education which affects their proficiency in their relative area of knowledge. Parental socio-economic factors are of vital importance in effecting students' academic efficacy also. They are like backbone in providing financial and mental confidence to students.

On the other hand, parents who do not involve in their children educational process are also considered to be capable of repressing and destroying the motivation and ability of their children through neglect and indifference to their achievement. Socio-economic status has a relatively strong impact on parental involvement compared to other factors. Socioeconomic status has also been linked to health, behavioural problems, and cognitive and socio-emotional developmental outcomes (Bradley & Corwyn, 2002). Socioeconomic status refers to a person's or family's social position or social standing (Graetz, 1995). Lower socioeconomic status has been linked to several health problems, including growth retardation, birth defects, fetal alcohol syndrome, depression, and stunting during the

teenage years (Brooks-Gunn & Duncan, 1997; Cassady, 1997; Vrijheid, 2000; Wasserman, 1998).

The term resiliency is originally derived from Latin roots resiliens that is used to refer to the pliant or elastic quality of a substance (Greene, 2002). The term resilience refers to the ability to adapt to changing conditions and withstand and rapidly recover from disruption due to emergencies (The White House 2011). Resilience is defined as the ability to minimize the costs of a disaster, to return to a state as good as or better than the status quo ante, and to do so in the shortest feasible time. Resistance is used to mean the ability to withstand a hazard without suffering much harm. Resilience in this paper will include resistance but will also include the ability to recover after suffering harm from a hazard (Gilbert 2010).

Resilience is the capacity to adapt well over time to life-changing or stressful situations. It is the successful adaptation to adverse circumstances (Ahern, Kiehl, Sole & Byers, 2006). For adolescents students, resilience is particularly important, as life at a university can be complex and demanding, requiring the capacity to cope with the academic/coursework demands, study/life balance, finances and money problems. As a result, university students experience increased levels of mental ill health compared with their non-university peers (Stallman, 2010). Resilience has been likened to a set of attributes that help people succeed and cope effectively in the face of adversity (Cyrulnik, 2009). Resilience is the capacity of a system to absorb disturbance, undergo change, and still retain essentially the same function and identity (The Resilience Alliance, 2011).

The traditional nuclear family which is the ideal family structure with its attendant benefits on the psycho-social development of children is considerably being threathned by the emergence of single parent households. Modern families have been indelibly altered by dramatic increases in the prevalence of non-marital childbearing, divorce, incarceration, abandonment and job transfer. However; the disintegration of the nuclear family and an increase in the number of female-headed families is a continuing trend globally as well as locally. This structure of the family unit can impact negatively on the academic self-efficacy of children especially adolescents.

Various studies have revealed that adolescents from father-absent homes in Nigeria have low academic self-efficacy as adolescents growing up in fatherless households are more likely to be at risk of experiencing a number of internalizing and externalizing problem behaviours such as sadness and depression, aggression, gender role difficulties, early initiation of sexual activities, poor social and adaptive functioning as most often times they are not able to cope in school and stay in school and subsequently become problem to themselves, families and finally the society at large. There are also empirical evidences that there is a high rate (15-50%) of psychological distress among adolescents from father-absent families (Akanni and Otakpor 2016, Taiwo 2011). This in turn led to hindrances to academic functioning.

Considering the magnitude of low academic self-efficacy of adolescents from father-absent home and the subsequent problems it leads to, there is need to investigate into some of the factors that can moderate the effect of the intervention designed. This research therefore investigated and explored the moderating effects of socio-economic status and resilience on treatment in enhancing academic self-efficacy of adolescents from father-absent families in Ekiti State, Nigeria.

The purpose of the study is to investigate the effects of socio-economic status and resilience on academic self-efficacy of adolescents from father-absent families in Ekiti State, Nigeria. The study will also investigate the main effects of parental socio-economic status on academic self-efficacy of in-school adolescents from father-absent families as well as the main

effect of resilience on academic self-efficacy of in-school adolescents from father-absent families will be examined.

Research Hypotheses

The following hypotheses were tested at 0.05 level of significance

1. There is no significant main effects of the socio-economic status on academic self-efficacy of in-school adolescents from father-absent families.
2. There is no significant main effects of resilience on academic self-efficacy of in-school adolescents from father-absent families.
3. There is no significant interaction effects of the treatment and socio-economic status on academic self-efficacy of in-school adolescents from father-absent families.
4. There will be no significant interaction effects of socio-economic status and resilience on academic self-efficacy of in-school adolescents from father-absent families.

