ISSN: 0795-820X

KWASU INTERNATIONAL JOURNAL OF ARTS AND SCIENCE EDUCATION (KWIJASE)

JOURNAL OF THE DEPARTMENT OF ARTS AND SCIENCE EDUCATION, KWARA STATE UNIVERSITY, MALETE, KWARA STATE

VOLUME 1, DECEMBER, 2024

EDITORIAL BOARD

Chairman, Editorial Board: Prof. Olaniyi Bojuwoye

Editor-in-Chief
Dr Safi Lawal

Editorial Manager
Mr Bashiru Omotayo MUSTAPHA

Business Editorial
Dr Ali Ibrahim Lafiaji

Editorial Secretary
Dr Timothy Kayode Towojo

MEMBERS

Prof. Kayode John Olasehinde
Dr. Muhinat B. Bello

EDITORIAL ADVISORY BOARD

Prof. Mufutau Tijani	-	University of Abuja, Abuja
Prof. John Na'Allah Kwasau	-	Ahmadu Bello University, Zaria
Prof. Joel Olatunde Ayodabo	-	Ajayi Crowther University, Oyo
Prof. Awwalu Muhammad Inuwa	-	Usmanu Danfodiyo University, Sokoto
Assoc. Prof. Dr. Zainudin bin Hassan	-	Universiti Perguruan Ugama Seri Begawan, Brunei Darussalam
Assoc. Prof. Dr. Muhamad Zahiri Awang Mat	-	Universiti Perguruan Ugama Seri Begawan, Brunei Darussalam
Assoc. Prof. Dr. Muhammed Yusuf	-	Sultan Idris Education University (UPSI), Malaysia
Prof. Veysel Bozkurt	-	Instabul University, Turkey
Assoc. Prof. Bakare Kazeem Kayode	-	Albukhary International University, Malaysia
Dr IIiyas Rasaq Ayodeji	-	University of Abuja, Abuja

JOURNAL OF THE DEPARTMENT OF ARTS AND SCIENCE EDUCATION, KWARA STATE UNIVERSITY, MALETE, KWARA STATE
VOLUME 1, DECEMBER 2024

MANUSCRIPT PREPARATION (GUIDELINES FOR CONTRIBUTORS)

The **Journal of the Department of Arts and Science Education, Kwara State University, Malete**, invites original and high-quality manuscripts that contribute to knowledge and practice in the fields of Arts and Science Education. Submissions should meet the following guidelines to ensure a smooth review and publication process. Manuscripts must be original, unpublished, and not under consideration elsewhere. All submissions should be written in clear and concise English, and the preferred format for submission is Microsoft Word. Authors must ensure their manuscripts adhere to the journal's structure and formatting requirements.

Each manuscript should begin with a title page, containing the title of the paper, which must be concise and reflective of the content. The title page should also include the full names of all authors, their affiliations, and contact details, including email addresses and phone numbers. The corresponding author should be indicated. An abstract of no more than 250 words should follow the title page. The abstract should succinctly summarize the objectives, methodology, results, and significance of the study. Authors should also provide three to five keywords that best describe the content of their manuscript.

The main body of the manuscript should include an introduction that outlines the background, research problem, objectives, and significance of the study. A review of relevant and recent literature should follow, providing a solid foundation for the research. The methodology section should describe the research design, population, sampling techniques, instruments used, procedures, and methods of data analysis in detail. Results should be presented clearly, supported by tables and figures where appropriate, while the discussion should interpret the findings in light of the study's objectives and related literature. A conclusion should highlight the key findings and practical recommendations.
Acknowledgements, if any, should appear after the main text, recognizing funding sources, contributors, or institutions that supported the research. References should be formatted in accordance with the **APA 7th Edition** style.

Manuscripts should be typed in Times New Roman font, size 12, with 1.5 line spacing and one-inch margins on all sides. Pages should be numbered consecutively, starting from the title page. A consistent hierarchy should be used for headings, with boldface for primary headings and italics for subheadings. Tables and figures should be placed within the text at appropriate locations, accompanied by descriptive titles and sequential numbering. High-resolution images for figures (in formats such as JPEG or PNG) should be submitted.

All submissions should be made electronically via the journal’s submission portal or email. Each submission should include a cover letter outlining the manuscript's title, and significance, and a statement confirming its originality. Upon submission, manuscripts will undergo a double-blind peer-review process. Authors may be required to revise their work based on reviewers’ comments before final acceptance. Ethical standards in research must be observed, and authors are responsible for obtaining any necessary permissions for copyrighted material or sensitive data used in their work.

Contributors are encouraged to contact the editor-in-chief via email or phone for any inquiries or manuscript submissions. Detailed information regarding publication fees will be communicated to authors upon call for manuscript submission.
We look forward to receiving your valuable contributions and to advancing the fields of Arts and Science Education through rigorous scholarship and innovative research.

Contact Information
For inquiries and submissions, contact:
Editor-in-Chief,
Journal of the Department of Arts and Science Education
Kwara State University, Malete, Kwara State
Email: kwasuartsandscienceeducation@gmail.com
Phone: 08035127628, 08146397206
We look forward to receiving your contributions!

