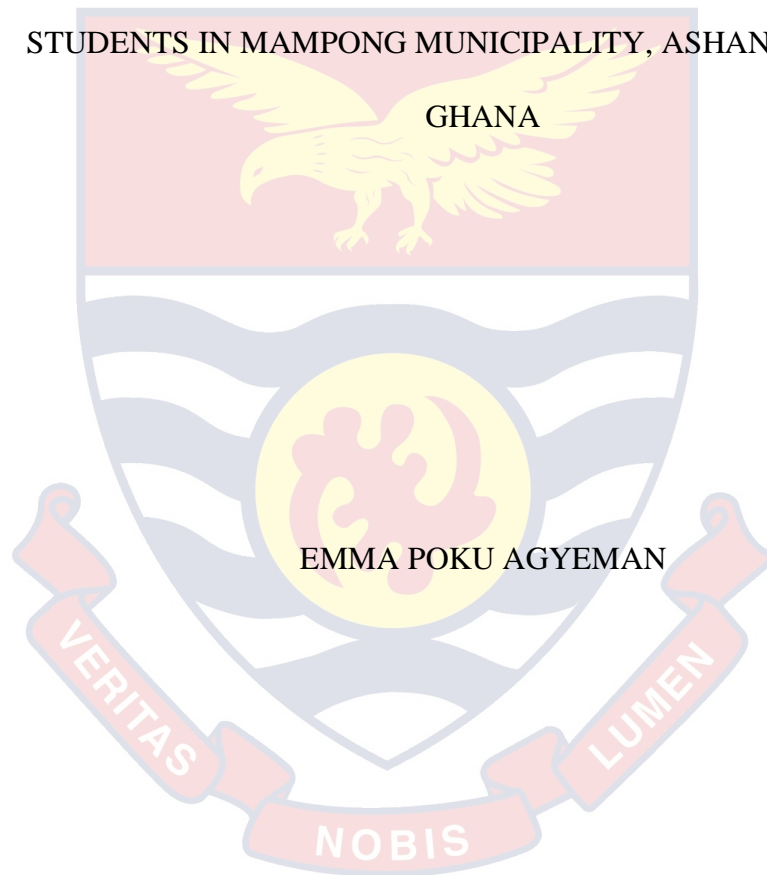


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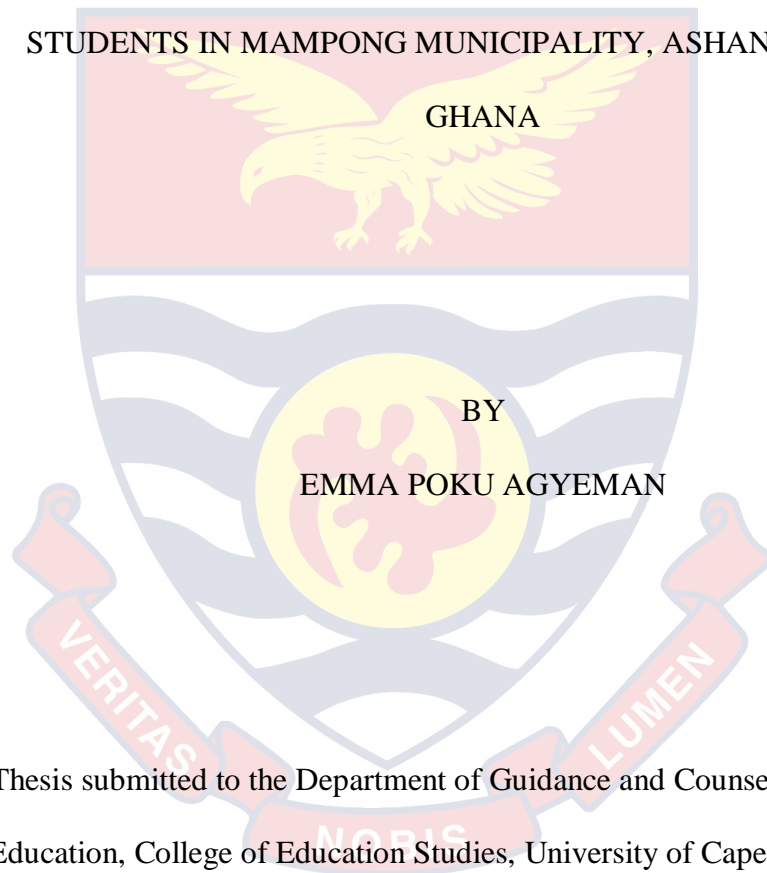
GENDER, SELF-ESTEEM AND SELF-EFFICACY AS PREDICTORS OF
ACADEMIC ACHIEVEMENT AMONG COLLEGE OF EDUCATION
STUDENTS IN MAMPONG MUNICIPALITY, ASHANTI REGION,



2020

UNIVERSITY OF CAPE COAST

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STUDENTS IN MAMPONG MUNICIPALITY, ASHANTI REGION,



GHANA

BY

EMMA POKU AGYEMAN

This thesis submitted to the Department of Guidance and Counselling, Faculty of Education, College of Education Studies, University of Cape Coast, in partial fulfilment of the requirements for award of Master of Philosophy Degree in
Guidance and Counselling

JUNE 2020

DECLARATION

Candidate's Declaration

I hereby declare that this thesis is the result of my own original research and that no part of it has been presented for another degree in this university or elsewhere.

Candidate's Signature:..... Date:.....

Name:

Supervisors' Declaration

We hereby declare that the preparation and presentation of the thesis were supervised in accordance with the guidelines on supervision of thesis laid down by the University of Cape Coast.

Principal Supervisor's Signature:..... Date:.....

Name:

Co-Supervisor's Signature:..... Date:.....

Name:

ABSTRACT

This study aimed at finding out which of the three independent variables (gender, self-esteem and self- efficacy) greatly predicts academic achievement among college of education students in Ghana. The population for the study was students from St. Monica’s College of Education and Mampong Technical College of Education in the Asante Mampong Municipality. A Sample size of 400 level 200 students were selected for the study. A descriptive survey design was carried out using questionnaire as the main instrument for data collection. The data gathered were statistically analyzed using frequencies and percentages, means and standard deviation as well as multiple-regression analysis, Pearson’s product moment correlation and independent samples t-tests with version 21 of the Statistical Package for Service Solutions (SPSS) software was used. The study found that there was no significant difference in Academic achievement of male and female students in the colleges of education in Ghana. It was revealed that students had high self -esteem and self-efficacy in their academic achievement. It was self-esteem that greatly predicted Academic Achievement of teacher trainees out of the three independent variables. The study recommends that counselling units in the colleges of education should organize intermittent guidance programmes focusing on empowering students to continue building up their self-esteem though the students had high level of self-esteem. Both males and females should be admitted into programmes aimed at improving the academic performance of students since there was no difference in their Achievement.

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My last appreciation goes to all level 200 students of the 2 study colleges in the Mampong Municipality for their time used in the study and the energy spent in responding to the questionnaire.

DEDICATION

To my Family



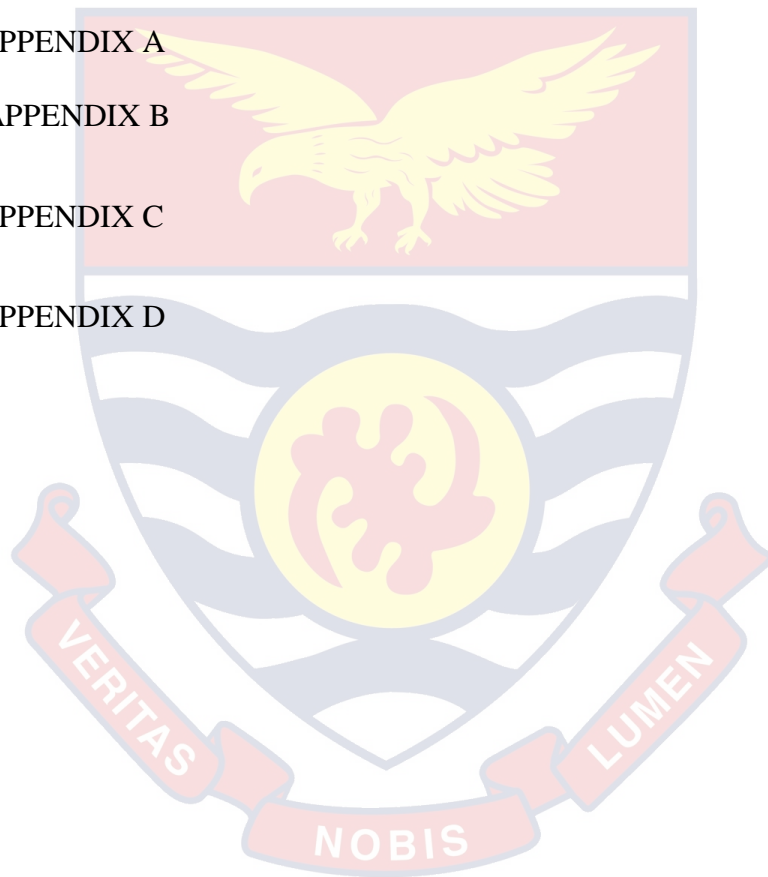
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CHAPTER ONE

INTRODUCTION

Background to the Study

As developing nations move from the idea of exporting raw materials into manufacturing base, there is an ongoing debate about how to best prepare children and youth for adult success in the twenty-first century (Huitt, 2007). While there is a consensus that schools should play a major role in this process, there is less agreement about exactly what that role should be. Some believe that the primary focus of schools should be academic preparation of students (Hirsch, 1996; Tienken, & Wilson, 2001). Thus, classroom teachers are primarily responsible for student academic performance (Darling-Hammond, 2000), and schools should efficiently and effectively organize themselves towards this task (Engelmann & Carnine, 1991). Others however, believe a more holistic approach should prevail (Chickering & Reisser, 1993; and Huitt, 2007). In fact, there is the belief that efforts of schools should be integrated with other social institutions such as family and community towards educating the child (Benson, Galbraith, & Espeland, 1994).

Education is considered as the development of the endowed capacities in the individuals, which will enable them to control their environment and fulfill their possibilities to a large extent (Saxton, 2000). Education is considered as a social process which implies a social framework for social individual development. Indeed, in this era of globalization and technological

revolution, education is considered as a first step for every human activity. It plays a vital role in the development of human capital and is linked with an individual's well-being and opportunities for better living (Battle & Lewis, 2002). Quality education ensures the acquisition of knowledge and skills that enable individuals to increase their productivity and improve their wellbeing. The delivery of quality education also leads towards new sources of earning which enhance the economic growth of a country (Saxton, 2000). Rahman and Uddin (2009) argued that quality education is a basic need of human beings and it is also very important for the development of any country.

Educational institutions have no worth without students, that is to say students are the most essential assets for any educational institution (Sentamu, 2003). This view becomes valid only when students' academic performance is good enough. That is why the popular view is that social and economic development of any country is directly linked with student academic performance which eventually translates into academic achievement. Students' academic performance plays an important role in producing the best quality graduates who become great leaders and human resources that are responsible for the country's economic and social development (Ali, Kamaruzaman, Syukriah, & Salamt, 2009). Grades awarded to individuals at the end of an academic study are important indicators of ability and productivity when those individuals look for their first jobs. The criteria for evaluating students' academic strength have received considerable attention in previous research works because it is a challenging way to predict the likelihood that the student has the knowledge and skill to perform effectively on the job (Considine & Zappala, 2002; Sentamu, 2003; Kwesiga, 2002).

A person's education is closely linked to his/her life chances, income and wellbeing (Battle & Lewis, 2002). Students' success in any academic task has always been of special interest to educators, parents and society at large. The primary concern of any educator is the ability to estimate as accurately and as early as possible the probability students will succeed or fail. The issue of factors affecting students' academic performance remains a top priority for educators. In fact, stakeholders in education have long been interested in exploring variables contributing effectively to the academic performance of learners apparently because it is a means of making a difference locally, regionally, nationally and globally.

People of all age groups and ethnic backgrounds spend a lot of their time, money and efforts in pursuing education in various institutions of learning to acquire education. Education modifies the behavior of persons from instinctive to human behavior (Tenega, 2003). To acquire quality education, development of professional teachers is essential. That is why training of teachers in Ghana has undergone diverse modifications driven by policy changes in the attempt to meet the country's educational needs (Anamuah-Mensah, 2006). Unfortunately, some students in the various colleges of Education are withdrawn for poor academic achievements (Institute of Education Annual Report, 2014). The withdrawal is a great loss to the family and to society in general.

Formal investigation into the determinants of students' academic performance is not a recent phenomenon (Mann, 1985). In fact, a number of studies have been carried out to identify the factors that affect academic performance in a number of educational institutions worldwide. Most of these

studies focus on three elements that intervene, that is, parents (family causal factors), teachers (academic causal factors), and students (personal causal factors) (Diaz, 2003; Crosnoe, Johnson & Elder, 2004). The combination of these factors influencing academic performance, however, varies from one academic environment to another, from one set of students to the next, and indeed from one cultural setting to another. Academic performance and Achievement of students is a challenging endeavor since students' academic performance is a product of socio-economic, psychological and environmental factors. According to Diaz et al (2003), these factors include age, gender, ethnicity, socioeconomic status (SES), language, peer influence and religious affiliations among others. Unfortunately, defining and measuring these determinants of students' academic performance is not a simple issue and the complexity of this process increases understandably because of the way and manner different stakeholders view academic performance.

The literature on drivers of academic performance has established a number of factors that are related to the subject (Geiser & Santelices, 2007). We know, for example, that individual characteristics such as previous school achievements, academic self-efficacy or study motivation, and Self Esteem are positively correlated with academic performance (Anderson, Benjamin & Fuss, 1994). Again, socio-economic background, and particularly parents' education has a positive influence on the academic performance of students (Devadoss & Foltz, 1996; Jeynes, 2002; McMillan & Western, 2000; Nyarko, 2011). In addition, apart from the influence of peers on students, the ways students are selected into specific programmes of study are an issue (Jeynes, 2002; McMillan & Western, 2000). Researchers such as McKenzie and

Schweitzer (2001) further group the determinants of academic performance into academic, psychosocial, cognitive and demographic categories.

For academic factors, academic performance is a key predictor of students' further academic achievements at secondary and tertiary levels of study (Adetunde & Asare, 2009). Indeed, a number of studies have shown that previous academic performance plays a dominant role in predicting students' learning outcomes (McKenzie & Schweitzer, 2001; McKenzie, Gow & Schweitzer, 2004). Learning skills and habits are also reported to influence academic performance (Abbott-Chapman, Hughes & Wyld, 1992) while Pintrich (2004) finds effort and self-worth to be the only direct predictors of leaning amongst all of the above general strategies. With regard to the psychosocial dimension, social integration into the school system, financial situation, motivation, social and emotional support and psychological health are all identified to relate to students' academic performance (Lecompte, Kaufman & Rousseuw, 1983; Pokay & Blumenfeld, 1990; and Gerdes & Mallinckrodt, 1994).

