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RELATIONSHIP BETWEEN EDUCATIONAL SUPPORT SERVICES AND STUDENTS' SELF-EFFICACY IN UNIVERSITY OF ILORIN

BY

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Abstract

The optimal utilization of educational support services, including counselling, educational technology, and health promotion, holds paramount importance within university settings. These services facilitate the cultivation of students' self-confidence in their abilities and foster motivation to attain their academic and personal aspirations. This research delved into assessing the correlation between educational support services and students' self-efficacy at the University of Ilorin. The primary objective was to investigate whether a substantial association exists between the three dimensions of educational support services and students' self-efficacy.To achieve this, the study formulated one main and three operational research hypotheses as guiding principles. Employing a descriptive survey methodology, the research drew its sample from the population of 46,657 students at the University of Ilorin, using a convenient sampling technique that selected 389 students from various faculties. A meticulously designed questionnaire served as the principal tool for data collection, having undergone rigorous tests for both validity and reliability. The data obtained via an online survey underwent analysis employing Spearman's Rank Correlation at a significance level of 0.05, using the Statistical Package for Social Sciences (SPSS).The findings revealed a p-value of 0.003, indicating a noteworthy relationship between the provision of educational support services and students' self-efficacy. The study concludes by recommending that the University of Ilorin's management ought to ensure the efficient and effective utilization of educational support services to enhance students' self-efficacy.

Keywords: Education Support Services, Self-efficacy, Counselling, Educational Technology, Health Promotion

Introduction

The history of self-efficacy begins within Bandura's (1977) social learning theory that was renamed social cognitive theory in 1986. One of Bandura's major concepts in his theory is self-efficacy. According to theory and research (Bandura, cited in James 2018), self-efficacy makes a difference in how people feel, think, behave and motivate themselves. In terms of feeling, a low sense of self-efficacy is associated with stress, depression, anxiety, and helplessness. Such individuals also have low self-esteem and become pessimistic about their accomplishments and personal development. In terms of thinking, a keen sense of efficacy facilitates cognitive processes and performance in a variety of settings, including quality of decision making and academic achievement. When it comes to behaving, self-efficacy can influence people's choice of activities. Self-efficacy levels can increase or hamper motivation. People with high self-efficacy approach difficult tasks as challenges and do not try to avoid them. People's self-efficacy beliefs determine their level of motivation, as reflected in how much effort they will exert in an endeavour and how long they will persevere in the face of obstacles (James, 2018).

Bandura cited in James (2018) explains the importance of self-efficacy as beliefs that function as “an important set of proximal determinants of human motivation, affect, and action. These beliefs constitute a form of action through motivational, cognitive, and affective intervening processes. An example of a cognitive process pertains to setting personal goals. The higher the level of perceived self-efficacy, the higher the levels of goals people set for themselves, which leads to a higher level of commitment to the goals. Smith & Johnson (2019) investigated the Impact of a University Writing Centre on Students' Self-Efficacy and the findings revealed that students who utilized the writing centre reported higher levels of self-efficacy in their writing abilities compared to those who did not seek support. Brown & Davis (2017) investigates the relationship between tutoring services and students' self-efficacy in mathematics and the results indicate that students who received tutoring support demonstrated higher levels of self-efficacy and improved academic performance in mathematics compared to those who did not receive tutoring. Martinez & Smith (2015) study examines the impact of academic support programs, such as tutoring, mentoring, and study skills workshops, on college students' self-efficacy beliefs and the findings suggest that students who participated in these support programs reported increased levels of self-efficacy and academic success.

Similarly, Thompson & Johnson. (2018) explores the influence of library support services on students' self-efficacy in research skills. The study found that students who

utilized library resources, such as research consultations and workshops, reported higher levels of self-efficacy in conducting research compared to those who did not seek library support. Lee & Kim (2020) investigate the impact of online academic support services on students' self-efficacy in online learning. The results indicate that students who engaged in online support services, such as virtual tutoring and online forums, showed higher levels of self-efficacy and perceived their online learning experiences more positively.