Copyright
It is a condition of publication in the journal that authors assign copyright to the Department of Arts and Science Education Kwara State University, Malete, Kwara State. This ensures that requests from third parties to reproduce articles are handled efficiently and consistently and will also allow the article to be as widely disseminated as possible. In assigning copyright, authors may use their own material in other publications provided that the Journal is acknowledged as the original place of publications.
Published by the Department of Arts and Science Education Kwara State University, Malete, Kwara State

Price: Nigeria – N6000.00; Outside Nigeria - $25 (excluding postage)
©2024 by Department of Arts and Science Education Kwara State University, Malete, Kwara State

Printed by:
Haytee Press and Publishing Company
No. 2, Mejindadi St., Oja-Iya Area,
Ilorin, Nigeria.
tayo_haytee@yahoo.com
08038282074

KWASU INTERNATIONAL JOURNAL OF ARTS AND SCIENCE EDUCATION (KWIJASE)

JOURNAL OF THE DEPARTMENT OF ARTS AND SCIENCE EDUCATION KWARA STATE UNIVERSITY, MALETE, KWARA STATE

CALL FOR PAPERS

The **Journal of the Department of Arts and Science Education, Kwara State University, Malete**, invites submissions of original, scholarly manuscripts for its forthcoming issue. This journal serves as a platform for researchers, educators, and practitioners to share innovative ideas, research findings, and theoretical perspectives that advance the fields of Arts and Sciences Education.

Scope of the Journal

We welcome manuscripts that explore diverse aspects of Arts and Sciences Education, including but not limited to:

- Innovations in curriculum design and development for Arts and Sciences education.
- Pedagogical strategies for enhancing student engagement in Arts and Sciences.
- Integration of technology in teaching and learning processes.
- Research on interdisciplinary and transdisciplinary approaches in Arts and Sciences education.
- Educational policies and their impact on Arts and Sciences programs.
- Equity, inclusion, and diversity in Arts and Sciences education.
- Teacher education and professional development in Arts and Sciences disciplines.

Submission Guidelines

Authors are encouraged to submit original manuscripts that have not been published or are not under consideration elsewhere. Submissions should adhere to the following guidelines:

1. **Length**: Manuscripts should range between 4,000 and 7,000 words, including references.
2. **Abstract**: Provide a structured abstract of no more than 250 words, with 3-5 relevant keywords.
3. **Formatting**:
   - Use **Times New Roman**, 12-point font size, with 1.5 line spacing.
   - References must follow the **APA 7th Edition** style.
4. **Figures and Tables**: Embed figures and tables within the manuscript, properly labelled and captioned.

Submission Process

Manuscripts should be submitted electronically to **kwasuartsandscienceeducation@gmail.com**
Each submission must include the following:

- A **cover letter** highlighting the significance of the manuscript, its originality, and confirmation that it has not been submitted elsewhere.
- The manuscript file, was prepared according to the journal's guidelines.

Peer Review and Publication

All submitted manuscripts will undergo a rigorous **double-blind peer-review process**. Accepted papers will be published in the upcoming issue of the journal, contributing to the scholarly discourse in Arts and Sciences Education.

EDITORIAL COMMENT

I feel highly honored to present to our esteemed readers the Maiden edition of our Journal of Arts and Science Education, the brain child of the Department of Arts and Science Education, Faculty of Education, Kwara State University, Malete, Nigeria.

This edition showcases our unwavering dedication to foster interdisciplinary and knowledge advancement across the different, yet, related fields of Education, Arts, and Sciences.

The scholarly efforts therein brings to bear the dynamism of creativity and critical thinking towards connecting the town and gown by examining issues that are of both academic significance and social relevance through innovative approach as required by our educational landscape.

From explorations of general education, pedagogical dexterity that leverages technology in the Arts and Sciences by underscoring the 21st century outlook to education in our ever-changing world, this edition offers renewed insights and empirical-based perspectives.

I extend my heartfelt gratitude to our esteemed authors, whose commitment to scholarship has spurred the uniqueness of this publication. To all our peer reviewers, who objectively and rigorously ensured the quality of every article, I appreciate you.
I specially appreciate the ever-dynamic editorial team for their assiduity in bringing this publication into the lime light.

As you interact with the articles captured here, I hope you find inspiration to reimaging the possibilities of education at the intersection of Arts and Science.
The chapters were carefully arranged in parts to whet the scholarly appetite of our readers to breed a healthy dialogue among educators, researchers, and policymakers globally.

Thank you for being part of this scholarly efforts and I extend a hand of partnership in advancing the future of education through collaboration and technological innovation.

Sincerely yours,

SAFI, Lawal, Ph.D.
Editor-in-Chief

CONTENTS

EFFECT OF REALITY THERAPY ON THE MENTAL HEALTH OF PEOPLE LIVING WITH HIV/AIDS IN WUKARI EDUCATION ZONE
Ahmad B. M, Karfe S. A and Mariki A*……..*1

INFLUENCE OF EFFECTIVE ADMINISTRATION AND SUPERVISION ON SENIOR SECONDARY SCHOOL STUDENTS' ACADEMIC ACHIEVEMENT IN DUTSIN MA L.G.A, KATSINA STATE.
Busa Abdul'aziz Inusa· Safiya Bahjatu Saleh, & Musa Jamilu*……*14

WORK STRESS, MOTIVATION, AND JOB HAZARD AS PREDICTORS OF HEALTH CARE DELIVERY AMONG NURSES IN LAGOS STATE PUBLIC HOSPITALS
Adetutu Christiana Ojo & E. M. Hassan, ……...……..22

FORMS AND EFFECTS OF CHILD LABOUR ON ACADEMIC PERFORMANCE OF JUNIOR SECONDARY SCHOOL STUDENTS IN BORNO STATE, NIGERIA: IMPLICATIONS FOR COUNSELLING
Ngohi, Bukar Umar & Bitrus Glawala Amuda*……..*30