The cognitive dimension also falls into two streams: self-efficacy and attributional style and studies establish an association between self-efficacy and attributional style and academic performance (Cassady, 2004). Lastly, the relationships between demographic factors of students (such as sex and age of the child) and academic performance appear to be inconclusive and inconsistent in different empirical studies. For example, though majority of such studies have suggested that males have an advantage in performance in some subjects such as economics, mathematics, science, (Anderson, Benjamin & Fuss, 1994) but some studies found no significant gender difference in

academic performance in the same subjects (Rhine, 1989). Others even found that females rather have advantage in the same subjects concerning their performances (Williams, Waldauer & Duggal, 1992). With regard to the effect of age, contradictory findings have also emerged (Billari & Pellizzari, 2012; Grave, 2011 and Smith, Sinclair & Chapman, 2002).

Predictors of academic performance of students at the teacher training level have been subject of intensive research over the last thirty (30) years (Head, 1990). In fact, several factors have been identified as contributing to the poor academic performance of students' in Colleges of Education. Studies indicate that, failure of students in both internal and external examinations are attributed to a number of factors which include teacher factors and student factors (Adetunde, 1987; Ajayi, 1999).

Amongst the various predictors of academic performance highlighted above, there are likely to be some interactions between each other, and therefore the effect of one factor on the academic performance may be indirectly reflected through others. Evidence can be seen in the research by Duff, Boyle, Dunleavy and Ferguson (2004) who investigated the relationship between personalities, the approach to learning and academic performance. Their findings suggest that approach to learning was a subset of personality and was more closely correlated to academic performance. Indeed, the studies support the hypothesis that student academic performance depends on a number of factors. The utility of this study therefore lies in the need to examine these factors further but in different context and to help improve the academic performance of students, especially at the secondary level.

Academic success by students has always been a subject of interest to every educational institution. Although education is not the only road to success in the working world, much effort is made to identify, evaluate, track and encourage the progress of students in school. State and educational agencies are charged with improving schools, and so devise methods of measuring success in order to create plans for improving student performance. This notion is important in that educated individuals can control the environment, build upon it and then transform it positively to influence the lives of people in all aspects (Mbathia, 2005).

Academic institutions therefore, periodically assess the performance of their students through varied means in an attempt to guarantee academic success as well as enhance the chances of their graduates on the labour market. According to Head (1990), the placement of value judgment on performance and Achievements of students to determine their worth is an integral aspect of the entire educational process. The importance of success academically in one's life cannot be overemphasized. Success in teaching and learning has the potential of motivating learners to aspire for higher learning. This motivation and aspiration serve as the bedrock for future academic success. Indeed Mbathia (2005) argues that academic effort and success enable individuals to perform effectively in any aspect of human endeavour.

Schools pride themselves in producing top-notch graduates who are skilled according to the needs and requirements of the dynamically growing market. To this effect, countries all over the world depend on their educational systems for the development of their future workforce (Ekeh, 2003). It is also true that many students have time spent within the school environment as their

most treasured experiences (Herbert & McNergney, 2001). At school, students have adequate time to interact with people who care about them and for them. Also, those entrusted with caring for the students have a solemn pledge to guide them conscientiously towards realization of established goals. It is essential to note that the goals both teachers and students aspire for vary within the school environment. The quest for quality education as well as academic success of graduates in Ghana over the last decade has been reinforced with the springing up of private universities and other tertiary institutions to augment the existing government established tertiary educational institutions which serve as a boost in strengthening the educational system. The quest to unravel the determinants of academic performance has captured the attention and imagination of many scholars especially within the last three decades and the interest has been to identify the best predictors of academic performance which will help in assessing the value and potentials of talented students and to develop proper interventions for students at risk of academic failure. The literature on the determinants of academic success suggests that there is a varying spectrum from which success can be achieved. McKenzie and Schweitzer (2004). According to them, academic success could be traced to psychosocial, cognitive and demographic categories. Apart from these categories, several factors ranging from parental pressure, school environment, peer influence, intrinsic motivational factors have been identified as crucial mediators of academic success (Robbins et al., 2004). The presence of all these factors might suggest that realization of academic success is almost certain. However, it is still not clear-cut that success would be

guaranteed. According to Barr and Parrett (1995), students are faced with a lot of challenging issues and concerns that affect their academic success.

The perceived variations in students' academic outcomes have propelled scholars in the field of social psychology to rather consider the individuals in an attempt to unravel the mystery behind why two persons who are otherwise similar, feel differently about themselves and choose a course of action depending largely on how they construe themselves (Markus & Nurius, 1986). According to Mento, Locke and Klein (1992), internal rewards for goal attainment, in other words, the satisfaction one receives for performing a successful task, can have a stronger influence on effort made and the resultant achievement than external rewards such as gifts or certification. This means, among the factors responsible for explaining human behaviour, none is more central or pervasive than people's beliefs about their capabilities to exercise control over their own level of functioning and over events that affect their lives.

A lot of researchers have, over the years, evaluated the self-efficacy construct espoused by Bandura. According to Bandura (1986), self-efficacy almost empowers the individual to feel that success in a given area is almost certain even before the act is embarked upon. In fact, for him this suggests that there is a major difference in the way individuals feel and act between those who fully trust in their abilities to succeed (high self-efficacy) and those who doubt their abilities (low self-efficacy). Individuals suspicious of their own abilities tend to avoid challenging and difficult tasks. As Bandura (1989) described it, people who doubt their abilities tend not to get engaged in difficult tasks.

Indeed, individuals with a high level of self-efficacy cope with challenging situations in a more mature way and do not also consider stressful conditions as a threat. For instance, Bandura (1997) argues that an essential factor in a human activity is the belief in personal efficacy. This belief influences human functioning in areas such as their motivation, decision-making, and affective processes. Thus, the more an individual believes in his or her efficacy, the more willing he or she is ready to taking risk and initiative, which in itself makes it possible for the individual to be fully accomplished (Bandura, 1997).

Refreshingly, a number of researches have been conducted with the aim of investigating and exploring the way self-efficacy influences psychosocial functioning of children (Shunck, 1984; Eccles, 1989; Britner & Pajares, 2001; Pajares, 2006). The findings disclose a significant impact of self-efficacy beliefs on the individual's performance and motivation. In truth, individuals with high level of self-efficacy are inclined to perform activities in a more successful way. Social Cognitive theorists explain that self-efficacy is one of the most important variables that influence the academic performance of students. Collins (1982) emphasizes that the importance of self-efficacy beliefs and skill application on academic performance cannot be glossed over. His study shows that people may perform poorly on tasks not necessarily because they lack the ability to succeed, but because they lack belief in their capabilities. Bandura (1997) confirmed that intellectual capability and motivation are significant factors on academic performance. Bandura and Schunk (1981), Bandura (1986), Hackett and Betz (1989), concluded that self-efficacy influences the choice and commitment a person puts in a task, the

energy spent in performing it, and the level of their performance. One important variable for the prediction of individual behavior is self-efficacy. Bandura (1997) points out that attitude and gender are influential to some extent for some people regardless of their mediating effects on self-efficacy beliefs. According to Mbathia (2005), good academic performance influences not only students' choices but also their admission to college/university. Pajares' (2000) study showed that from the seventh grade onwards, girls are inclined to underestimate their capacities regardless of the fact that their performance is poorer than that of the boys.

Apart from self-efficacy, self-esteem is a key predictor of academic achievement. Self-representations (self-concept or self-esteem) are usually associated with a wide range of performance indicators (Jackson et al. 2001; Judge et al. 1998; Peixoto, 2003). In an academic context, self-representations are positively associated with academic achievement, motivation and attitudes towards school (Choi, 2005; Marsh & Craven, 2005; Valentine & DuBois, 2005); however, it is important to make a distinction between global self-representations, such as global self-concept or self-esteem, and specific representations, such as academic self-concept or mathematical self-concept (Harter 1999). For example, the magnitude of the relationship between academic achievement and self-representations differs depending on the level of specificity one adopts. Stronger relationships have been found with the academic self-concept than with self-esteem (Hoge et al. 1995; Lyon 1993; Marsh 1987; Muijs 1997; Skaalvik and Hagtvet 1990). Low correlation coefficients between self-esteem and academic achievement can be explained in different ways. For example, when a student exhibits low academic

achievement, this does not necessarily imply feelings of personal devaluation.

On the other hand, positive self-esteem is a more global perception and influenced by all the daily domains of performance (Branscombe and Wann 1994; Covington 1984; Leary et al. 1995). According to them, sometimes a low academic self-concept can activate mechanisms which will protect self-esteem. One explanation for the need to protect self-esteem can be found in social identity theory which shows that, when a person's social identity is under threat, as a member of a group, he/she has various options. One involves social mobility i.e. leaving his/her group of origin and joining another one that enables him/her to regain a positive social identity (Tajfel 1983; Wetherell 1996). Another way is to become "socially creative" by reinterpreting the threatening situation in such a way that unfavorable situations ceases to be unfavorable. This reinterpretation of the situation can entail changing comparison group (i.e. comparing oneself to groups with poorer performances in the dimensions concerned), finding alternative dimensions that permit favorable comparisons or inverting the values of the characteristics that gave rise to unfavorable comparisons (Robinson & Tayler 1986; Wetherell, 1996). Studies (e.g. Robinson, 1978; Robinson & Breslav, 1996; Robinson & Tayler 1986, 1991; Robinson et al. 1990) based their study on the social identity theory in order to explain students' academic failure and lack of motivation. In their opinion, the first identity protection strategy social mobility is unavailable to the majority of students who experience academic failure because most of them find it difficult to become successful. They are thus left with the options of becoming "socially creative" and inverting the value of the critical dimension in such a way as to make failure a source of satisfaction, or

finding alternative dimensions in relation to which comparisons with other groups.

Denga (1998) posited that girls tend to do better than boys in English language and music while the boys tend to outperform the girls in Mathematics and Sciences. In the same vein, Kelly (2005) pointed out that attempting to relate specific intellectual abilities to achievement in specific subject areas is prone to considerable problems. According to him, gender differences in intellectual abilities can be as a result of gender role stereotyping. To him gender differences in academic performance cannot therefore be assumed to be due to inherent biological differences between the genders even if they exist. He again stressed that the theory of innate gender differences in ability that might be used to account for gender differences in academic performance has weak evidence and in many psychological areas, it is virtual impossibility to separate completely the innate from the acquired. Gender is a strong predictor of human conduct and many differences have been documented on attitude and behaviour that affect academic performance in between males and females (Block, 2006). Academic performance differs between boys and girls in basic subjects like Social Studies both in primary and secondary levels. Calsmith (2007) explained that, the influence of gender and differences in academic performance is a complex task, thus many studies appear to be contradictory. A tremendous amount of work has been done in an attempt to find out potential causes of differences between girls' and boys' academic performances in Social Sciences and this has clearly demonstrated that male students are superior to their female counterparts in qualitative courses. Maccoby (2003) for example, pointed out that girls are more

conforming, suggestible and dependent on the opinions of others. The traits in turn have been related to dependency, inability to break a set of tasks. Maccoby then suggested that, these same traits in females might also account for their superior performance on tests involving analytic thinking, spatial and abilities.

Sweeney (2003) notes that female students are lower in mathematics and spatial ability, as males were superior to females on problem solving tasks and on specific abilities related to problem solving. Messies (2006) believed that there are gender differences in intellectual functioning and that in the period of secondary school and beyond, the intellectual domain shows few consistent differences between the genders. Husen (as cited in Ayayo, 2007) indicated in an investigation spanning twelve industrialized countries the ability of both male and female students in their general academic performance. The result revealed that males were superior over females. This superiority was not confining to the United States of America alone. The findings also confirmed that, even with the level of instruction held constant, males achieved higher levels than females. Ayayo (2007) attributed the differences in performance between boys and girls to the school environment and programmes. She opined that prior to attending school, general intelligence of girls was higher than that of boys but the position gradually reversed with the findings.

According to Douglas (2004), girls excel in English language and in subjects taught by men. Douglas stressed that, this is probably one explanation for girls' success at the primary and early secondary school years. Supporting this position, Powell (2004) held the opinion that girls do better at all levels

than boys in achievement even in areas such as language and arithmetic where boys seemed to excel, girls seem to have better grades. It is obvious from the related literature reviewed that the role of gender in the academic performance of students is a controversial issue. This is because while some research findings revealed that gender plays active role in students' academic performance, others revealed otherwise.

Statement of the Problem

Academic success, which is usually measured by the examination results and certification, is one of the major goals of educational institutions at all levels. One fundamental aim of every school is the conscious effort of imparting knowledge and skills to those who go through them (Hoyle, 1986). Even though I personally do not wholly agree that high success rate equates effective teaching and learning, there seems to be a popular perception that schools measure effectiveness of their teaching and learning activities based on the academic success of their students (Battel & Lewis, 2002). However, this does not undermine the crucial role of academic success within the academic environment. This is because high failure rates can potentially undermine the effectiveness of the school. It is therefore important that diagnostic studies be carried out to identify the major factors that are associated with sub-optimal academic performance with a view to instituting corrective measures that would ensure academic success.

However, some studies conducted have shown that there are varying predictors of academic success such as school environment, intrinsic and extrinsic motivational factors, self-efficacy, peer-groups, and socio-economic status of parents. (McKenzie & Schweitzer, 2004). Even though self-efficacy

and self-esteem are some of the identified variables, in the Ghanaian context, not much has been done to properly ascertain their predictive influence on academic success as far as gender is concerned. This has been the gap in previous research works. So, the question is, how does self-efficacy and self-esteem of males and females (especially in the tertiary institutions) influence their academic success? In other words, this research seeks to unravel the role of self-efficacy and self-esteem as far as gender is concerned in student's academic pursuit in two tertiary institutions namely St Monica's College of Education and Mampong Technical College of Education. This position of the researcher would form the pivot upon which a conscious effort would be made to determine the extent to which student's self-efficacy and self-esteem as well as gender, can promote the establishment of clearly defined goals. This would drive his or her ambition towards attainment of academic success. The study is conducted in the Asante Mampong Municipality because the researcher works in this area and has realised that the performance of a number of teacher trainees in the two colleges situated in this municipality sometimes is not encouraging. For instance, report on the 2017/2018-year group shows that, 46.3% and 66.0% of the teacher trainees obtained cumulative grade point averages (CGPA) which fall within the 3rd class - fail category in St. Monica's College of Education and Mampong-Technical College of Education respectively.