Research Design

This study adopted a pre-test, post-test, control group experimental design with 3x3x3 factorial matrix. It consisted of treatment and control groups at three levels, resilience at three levels and parental socio-economic status at three levels to evaluate the effect of two treatment packages on academic self-efficacy. The target population for the study comprised all in-school adolescents from father-absent families in Ado-Ekiti, Ifaki Ekiti, Ikere-Ekiti, Ekiti State, Nigeria. Ado, Ifaki and Ikere- Ekiti are three out of the 16 Local Government Areas (LGAs) in Ekiti State. Three public secondary schools were randomly selected for the study. This research adopted multi-stage sampling techniques in selecting the participants. Ekiti State has three (3) senatorial district; Ekiti north, Ekiti-south and Ekiti-central. At the first stage one local government was randomly selected from each of the senatorial district. The next stage was the selection of a senior secondary school from each of the local government selected. The total number of 166 participants was used for this study.

The following described instruments were used for this study

The Father-Absent Involvement Scale: The Father-absent Involvement Scale is a self-constructed questionnaire used to measure father involvement in this study. The items are twenty-seven (27) in numbers with 4 scale response format ranging from strongly agree, agree, disagree and strongly disagree. The items are both negatively and positively worded. The cronbach alpha of .92 was obtained after administering the instruments in a pilot study to a selected sample of fifty (50) students in Ekiti, Ekiti State, Nigeria.

Academic Self-Efficacy Scale: The items on the Academic Self-Efficacy Scale were drawn from Bandura's "Self-Efficacy for Self-Regulated Learning" subscale (2001) and Owen and Froman's (1988) College Academic Self- Efficacy Scale (CASES) were combined to create a 40-item Academic Self- Efficacy Scale. Bandura's "Self- Efficacy for Self- Regulated Learning" subscale is an 11- item Likert scale taken from his "Children's Self-efficacy Scale" (unpublished). The alpha coefficient (Rule & Griesemer, 1996) for this subscale is .81. The instrument was however re-validated and Cronbach alpha value of .84 was obtained after administering the instruments in a pilot study to a selected sample of fifty (50) students in Ekiti, Ekiti State, Nigeria

Parental Socio-Economic Scale (PSES): The PSES by (Salami, 2000) was used to measure the socio-economic status of the participants' parents since adolescents' behaviours are significantly associated with parent's socio-economic status. The scale comprises eight opened ended questions on parents' occupation, (10 marks) parents' education (12 marks), parents' type of residence (5 marks), house furniture, type of cars, electronic gadgets and kitchen utensils (29 marks) giving the total of fifty marks maximum score of 56. The highest

score obtainable is 56 while the least is 6. The internal consistence Cronbach's α was 0.73, with correlation coefficient of 0.64.

Resilience Scale: Resilience Scale was developed by Wagnild and Young in 1993. The scale comprises 25 items which measures the degree of individual resilience, considered to be a positive personality characteristic that increases an individual's adaptation. This scale was adapted to measure resilience level of the participants in this study. The scale items are scored on a 4-point scale ranging from from 1 (strongly disagree), to 4 (strongly agree). Scores on the RS can range from 25 to 100 with higher scores mean greater resilience. Wagnild (2003) categorizes the scores into high (75-100), medium (51-74), and low (less than 50) levels of resilience. Wagnild and Young report "high reliability with a coefficient alpha of .91, The scale was re-validated and cronbach alpha of .83 was obtained after administering the instruments in a pilot study to a selected sample of fifty (50) students in Ekiti, Ekiti State, Nigeria.

The data was analysed using the Analysis of Covariance (ANCOVA) at 0.05 level of significance.

RESULT

Ho_1 There is no significant main effect of treatment on academic self-efficacy of in-school adolescents from father-absent families

Table 1 Summary of 3x3x3 Analysis of Covariance (ANCOVA) showing significant main and interactive effect of Treatment Groups, Socio-Economic Status and Resilience of in-school adolescents from father-absent families

Source	Type III Sum of Squares	df	Mean Square	F	Sig.	Partial Eta Squared	Remarks
Corrected Model	42506.070[a]	26	1634.849	4.374	.000	.450	
Intercept	30534.822	1	30534.822	81.691	.000	.370	
Pretest_e	1082.154	1	1082.154	2.895	.091	.020	
Main Effect							
Treatment	8652.444	2	4326.222	11.574	.000	.143	S
PSES	410.355	2	205.178	.549	.579	.008	NS
RES	51.761	2	25.881	.069	.933	.001	NS
2-Way Interaction							
Treatment * PSES	1009.198	4	252.299	.675	.610	.019	NS
Treatment * RES	376.335	4	94.084	.252	.908	.007	NS
PSES * RES	1144.210	4	286.053	.765	.550	.022	NS
3-Way Interaction							
Treatment * PSES * RES	1571.919	6	224.560	.601	.754	.029	NS
Error	51955.930	140	373.784				
Total	2176766.000	166					
Corrected Total	94462.000	165					

a. R Squared = .450 (Adjusted R Squared = .347)