CURRICULUM INNOVATION FOR SUSTAINABLE DEVELOPMENT THROUGH SCIENCE EDUCATION
Bello Zakariyau Adebayo, Alabi, H. I.,Sulaiman, M. M., Abiyoye, F. O.,
Ahmed, A. R., Bello, G., Ahmed, M.A., & Bello, I. A*……*41

MANAGEMENT INFORMATION SYSTEM AS CORRELATE OF ADMINISTRATIVE EFFECTIVENESS IN PUBLIC COLLEGES OF EDUCATION IN ILORIN METROPOLIS, KWARA STATE
OTTAN, Jamiu Olatunji*……*55

EFFECT OF PHONICS STRATEGY ON THE READING PERFORMANCE OF PRIMARY SCHOOL PUPILS IN ILORIN METROPOLIS
·Sidikat Bola Muhammed Ph.D., ·Shafi Lawal Ph.D. & Fatima MOHAMMED Hafiz*……..*64

TEACHERS' PROFESSIONAL IMPORT OF METACOGNITIVE THEORETICAL PROCESSES TO THE TEACHING OF READING AT THE NIGERIAN PRE-PRIMARY SCHOOL LEVEL
LAWAL, Safi, ALIYU, Babayo Mohammed, Fatima MOHAMMED Hafiz
& Yusuf, Mariam Lawal*……*72

ASSESSMENT OF INFORMATION LITERACY COMPETENCY AMONG POSTGRADUATE STUDENTS OF KWARA STATE UNIVERSITY, MALETE
Atanda Saliu Sambo & Akanbi Mohammed Lawal*……..*82

INFLUENCE OF GENDER AND SCHOOL TYPE ON ACADEMIC SELF-EFFICACY AMONG UPPER BASIC SCHOOL STUDENTS IN ILORIN METROPOLIS IN KWARA STATE, NIGERIA
Saadu Kayode Yunusa*……*91

INFLUENCE OF SCHOOL ENVIRONMENT ON SECONDARY SCHOOL STUDENT'S PARTICIPATION IN CO-CURRICULAR ACTIVITIES IN OFFA LOCAL GOVERNMENT AREA, NIGERIA
Aliyu, Kehinde Hassan*……*99

NATIONAL TEACHERS INSTITUTE CAPACITY BUILDING WORKSHOPS AND PRIMARY SCHOOL TEACHERS' CLASSROOM RELATED JOB PERFORMANCE IN NORTH EAST, NIGERIA.
Helen Jonathan Mshelia & Jutum, Joel Isaiah……107

ASSESSMENT OF TEACHERS' ICT SELF-EFFICACY FOR UPPER BASIC SOCIAL STUDIES INSTRUCTION IN KOGI STATE, NIGERIA
Mohammed, Salihu Abubakar & AJIBILI, Ocheje……..121

PERCEIVED DIFFICULTIES OF TEACHING AND LEARNING SENIOR SECONDARY SCHOOL GEOGRAPHY IN EDUCATION DISTRICT IV, LAGOS STATE
EMIOLA, Adetoun. Gladys……...128

RELATIONSHIP BETWEEN SCIENCE PROCESS SKILLS AND CONCEPTUAL UNDERSTANDING OF PHYSICS AMONG SENIOR SCHOOL STUDENTS
Odubanjo, Oduwole Funmilade., Aluko, Tolulope Olaide., Jimoh, Oluwaseyi Emmanuel., And Sumonu, Abiodun Jamiu……...137

ARTIFICIAL INTELLIGENCE (AI) ON EDUCATIONAL ADMINISTRATION PROSPECT AND CHALLENGES FOR NIGERIA EDUCATION SYSTEM
Otti, Dorcas Olubunmi & Bonet, Jerry Irmiya……147

MANAGEMENT OF HANDICRAFT CURRICULUM AND ITS' PEDAGOGY IN BASIC SECONDARY SCHOOL TO ENHANCE ENTREPRENEURSHIP SKILLS FOR JOB CREATION IN EMOHUA LOCAL GOVERNMENT AREA, RIVERS STATE, NIGERIA
Nnamdi, Sunday Emmanuel, Hauwa Ado & Yasir Arafat Daura……153

GENDER DIFFERENCE IN THE PERFORMANCE OF MALE AND FEMALE SECONDARY SCHOOL STUDENTS IN GRAMMAR AND READING COMPREHENSION IN TARABA STATE, NIGERIA.
Moses Christianah Nwamaka, Hassan Danjuma Garba & Damburam Ibrahim Umar……..162

EFFICACY OF RECIPROCAL LEARNING STRATEGY ON SECONDARY SCHOOL STUDENTS ' ACHIEVEMENT AND RETENTION IN GENETIC IN NUMAN EDUCATION ZONE, ADAMAWA STATE.
Umoru,Susan Ene, Martin Ojo Isaac and Bitrus Mihasu Useni……..169

EFFECT OF ETHNOLOGICAL INSTRUCTIONAL STRATEGY ON SECONDARY SCHOOL STUDENTS PERFORMANCE AND RETENTION IN (CHEMISTRY) IN TARABA STATE, NIGERIA
SAMUEL, Ezekiel Bongmuin, MICHAEL, Alexander and YAWE, Jinadu Garvey……..179

PHILOSOPHY OF MIND AND ITS IMPLICATIONS ON THE LEARNING PEDAGOGY: ISLAMIC PERSPECTIVE
Abdullahi Ibrahim Salahu-Deen ……..191