Purpose of the Study

The general purpose of the study was to find out which of the three variables gender, self-esteem and self-efficacy, predicts academic achievement

most among students in the colleges of education in Ghana. Specifically, the study sought to:

1. Find out the level of self-esteem of students in their academic achievement.
2. Find out the level of self-efficacy of the students in their academic achievement.
3. Determine what the relative efficacies of the three variables (gender, self-esteem and self-efficacy) are in predicting academic achievement of students in the Colleges of Education in Mampong Municipality.
4. Determine whether there is a significant difference in academic achievement of male and female students in the Colleges of Education in Mampong Municipality.
5. Determine whether there is a significant relationship between students' self-esteem and their academic achievement in the colleges of Education in Mampong Municipality.
6. Determine whether there is a relationship between students' self-efficacy and academic achievement in the colleges of Education in Mampong Municipality.
7. Determine whether there is a relationship between students' self-esteem and their self-efficacy in the Colleges of Education in Mampong Municipality.

Research Questions

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

1. What is the level of self-esteem of the students in their academic achievement?
2. What is the level of self-efficacy of the students in their academic achievement?
3. What are the relative efficacies of the three variables (Gender, Self-esteem and self-efficacy) in predicting the academic achievement of students in the Colleges of Education in Ghana?

Research Hypotheses

The following hypotheses were formulated to further guide the conduct of study:

H_01 : There is no significant difference in academic achievement of male and female students in the colleges of education in the Mampong Municipality.

H_11 : There is significant difference in academic achievements of the male and female students in the colleges of education in the Mampong Municipality.

H_02 : There is no significant relationship between students' self-esteem and their academic achievement in the colleges of education in the Mampong Municipality.

H_12 : There is significant relationship between students' self-esteem and their academic achievement in the colleges of education in the Mampong Municipality.

H_03 : There is no significant relationship between students' self-efficacy and academic achievement in the colleges of education in the Mampong Municipality.

H_13 : There is significant relationship between students' self-efficacy and academic achievement in the colleges of education in the Mampong Municipality.

H₀4: There is no significant relationship between students' self-esteem and their self-efficacy in the colleges of education in the Mampong Municipality.

H₁4: There is a significant relationship between students' self-esteem and their self-efficacy in the colleges of education in the Mampong Municipality.

Significance of the Study

A lot of research has been done on factors affecting academic performance and success of university students. However, the shortfall of most researchers is ignoring the role student self-efficacy and Self Esteem play in the academic journey of students especially using gender as the basis within the tertiary institutions in Ghana. This is because there is a general perception that fresh men and women who gain admission into the tertiary institutions are matured and emotionally ready for academic work.

The study will be beneficial to the academic board of Colleges of Education and all other tertiary institutions in the country. The goal will be for schools to devote time especially during orientation as well as advisory group meetings in helping fresh men and women build a positive self-concept about themselves to feel confident about success even before teaching and learning takes place since tertiary education could be stressful and overwhelming for students.

The findings are also likely to make some teachers realize their crucial role of not only imparting knowledge to students but also helping them cultivate a stronger believe in themselves through inspirational words when student performance is not good enough. Most importantly, since copies would be made available in the library, it could be a source of reference in helping student evaluate and trust their own capabilities and recognize that

they have much to do and a crucial role to play as well in their quest for academic success irrespective of the quality of tuition received.

It will equip Counsellors in the various Colleges of Education to devise various counselling strategies and techniques to meet the emotional and psychological needs of students whose academic performances are gradually going down.

Delimitation

The study is delimited to the two gender biased colleges of Education in the Mampong Municipality of the Ashanti Region of Ghana namely St Monica's College of Education which is a purely Female Institution and Mampong Technical College of Education which is an all-male institution. In an attempt to determine how students' Gender, self Esteem and self-efficacy would lead to academic success which is the dependent variable, the study specifically deployed the use of Cumulative Grade Point Average (CGPA) in measuring academic success of students. The primary focus was based on the following independent variables namely; Gender, self-efficacy, and Self Esteem.

The study did not consider other variables that might also be useful in another setting such as ethnicity, race, peer-groups or students' geographical location. The main subjects for the study consisted only full time second year students of the two Study Colleges of Education. The choice was influenced by the fact that at the time of the study, it was only second year students who had been in the system for some time and had accumulated CGPA through end of semester exams. First years had just joined the college and had not written a

single exam and third years were on the out-segment programme in the various schools of attachment at that time and getting them was difficult.

Limitations

The major challenge encountered in the carrying out of this study had to do with the fact that the data was collected in a purely quantitative manner. Collecting the data using only questionnaire was limited in that the respondents could not get the opportunity to openly express themselves aside anything on the questionnaire.

Definition of Terms

The key terms used in the study are defined in this section:

Academic Achievement: The extent to which a student has achieved his/her short- or long-term educational goals. It is the completion of cumulative G.P.A and educational benchmarks such as secondary school, diplomas and bachelor's degrees. The teacher trainees' academic achievement was accessed through the use of a questionnaire which required them to provide their end of semester results which were accumulated over time in their student portals. Their academic portals were accessed online.

Gender: Social and Cultural role of each sex within a given society.

Self-Efficacy: A person's belief in his/her abilities to succeed in specific situations or accomplish a task.

Self- esteem: A person's overall subjective emotional evaluation of his or her own worth. It is about what one thinks about himself or herself. It may include self -respect, self -regard or self- pride

Organization of the Study

This study is organized in five chapters. Chapter one deals with the background to the study, the statement of the problem, the purpose of the study, the specific objectives, the research questions, the hypotheses, significance of the study, the delimitations, the limitations and the organization of the study. Chapter two is structured in three thematic areas, thus the theoretical review, the empirical review and the conceptual framework. The theoretical review looks at the theoretical foundation behind the study and in this case, the Self-efficacy theory by Albert Bandura, Self-esteem or worth Theory by Carl Rogers was examined. The empirical review sought to review relevant related literature on the factors that relate to academic performance. These factors are gender of the student and academic Achievement, the students' self-esteem levels and Academic Achievement as well as Students Self Efficacy levels and Academic Achievement. Last but not least, the conceptual framework examines the predictor variables of academic performance in perspective and relates them to academic performance.

Chapter three covers the methodology aspect of the study and comprise the research design, the population, the sample and sampling procedure, the research instrument, validity and reliability, Ethical issues, data administration and collection procedure and data analysis. Chapter four looks at the analysis and discussion of Results and lastly chapter five gives the summary, conclusions, recommendations of the study as well as suggestions for further research.

CHAPTER TWO

LITERATURE REVIEW

Introduction

This chapter is dedicated to the review of related materials which focus on theoretical, conceptual as well as empirical information deemed relevant to the domain under study. The theoretical section addresses the basic theories that underpin the independent variables of focus. It traces the source of self-esteem and self-efficacy and their roles within the field of academics.

The conceptual framework presents a model that explains the relationship between the independent variables and the dependent variable. The section on empirical framework is discussed under the following sub-themes: impact of self-efficacy on academic success, impact of self Esteem on academic success, how gender of student influences academic output of students.

Theoretical Framework

Psychologists Carl Rogers and Abraham Maslow were the first to establish the notion of self-concept. According to Rogers, every individual consciously strives to reach an "ideal self". Rogers also hypothesized that psychologically healthy individuals actively move away from roles that are created by others or try not to meet the expectations established by others. He suggested that such individuals instead look within themselves for validation (Ismail & Tekke, 2015).

On the other hand, persons with defective self-concepts invariably fail to match their experiences and were likely to yield to expectations of others. He concluded that such persons were sceptical and afraid to accept their own experiences as valid, so they distort them, either to protect themselves or to win approval from others (Unachukwa & Igborgbor, 1991). He believed that with the right environment, every individual could develop constructive capacities and realize all latent goals.

The Self-Theory

The humanistic movement of 1950 and the self-movement postulated by Carl Rogers and others in 1960's and 1970's brought in the self enhancement view of academics, seeing students' self-concept as the primary cause of academic achievement. Coopersmith (1967) cited evidence supporting the importance of the self. He concluded that people with feelings of inadequacy and unworthiness see themselves as inferior and unable to generate inner resources to improve their situation. In his antecedents of self, he suggested four factors that contribute to the development of self-esteem. These are: the values that the child perceives to have towards the self, the child's experience with success and his individual definitions of success or failure as well as the child's style of dealing with negative feedback or criticism (Ismail & Tekke, 2015).

The self is the portion of the individual's phenomenological field that gradually becomes differentiated and symbolized. The self-concept is generally defined as a composite view of oneself that is peculiar to him or her. Rosenberg (1979) defined self-concept as ". . . the totality of the individual's thoughts and feelings having reference to himself as an object" (p. 7).

In very broad terms, self-concept is a person's perception of him or herself which is shaped and modified through interactions with others especially by environmental reinforcements and significant others (Shavelson et al., 1976). It is the part of experience that a person identifies as 'I', 'me' or 'myself' and includes the awareness of being or functioning. One's perceptions of him or herself are thought to influence the ways in which he or she acts, and the acts in turn influence the ways in which he or she perceives him or herself.

Seven features can be identified as critical to the construct definition. Self-concept may be described as: organized, multifaceted, hierarchical, stable, developmental, evaluative, and differentiable. For Marsh (1986), self-concept as a construct is formed through experiences with the environment and based on some key antecedents:

- i. Frames of reference. Self-concept is heavily influenced by frames of reference or standards against which to judge one's own traits and accomplishments. Social comparison often serves as the most potent source of information for self-concept. Frames of reference play a particularly important role in the development of academic self-concept.
- ii. Causal attributions. The factors to which people attribute their successes and failures are hypothesized to influence descriptive and affective aspects of their self-concept. Self-concept and attributions are related in a reciprocal manner such that the types of causal attributions made for previous successes and failures influence subsequent self-concept and the self-concept thus formed affects later attributions.

- iii. Reflected appraisals from significant others. Several self-concept researchers suggested that people come to view themselves as they believe how others view them. This point is buttressed by Rosenberg (1979) who claimed that ". . . there is probably no more critical and significant source of information about ourselves than other people's views of us," referring to Mead's conception that in communication we "take the role of the other." (Mead, 1934).
- iv. Mastery experiences. Self-schemas are created from individual's past experiences in a particular domain. Relevant information and experiences are subsequently processed by these self-schemas.

Self-Efficacy

Self-efficacy, a construct which carries so much potency and almost equips the individual with limitless potential in him or herself was forged from Bandura's (1977) social cognitive theory. This theory emphasizes the interaction between behaviour and environment, focusing on behaviour patterns the individual develops to deal with the environment instead of instinctual drives. Self-efficacy symbolizes a strong belief in one's capabilities to organize and execute the courses of action required to produce given attainments. The effects of self-efficacy beliefs on cognitive processes take a variety of forms. It is interesting to note that most human behaviour which is purposive is regulated by fore-thought found in organized goals. Personal goal setting is influenced by self-appraisal of capabilities. This means, the stronger the self-efficacy, the higher the goals people set for themselves and the firmer their commitment to such goals (Bandura, 1991).

Bandura (1977) stressed that such beliefs influence the course of action people choose to pursue, how much effort they put forth in given endeavours, how long they will persevere in the face of obstacles and failures, their resilience to adversity, whether their thought patterns are self-hindering or self-aiding, how much stress and depression they experience in coping with taxing environmental demands, and the level of accomplishments they realize, (Bandura, 1977). This according to Bandura means individuals with a high level of self-efficacy attempt tasks and keeps up trying even though tasks might be difficult, while individuals with a low level of self-efficacy most of the times end up succumbing under pressure. Also, it suggests that persons with a higher sense of self-efficacy visualize success scenarios that provides positive guides and sustains performance while individuals who doubt their self-efficacy visualize failure scenarios and dwell on the many things that can go wrong, this struggle with self-doubt makes it almost impossible to achieve the maximum. As Bandura (1986) explains, an individual's beliefs about his abilities make up his sense of self-efficacy. The primary focus of self-efficacy is the evaluation of the skills an individual process.

Bandura espoused the theory of self-efficacy and subsequently, its applicability has been tested widely in many diverse areas of human discipline. Researchers have consistently demonstrated that perceptions of self-efficacy, or beliefs in one's own abilities to realize desired outcomes, play a critical and fundamental role in determining people's subsequent functioning, adaptation, and attainments (Bandura, 1995).

Bandura (1977) in his writings touched on four key tenets as being the source and fulcrum that paves the way for self-efficacy.

- i. **Enactive mastery experience:** This for him includes an individual's prior experiences with the handling of a particular task. Successes in dealing with the task strengthen self-efficacy, whereas repeated failures undermine it.
- ii. **Vicarious experience:** People also establish their self-efficacy beliefs by building a model similar to others who have excelled on same or similar task. Vicarious experience exerts greater influence on self-efficacy formation when there are no absolute measures of adequacy and when people perceive similarity between the model and themselves.
- iii. **Social persuasion:** Persuasive communication and evaluative feedback from significant others also influence one's judgment of self-efficacy. People can be persuaded to feel that they have special gifts or skills.
- iv. **Physiological responses:** Signals or emotional re-actions such as mood changes, perspiration, or heartbeats to mention but a few also affects the way people evaluate themselves as far as self-efficacy is concerned. Recognition of these somatic symptoms leads to self-efficacy adjustments through their effects on cognitive processing.

Self-efficacy has received particular attention in educational research because of its apparent appeal and usefulness in explaining student motivation and behaviour. It is important to note that self-efficacy is a multidimensional construct that varies according to the domain of demands (Zimmerman, 2000), and therefore it must be evaluated at a level that is specific to the outcome. Thus, academic self-efficacy refers to individuals' convictions that they can successfully perform a given academic task at designated levels (Schunk,

1991). This also conditions learners internally to employ various self-regulated learning strategies required to accomplish academic work.

Academic self-efficacy

Academic self-concept refers to the personal belief individuals' harbour about their academic abilities or skills. Self-efficacious individuals simply harbour the potentials but trust in their abilities to excel in their academic discipline. Some research suggests that this phenomenon or convictions begins developing from ages 3 to 5 due to influence from parents and early educators (Zimmerman, 2001). By age 10 or 11, children assess their academic abilities by comparing themselves to their peers. These social comparisons are also referred to as self-estimates.

Self-estimates of cognitive ability are most accurate when evaluating subjects that deal with numbers, such as mathematics. Self-estimates were more likely to be poor in other areas, such as reasoning speed. Some researchers suggest that, to raise academic self-efficacy, parents and teachers need to provide children with specific feedback that focuses on their particular skills or abilities. Others also state that learning opportunities should be conducted in groups (both mixed-ability and like-ability) that downplay social comparison, as too much of either type of grouping can have adverse effects on children's academic self-efficacy and the way they view themselves in relation to their peers.