However, the administration of support services also helps students to play their part as useful members of their homes, families and society. Participation in voluntary activities like Boys Scout, Girls Guide, Red Cross Societies and participation in religious and social activities develop the above-mentioned skills in students. Ukeje (2002) identified increase in the happiness of school life of student, as component part of student services. Education services help students to understand basic facts about health and sanitation, the development of good moral principle, appreciation of their cultural heritage, the appreciation of the dignity of labour and healthy physical development. It is for the achievement of the above stated objectives that the National Minimum Standard in Omu (2006), prescribed some mandatory services, outside teaching and learning, that education institutions like schools are to administer to their students.

The inspectorate units of the Ministries of Education are charged with the routine inspection of schools and ensuring that the mandatory education support services are administered in all federal, state and private secondary schools across Nigeria. Services like guidance and counselling and school health programmes promote the psychological and physical well-being of students. These services also enable students make right career choices bearing in mind their strength and weakness. Services like accommodation and catering services help to train the youngsters in tolerance, peaceful co-habitation, sanitation, good health and eating habits. The exposure of students to the different components of the education support services will enable them to derive the benefits specified under each service. Provision of student education support services in educational institutions is very crucial in the achievement of the desired educational objectives of producing excellent quality students.

Statement of the Problem

It is not just enough to provide educational support services in higher institutions, but it is also imperative to ensure that these services are efficiently and effectively managed in order to achieve the common goals of the institution because “it is upon the

quality of these students on completion of their academic programme that the future of any nation lies (Aguba, 2009).In the University of Ilorin, the school administration made available various educational support services such as the counselling services, educational technology services, health promotion services, accommodation services, transportation services etc., but some of these educational support services are not properly utilized by students. In the bid of seeking guidance, lot of students have fallen into the hands of bad friends who influenced them into anti-social activities such as taking hard drugs, cultism, smoking, alcoholism and so on, as a result of inadequate access to lecturers who can offer professional assistance or guidance to the students in any aspects of their lives. This study therefore examines the relationship between educational support services and students' self-efficacy among university of Ilorin students.

Hypotheses

Based on the research purpose, the following null hypotheses were formulated.

Ho: There is no significant relationship between the educational support services and students' self-efficacy in University of Ilorin, Ilorin, Kwara State.

Operational Hypotheses

HO1: - There is no significant relationship between counselling services and students' self-efficacy in the University of Ilorin, Ilorin, Kwara State.

HO2: - There is no significant relationship between educational technology services and students' self-efficacy in the University of Ilorin, Ilorin, Kwara State.

Ho3:- Health promotion services have no significant impact on students' self-efficacy in the University of Ilorin, Ilorin, Kwara State.

Methodology

The design for this study is descriptive survey. It is to provide the opinion of the respondents on the topic of interest. The population for the study comprised of all 46,657 students in the University of Ilorin. Convenience sampling technique was used to select 389 students across 17 faculties of the University through google survey as participant for the study. A researcher designed questionnaire titled “Educational Support Services and Students' Self-Efficacy Questionnaire (ESSSSQ) was used in gathering information about specific aspects of educational support services which are counselling services, educational technology services and health promotion services. The Questionnaire elicit response based on the research objectives and hypotheses formulated for the study. The

validity of the instrument was established by giving the questionnaire to three experts for vetting of its content and face. The suggestions given was used to modify the items, after which a reliability test was conducted with a coefficient alpha value of 0.72. These adjudged the instrument being valid and reliable for the study.

Thereafter, a google form was designed to carry out the survey whereby respondents were required to tick as appropriate their response based on their opinions. The link to the survey was shared among students at university of Ilorin across all levels and faculties to have a diverse opinion of the students on the level at which they make use of the educational support services provided by the school which includes counselling services, educational technology services and health promotion services. The researcher assured the respondents that the data collected is for academic purpose and confidentiality is guaranteed. After the questionnaire link was shared, the responses were gathered through the same link for the necessary analysis. Data collected through the link were sorted, coded and subjected to appropriate statistical analysis Statistical Package for Social Science (SPSS) using Spearman ranking correlation analysis all at 0.05 level of significance.