PERCEIVED EFFECT OF ADMINISTRATIVE STYLES ON ORGANISATION OF SPORTS AMONG PUBLIC AND PRIVATE SECONDARY SCHOOLS IN KWARA STATE
Kazeem Oluwatosin Afolabi & Semiu Alasinrin……199

REWARD SYSTEM AS A MOTIVATOR TO TEACHERS' ATTITUDE TO WORK IN SENIOR SECONDARY SCHOOLS IN TARABA STATE, NIGERIA
Saleh Aliyu Saleh & Kolajo Moses Oluwamayowa ……...206

RELATIONSHIP BETWEEN STUDY SKILLS AND ACADEMIC PERFORMANCES OF BIOLOGY EDUCATION STUDENTS IN TERTIARY INSTITUTIONS
Adeotan, Ebenezer Folorunsho, Adeyanju, Monsurat Aramide & Akinola, Yetunde Falilat ……218

THE PARADOX OF DOING AND WRITING PHILOSOPHICALLY IN EDUCATION: AN EXPLORATION OF THE TENSION AND IMPLICATIONS
Timothy Kayode Towoju & Adeleye Ajiboye Raphael……..232

THE ROLE OF LANGUAGE, CULTURE, AND GOOD GOVERNANCE IN CURBING HUNGER AND POVERTY IN 21ST CENTURY NIGERIA
M. I. Ajibade, Qasim, Ambali Malik & Yusuf, Mariam Lawal……...240

EFFECT OF TRAIT-FACTOR THERAPY ON VOCATIONAL CHOICES AND PREFERENCES AMONG SECONDARY STUDENTS IN SIX EDUCATION ZONES, TARABA STATE
Joseph Bako ATUMBA, Abigail Seth KARFE & Timothy Jarumi ALIYU……..245

IMPACT OF VIRTUAL LEARNING ON STUDENT ENGAGEMENT AND LEARNING OUTCOMES IN STEM EDUCATION AT TERTIARY INSTITUTIONS: A STUDY OF KWARA STATE UNIVERSITY
D. A. Gbigbadua, B. O. Mustapha, & O.O. Kayode……..258

ASSESSING PRIMARY SCHOOL TEACHERS' FAMILIARITY AND READINESS TO LEVERAGE AI TOOLS FOR IMPROVED TEACHING IN GUSAU, ZAMFARA.
Bilkisu ABDULRAHEEM ……...265

POST ASUU INDUSTRIAL ACTION AND THE ACADEMIC PERFORMANCE OF UNDERGRADUATE STUDENTS IN A NIGERIAN UNIVERSITY
Idayat N. BALOGUN, Timothy O. YAYI and Sofiu A. RASHEED……...274

EFFECT OF GRAPHIC ORGANIZERS INSTRUCTIONAL STRATEGY ON SENIOR SECONDARY SCHOOL STUDENTS' RETENTION IN LEARNING CELLULAR RESPIRATION IN DUTSIN-MA ZONAL EDUCATION QUALITY ASSURANCE, KATSINA STATE, NIGERIA
DAVID AKOWE, Kayode John Olasehinde and IBRAHIM, SukolaTambaya……..284

PRIVATE SCHOOL WELFARISM PACKAGE AS A DETERMINANT OF TEACHERS ATTITUDE TO WORK.
Ojo Raphael Sunday……..294

EXAMINING THE IMPACT OF CHILD-CAREGIVER ATTACHMENT PATTERNS ON THE SELF-ESTEEM OF ORPHANS IN GUSAU, ZAMFARA STATE
Bilkisu ABDULRAHEEM, Hadiza . S. SADIQ & Aisha Ahmad GWANDU……302

THE RELATIONSHIP AMONG SCIENTIFIC LITERACY SKILLS, SCIENCE PROCESS SKILLS AND BIOLOGY ACHIEVEMENT
ADEOTAN, EBENEZER FOLORUNSHO, KALU, CHINENYE
& AHMED, IBRAHIM ABIODUN……...312

PERCEIVED IMPACT OF FURTHER MATHEMATICS KNOWLEDGE ON STUDENTS' ACADEMIC PERFORMANCE IN MATHEMATICS AT SENIOR SECONDARY SCHOOL
Bashiru Omotayo Mustapha,……321

INVESTIGATING RELATIONSHIP BETWEEN NOTE-TAKING, KNOWLEDGE RETENTION AND ACADEMIC ACHIEVEMENT AMONG SENIOR SECONDARY STUDENTS IN KWARA STATE
Ali Ibrahim Lafiagi*……....*333

A COMPARATIVE STUDY BETWEEN DA'WAH PRINCIPLES AND DA'WAH APPROACH (MANHAJ-SALAF) OF SALAFIYYAH GROUPS IN YORUBA LAND: A LITERATURE REVIEW
Oludaisi A. Abdulganiy[1], Jamiu, M. Sulaiman*……*344

CONNECTING KNOWLEDGE AND VALUE: THE INTERPLAY BETWEEN EPISTEMOLOGY, AXIOLOGY, AND THEIR INTERCONNECTEDNESS IN EDUCATIONAL CONTEXTS
Adeleye Ajiboye Rapheal, Dr. Timothy Kayode Towoju, & Olaoye Elijah Olawale*…….….*355

INFLUENCE OF GENDER AND SCHOOL TYPE ON ACADEMIC SELF-EFFICACY AMONG UPPER BASIC SCHOOL STUDENTS IN ILORIN METROPOLIS IN KWARA STATE, NIGERIA