Relevance of Self-Theory by Carl Rogers

- i. The self-Theory made students value their worth, accept their strengths and their weaknesses in the course of learning and made them realize

how important it is to be oneself and to believe in one's own strengths and capabilities.

- ii. It aided the researcher to have a fair view of the human nature and to know how to show respect to the dignity of all respondents in the course of the research work.
- iii. It formed the basis of the study by providing the necessary background information on the human personality by giving in-depth information on human dignity and the need for reflection as a human being upon which the study was built.

Relevance of Social Cognitive Theory and Self-Efficacy construct by Albert Bandura to the study

The theory helped trainee teachers get through their day with their dignity and spirit intact, self-efficacy has great potential in aiding student performance. Students with high self-efficacy tends to have high optimism, and both variables resulted in positive outcomes: better academic performance, more effective personal adjustment, better coping with stress, better health, and higher overall commitment to remain in school (Chemers, Hu, & Garcia, 2001). Although these effects are enhanced for students with high CGPAs, self-efficacy could also improve performance for students with less natural aptitude for academics. For students who struggled with their academic work, the theory made them enthusiastic about and more committed to learning than those who had not received encouragement through gradual progress (Margolis & McCabe, 2006).

Conceptual Framework

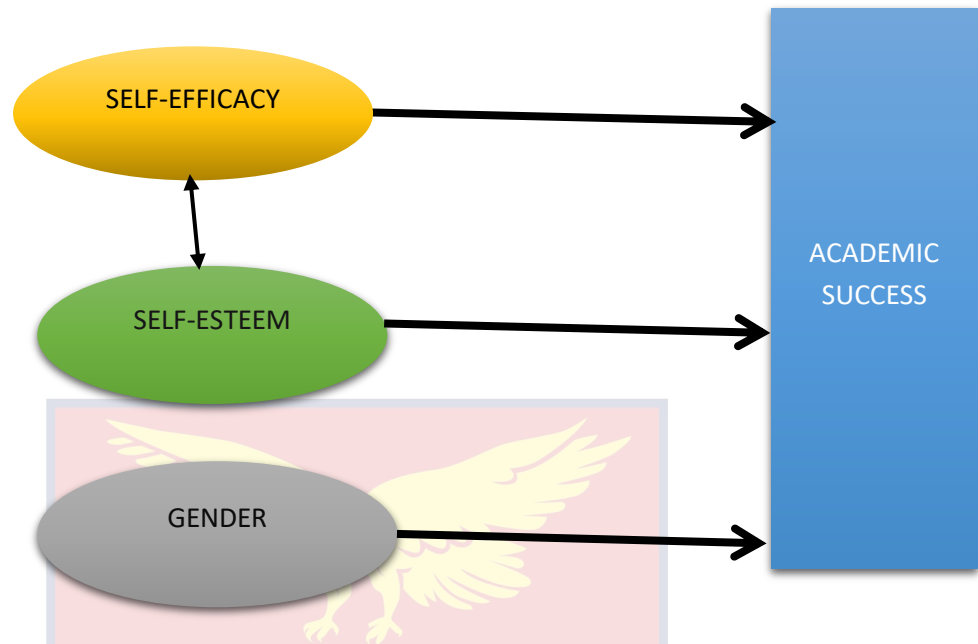


Figure 1: Conceptual Framework of student's Gender, Self-esteem, Self-efficacy and academic success.

The Figure above illustrates the relationship between students 'gender, self-esteem, self-efficacy and academic success. According to the model, Gender, Self Esteem and Self-efficacy are the independent variables that can predict academic success which is the dependent variable. Also, this study shows a relationship between the self-efficacy and self-esteem of the teacher trainees.

Conceptual Review

Gender differences in the classroom

Gender roles are the patterns of behaviors, attitudes, and expectations associated with a particular sex-with being either male or female. For clarity, psychologists sometimes distinguish gender differences, which are related to social roles, from sex differences, which are in line with physiology and

anatomy. Using this terminology, gender matters in teaching more than sex (in spite of any jokes told about the latter!). Although, there are many exceptions, boys and girls do differ on average in ways that parallel conventional gender stereotypes and that affect how the sexes behave at school and in class. The differences have to do with physical behaviors, styles of social interaction, academic motivations, behaviors, and choices. They have a variety of sources—primarily parents, peers, and the media. Teachers are certainly not the primary cause of gender role differences, but sometimes teachers influence them by their responses to and choices made on behalf of students.

Physical differences in gender roles

Physically, boys tend to be more active than girls, and by the same token more restless if they have to sit for long periods. They are also more prone than girls to rely on physical aggression if they are frustrated (Espelage & Swearer, 2004). Both tendencies are inconsistent with the usual demands of classroom life, of course, and make it a little more likely that school will be a difficult experience for boys, even for boys who never actually get in trouble for being restless or aggressive.

During the first two or three years of elementary school, gross motor skills develop at almost the same average rate for boys and girls. As a *group*, both sexes can run, jump, throw a ball, and the like with about equal ease, though there are of course wide significant differences among *individuals* of both sexes. Toward the end of elementary school, however, boys pull ahead of girls at these skills even though neither sex has begun yet to experience puberty. The most likely reason is that boys participate more actively in formal and informal sports because of expectations and support from parents,

peers, and society (Braddock, Sokol-Katz, Greene, & Basinger-Fleischman, 2005; Messner, Duncan, & Cooky, 2003). Puberty eventually adds to this advantage by making boys taller and stronger than girls, on average, and therefore more suited at least for sports that rely on height and strength.

In thinking about these differences, keep in mind that they refer to average trends and that there are numerous individual exceptions. Every teacher knows of individual boys who are not athletic, for example, or of particular girls who are especially restless in class. The individual differences mean, among other things, that it is hard to justify providing different levels of support or resources to boys than to girls for sports, athletics, or physical education. The differences also suggest, though, that individual students who *contradict* gender stereotypes about physical abilities may benefit from emotional support or affirmation from teachers, simply because they may be less likely than usual to get such affirmation from elsewhere.

Social differences in gender roles

When relaxing socially, boys more often gravitate to large groups. Whether on the playground, in a school hallway, or on the street, boys' social groups tend literally to fill up a lot of space, and often include significant amounts of roughhousing as well as organized and "semi-organized" competitive games or sports (Maccoby, 2002). Girls, for their part, are more likely to seek and maintain one or two close friends and to share more intimate information and feelings with these individuals. To the extent that these gender differences occur, they can make girls less visible or noticeable than boys, at least in leisure play situations where children or youth choose their companions freely. As with physical differences, however, keep in mind that

differences in social interactions do *not* occur uniformly for all boys and girls. There are boys with close friends, contradicting the general trend, and girls who play primarily in large groups.

Differences in social interaction styles happen in the classroom as well. Boys, on average, are more likely to speak up during a class discussion sometimes even if not called on, or even if they do not know as much about the topic as others in the class (Sadker, 2002). When working on a project in a small co-ed group, furthermore they tend to ignore girls' comments and contributions to the group. In this respect co-ed student groups parallel interaction patterns in many parts of society, where men also tend to ignore women's comments and contributions (Tannen, 2001).

Academic and cognitive differences in gender

On average, girls are more motivated than boys to perform well in school, at least during elementary school. By the time girls reach high school, however, some may try to down play their own academic ability in order make themselves more likeable by both sexes (Davies, 2005). Even if this occurs, though, it does not affect their grades: from kindergarten through twelfth grade, girls earn slightly higher average grades than boys (Freeman, 2004). This fact does not lead to similar achievement, however, because as youngsters move into high school, they tend to choose courses or subjects conventionally associated with their gender—math and science for boys, in particular, and literature and the arts for girls. By the end of high school, this difference in course selection makes a measurable difference in boys' and girls' academic performance in these subjects.

But again, consider my caution about stereotyping: there are individuals of both sexes whose behaviors and choices run counter to the group trends. (I have made this point as well in “Preparing for Licensure: Interpreting Gender-Related Behavior” by deliberately concealing the gender of a student described.) Differences within each gender group generally are far larger than any differences between the groups. A good example is the “difference” in cognitive ability of boys and girls. Many studies have found none at all. A few others have found small differences, with boys slightly better at math and girls slightly better at reading and literature. Still other studies have found the differences not only are small, but have been getting smaller in recent years compared to earlier studies. Collectively the findings about cognitive abilities are virtually “non-findings,” and it is worth asking why gender differences have therefore been studied and discussed so much for so many years (Hyde, 2005). How teachers influence gender roles?

Teachers often intend to interact with both sexes equally, and frequently succeed at doing so. Research has found, though, that they do sometimes respond to boys and girls differently, perhaps without realizing it. Three kinds of differences have been noticed. The first is the overall amount of attention paid to each sex; the second is the visibility or “publicity” of conversations; and the third is the type of behavior that prompts teachers to support or criticize students.

Attention paid

In general, teachers interact with boys more often than with girls by a margin of 10 to 30 percent, depending on the grade level of the students and the personality of the teacher (Measor & Sykes, 1992). One possible reason

for the difference is related to the greater assertiveness of boys that I already noted; if boys are speaking up more frequently in discussions or at other times, then a teacher may be “forced” to pay more attention to them.

Another possibility is that some teachers may feel that boys are especially prone to getting into mischief, so they may interact with them more frequently to keep them focused on the task at hand (Erden & Wolfgang, 2004). Still another possibility is that boys, compared to girls, may interact in a wider variety of styles and situations, so there may simply be richer opportunities to interact with them. This last possibility is partially supported by another gender difference in classroom interaction, the amount of public versus private talk.

Public talk versus private talk

Teachers tend to talk to boys from a greater physical distance than when they talk to girls (Wilkinson & Marrett, 1985). The difference may be both a cause and an effect of general gender expectations, expressive nurturing is expected more often of girls and women, and a businesslike task orientation is expected more often of boys and men, particularly in mixed-sex groups (Basow & Rubenfeld, 2003; Myaskovsky, Unikel, & Dew, 2005). Whatever the reason, the effect is to give interactions with boys more “publicity.” When two people converse with each other from across the classroom, many others can overhear them; when they are at each other’s elbows, though, few others can overhear.

Distributing praise and criticism

In spite of most teachers’ desire to be fair to all students, it turns out that they sometimes distribute praise and criticism differently to boys and

girls. The tendency is to praise boys more than girls for displaying knowledge *correctly*, but to criticize girls more than boys for displaying knowledge *incorrectly* (Golombok & Fivush, 1994; Delamont, 1996). Another way of stating this difference is by what teachers tend to overlook: with boys, they tend to overlook wrong answers, but with girls, they tend to overlook *right* answers. The result (which is probably unintended) is a tendency to make boys' knowledge seem more important and boys themselves more competent. A second result is the other side of this coin is the tendency to make girls' knowledge less visible and make girls think of themselves to be less competent.

Gender differences also occur in the realm of classroom behavior. Teachers tend to praise girls for "good" behavior, regardless of its relevance to content or to the lesson at hand, and tend to criticize boys for "bad" or inappropriate behavior (Golombok & Fivush, 1994). This difference can also be stated in terms of what teachers overlook: with girls, they tend to overlook behavior that is not appropriate, but with boys they tend to overlook behavior that is appropriate. The net result in this case is to make girls seem better than they may really be, and also to make their "goodness" seem more important than their academic competence. By the same token, the teacher's patterns of response imply that boys are "worse" than they may really be.

At first glance, the gender differences in interaction can seem discouraging and critical of teachers because they imply that teachers as a group are biased about gender. But this conclusion is too simplistic for a couple of reasons. One is that like all differences between groups, interaction patterns are trends, and as such they hide a lot of variation within them. The

other is that the trends suggest what often tends in fact to happen, not what can in fact happen if a teacher consciously sets about to avoid interaction patterns like the ones I have described. Fortunately for us all, teaching does not need to be unthinking; we have choices that we can make, even during a busy class!

Self-Esteem

The importance of self-esteem cannot be glossed over due to its' positive and negative effect on various outcomes such as academic performance (Arshad, 2015; Aryana, 2010) and the capabilities of meeting challenges in life (Reasoner, 2005; Joshi & Srivastava, 2009). Hence, it is a fundamental priority and concern for students, parents, teachers, and the society (Bahrami & Bhrami, 2015). Studies have found that low self-esteem is connected with apathy for high academic aspirations, resulting in poor academic performance (Arshad et al. 2015) whilst high self-esteem is an important attribute in academic pursuit (Booth & Gerard, 2011; Ferreira et al., 2016). The self enhancement model suggests that self-concept is a predictor of academic achievement (Liu, 2009). In that, self-esteem adds to the academic performance of adolescent students and even in adults and this enables them to achieve academic laurels (Wallace & Baumeister, 2002; Nworgu & Nworgu, 2013). The developmental stage of adolescents is very crucial as self-esteem increases with age (O'Mally & Bachman, 1983). In addition, evidence have showed that socio-demographic status, school climate change, adolescent ambitions in life (Sirin & Rogers-Sirin, 2004, Nworgu & Nworgu, 2013) peers and environmental factors (Farid & Akhtar, 2013) are predictors of academic performance. Although self-esteem has been identified as vital for academic

performance (Aryana, 2010), the evidence is largely inconclusive and contested (Baumeister et al., 2003; Naderi, 2009).

Whilst some studies have reported a strong relationship between self-esteem and academic performance (Blankson & Zhou, 2002; Alves-Martin et al, 2002; Lockett & Harrell, 2003), others have found a modest predictive relationship between self-esteem and academic performance (Wallace & Baumeister, 2002; Bryne, 1984; Diseth et al., 2014) as well as bi-directional relationship (Baumeister, et al., 2003). Several factors account for the inconclusiveness of the results in the literature.

The environment has been identified as a contributory factor to the inconclusiveness results among adolescent students (Apostal & Bilden, 1991; Markstrom et al, 2000). Studies evaluating the relationship between self-esteem and academic performance largely focus on the rural (Nagar, 2008) and urban settings (Akinleke, 2012; Twinomugisha, 2008) to the neglect of urban poor settings. However, relative to the urban and sub urban communities, there is a difference in distribution of resources leading to urban poverty. More than half of the urban poor population lives below national poverty line, have high unemployment rate, poor housing and drainage system and poor disposal of waste substance (Ludwig et al, 2001; UN, Millennium Project, 2005; Baker, 2008; CHF/AMA, 2010). Urban poor people generally suffer from social, economic, cultural and resources deprivation. This in turn may affect the living condition, self-esteem and academic performance among adolescents and even adults (Joshi & Srivastava, 2009).

The environment has a relative influence on self-esteem and consequently on academic performance in urban poor settings (Rhodes et al.,

2004; Nworgu & Nworgu, 2013). However, evidence from urban poor communities on the relationship between self-esteem and academic performance is relatively limited.