**Significant at 0.05*

Table 1 showed that there was no significant main effect of socio-economic status on academic self-efficacy of in-school adolescents from father-absent families ($F_{(2, 140)} = .549$, $p > .05$, $\eta^2 = .008$). Hence, the null hypothesis was accepted. This denotes that there is no significant difference in the academic self-efficacy of high, moderate and low socio-economic status of students. Table 1.2 further revealed the mean score of high socio-economic status students (estimated mean = 114.63), moderate socio-economic status (estimated mean = 112.41) and low socio-economic status (estimated mean = 105.22). The students with high socio-economic status have higher academic self-efficacy compared to their counterpart with moderate and low socio-economic status. Also, students with moderate socio-economic status have high academic self-efficacy more than their counterpart with low socio-economic status.

Table 2: Multiple Classification Analysis (MCA) showing the direction of the differences of the treatment Groups, Socio-economic status and Resilience in Academic Self-efficacy of Students

Variable + Category Grand Mean = 112.00			N	Predicted Mean		Deviation		Eta	Beta
				Unadjusted	Adjusted for Factors				
Posttest	Treatment	Cognitive Restructuring Therapy	57	128.1579	128.5479	16.15789	16.54786	.612	.616
		Problem Solving Therapy	59	113.4915	113.0282	1.49153	1.02816		
		Control	50	91.8200	91.9222	-20.18000	-20.07778		
	Parental Socio-Economic Status	High	32	114.6301	114.6910	2.63014	2.69098	.145	.103
		Moderate	73	112.4098	109.3178	.40984	-2.68220		
		Low	61	105.2188	110.9741	-6.78125	-1.02585		
	Resilience	High	15	114.3804	112.3330	2.38043	.33299	.128	.017
		Moderate	59	113.5333	111.0384	1.53333	-.96163		
		Low	92	107.8983	111.7252	-4.10169	-.27476		
Multiple R Squared			.621						
Multiple R			.385						

The mean scores of socio-economic status differences are: high socio-economic status (Grand Mean (112.00 + 2.63) = 114.63, moderate socio-economic status (Grand Mean

(112.00 + 0.41) = 112.41 and low socio-economic status (Grand Mean (112.00 - 6.78) = 105.22 respectively. The mean scores of different resilience category: High resilience (Grand Mean (112.00 + 2.38) = 114.38, Moderate resilience (112.00 + 1.53) = 113.53 and Low resilience (Grand Mean (112.00 - 4.10) = 107.90 respectively.

Ho_2 There is no significant main effect of resilience on academic self-efficacy of in-school adolescents from father-absent families

Table 1 demonstrated that there was no significant main effect of resilience on academic self-efficacy of in-school adolescents from father-absent families ($F_{(2, 140)} = .069$, $p > .05$, $\eta^2 = .001$). Therefore, the null hypothesis was accepted. The MCA on Table 1.2 further indicates that the mean score of students with high resilience (estimated mean = 114.38), moderate resilience (estimated mean = 113.53) and low resilience (estimated mean = 107.90). This implies that students with high resilience have high academic self-efficacy more than their counterpart with moderate and low resilience. Also, students with moderate resilience have high academic self-efficacy more than their counterpart with low resilience but their differences is not statistically significant.

Ho_3 There is no significant interaction effect of treatment and socio-economic status on academic self-efficacy of in-school adolescents from father-absent families

Table 1 showed that there was no significant interaction effect of treatment and socio-economic status on academic self-efficacy of in-school adolescents from father-absent families ($F_{(4, 140)} = .675$, $p > .05$, $\eta^2 = .019$). Hence, the null hypothesis was accepted. This demonstrates that socio-economic status did not significantly moderate the efficiency of the treatment in enhancing students' academic self-efficacy.

Ho_4 There is no significant interaction effect of treatment and resilience on academic self-efficacy of in-school adolescents from father-absent families

The result in Table 1 indicated that there was no significant interaction effect of treatment and resilience on academic self-efficacy of in-school adolescents from father-absent families ($F_{(4, 140)} = .252$, $p > .05$, $\eta^2 = .007$). Therefore, the null hypothesis was accepted. This implies that resilience did not influence the effectiveness of treatment in enhancing students' academic self-efficacy.

Discussion of findings

This study examined the effect of socio-economic status and resilience on the academic self-efficacy of in-school adolescents from father-absent families in Ekiti state. The hypotheses were tested at 0.05 level of significance using ANCOVA to analyse the data collected and the findings are discussed as follows.