Saadu Kayode Yunusa
Arts and Science Education, Faculty of Education, Kwara State University, Malete

Abstract
*Gender and school type remain important variables in the assessment of students' academic self-efficacy and it is a topical issue that calls for investigation. This study examined the influence of gender and school type on academic self-efficacy among upper-basic school students in Ilorin Metropolis in Kwara State. Stratified and simple random sampling techniques were used to select three hundred (300) respondents (150 public and 150 private upper basic secondary school students in Ilorin metropolis in Kwara State. An adapted version of the Academic Self-efficacy Scale (**ASES**) by Owen and Froman (1988) was used for data collection. The instrument contains 20 items rated on a 4-Likert-type scale. The instrument was validated by three experts in the Department of Social Science Education, University of Ilorin, Ilorin, Nigeria, and a reliability coefficient of **.67** was found for the said instrument used in the study. To analyze the data collected from the study, descriptive statistics such as frequency counts, percentages, mean, and standard deviation were used to answer the research questions while a t-test was used to test the research hypotheses. The findings of the study revealed that: i. 165 representing had a high level of academic self-efficacy, ii. there is a significant difference in the male and female students' academic self-efficacy and iii. there is no significant difference in the student's academic self-efficacy based on school type. Based on the findings of the study, the researchers recommended that schools should implement gender-specific support mechanisms through targeted interventions such as mentorship programs and workshops designed to address the unique needs and challenges faced by each gender in their academic pursuits.*

Keywords: Academic self-efficacy, Gender variation, and School type.

Introduction
Academic self-efficacy implies how an individual judges himself and his confidence to succeed in a given academic task. It is a psychological construct that defines an individual's self-belief to accomplish a given academic task and it influences the amount of effort, perseverance, and academic mindset put up by the learners to achieve a desired educational goal and it is affected by gender and school type. Academic self-efficacy, however, is task-specific and refers to a learner's personal belief about his ability to attain a set educational goal. Bandura (2001) reported that academic self-efficacy is an individual's personal belief in his/her capability to complete a particular academic task. It is also seen as a factor that has a positive influence on performance in a given academic task.

Schunk and Pajares (2005) observed that in a classroom situation, academic self-efficacy factors such as experience, vicarious experiences, verbal persuasion, and physical and emotional state make or mar students' achievement, retention, and desire for knowledge in their academic endeavour. It was further stated that performance experience is considered the most influential factor of academic self-efficacy and it dictates the teaching and learning process, given that learning depends to a greater degree on prior knowledge. Students with positive past experiences tend to have better performance achievement in the classroom setting while their counterparts with negative experiences seems to be faced with the challenges of doing well in their academic endeavour. According to Schunk and Pajares, (2005), it was reported that students who possess positive high perceived self-confidence are motivated to put in their best to have a successful academic achievement.

In support of this assertion, Zajacova, Lynch, and Espenshade (2005) affirmed that students with high academic self-efficacy have been found to have higher academic success than their counterparts with low academic self-efficacy. Within the educational setting, there is a genuine interest in understanding the cognitive and behavioural factors that can enhance or sustain a student's academic performance, and how they affect the overall developmental process of the student. Empirical studies have widely revealed that self-efficacy is significantly related to the student's academic performance than other cognitive variables and it is regarded as an essential competence and performance mediator (Brown, Tramayne, Hoxha, Telander & Lent, 2008). This implies that self-efficacy enhances cognitive processes.

Perceived self-efficacy goes a long way in determining students' performance as it affects fundamental areas such as goal setting, interest, expectations, and perceived difficulties and opportunities in social settings. People's beliefs about themselves represent a fundamental factor in attaining the set goals as well as decision-making in life. In a related manner, Bandura, (2006) observed that the higher an individual's perceived self-efficacy is, the higher will be the effort expended in an activity and their persistence to achieve the desired goal and this is very essential for students to succeed in a learning process. In an attempt to differentiate self-efficacy from related concepts such as self-esteem or self-concept, Linenbrink and Pintrich (2003) observed that self-efficacy is task-specific while both self-esteem and self-concept are more general affective of self-evaluations.

Similarly, Schunk and Pajares (2005) observed that academic self-efficacy plays a key role in students' self-regulated learning and it was further stated that students with a high belief in self-efficacy increasingly tend to put in more effort, persistently examine their progress, and apply strategies to attain the educational goals. In support of this assertion, Klassam and Lynch (2007) opined that only students with high self-efficacy can do better and achieve more than the set goals while their counterparts with low academic self-efficacy find it difficult to excel in their academic endeavours and achieve the set goals. In a related manner, Afari, Ward, and Khine, (2012) affirmed that students whose academic self-efficacy is high had better academic performance than their counterparts whose academic self-efficacy is low while investigating relationships between academic self-efficacy and students' academic performance. Other researchers such as (Sharm & Silbereisen, 2007; Reyes, 2011; Moustafa & Sudhir, 2013) equally observed that students with low academic self-efficacy have low academic performance while students with high academic self-efficacy have high academic performance.

In an attempt to examine salient variables that affect students' self-efficacy and academic success, gender has attracted the attention of researchers. Conflicting results had, however, been reported on gender about students' academic self-efficacy. For instance, DeBacker and Nelson (2000) and Thwaites (2013) reported in their study that female college students have low academic self-efficacy while their male counterparts have high academic self-efficacy while Schunk and Pajares, 2002) equally found out that male students have high academic self-efficacy than female students. Similarly, Veerabhadra (2021) affirmed that there is a significant relationship between academic self-efficacy and gender of the students. On the contrary, Baji (2020), in his study, reported that there was no gender difference in academic self-efficacy of upper-basic secondary school students in Niger State, Nigeria.