The concept of Self Efficacy

Many studies have proved that self-efficacy or optimism (self-confidence) can give a positive impact in many aspects including students' academic achievement (Bressler, Bressler, & Bressler, 2010; Kluemper, Little, & DeGroot, 2009; Mahyuddin, Elias, Loh, Muhamad, Nordin, & Abdullah, 2006; Siddique, LaSalle-Ricci, Arnkoff, & Diaz, 2006). High self-efficacy will cause teenagers to always have good behavior and will not show any problematic personality.

Women who suffer from miscarriage will be better if they have high efficacy. Similarly, counselors with high efficacy will be able help their clients more effectively. Self-efficacy will also make one able to withstand pain and constantly improve their health, to quit smoking, put out of one's mind about the cancers they are suffering from, leave the habit of drinking alcohol, and reduce their sensitivity to the effects of HIV (Philipchalk, 1995 in Yaacob & Md. Shah, 2009),

In other situations, employees who are always optimistic will have powerful expectations on their ability to succeed despite the challenging new work environment. They will constantly feel confident of success. These types of workers have a high sense of responsibility in carrying out any task by demonstrating an earnest effort. They are always positive in order to achieve high performance goals. Efficacy is also a critical element that represents a personal assessment of the ability to meet the standards of an organization.

Efficacy is also important in training workers to improve their skill level to achieve better performance (Yaacob & Md. Shah, 2009). An individual decision in choosing the right career is also influenced by the ones high level of self-efficacy (Abdul Rahim, 2010).

In this context, the results of a study conducted by Che Hamat (2011) regarding self-efficacy in preaching showed that the level of appreciation towards Islam and self-efficacy in preaching is very high among the movement of Orang Asli community in Negeri Sembilan. In preaching, their passion and dedication to influence the target group did not only depend on the method used but also demanded one's extent of self-efficacy to deal with these groups. To achieve the target, every preacher should feel happy with his chosen career. They always show a positive attitude towards the involvement of their career as a preacher. The negative attitude of the society will have no impact or even discourage them to continue preaching.

In terms of academic achievement, a study by Sugahara, Suzuki, and Boland (2010) proved that programs or courses such as accounting give impact in improving one's self-efficacy. Other factors such as work experience and the use of English language as a native language also influence the high self-efficacy in improving the general skills of students. When examined in detail, the self-efficacy model that recommends expected self-goals also specify that self-efficacy does contribute to one's achievement (Betz, 2004). In addition, efficacy could also be a factor to mediate an outcome. Self-efficacy has been proven as a reliable predictor that can increase the one's motivation and performance in carrying duties. Due to the importance of achievement efficacy, this theory has been widely applied in

fields such as education, human resource management, organizational behavior, sport, health and many others.

In the context of the learning environment for secondary and primary school students, students with high self-efficacy regard failures as not putting in enough efforts, while those with low efficacy regard failure as their incompetence to achieve some things successfully (Bandura, 1993; Collins, 1982). Hines and Kritsonis (2010) stated that students who learned from teachers who have high self-efficacy obtained highest test scores than students who had teachers with low efficacy. The higher the students' achievement in the CGPA, the more conservative and cautious these students are in examinations. Students who are more pessimistic in their achievement will allocate less time to study (Tho, 2006).

According to Heidari, Izadi, and Ahmadian (2012), students with high level of self-efficacy have a positive and significant relationship with the vocabulary learning strategy and the memorizing strategy compared to students with low self-efficacy. These findings demonstrated the importance of nurturing self-confidence in students to ensure the effectiveness of learning and their achievements. Self-efficacy is also an important entity that distinguishes between high achievers, intermediate achievers and low achievers (Usher & Pajares, 2006; Yip, 2012). A study by Bembenutty (2011) also proved that there is a positive correlation between homework assignments given by teachers with self-confidence and the sense of responsibility in students.

He stated that the assignments and self-learning skills or self-regulated learning can help students' academic performance, while helping them to

improve time management and learning environment effectively as well as maintain one's focus on learning. This in turn can help students to improve their efforts in realizing the learning system and a better quality and excellent academic achievement.

Furthermore, it is also concerned that students who have high self-efficacy (in reading and writing) often adopt strategic and in-depth learning strategies, while students with low self-efficacy level only practice basic approaches. They consistently make changes in their learning approach from time to time and feel comfortable to practice more overtime learning. However, students who have low self-efficacy showed no change in their learning approach (Prat Sala & Redford, 2010). In fact, students' trust towards their academic ability is greatly influenced by their perceptions towards the assessment task, whether it is compatible with the planned learning system and based on validity, reliability, and diversity. All of this has a significant positive effect on students' self-efficacy and confidence (Alkharusi, Aldhafri, Alnabhani, & Alkalbani, 2014).

The findings of a study also explained that self-efficacy is a determinant factor that affects work performance the most and can be applied in the local context and public services (Halim, 2012). Self-efficacy factor is identified as a full mediator to the influence of achievement motivation on work performance. it is as an extremely important component to perform a given task until the desired level of performance is achieved. Regardless of domain, research shows that self-efficacy helps to predict motivation and performance, and studies testing causal models highlight the important role played by self-efficacy. Students with high level of self-efficacy also possess a

higher level of academic Motivation. In this case, difficult goals enhanced motivation. Students who received difficult Goals displayed the highest self-efficacy and performance (Schunk, 1995). In other words, self-Efficacy and motivation are the important entities in enhancing students' academic excellence.

Basically, there are two important components in self-efficacy should be emphasized by every individual to ensure things to do can be done steadily and confidently. Both components mentioned are academic optimism and encouragement of self-efficacy. Both of these components are very important and constantly emphasized by previous researchers in their writings based on surveys and observations that had been carried out. Thus, in order to generate individual self-confidence against any burdening academic tasks, students need to instill self-confidence and trust towards their own abilities. Without a solid foundation of confidence, students may not be able to face the challenges of education and their envisioned Ambitions may go down in the middle of the road.

Academic optimism, academic self-efficacy or academic optimism is defined as the ability of students to complete Assignments, regulating learning activities, and meet the achievement expectations and goals (Zare & Mobarakeh, 2011). Academic optimism is the heart in the model of achievement and School success. This concept is in line with the three essential components of a school's success which are efficacy, confidence and academic emphasis (Wu & Hoy, 2013). The concept of self-efficacy is also considered to be one of the factors that make a huge impact on the teaching and learning process (Ates, 2011). This academic optimism is rooted from

social cognitive, self-efficacy, and organizational culture literature (Bevel & Mitchel, 2012) Students believed that their academic self-confidence is inculcated through ‘verbal’ persuasion and achievements. They also noted that the psychological state and existing experiences can help them to develop self-efficacy from the lowest level (Arslan, 2012). The students also thought that their efficacy towards academic progress increase and improve after attending certain courses (Ates, 2011). According Ortactepe (2006), Bandura stated that the confidence of individuals towards their efficacy can affect all actions, choices, initiatives, efforts, persistence, pressure, and their experiences in dealing with environmental demands and achievements. Therefore, the level of an individual efficacy must be studied as a determinant of educational excellence. Self-confidence determines the way humans think, feel, act, and carry out their respective roles (Bandura, 1994).

In another context, students who receive career information more often have a higher level of career decision self-efficacy than students who receive less frequent career information. The more information gathered will contribute to the increase of career decision self-efficacy (Abdul Rahim, 2010). However, according to Stupnisky, Renaud, Daniels, Haynes, and Perry (2008), there are many students who have a low level of learning environment control. These students are categorized as less responsible, easier to fail academically, and also easier to decide to give up and stop learning. However, students who have a high level of learning environment control use more effective learning strategies that will guarantee the quality of excellent academic achievement. They are more optimistic about the subjects that challenge their academic ability. Academic optimism owned by students

indeed has a significant impact on their performance (Moran, Bankole, Mitchell, & Moore, 2013). For example, a study conducted by Kirby and DiPaola (2010) on students' academic optimism in 35 urban schools' category in a region in Virginia, USA found that their students can be successful even if hindered by low socioeconomic status. With the collectively community involvement and integrated cooperation by the local community, students may be able to reach a better chance to achieve academic excellence at a higher level even though they are overwhelmed by poverty. Hence, in order to ensure the efforts in achieving academic excellence, optimism component should not be underestimated or trivialized. Students should have a solid foundation of self-confidence so that every challenge and obstacle in the quest of gaining knowledge can be faced successfully. Being optimistic towards self-ability is the basis of success in any field.

Empirical Review

Academic Performance

Academic instruction is arguably the primary business of education. To this end, schools are expected to influence students' learning, socialization, and even vocational preparedness. Despite the attention paid to a broad definition of educational outcomes, however, academic performance remains central. Students' academic performance is a term that appears frequently married in higher education discourse (Galiher, 2006). The term leads logically to a number of questions which include what constitutes academic performance and how can student academic performance be measured or assessed (Darling, 2005). The answers to these questions provide the

foundation for launching the quest for student academic performance in an accurate direction.

The first critical step towards understanding students' academic performance is to define it, thus to identify positive student outcomes that represent concrete indicators of student academic performance. In fact, upon examination of achievement literature, there does not appear to be one specific or universal definition of academic performance (Darling, 2005; Galiher, 2006; Hijazi & Naqvi, 2006; and Hake, 1998). Academic performance is a multidimensional construct composed of the skills, attitudes, and behaviors of a learner that contribute to academic success in the classroom (Noel, 1985). It is a satisfactory and superior level of performance of students as they progress through and complete their school experience (Tinto, 1993). The implication of this definition is underscored by research which repeatedly demonstrates that the vast majority of students who withdraw from school do so for no reason other than poor academic performance (Noel, 1985; Tinto, 1993).

Researchers have used a variety of ways to measure academic achievement such as report card grades, grade point averages, standardized test scores, teacher ratings, other cognitive test scores, grade retention, and dropout rates (Darling, 2005; Galiher, 2006; Howse, 1999; and Hijazi & Naqvi, 2006). For the purposes of this study, student academic performance is defined as that which is accomplished by the actual execution of class work in the school setting. It is typically assessed by the use of teacher ratings, tests, and exams. In fact, student academic performance is more likely to be experienced and evidenced when students feel personally validated and believe that their effort matters and can influence or control the prospects of

their academic success. These inspire them to develop a sense of purpose and perceive the school experience as being personally relevant. In reality, they become actively engaged in the learning process and in the use of relevant learning resources; think reflectively about what they are learning and connect it to what they already know or have previously experienced.

Although the importance of academic achievement is rarely questioned, reaching unanimity regarding its measurement has been elusive. The measurement of students' academic performance continues to be a controversial topic among policymakers, measurement experts, and educators (Elliot, 2007; and Johnson, 2003). Measuring academic performance can occur at multiple levels and serves multiple purposes (Coleman, 1966). For example, classroom teachers often conduct formative and summative tests to evaluate student mastery of course content and provide grades for students and parents. State tests are designed primarily to measure progress at the school or school level. In particular, graduation tests are used to determine whether a student has mastered the minimum content and competencies required to receive a high level of education. Each of these kinds of assessments engenders significant questions related to test design, types of decisions supported by the results, alternative assessments, and accommodations (Elliot, 2007; and Johnson, 2003).

Predicting academic performance depends on being able to assess it. Though academic performance on standardized tests receives the greatest attention in discussions of students' academic performance, teachers' evaluations of performance as indicated in course grades represent a common metric of student performance that often is more directly tied to the day-to-day

business of teaching and learning than are annual standardized test scores (Hake, 1998). Grades serve a number of important functions. They communicate to students and parents' information about students' mastery of course content. In high school, a passing grade also is the criterion for a course's contributing to accumulated credit for graduation. Finally, grades provide information for consideration in college admissions (Adekola, 2008; Alexander, Entwisle, & Horsey, 1997).

However, as a measure of academic performance, teacher-given grades have well-known limitations. The questions of reliability and validity arising as a result of grade inflation (Johnson, 2003) and institutional grading differences (Didier, Kreiter, Buri, & Solow, 2006), for instance, cannot be ignored. Grades are composite measures that account not only for students' content mastery but often for other factors, such as their class participation, attitudes, progress over time, and attendance. Moreover, substantial variations in grading practices occur across teachers and schools. Despite these complicating factors, student grades still are an important indicator within the academic performance outcome domain because they indicate achievement by a teacher's standards and achievement relative to other students in a given classroom.

Impact of self-efficacy on academic success

Achievement motivation theorists attempt to explain people's choice of achievement tasks, persistence on those tasks, vigour in carrying them out, and their subsequent performance on them (Pintrich & Schunk, 1996; Eccles, Wigfield, & Schiefele, 1998). Several studies conducted by the motivation theorists tried to find out varying constructs that explains how motivation

influences choice, persistence, and performance. One long-standing perspective on motivation is self-efficacy theory. Several researchers generally view self-efficacy as the most effective measure of the self when examining academic success because of the focus on task competency. As a construct, it dictates an individual's perception of a "challenging task". This means the act of competency or interpretation of difficult task is greatly influenced by self-efficacious beliefs. Self-efficacy acts as a buffer in relation to academic stress. It is one's belief in their capability to succeed which helps maintain the confidence that propels the persistence towards striving for academic success (Bandura, 1991). Eccles et al. (1983) defined and measured expectancies for success as children's beliefs about how well they will do on upcoming tasks, either in the immediate or longer-term future. Ability beliefs are defined as the individual's perception of his or her current competence on a given activity. Ability beliefs thus are distinguished conceptually from expectancies for success, with ability beliefs focused on present ability and expectancies focused on the future. However, empirically these constructs are highly related.

According to Lent & Hackett (1987), self-efficacy plays a vital role in the academic life of an individual as well as influencing the choice of a future career. For them, the stronger a person's self-efficacy belief, the more opened and adventurous they are to several career options. Furthermore, they pointed out that such individuals prepare themselves adequately educationally for different occupational opportunities and are more likely to settle for occupations considered difficult by the majority. This means such individuals are versatile and keep their options opened and more likely to have a larger

pool of options to choose from; to the contrary, individuals with deflated self-image would be marginalized as far as options are concerned. However, according to Multon, Brown and Lent (1991), the most specific academic self-efficacy indices had the strongest effect on academic outcomes, while the more generalized measures were less closely associated. General self-efficacy measures were not found to be predictive of any college outcomes while academic self-efficacy has been consistently shown to predict grades and persistence in college. This is an important assertion according to Multon et al. (1991) because an individual might possess a very strong self-efficacy in sporting activities but such positive beliefs might not be reflected or transferred to the classroom environment. This means success is more likely to be realised when the individual cultivates a positive self-image mainly regarding academic activities.