Results

Hypotheses Testing

Main Hypothesis

Ho: There is no significant relationship between educational support services and self-efficacy among university of Ilorin students.

Table 1: Educational Support Services and Students' Self-Efficacy

Variables	N	Mean	SD	r-cal	P-Value	Decision
Self-efficacy		4.30	.756			
Educational Support Services	389	8.53	2.203	0.149	0.003	Reject Ho

Table 1 represent the correlation coefficient result of the relationship between educational support services and students' self-efficacy. The result indicated that Spearman correlation result (r) = 0.149, p-value = 0.003 and sample size = 389. Although the Spearman correlation result (r) =0.149 indicated that there exists a weak positive relationship between educational support services and students' self-efficacy among

University of Ilorin students. However, the p-value indicated that there is a significant relationship between educational support services and students' self-efficacy. As the support services increases, their self-efficacy increases by just 15%. P-value = 0.003 is less than level of significance of 0.05, which implies that the null hypothesis is rejected. Thus, there exists a significant relationship ($p = 0.149 < 0.05$ for a two-tailed test).

Operational Hypotheses

$H0_1$: There is no significant relationship between counselling services and students' self-efficacy among university of Ilorin students.

Table 2: Counselling Services and Students' Self-Efficacy

Variables	N	Mean	SD	r-cal	P-Value	Decision
Self-efficacy		2.39	1.194			
Counselling Services	389			-0.140	0.006	Reject Ho
		4.30	.756			

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

The above table represent the correlation coefficient result of the relationship between counselling services and students' self-efficacy. The result indicated that Spearman correlation result (r) = -0.140, p-value = 0.006 and sample size = 389. Although the Spearman correlation result (r) =-0.140 indicated that there exists a weak negative relationship between counselling services and students' self-efficacy among University of Ilorin students, however, the p-value indicated that there is a significant negative relationship between student counselling services and student-self efficacy. As the counselling services increases, their self-efficacy reduces by 14%. P-value = 0.006 is less than level of significance = 0.05, which implies that the null hypothesis is rejected.

$H0_2$: There is no significant relationship between the educational technology services and students' self-efficacy among university of Ilorin students.

Table 3: Educational Technology Services and Students' Self-Efficacy

Variables	Sample Size	Mean	SD	R	P-Value	Decision
Self-efficacy		4.30	.756			
	389			0.508	0.000	Reject Ho
Educational Technology Services		3.87	.718			

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

The above table represent the correlation coefficient result of the relationship between educational technology services and students' self-efficacy. The result indicated that Spearman correlation result (r) = 0.508, p-value = 0.000 and sample size = 389. The Spearman correlation result (r) = 0.508 indicated that there exists a strong positive relationship between educational technology services and students' self-efficacy among University of Ilorin students. Therefore, the result implies that as students' access to educational technology facilities increases, their self-efficacy increases by 51%. P-value = 0.000 is less than level of significance = 0.05, which implies that the null hypothesis is rejected while the alternative hypothesis is accepted. Hence, the results indicated that there is a significant positive relationship between educational technology services and students' self-efficacy.

$H0_3$: There is no significant relationship between health promotion services and

Variables	Sample Size	Mean	SD	R	P-Value	Decision
Self-efficacy		4.30	.756			
	389			0.259	0.000	Reject Ho
Health Promotion Services		2.27	1.005			

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

The above table represent the correlation coefficient result of the relationship between health promotion services and student self-efficacy. The result indicated that Spearman correlation result (r) = 0.259 with p-value of 0.000 and sample size = 389. The Spearman correlation result (r) = 0.259 indicated that there exists a positive relationship between health promotion services and students' self-efficacy among University of Ilorin students. Since the correlation obtained with a p-value less than 0.05 level of significance, the null hypothesis is rejected. Therefore, the result reveals that as health promotion services increase students' self-efficacy increases by 26%. P-value = 0.000 is less than level of significance = 0.05, which implies that the null hypothesis is rejected while the alternative hypothesis is accepted. Hence, the results indicated that there is a significant positive relationship between health promotion services and self-efficacy among University of Ilorin students.