Despite the importance attached to gender as a variable, school type has equally been a topical issue widely researched. It has been widely reported that school ownership (private or public) plays a significant role in the making of the students in terms of quality of teaching, enabling environment, and intervention programmes being offered to the students. For instance, Thwaites (2013), in his study, reported that school type is significantly related to the student's academic self-efficacy. This implies that the variable of school type plays an important role in the student's

academic self-efficacy from the foregoing, it can be inferred that, there remain conflicting results on the topic under consideration and that it has not been given the required attention, especially in Ilorin Metropolis, and that most of the related studies are foreign-based. It is, therefore, against this background, that the researchers deemed it necessary to examine the influence of gender and school type on academic self-efficacy among upper-basic school students in Kwara State, Nigeria.

Statement of the Problem

Academic success has been repeatedly found to be greatly affected by the student's academic self-efficacy and gender of the students and the type of school attended occupies an im important place. This is because no two individuals will have the same characteristics. For instance, Veerabhadra (2021) affirmed that there is a significant relationship between academic self-efficacy and the gender of the students. Similarly, Thwaites (2013) affirmed that learners with low perceived self-confidence had low academic performance and that male students have better academic self-efficacy than their counterparts. It was further revealed that school type equally played a significant role in the student's academic self-efficacy as school occupies an important position in the making of the students.

From the foregoing, it can be inferred that, despite the reported interest of researchers in this area, there is a dearth of studies on the topic under consideration which underlines the need for further studies to complement the existing findings on the factors that can enhance students' academic self-efficacy and academic success. This study, therefore examines the influence of gender and school type on the academic self-efficacy of upper basic school students in Kwara State.

Purpose of the study

The main purpose of this study is to investigate the influence of gender and school type on the academic self-efficacy of upper-basic school students in the Ilorin metropolis in Kwara State. Specifically, the study sought to assess:

19. Profiles of academic self-efficacy of upper basic secondary school students in Kwara State
20. Academic self-efficacy of Kwara State upper basic secondary school students based on school type

Research questions

The following research questions were raised to guide the conduct of this study:

v. What is the profile of Kwara State upper- basic secondary school students' academic self-efficacy?

vi. What is the difference between the academic self-efficacy of male and female upper basic secondary school students in Ilorin Metropolis in Kwara State?

Research Hypotheses

The following research hypotheses were formulated:

1. There is no significant difference between the academic self-efficacy of male and female upper basic secondary school students in the Ilorin metropolis in Kwara State.
2. There is no significant difference between the academic self-efficacy of private and public upper basic secondary school students in the Ilorin metropolis in Kwara State.

Methodology

The research design adopted for this study was a descriptive survey. This is because descriptive research design allows the researcher to sample a very large number of students to be involved in the study. This research design was chosen because the researcher is interested in involving a very large amount of students. The population for this study comprised all Kwara State upper basic school students and (300) three hundred students were randomly selected. An adapted version of the Academic Self-efficacy Scale by Owen and Froman (ASES) to measure academic self-efficacy

among upper basic secondary school students in Ilorin West, Kwara State. The instrument contains 20 items rated on a 4-point Likert type such as strongly agree = 4, agree = 3, Disagree = 2, and strongly disagree =1. The instrument was validated by three experts in the Department of Social Science Education, University of Ilorin, Ilorin, Nigeria. A reliability coefficient of **.67** was found for the instrument. Descriptive statistics comprising frequency counts and percentages were used to answer the raised research questions while an inferential statistics t-test was used to test the hypotheses postulated.

Results

Demographic Characteristics of the Respondents

This section describes the demographic information of the respondents using frequency and percentage as shown in Tables 1 and 2.

Table 1: Frequency and Percentage Distribution of Respondents by Gender

Variable		Frequency	Percentage
	Male	151	50.3
Gender	Female	149	49.7
	Total	**300**	**100.0**

Table 1 shows that 300 students participated in the study. There are 151 (50.3%) males and 149 (49.7%) females respectively that participated in the study. This implies that slightly more male students compared to female students participated in this study.

Table 2: Frequency and Percentage Distribution of Respondents by School Type

Variable		Frequency	Percentage
	Public	137	45.7
School Type	Private	163	54.3
	Total	**300**	**100.0**

Table 2 shows that 300 students participated in the study. There are 137 (45.7%) students from public schools and 163 (54.3%) students from private. schools respectively participated in the study. This implies that slightly more private school students participated in this study compared to public school students.

Research Question 1: *What is the level of students' academic self-efficacy?*

To answer research question one, students' responses to the academic self-efficacy questionnaire were analysed and the summary of the results is as shown:

Table 3: Frequency and Percentage Analysis of Profile of Students' Academic Self- -efficacy

Academic Self-efficacy	Frequency	Percentage (%)
High Level	165	55.0
Average Level	120	40.0
Low Level	15	5.0
Total	**300**	**100.0**

Results in Table 3 present the responses of the participants to academic self-efficacy that sought information on the level of secondary school students' academic self-efficacy. The result in Table 3 indicated that 165 representing (55.0%) had a high level of academic self-efficacy, 120 representing (40.0%) had an average level of academic self-efficacy, and 15 representing (5.0%) had a low level of academic self-efficacy. This implies that the profile of secondary school students' academic self-efficacy was high.