Bandura (1993) posited that self-efficacy dispositions affect college outcomes by increasing students' motivation and persistence to master challenging academic tasks and by fostering the efficient use of acquired knowledge and skills. In support of Bandura's claim, investigators have found that students with a strong sense of self-efficacy are motivated to engage in challenging academic tasks; they set higher goals for academic achievement, invest more effort and persist longer in accomplishing those goals, and feel positive and less anxious in academic contexts. This is a very important assessment made by Bandura in that, individuals who trust in their abilities would not contemplate on giving up and would find alternate avenues in achieving established goals. In a study of elementary and middle school students, Siegle and Reis (1994) found that gifted boys reported higher self-

efficacy than did gifted girls in mathematics, social studies, and science. Gifted girls showed higher self-efficacy in language arts. This finding presents a whole new dimension to the earlier studies discussed above. For Siegel and Reis, though both males and female may be gifted or endowed with the ability to accomplish school work with relative ease, they might still exhibit a different kind of self-efficacy which would subsequently influence their performances in various courses. This means, a student though intelligent might not exhibit a consistent level of self-efficacy to all the courses he or she might encounter.

Bong (1997) assessed academic self-efficacy in an experiment involving six school subjects: English, Spanish, History, Algebra, Geometry, and Chemistry. Participants were composed of $N=578$ students in grades 11 and 12 in Los Angeles County. She found some interesting themes that revealed the presence of a positive and significant correlation between verbal and quantitative academic self-efficacy factors. She stated that "...the results simply provided an empirical justification for efficacy researchers to develop and use academic self-efficacy measures at various levels of specificity that correspond to the performance of interest" (p. 705). She also suggested that other personal variables on the generality of self-efficacy beliefs should be explored. In my perspective, Bong (1997) was quite concerned that self-efficacy though could establish strong correlations between two or more courses; it could be beneficial to evaluate the role of self-efficacy on specific levels since a student could exhibit different level or potency of self-efficacy in different courses. This assertion is a common phenomenon in our schools where students can express varying levels of self-efficacy in two or more

courses. This means Bong is not far from right to suggest that the optimum goal is to review self-efficacy from independent sources.

Another extensive research conducted by Bong (2001) which mirrored that of Lent and Hackett (1987), that academic self-efficacy is positively associated with grades in college. The study made it evident that self-efficacious students persisted and strived for academic success simply because they were more motivated to succeed and were relentless in their efforts. However, unlike Lent & Hackett, Bong was not interested in the future career options but mainly on how self-efficacy impacted on academic performance. This finding has also been supported by Lane, Lane & Kyprianou (2004) who investigated relationships between self-efficacy, self-esteem, previous performance accomplishments, and academic performance among a sample of 205 postgraduate students. Their results indicated significant relationships between past performances and self-efficacy. Multiple regression results indicated that self-efficacy mediated the relationship between performance accomplishments and academic success at the end of the program. Their findings therefore lend support to the predictive effectiveness of self-efficacy measures in academic settings. This means when the individual harbours the strong desire to excel and trust in their abilities, it influences the thirst and confidence to succeed.

Although the vast majority of the literature reviewed supports the notion that there is a significant relationship between self-efficacy and academic success, there are a couple of researches which suggest otherwise. In a study conducted by Strelnieks (2005), she found that whether self-efficacy could influence one's academic success depended on some crucial external

factors, like gender and socio-economic status of the individual learner. After analysing the data collected, the researcher realized that self-efficacy could only successfully predict females' academic achievement while it failed to accurately foresee the future academic success of males; it was also shown that self-efficacy could only predict the academic success of students with higher socio-economic status. As reflected in the above research findings, it could be seen that there are some inconsistencies in contemporary understanding on the relationship between self-efficacy and academic success. In as much as I agree with the finding that external factors can influence self-efficacy, it is a bit farfetched that unlike predicting female performance of students, self-efficacy cannot effectively predict the academic performance of male students.

A study conducted by Thomas, Love, and Roan-Belle (2009) wanted to examine the influence of self-efficacy beliefs and motivational attributes on the academic outcome of African American women attending institutions of higher education. The results provided some critical insight by establishing and examining the relationships among self-efficacy beliefs, intrinsic and extrinsic motivation, and academic adjustment among 111 African American women in college. Results revealed that self-efficacy beliefs predicted the motivation to know. Furthermore, motivation to know partially mediated the relationship between self-efficacy beliefs and academic outcome. Contrary to prediction, extrinsic motivation did not mediate the relationship between self-efficacy beliefs and academic outcome. However, the studies revealed that an enabling environment such as creating a welcoming, accepting, and non-discriminatory climate for all students could be helpful. This finding is

contrary to the finding of Strelnieks (2005), who placed so much premium on environmental factors compared to intrinsic factors. This does not however suggest that Thomas *et al*, undermine the significance of extrinsic factors but for them internal conditions have a more profound impact on success. These findings reveal that though the importance of an enabling environment cannot be undermined, the most crucial element was a positive and strong desire to achieve success which would serve as an encouragement to Ghanaian students who study under some harsh conditions but can still strive for academic success.

A study conducted by Karaarslan and Sungur (2011), had two key objectives. Emphasis on the first part which was to examine grade level and gender difference with respect to science and technology self-efficacy revealed some interesting findings. With a sample size of 145 students (83 girls and 62 boys) in an urban elementary school in Ankara, Turkey, the students were from Grade 5 ($n=44$), Grade 6 ($n=29$), Grade 7 ($n=39$), and Grade 8 ($n=30$). The results showed that there was no significant grade level and gender difference concerning students' science and technology self-efficacy. Examination of mean scores, on the other hand, revealed that there was a general decline only in students' confidence in science and technology ability and girls appeared to be more self-efficacious. However, these observed differences in means did not reach statistical significance. Karaarslan and Sengur suggested that self-efficacy though potent is not necessarily permanent and can decrease or increase sometimes due to intrinsic or extrinsic factors which teachers and all stake holders must pay critical attention to in order to sustain students' interest and performance.

Even though most of the existing studies supports the potency of self-efficacy to influence academic success, there are a couple that may suggest otherwise. Therefore, further investigation is required to demonstrate a clearer understanding between the two constructs. Though it is worth noting that irrespective of the differences, none of the studies reviewed so far takes an entrenched position but rather suggest that the presence of other variables could be crucial in determining the effectiveness of academic success.

Gender of the Student and Academic Performance

Gender is a cultural construct that distinguishes the roles, behaviour, mental and emotional characteristics between females and males in a society. Umoh (2003) defines gender as a psychological term used in describing behaviours and attributes expected of individuals on the basis of being born as either male or female. According to Okeke (2003), the study of gender is not just mere identification of male and female sexes. Scholars have gone further to identify responsibilities assigned to opposite sexes and to analyze the conditions under which those responsibilities are assigned. Okeke (2003) specifically notes that the study of gender means the analysis of the relationship of men and women including the division of labour, access to resources and other factors which are determined by society as opposed to being determined by sex. It further involves the study of the socio-cultural environment under which responsibilities are assigned and the relationships emanating from it. Thus, the sex of a child equally projects the properties that distinguish and classify organisms on the basis of their reproductive and cultural expectant roles. It relates to the cultural and psychological attributes

of men and women through their socio-economic contributions, expectations and limitations.

In one of the earliest studies, Morris (1959) referring to the psychic and social differences between sexes, claims that the educational outcomes of males and females will, at least in part, be different at the collegiate and graduate level. The debate on sex differences in cognitive abilities has actually evolved out of the debate on biological versus social determinism. Morris (1959) however argue that the biological perspective on sex differences and cognitive performance considers social factors to be trivial or subordinate to biological factors like brain structure. Indeed, the differences in the scholastic achievements of boys and girls to some researchers are generally attributed to biological causes and/or to cultural and stereotypes (Klein, 2004). Lynn in several of his studies (Lynn, 1999; Allik, Must & Lynn, 1999; and Colom & Lynn, 2004) concludes that males have larger average brain sizes than females and therefore, would be expected to have higher average IQs. Mackintosh (1998), on the other hand, claims that there is no sex difference in general intelligence while Buadi (2000) opines that the difference in sex as it affects students' academic performance remains inconclusive.

The sex of a child is one of the personal variables that have been related to differences found in motivational functioning and academic performance (Okeke, 2003). Different researches have demonstrated the existence of different attribution patterns in boys and girls, such that while girls tend to give more emphasis to effort when explaining their academic performance (Lightbody, Siann, Stocks, & Walsh, 1996; and Georgiou, 2007), boys appeal more to ability and luck as causes of their academic achievement

(Burgner & Hewstone, 1993). Other studies also point out that girls usually make external attributions for successes and failures, and that when they make internal attributions, thus ability not effort (Postigo, Perez & Sanz, 1999). However, boys usually attribute successes to stable internal causes like effort, thus showing an attributional pattern which enables them to enhance their own image of themselves (Smith, Sinclair & Chapman, 2002).

Investigating academic performance at pre-collegiate level, Lao (1980) finds female students to obtain higher CGPA compared to males. Kimball (1989) also asserts that in contrast to standardized measures of mathematics achievement tests like SAT-M3, female students outperform males in math classes. Wilberg and Lynn (1999) arrive at a similar conclusion for history classes versus history tests. These authors explain this pattern by stating that females tend to work more conscientiously and have a stronger work ethic than males. Contrary, Young and Fisler (2000) opine that males excel academically better than their females' counterparts. Though, they note that males generally come from households where the parents' socioeconomic status as measured by examinee reported educational levels and income is higher. Others even argued that the content of the test or of its administration favors males (Bridgeman & Wendler, 1991). Yet other researchers explain this perceived gap by alluding to factors such as differences in course taking behavior, classroom experiences and cognitive processing (Byrnes, Hong & Xing, 1997; and Young & Fisler, 2000). Ekeh (2003) discovers that males in secondary schools performed better than females in science and mathematics tests. These differences in academic performance he said can be attributed to sex stereotyping which encourages male and female students to show interest

in subjects relevant and related to the roles expected of them in the society (Okwon, 2005; Stage & Kloosterman, 1995).

In higher education, females are often found to outperform males in a number of courses (Leonard & Jiang, 1999; Hyde & Kling, 2001; Bridgeman & Wendler, 1991; Wainer & Steinberg, 1992). Leonard and Jiang (1999) also suggest that females have better study skills than the male students. In fact, a number of researchers argue that women receive higher grades than men because they work harder and attend class more frequently (Wainer & Steinberg, 1992). Bridgeman and Wendler (1991) report that sex remains a significant predictor of CGPA after controlling for various individual attributes such as ethnic background, SAT scores and the high school attended. Similarly, Kim, Rhoades and Woodard (2003) find that SAT scores have a significant impact on student graduation, although at the individual level sex is a more powerful correlate of graduation than the SAT score. In their study, Stage and Kloosterman (1995) find evidence from the literature surveyed that females outperform their male counterparts in higher education. Cohn, Cohn, Hult, Balch and Bradley (1998) on the other hand, conclude that sex happens to be an insignificant determinant of academic performance

Self-Esteem and Academic Success

Learning is influenced by many factors among them is a personal psychological characteristic of the learner such as self-esteem. Self-esteem is commonly regarded as the attitude towards the concept of the self. More of such trait is referred to as high self-esteem (HSE) while negative attitude is referred to as low self-esteem (LSE). Self-esteem is a fundamental human motive that all people strive to protect and enhance (Rosenberg, 1989).

Baumeister et al (2003) remarked that self-esteem is a highly desirable psychological source of positive behavior which may include academic achievement. For example, it is commonly believed that students with HSE attain higher grades than those with LSE. This, according to studies stems from the fact that those with HSE are better motivated to learn and are likely to set higher goals in life and work tirelessly towards attaining them. People with HSE are more persistent to failure and are likely to try on a task over and over as opposed to those with LSE that give up easily by succumbing to the feelings of self-doubt and incompetence (Baumeister et al, 2003).

Based on this perception one has towards the concept of the self (Rosenberg 1965) which may be positive or negative attitude numerous educational programs and interventions have been implemented in an attempt to increase students' grades by boosting their self-esteem. Some programs have reported failure while others have reported immense success. Most of the research examining the relationship between self-esteem and academic achievement conducted among high school students show positive and consistent correlation between the two variables (Baumeister et al., 2003; Pottebaum, Keith, & Ehly, 1986). However, this is only a correlation and must not be confused with causation. Results from studies that tested a causal connection between these two variables have been mixed. Although evidence for a direct effect is inconsistent, the testing of other linkages between self-esteem and academic achievement has been more successful. Specifically, several studies tested the reverse causal direction and found that academic achievement has a significant positive effect on self-esteem (Rosenberg et al., 1989).

Chapter Summary

This chapter dealt with the review of related literature. The review covered the theoretical review, conceptual review and the empirical review. Overall, it was realized that there had not been much conducted on the subject in Ghana as far as gender of students is concerned. This study therefore is appropriate to help add to the few studies conducted on the subject matter.



CHAPTER THREE

RESEARCH METHODS

Introduction

This chapter concerns itself with the methodology adopted for the study. It contains the discussion of the research design, research approach, population, sample and sampling procedures.

It also includes research instrument, pre-testing procedure, data collection procedure, ethical consideration and data analysis plan.

Research Design

Gay, Mills and Airasian (2006) explained research design as the structure of the study. Research design is, thus, a plan or blue print that shows how data relating to a given problem should be collected and analysed.

This research is a comparative study. The main research design for the study is the descriptive survey. Descriptive research involves collecting data in order to test hypotheses or answer specific questions concerning the current status of the subject of the study. It determines and reports the way things are (Gay, Bruening & Bruce, 2000). The design is also directed towards determining the nature of a situation as it exists at the time of the study. At the heart of descriptive survey research is the desire to obtain answers from a large group of people or elements to a set of carefully designed and administered questions (Frankel & Wallen, 2003).

With regard to strengths of this design, surveys are relatively inexpensive, especially self-administered surveys. The anonymity of surveys also allows people to feel sincerer with their responses, especially if it is clear that the answers will remain confidential. Moreover, very large samples are feasible making the results statistically significant even when analyzing multiple variables. Again, many questions could be asked about a given topic thus enhancing the reliability of the results (Gay et al., 2000).

Descriptive survey also has its own problems. For instance, Seifert and Hoffnung (2000) maintain that there is the difficulty of ensuring that the questions to be answered using the descriptive survey design are clear and not misleading because survey results can vary significantly depending on the exact wording of questions. It may also bring about untrustworthy results because they may delve into personal matters that people may not be completely truthful and sincere about. According to them surveys often make use of questionnaires which require respondents who can articulate their thoughts well and sometimes even put such thoughts in writing. The questionnaire is, therefore, limited by illiteracy. Getting a sufficient number of the questionnaire completed and returned when used so that meaningful analysis can be made is another weakness of the descriptive survey design. These disadvantages were carefully considered and care was taken to ensure that they do not affect the validity and reliability of the results of the data collected for the study.