Discussions of Findings

The study investigated the relationship between educational support services and students' self-efficacy. The raised objectives in the study were analysed using correlation table. This finding suggests that educational support services, which may include tutoring, academic advising, workshops, and resources, play a vital role in shaping students' self-efficacy. When students receive academic support and guidance, they are likely to feel more confident in their abilities to succeed academically. Educational support services can provide students with the tools and knowledge necessary to excel in their studies. As a result, their self-efficacy is likely to be positively impacted. This highlights the importance of universities and educational institutions in providing comprehensive support structures to enhance students' belief in their own academic capabilities.

The finding of a significant negative relationship between counselling services and students' self-efficacy may initially seem counter-intuitive. However, it is important to understand this relationship in context. Students who seek counselling services may do so because they are experiencing challenges or emotional distress that may temporarily lower their self-efficacy. This negative relationship might be a reflection of the initial state of the students seeking counselling services. Over time, as the students receive counselling and support, their self-efficacy is likely to improve. In this sense, the negative relationship could be a transient effect during the initial stages of counselling, and as students address their challenges, their self-efficacy may grow. This finding is in line with that of Micheal (2017) whose study focused on self-efficacy and academic achievement.

The study also revealed a strong positive relationship between Educational Technology Services and Students' Self-Efficacy. This finding underscores the importance of technology in modern education. When students have access to educational technology services, such as online resources, e-learning platforms, and digital tools, they are more likely to feel confident in their ability to use technology effectively for learning and problem-solving. As technology skills become increasingly important in education and the workplace, students who are comfortable with technology are likely to have higher self-efficacy. This positive relationship emphasizes

the need for universities to continue integrating technology into the learning environment.

It was also revealed that there was a Positive Relationship Between Health Promotion Services and Students' Self-Efficacy. The finding of a positive relationship between health promotion services and student self-efficacy highlights the holistic nature of self-efficacy. When universities provide health promotion services that support students' physical and mental well-being, students may feel more empowered and confident in managing their health. A healthy body and mind can contribute to an overall sense of self-efficacy. Students who feel physically and mentally well are often more confident in their abilities to handle academic challenges and succeed in their studies. This finding underscores the importance of considering students' well-being as a factor that influences their academic confidence and success. Conclusively, these findings indicate that educational support services such as technology, counselling, and health promotion all have distinct but important roles in shaping students' self-efficacy. Educational institutions should consider these relationships when designing and implementing support programs to help students develop a keen sense of self-efficacy, which is essential for academic success and overall well-being.

Conclusions

The positive relationship between educational support services and students' self-efficacy underscores the importance of providing academic resources and guidance to students. Universities should continue to offer comprehensive support structures to enhance students' belief in their academic capabilities. While there is an initial negative relationship between counselling services and students' self-efficacy, it is crucial to understand that seeking counselling is a positive step in addressing personal challenges. Over time, as students receive counselling and support, their self-efficacy is likely to improve. Universities should promote counselling services as a valuable resource for students facing emotional or psychological difficulties. The strong positive relationship between educational technology services and students' self-efficacy highlights the importance of integrating technology into the learning environment. To enhance students' self-efficacy, universities should continue to provide access to digital tools and resources that enable effective learning and problem-solving. The positive relationship

between health promotion services and students' self-efficacy emphasizes the holistic nature of self-efficacy. Universities should prioritize students' physical and mental well-being by offering health promotion services. A healthy body and mind contribute to students' overall confidence and ability to handle academic challenges.

Recommendations

Based on the findings and conclusions in the study, it was recommended that

1. Schools should invest in and expand educational support services, including tutoring, academic advising, and access to academic resources, to boost students' self-efficacy.
2. While the initial negative relationship between counselling services and students' self-efficacy is noted, schools should actively promote counselling services and ensure that students are aware of their availability. It is essential to emphasize the potential for long-term improvement in self-efficacy through counselling.
3. There should be integration of technology into the learning environment by providing access to educational technology services and resources. Offer training and support to ensure students are comfortable using technology for academic purposes.
4. There should be investment in health promotion services and create a supportive environment that fosters students' physical and mental well-being. Consider initiatives that address stress management, healthy lifestyles, and mental health support.

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