Hypotheses Testing

H_{O1}: *There is no significant difference in the male and female secondary school students'*

academic self-efficacy.

To test this research hypothesis, participants' responses to the student's academic self-efficacy were analysed based on gender as shown in Table 4.

Table 4: Mean, Standard Deviation, and t-test Analysis of Difference in the Difference in the Male and Female Students' Academic Self-efficacy

Gender	No	Mean	Std.	df	Cal.t-Value	ρ-value	Decision
Male	151	59.87	11.92	298	2.51	.01	**H_{01} Significant**
Female	149	56.36	12.42				

ρ < 0.05

Results in Table 4 indicate a calculated t-value of 2.51 and **ρ**-value of .01 at an alpha level of 0.05. The null Hypothesis 1 was rejected since the **ρ**-value of .01 is lower than 0.05 alpha level (.01 <0.05). This indicated that there is a significant difference in the male and female secondary school students' academic self-efficacy. This is in favour of the male students with a mean score of 59.87 greater than the mean score of 56.36 for female students (male = 59.87 > female = 56.36). This implies that gender statistically influences upper-basic secondary school students' academic self-efficacy.

H_{O2}: *There is no significant difference in the secondary school students' academic self-efficacy based on school type.*

To test this research hypothesis, participants' responses to the student's academic self-efficacy were analysed based on school type as shown in Table 5.

Table 5: Mean, Standard Deviation, and T-test analysis of Difference in the Upper Basic Secondary School Students' Academic Self-efficacy based on School Type

School Type	No	Mean	Std.	Df	Cal.t-Value	ρ-value	Decision
Public	137	57.85	11.80	298	.36	.72	**H_{02} Not Significant**
Private	163	58.36	12.71				

ρ >0.05

Results in Table 5 indicate a calculated t-value of .36 and **ρ**-value of .72 at an alpha level of 0.05. The null hypothesis two was not rejected because the significance level of .72 is higher than 0.05 (.72 >0.05). This indicated that there is no significant difference in the upper basic secondary school students' academic self-efficacy based on school type. This implies that school type did not influence secondary school students' academic self-efficacy.

Discussion of the Findings

The finding revealed that the profile of upper-basic school students' academic self-efficacy was high. A supportive and nurturing educational environment might be a significant factor in the discovery. Students are more likely to have a strong feeling of academic self-efficacy in their abilities to do well when they are supported by teachers, peers, and educational systems with the required tools to achieve academically. Teachers equally have a special place in encouraging students to develop self-belief by providing constructive comments and clear instruction. Additionally, learners who feel confident in their academic ability may benefit from a school culture that rewards hard work and personal development. These identified factors may be responsible for this finding.

Another finding of this study indicates that there is a significant difference in the male and female upper basic school students' academic self-efficacy. The findings may be a result of the societal ascribed and cultural gender expectations and preconceptions. Society frequently has

preconceived notions about how people should behave based on their gender. However, empirical studies and not only common sense can answer certain tasking questions. The finding of this study was therefore buttressed by DeBacker and Nelson (2000) and Thwaites (2013) who equally found that there is a significant difference in the academic self-efficacy of male and female students. Similarly, Schunk and Pajares (2002) reported in their study, that there is a significant difference in the academic self-efficacy between male and female students. The finding equally aligns with the results reported by Veerabhadra (2021) who reported that there was a significant difference in the academic self-efficacy of secondary school boys and girls. The girls had higher academic self-efficacy than the boys. In disagreement with this finding, however, is the finding of Baji (2020) who reported that there was no gender difference in academic self-efficacy of upper basic secondary school students in Niger State, Nigeria.

In addition, the finding indicates that there is no significant difference in the secondary school students' academic self-efficacy based on school type. The existence of consistent and efficient educational practices and all-inclusive interventions across various schools kinds may be a significant factor in the discovery. Students attending different kinds of schools (including public, or private schools) may be exposed to similar teaching methods and support systems from the teachers and the school as a whole which is capable of nullifying the differences. This uniformity in teaching strategies may help students perceive their academic self-efficacy in similar ways. This finding is contrary to the findings of Thwaites (2013), in his study among Indian High school students, that school type is significantly related to the student's academic self-efficacy.

Conclusion

The study revealed that the students involved in the study have a high level of academic self-efficacy, indicating that they have a strong belief in their capacity for academic success. This favourable self-perception may encourage them to pursue their academic goals in the future. Also, the study indicated that there is a disparity in academic self-efficacy between male and female students which calls for the need for continued interventions and support structures to guarantee that both genders receive equal opportunity and motivation to realize their full potential. Finally, the study revealed that there is no significant difference in academic self-efficacy based on the type of school. This signifies the importance of upholding high educational standards for all students regardless of the type of school they attend. Overall, these results highlight the need to create an enabling and inclusive learning environment for secondary school students, regardless of their gender or academic background, to nurture their self-efficacy.

Recommendations

The following recommended actions are made:

4. Given the high academic self-efficacy observed among secondary school students, educational institutions should continue to implement and expand self-efficacy-building programmes. These programmes can include workshops, mentoring, and counselling services aimed at reinforcing students' confidence in their academic abilities.
5. Recognizing the significant difference in academic self-efficacy between male and female students, schools should implement gender-specific support mechanisms. This could involve targeted interventions, mentorship programs, or workshops designed to address the unique needs and challenges faced by each gender in their academic pursuits.
6. To bridge the gender gap in academic self-efficacy as the finding revealed, curriculum planners must ensure that the curriculum is gender inclusive.
7. Teachers should provide equal opportunities and encouragement to all students, regardless of their gender, and challenge gender stereotypes within the classroom.
8. Since there was no significant difference in academic self-efficacy based on school type, education authorities must allocate resources fairly and equitably across all types of schools. This will ensure that students in different school settings have access to similar educational

opportunities and support systems.