This study adopted the descriptive survey for the reason articulated in Saunders, Lewis and Thornhill (2009) who said that the descriptive survey deals with accurate profiling of persons, events or situations. This strategy is

particularly useful when the size of the population is quite huge and also comparatively much easier to understand and explain. The use of the descriptive survey enabled the researcher to explain and evaluate the relationships between variables. Thus, descriptive survey enabled the researcher to explain in-depth the relationship between the independent variables and the criterion variable effectively. (Emlen, 2006). The major purpose is purely to “establish whether such relationship exists and if it is significant, and the nature of such relationship, whether positive or negative” (Nwadinigwe, 2002, p. 13-14).

Study Area

The study Area is Mampong in the Ashanti Region of Ghana. Mampong is a town found in the Mampong Municipal of the Ashanti Region and serve as the administrative capital of Mampong Municipal.

The population of Mampong is 42,037. It is one of the 43 districts in Ashanti Region of Ghana. Mamong was initially part of the Sekyere West District in 1988 from the Skyere District Council.

In November 2007 however, the eastern part of the district was separated to form the Skyere Central District. The rest has since been officially renamed as Mampong Municipal. It has two major colleges of Education namely St. Monica’s College of Education and Mampong Technical College Education. Mampong can equally boast of a University which is Aketen Appiah-Menka University of Skills Training and Entrepreneurial Development (College of Agricultural Education). It also has to its credit a number of senior high school such as Amaniampong Senior

High School, St. Monica's Senior High School among others. There are number of basic schools also in the study area.

Residents of Mampong are predominantly farmers and traders who cultivate and sell a number of foodstuffs of which the cultivation of carrots and plantain are key.

There are number of organizations and institutions also in Mampong among which is Ghana Commercial Bank, Ghana post office, national investment Bank, Calvary Health Service, Quality Health Service among others. Mampong Serves as the center for the new Anglican Dioceses and it's the seat of the Diocesan Bishop.

Population

Population refers to all the members of the real or hypothetical set of people, events or objects to which a researcher wishes to generalize the results of a research (Borg, 1993). The population for the study comprised all second-year students in St. Monica's College of Education and Mampong Technical College of Education, all in the Mampong Municipality. The total population for was 830 comprising 470 (56.63%) from St. Monica's (Monico) and 360 (43.37%) from Mampong Technical College of Education (Mam-Tech). Table 1 shows the distribution of the population of the teacher trainees in the colleges of education in the Mampong Municipality.

Table 1: *Distribution of the Population of the Teacher Trainees in the Colleges of Education in the Mampong Municipality*

College of Education	Males (%)	Females (%)	Total (%)
St. Monica	-	470 (56.63)	470 (56.63)
Mampong Technical	360 (43.37)	-	360 (43.37)
Total (%)	360 (43.37)	470 (56.63)	830 (100.0)

Source: Field Survey, Poku Agyeman (2019)

Sampling Procedure

The study used multi-stage sampling technique, specifically; purposive, stratified proportionate technique, the systematic random sampling technique as well as a method for calculating for the sample size by Miller and Brewer (2003). The choice of this multi-stage sampling approach yielded the desired sample size needed to carry out a satisfactory analysis which adequately reflected all the elements within the population.

First Stage

The purposive sampling technique was used in selecting the second-year teacher trainees for the study. The choice of purposive sampling technique was particularly because the primary goal of the researcher was to select distinct elements from the population that was representative or provides the necessary information required for the study or is of interest to the researcher (Leedy & Omrod, 2005). The decision was influenced by the fact that second year students at the time of the study had been in the system for some time and had accumulated CGPA through end of semester exams. First years had just joined the college and had not written a single exam and third years were on the out-segment programme and were difficult to be

contacted for the study. Second year students therefore constituted the right respondents for measuring success academically.

Second Stage

A stratified proportionate sampling technique was implemented to recast the population into subgroups specifically into males and females. This approach was influenced by the researcher's goal to acknowledge all the groups within the population.

In an attempt to derive the sample size a scientific approach by Miller and Brewer (2003) was employed. Out of the total population of 830 second year students from both colleges [St. Monica's (Monico) and Mampong Technical (Mam-Tech)], 400 respondents representing 48.2% of the total population of 830 was sampled. Out of the sample size of 400 respondents, 227(56.70%) were females from St Monica's college of Education and 173(43.30%) respondents were males from Mampong Technical College of Education. The formula by miller and Brewer is given as $n = \frac{N}{1 + N(e)^2}$

$$N = ? \quad N = 830 \quad e = 0.05$$

$$N = \frac{830}{1 + 830(0.05)^2} = 399.9 \text{ approximately } 400$$

Third Stage

To get all the 400 respondents the researcher adopted the systematic Random sampling technique. The choice was buttressed by Tagoe (2009) who postulates that this sampling technique procedure consists of selecting every n^{th} element in the population after calculating the sampling fraction. Sampling fraction refers to the proportion of the total population that is needed to be selected. It is calculated as total population divided by the actual sample size (Saunders *et al*, 2009). Applying this approach to this study, with a population

of 830 second year students and a sample size of 400, the sampling fraction was $830 \div 400 = 2.0$. This means that the researcher selected every second student from each stratum (sampling frame).

The first student numbered one (1) was selected through the simple random method and used as the starting point for each stratum; subsequently every second (2nd) student was selected until the required sample size of 400 was obtained. This was possible since a recognized student list was obtained from the Administrator’s office in both colleges.

Table 2 shows the distribution of the main sample selected from each of the colleges of Education in the Mampong Municipality.

Table 2: *Distribution of the Sample of the Teacher Trainees in the Colleges of Education in the Mampong Municipality*

College of Education	Males (%)	Females (%)	Total (%)
St. Monica	-	227 (56.63)	227 (56.63)
Mampong Technical	173 (43.37)		173 (43.37)
Total (%)	173 (43.37)	227 (56.63)	400 (100.0)

Data Collection Instrument

Questionnaire was used to gather data from the sample. The questionnaire was made up of sections-A and B. Section A of the questionnaire was designed to collect demographic data such as the gender, age and level of respondents. Section B of the questionnaire was designed in the form of a 4-point Likert-type scale which was used to source for information on trainees’ self- esteem. The same was done for the other predictor variable which is trainees’ self-efficacies in Section C. Finally,

Section D of the questionnaire requested for the students' CGPA as a measure of their academic achievement. Evidence is shown at the appendices. The Rosenberg self-esteem scale designed by Rosenberg in 1965 and the General self-efficacy scale by Ralf Schwarzer and Matthias Jerusalem in 1981 were adapted for the work. The Rosenberg self-esteem scale is a 10-item scale used to measure general self-worth by looking at both positive and negative feelings about oneself. All items are answered using a 4-point, Likert-type scale ranging from strongly agree to strongly disagree. 'Strongly Agree' goes for 4 points, 'Agree' goes for 3 points, 'Disagree' goes for 2 points and 'Strongly Disagree' goes for 1 point. It has an internal consistency of 0.77. The scale was adapted because ten additional questions were formulated and added to the original questions making a total of 20 questions. Modifications were made in the items by relating them to the criterion variable which is Academic Achievement.

The self-efficacy scale which is also a 10-item scale is used to measure the belief that one can perform a novel or difficult task, or cope with diversity in various domains of human functioning. This scale was also adapted because modifications were made to relate the items to the criterion variable. All items were answered using a 4-point scale format ranging from Not at all true to exactly true. Not at all true goes for 1 point, Hardly True goes for 2 points, Moderately True goes for 3 points while Exactly True goes for 4 points. It has a reliability coefficient of .76 to .90

Pre-Testing of the Instrument

Validity of the Instrument

Validity of research instrument refers to quality of data gathering instruments or procedures which measure what is supposed to measure (Kothari, 2004). The importance of the various kinds of validity (criterion, content, and construct) and the importance of the validity of the interpretation made about test scores cannot be overlooked in any study. The instrument for data collection was subjected to content analysis.

Validity of the questionnaire was obtained by presenting it to my supervisors and two other experts in psychology and counseling to go through because according to Amin (2005) content and construct validity is determined by expert judgment.

Reliability of the Instrument

The reliability of a research instrument is the degree to which the instrument measures consistently a characteristic when applied more than once to the same person(s) under similar conditions. (Nitko & Brookhart, 2007).

To ensure the reliability of the instrument used, a pretest was carried out among 40 level 200 students of another college of Education called Agona SDA college of Education at Agona in the Ashanti region of Ghana. Twenty females and 20 males were selected in the college since it is a mixed college. The reason for selecting Agona SDA was that it's the college that could offer the researcher both males and females since there was no other male college in the whole of Ashanti Region and per the rules, the researcher cannot do the pretest in any of the colleges under study. Reliability was established using

the Cronbach Alpha. The reliability obtained for the section on self-esteem was 0.79 while that of the self-efficacy was 0.80.

Data Collection Procedure

A letter from the Institutional Review Committee and an introductory letter was sent to the principals of the two selected colleges for approval and date respectively. The letter explained the purpose of the study and the time for the data administration and collection. After access had been granted, the researcher selected respondents and ethical issues (informed consent, confidentiality and Anonymity) was discussed with them.

The administration of instruments was done by the researcher in order to make elaborations and clarifications wherever and whenever it was necessary in order to avoid ambiguities and or misinterpretation on the part of respondents. Two weeks were used for the distribution and collection of the completed questionnaires. Students' performance was also checked from records available on their performance on semester basis as well as their current CGPA. CGPA were obtained from students themselves from their portal. CGPA of the respondents for the study specifically was accessed. The researcher was able to match respondents CGPA with their response since a section of the questionnaire required each respondent to provide that information for the three semesters which were under review. Evidence of their CGPA is shown at the Appendices.

Ethical Consideration

The researcher submitted a research protocol that set out in detail the procedure to be followed during the field survey to the Institutional Review Board of the University of Cape Coast. The protocol highlights the proposed

research design, methodology, written consent forms for students as well as explanatory literature in the procedures for ensuring confidentiality, voluntary participation, and anonymity.

In addition, information on the objectives of the study and a debriefing session for respondents immediately following administration of questionnaires was adhered to.

Data Analysis

The data collected in this study were checked, edited and coded. The data gathered were statistically analyzed using frequencies and percentages, means and standard deviation as well as Multiple-regression analysis, Pearson’s Product Moment correlation and independent samples t-tests with the version 21 of the Statistical Package for Service Solutions (SPSS) software. Table 3 below shows how the data pertaining to the two research questions and four research hypotheses were analyzed.

Table 3: *Summary of the various Statistical Tool used in analyzing the research questions/Hypotheses with their justifications*

Research Question/Hypothesis	Statistics for its Data Analysis	Reason or Basis for its Use
Research Question 1	Mean and standard deviation	Since the scale was a four-point Likert-type, two point five (2.5), being the mid-value was used as the cut-off point. Based on the cut-off point, the 20 statements fell into two

groups. Statements with mean values above 2.5 were considered as high self-esteem towards academic achievement whilst those whose mean were below were considered as low self-esteem.

Research Question 2 Mean and standard deviation Since the scale was a four-point, Likert-type, 2.5, being the mid-value was used as the cut-off point. Based on the cut-off point, the 10 statements fell into two groups. Statements with mean values above 2.5 were considered as high self-efficacy towards academic achievement whilst those whose mean were below was considered as low self-efficacy.

Research Question 3 Multiple Regression Analysis The responses of the items on the questionnaire to this research question were analyzed using Multiple-regression analysis. This helped me know how each of the independent variables predicted the dependent variable in order of their strength.

Research Hypothesis 1	Independent sample t-test	An independent sample t-test is used when a researcher wants to compare the mean scores for two different groups (Agyenim-Boateng, Ayebi-Arthur, Buabeng & Ntow, 2010). Independent t-test is used on two different groups of participants to determine the mean values or scores (Pallant, 2010). The strength of this tool is that, it goes one step beyond merely observing variables and looking for relationships.
Research Hypothesis 2	Pearson's product moment correlation (r)	Pearson's product moment correlation (r) was used for this hypothesis. This enabled me to describe the linear relationships that exist within the two continuous variables.
Research Hypothesis 3	Pearson's product moment correlation (r)	The procedure used in testing the second research hypothesis was applied to this research hypothesis since the two are similar with respect to what they sought.
Research Hypothesis 4	Pearson's product	The procedure used in testing the second and third research hypothesis

moment was applied to this research
correlation hypothesis since the three are similar
(r) with respect to what they sought.



CHAPTER FOUR

RESULTS AND DISCUSSION

Introduction

The purpose of the study was to investigate the influence of gender, self-esteem and self-efficacy on the academic achievement of students in the colleges of education in Ghana. This chapter presents the results and discussion of the study.

A sample of 400 students was selected via purposive, stratified proportionate and systematic random sampling techniques. Data was collected using questionnaire and analysed using frequencies and percentages, means and standard deviation, multiple-regression, Pearson's product moment correlation and independent samples t-tests.

This chapter has been organized into three (3) sections; section one (1) represents the demographic characteristics of the respondents, section two (2) represents the analysis of the research questions and hypothesis. Section three (3) represent the discussion of the results.

Section 1: Demographic Data

The demographics cover the respondents' gender, age, level of study and programme of study. The demographic data was analyzed using frequencies and percentages. The results are presented in Table 4.

Table 4: *Demographic Characteristics of Students (N=400)*

Demography	Frequency (F)	Percentage (%)
Gender		
Male	172	43.0
Female	228	57.0
Age		
24 years and Below	302	75.5
25-29 years	98	24.5

Source: Field Survey, Poku Agyeman (2019)

It can be seen in Table 4 that in terms gender, majority of the respondents were females. On the basis of age, majority of the respondents were aged 24 years or below.

Section 2: Analysis of Research Questions and Testing of Hypotheses

Research Question 1: What is the level of self-esteem of students in their academic achievement?

This research question sought to find out the level of self-esteem of students in their academic achievement. The responses to the 20 items relating to self-esteem of the students towards their academic achievement were analyzed using means and standard deviations. The items were scored as ‘Strongly Agree=4’, ‘Agree=3’, ‘Disagree=2’ and ‘Strongly Disagree=1’.

Since the scale was a four-point Likert-type format, two point five (2.5), being the mid-value was used as the cut-off point. Based on the cut-off point, the 20 statements fell into two groups. Statements with mean values above **2.5** were considered as high self-esteem in academic achievement

whilst those whose mean were below 2.5 were considered as low self-esteem.

The results are presented in Table 5.