Hypothesis one was accepted because the result presented in table 1.1 clearly shows that there was no significant main effect of socio-economic status on academic self-efficacy of in-school adolescents. This implies that socio-economic status has no significant impact on academics self-efficacy of in-school adolescents. This result corroborates the findings of Huang (2007) who confirmed that there is no correlation between parental socio-economic status and academic efficacy at upper secondary schools. Hansen and Masterkaasa (2006) discovered that students who originated in a farm household show the lowest academic self-efficacy while those who originated in academic household perform best and show highest academic self-efficacy. This finding negates the study of Unity, Osagioba and Edith (2013) who reported that a child is affected negatively if he/she comes from an economically

disadvantaged family. They stressed further that such children are faced with overwhelming challenges that leads to poor academic self-efficacy. Moreover, Farooq, Chaudhry, Shafiq and Berhanu (2011) also observed that students whose parents are educated score higher on self-efficacy than those whose parents were not educated at secondary school level in a metropolitan city of Pakistan.

Hypothesis two was accepted because from the results of the findings displayed in table 1, it shows that there was no significant main effect of resilience on academic self-efficacy of in-school adolescents. This simply means that students with high resilience have high academic self-efficacy more than their counterpart with moderate and low resilience. Also, students with moderate resilience have high academic self-efficacy more than their counterpart with low resilience but their differences is not statistically significant. This finding corroborates the findings of Chemers, Hu and Garcia, (2000) who observed that academic self-efficacy has been found to be associated with decreased resilience. Jha, Stanley, Kiyonga, Wong and Gelfand (2010) found a negative relationship between academic self-efficacy and resilience in their study. The finding of this study also negates Chavers (2013) who reported that self-efficacy is associated with resilience. The explanation for no significant main effect of self-efficacy on resilience, the researcher draw inference from Hudson (2007) who reported that high self-efficacy can sometimes probably lead to high resilience in performance of a particular task. This is because high self-efficacy can lead to overconfidence in one's resilience skills which could create a false sense of ability.

Hypothesis three was accepted because there was no significant interactive effect of treatment and socio-economic status on academic self-efficacy of in-school adolescents as shown in table 1. This implies that socio-economic status did not significantly moderate the effect of treatment on the academic self-efficacy of in-school adolescents. In another word, the treatment effectiveness is not as a result of parental socio-economic status. The result of this finding is consistent with the findings of others such as Farooq, Chaudhry, Shafiq and Berhanu (2011), Unity, Osagioba and Edith (2013), that cognitive restructuring and problem-solving therapy are potent tools in solving various challenges irrespective of one's socio-economic status. The outcome of this study could be probably because socio-economic status is not only issues of adolescents from father absent. To make a positive academic self-efficacy entails a process which socio-economic status could be successful or good

Hypothesis four was accepted because there was no significant interactive effect of treatment and resilience on academic self-efficacy of in-school adolescents. This implies that resilience did not significantly moderate the effect of treatment on the academic self-efficacy of in-school adolescents. The result of this finding negates some researches. Chemers, Hu, and Garcia, (2000) as well as Pajares, (1996) who investigated the importance of resilience and academic self-efficacy in adolescent from father absent families. The work examined the indirect effect of resilience and academic self-efficacy on adolescent from father-absent families. The findings of their study suggest that more comprehensive skills training to enhance resilience and self-efficacy would strengthen their performance. This outcome could be as a result of the level of self-efficacy of the participants under study. Majority of them had moderate self-efficacy and there is still higher degree of different between high and moderate self-efficacy. This however could make the effect of treatment and resilience on academic self-efficacy of in-school adolescents insignificant.

Conclusion and Recommendations

This study focused on investigating the moderating effect of parental socio-economic status of resilience on treatment in the process of enhancing academic self-efficacy of absent

fathers in-school adolescents in Ekiti, Ekiti State. Based on the findings of this study, it was concluded that socio-economic status and resilience had no significant effect on academic self-efficacy of in-school adolescents. Also socio-economic status and resilience does not significantly moderate the effects of the treatment in enhancing academic self-efficacy. Meaning that the result of the treatment is basically not influenced by parental socio-economic status and resilience.

It was therefore recommended that adolescents should be aware of their strength and weaknesses as well as their peculiarities which could facilitate a clearer sense of self, knowledge and make life commitment and decision in relation to their emotional ability. Also, adolescents should learn different ways to increase their mental and emotional stability so as to have positive self-efficacy on their academic. Parents should always encourage their children in performing different task and showing immense interest in their academic pursuit and other extra-curricular activities. This could help in developing high self-efficacy. School counsellor can organise academic seminars and workshops for students and parents on ways to facilitate academic self-efficacy.

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