References

Abtholuddin, F. (2013). The relationship between self-efficacy and learning skills among engineering students (Unpublished Master's Thesis of Technical and Vocational Education). Universiti Tun Hussein Onn Malaysia.

Afari, E., Ward, G., & Khine, M. S. (2012). Global self-esteem and self-efficacy correlates: Relation of academic achievement and self-esteem among Emirati students. *International Education Studies, 5*(2), 49–57.

Ahmed, M. A., et al. (2021). Influence of teachers' self-efficacy on secondary school students' self-efficacy in biology in Ogbomoso, Nigeria. JPBI (Journal Pendidikan Biologi Indonesia), 8(1), 58 – 64. https://doi.org/10.22219/jpbi.v8i1.17231

Baji, M. I. (2020). Analysis of gender difference in academic self-efficacy and achievements among upper basic secondary school students in Niger State, Nigeria. *PEOPLE: International Journal of Social Sciences*, *5*(3), 659 – 675. https://doi.org/10.20319/pijss.2020.53.659675

Bandura, A. (2001). Social cognitive theory. Annual agentive perspective. *Annual Review of Psychology, 52*, 1-26.

Bandura, A. (2006). Toward a psychology of human agency. *Perspectives on Psychological Science, 1*, 164–180.

Brown, S.D, Tramayne, S, Hoxha, D., Telander, K. & Lent, R. W. (2008). Social cognitive predictors of college student's academic performance and persistence: A meta--Analytic path analysis, *Journal of Vocational Behavior*, Vol. 72, pp. 298-308.

Hassan, J. & Rajoo, P. (2012). The relationship between self-concept and well-living among adolescents. *Journal of Educational Psychology & Counseling, 6*, 11 – 29.

Iskandar, M. (2009). The relationship between self-compassion, self-efficacy, and control belief about learning in Turkish University students. *Social Behaviour and Personality, 37*(5), 711 – 720.

Jamal, M. D., & bin Yunus, N. (2017). Self-efficacy and academic performance of secondary schools students in Perak: An exploratory outlook. *International Journal of Academic Research in Progressive Education and Development, 6*(3), 41 – 55.

Klassen, R. & Lynch, S. (2007). Self-efficacy from the perspective of adolescents with learning disabilities and their specialist teachers. *Journal of Learning Disabilities, 4* (6). Retrieved on February 27, 2019 from http://ldx.sagepub.com

Linenbrink, E. A.& Pintrich, P. R. (2003). The role of self-efficacy beliefs in student engagement and learning in the classroom. *Reading and Writing Quarterly, 19*, 119- 137.

Moustafa, A. & Sudhir, K. S. (2013). The role of academic self-efficacy as a mediator variable between perceived academic climate and academic performance. *Journal of Education and Learning, 2*(3)*,*1927-5269.

Pajares, F. & Schunk, D. H. (2001). Self-beliefs and school success: Self-efficacy, self-concept and school achievement. Chapter in R. Riding & S. Rayner (Eds.) *Perception.*

Zajacova, A., Lynch, S. M., & Espenshade, T. J. (2005). Self-efficacy and academic success in college. *Research in Higher Education, 46*(6), 677-706.

Reyes, M. L. (2011). Domain specificity of motivation and learning strategies: Filipino g science high school students' profiles in science and social studies. *The Asia-Pasific Education Researcher, 20*(2)308-321.

Schunk, D. H. & Pajares, F. (2002). The development of academic self-efficacy. Chapter in *Development of Achievement Motivation*. A. Wigfield & J. Eccles (Eds.).

Schunk, D. H., & Pajares, F. (2005). Competence beliefs in academic functioning. In A. J. Elliot & C. Dweck (Eds.), *Handbook of competence and motivation* (pp. 85– 104). New York: Guilford Press.

Sharm, D.& Silbereisen, R.K. (2007). Revisiting an era in Germany from the perspective of

adolescents in mother-headed single-parent families. *International Journal of Psychology, 42*(1), 46-58.

Syed Ali, S. K., et al. (2014). Self-efficacy of Physical Education teachers towards the implementation of teaching Physical Education subjects. *Asia Pacific Curriculum & Teaching Journal, 2*(3).

Thwaites, K. M. (2013). Student differences in academic self-efficacy: relating gender, grade level, and school type to self-efficacy. *A Paper Presented at Biennial Conference of the University of West Indies Schools of Education, 23-25 April 2013, St. Augustine, Trinidad, and Tobago.* Unachukwu, G. C., et al. (2020). TRDF influence of academic self-efficacy and resilience on academic achievement among secondary school students in Aguata LGA, Anambra State, Nigeria. *Journal Of The Nigerian Academy Of Education*, *16*(2).

Veerabhadra, S. (2021). A study on academic self-efficacy of secondary school students about their attitude towards CCE programme. *International Journal of Creative Research Thoughts (IJCRT), 9*(4), 6109 – 6119.

Zajacova, A. et al. (2005). Self-efficacy, stress, and academic success in college. *Research in Higher Education, 46*(6), 677-706.http://dx.doi.org/10.1007/s11162- 004-4139