Table 5: *Level of self-esteem of students in their Academic Achievement*

Statement	π	SD
I am confident and that propels me to strive for academic success	3.69	0.82
All in all, my current academic achievement reassures me that I am not a failure.	3.16	1.79
I am afraid of academic failure and so I try to perform academic tasks over and over again.	3.09	1.1
I always feel confident as far as my academic performance is concerned.	3.03	1.02
I have more respect for myself as far as my academic achievement is concerned.	2.87	1.03
I am able to perform my academic tasks well as most other students do.	2.85	0.97
I go all out to explore possible academic opportunities because I know I will succeed	2.83	0.71
I believe in my capabilities even if others are uncertain about that.	2.79	0.82s
I take a positive attitude toward my studies and that helps me to excel academically.	2.77	0.96
I feel positive in completing academic tasks.	2.75	0.84
I set higher goals in my academic life and work more tirelessly towards attaining them.	2.74	0.72
I perceive myself as academically good.	2.59	0.92
I feel I have much to be proud of as far as my academic achievement is concerned.	2.59	1.01
I am motivated intrinsically towards my studies.	2.59	0.68
I feel others do not stand a better chance than me in terms of academics	2.46	1.04
I feel proud, anytime I accomplish an academic task	2.22	1.03
I believe that I am academically good when compared with others.	2.02	0.85
I hardly give up by succumbing to the feelings of Self-doubt and incompetence in all academic exercises	1.82	0.97
On the whole, I am satisfied with my academic achievement.	1.74	0.83
I feel that I have a number of good qualities as a student that measures in my overall academic Achievements.	1.71	0.80
Average of Means and Standard Deviations	2.61	0.95

Source: Field Survey, Poku Agyeman (2019)

Table 5 shows the means and standard deviations on the views of the respondents concerning their level of self-esteem. It can be seen in the table that the statement ‘All in all, my academic achievement makes me feel I am not a failure’ recorded a mean of 3.16 and a standard deviation of 1.79 which indicates a higher self-esteem since a mean value higher than 2.5 was considered high self-esteem.

Again, the statement ‘I always feel useful as far as my academic performance is concerned’ recorded a mean value of $M=3.03$ and a standard deviation of 1.02. Since the mean was also above 2.5, it implied high self-esteem.

Also, the statements ‘I always feel useful as far as my education is concerned’ and ‘I always think I’m good academically’ both recorded mean values of 2.59 giving an indication of high self-esteem. Thus, overall, the results on the Table clearly show that the students have a high level of self-esteem in academic achievement since the mean of means is 2.61 which is above the cut-off mean of 2.5.

Research Question 2: What is the level of self-efficacy of students towards their academic achievement?

This research question was meant to identify the level of self-efficacy of the students in their academic achievement. Means and standard deviations were used to analyze the responses to the 10 items related to the self-efficacy of the students towards their academic achievement. Since the scale was a four-point Likert-type format, two point five (2.5), being the mid-value was used as the cut-off point. Based on the cut-off point, the 10 statements fell into two groups. Statements with mean values above 2.5 were considered high self-

efficacy in academic achievement while those whose mean were below were considered weak or low self-efficacy. Table 6 shows the level of student's self-efficacy towards academic achievement.

Table 6: *Self-efficacy of Students towards Academic Achievement*

Statement	π	SD
I can solve most of the academic problems I face if I invest the necessary effort.	3.25	1.31
If I have a challenge in my academic work, I can usually think of a solution.	3.09	0.92
I can always manage to solve difficult academic tasks if I try hard enough	3.08	1.05
It is easy for me to stick to my Educational aims and accomplish my goals academically.	3.04	1.03
When I am confronted with an Academic problem, I can usually find several solutions irrespective of its magnitude.	3.03	0.98
I can remain calm when facing academic difficulties because I can rely on my coping abilities.	3.00	1.83
I can usually handle whatever academic problem that I am confronted with in my own way.	3.00	0.95
Thanks to my resourcefulness, I know how to handle unforeseen academic challenges.	2.95	1.83
I am confident that I could deal efficiently with unexpected learning situations.	2.92	0.91
If someone opposes me concerning means to succeed academically, I can find the means and ways to get what I want	2.89	0.97
Average of Means and Standard Deviations	3.03	1.18

Source: Field Survey-Poku Agyeman (2019)

Table 6 shows the responses of the respondents on items relating to their level of self-efficacy in their academic achievement. The results showed

that the statement 'I can solve most Academic problems if I invest the necessary effort' recorded the highest mean of 3.25 and a standard deviation of 1.31. This implies that most of the respondents believed in their abilities to solve their problems. Similarly, the respondents agreed that when they have any Academic challenge they can usually think of solutions (M=3.09, SD=0.92) and that they always managed to solve difficult academic problems if they tried hard enough (M=3.08, SD=1.05). Further, most of the respondents were of the view that it was easy for them to stick to their aims and accomplish their academic goals (M=3.04, SD=1.03) and that when they are confronted with learning problems, they can usually find several solutions (M=3.03, SD=0.98).

From the results in Table 6, it can be inferred that most of the respondents had high level of self-efficacy. Thus, the respondents believed in their capacities to excel academically.

Research Question 3: What are the relative efficacies of the three variables (Gender, Self-esteem and Self-efficacy) in predicting the academic achievement of students in the Colleges of Education in Ghana?

This research question was aimed at finding out the predictive ability of gender, self-esteem and self-efficacy to the academic achievement of students. The data for this research question were analyzed using linear multiple-regression. In using linear multiple regression, the main assumptions were tested.

Testing Nonlinearity

In linear regression, there is the assumption that the relationship between the response variable and the predictors is linear. In doing this, a

scatterplot was created. However, it is difficult to tell the linearity of the relationship simply from the plot and so the researcher fitted a non-linear best fit line known as the Loess Curve through the scatterplot to see if nonlinearity could be detected. From the Loess curve, it appears that the relationship of standardized predicted to residuals is roughly linear around zero. Based on this, it can be concluded that the relationship between the response variable and predictors is zero since the residuals seem to be randomly scattered around zero implying that a linear relationship exists.

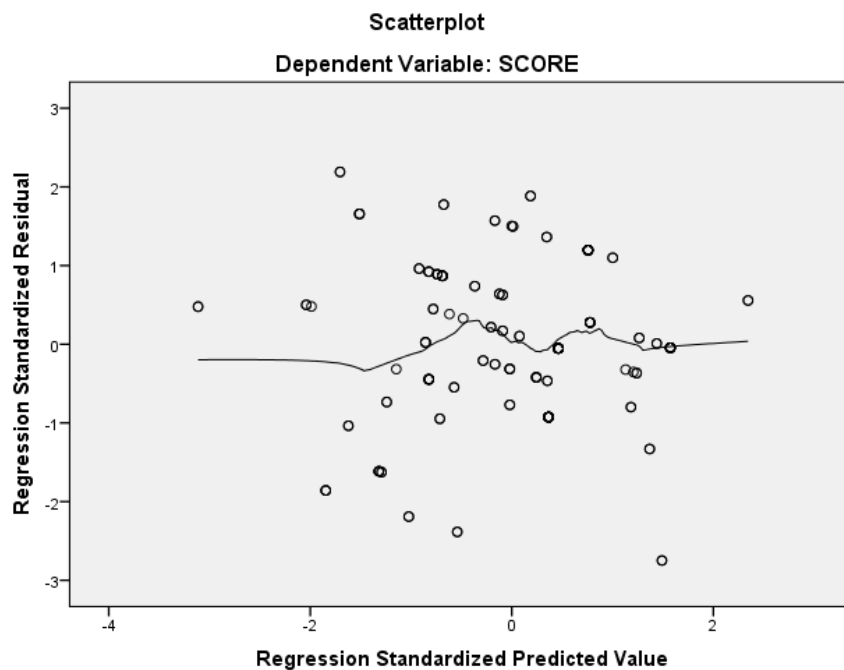


Figure 2: *Dependent Variable: Score*

Normality Testing

This assumption is based on the view that the values should be normally distributed. To do this, the output from the Q-Q Plot is inspected. It can be seen from the Q-Q Plot that normality assumption is met. This is because the points cluster around the horizontal line.

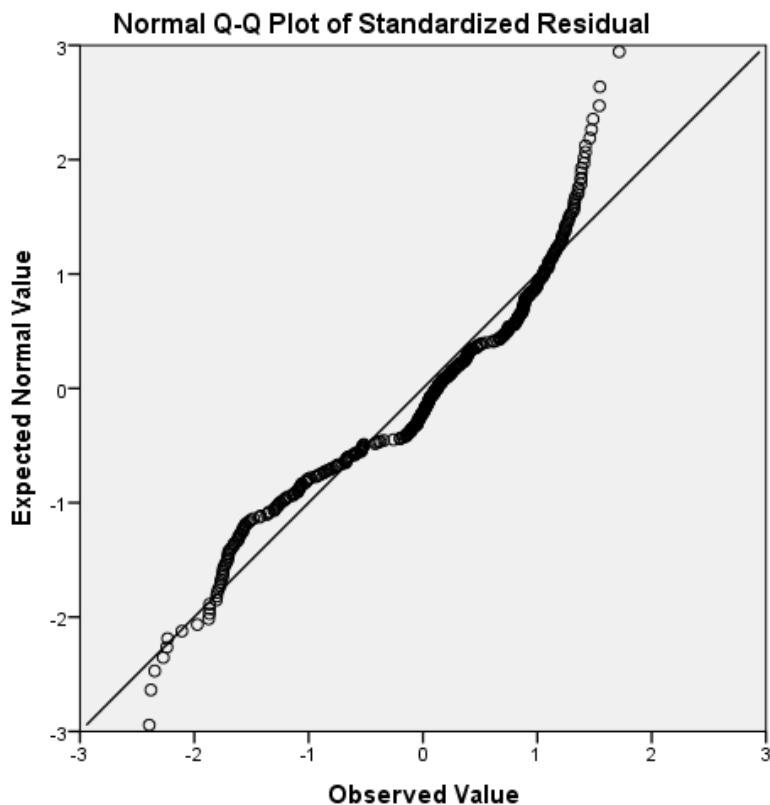


Figure 3: Normal *Q-Q Plot of Standardized Residual*

Independence of Observations

In this assumption, it is expected that the errors associated with one observation are not correlated with the errors of any other observation. In checking this assumption, the Durbin-Watson Statistic was used. This statistic can vary from 0 to 4. Field (2009) suggests that values under 1 or more than 3 are a definite cause for concern and may render the analysis invalid. It can be seen in the model in Table 7 that this assumption is met since the Durbin-Watson statistic is 1.216. Thus, there is independence of the observations. This implies that there is autocorrelation in the data.

Table 7: *Test for Independence of Observations*

Model	R	R Square	Durbin-Watson
1	.112	.013	1.216

Source: Field survey, Poku Agyeman (2019)

Multi-collinearity

Multi-collinearity implies that predictors are highly related to each other and both predictive of the outcome, can cause problems in estimating the regression coefficients. When there is a perfect linear relationship among the predictors, the estimates for a regression model cannot be uniquely computed.

Variance Inflation Factor (VIF) and Tolerance statistics were used to assess this assumption. For the assumption to be met the VIF scores should be well below 10 and tolerance scores should be above 0.2. In this study, it can be seen in Table 8 that VIF scores are well below 10 and the Tolerance scores are all above 0.2. This implies that there is no multi-collinearity in the data and as such Linear Multiple Regression can be done.

Table 8: Test for Multi-collinearity

Model		Collinearity Statistics	
		Tolerance	VIF
1	(Constant) Score/CGPA		
	Self-esteem	.851	1.175
	Self-efficacy	.994	1.006
	Gender	.853	1.172

Source: Field survey, Poku Agyeman (2019)

Homoscedasticity

Homoscedasticity, which is where the variances along the line of best fit remain similar as you move along the line. It is expected that the residuals (errors) should not vary systematically across values of the explanatory variable. This can be checked by creating a scatterplot of the residuals against the explanatory variable. The distribution of residuals should not vary appreciably between different parts of the x-axis scale – meaning there should be chaotic scatterplot with no discernible pattern. In this study, it can be seen from Figure 4 that the data points generally appear more random and as such this assumption can be deemed to have been met.

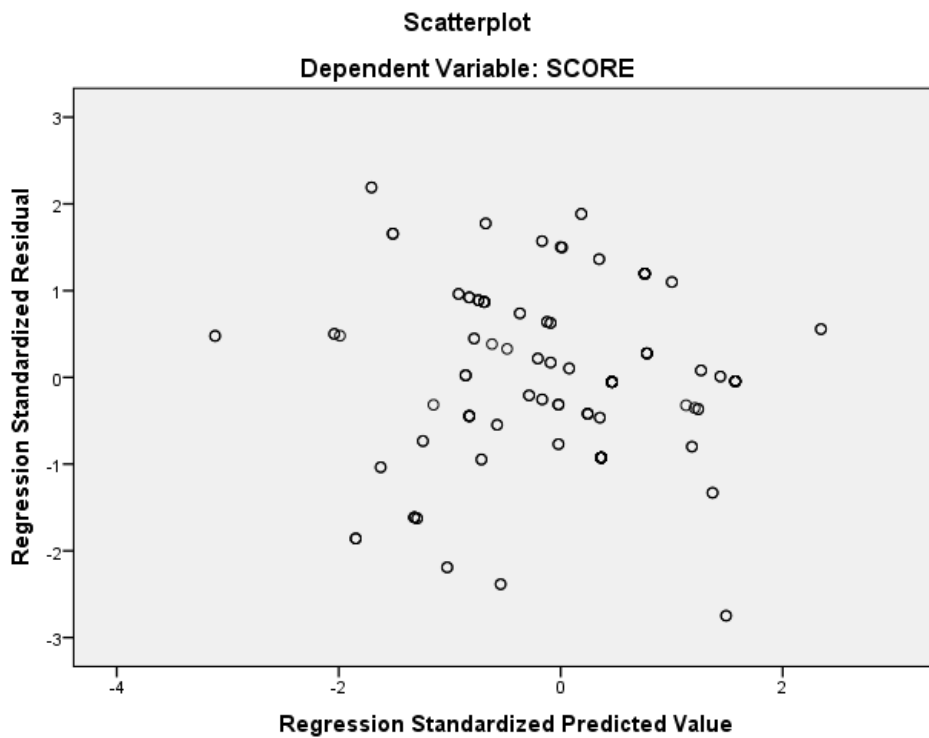


Figure 4: *Dependent Variable: Score*

From the foregoing, it is clear that all the assumptions for conducting linear multiple regression were met. The results from the multiple regression analysis are presented in Tables 9 and 10.

Table 9: *Model Summary*

Change Statistics							
	R	R Square					Sig. F
Model	R	Square	Change	F Change	df1	df2	Change
1	.112 ^a	.013	.013	1.671	3	396	.017

a.

a. Predictors: (Constant), SES, SEF & G

b. Dependent Variable: SCORE/CGPA

It can be seen in the model summary in Table 9 that the regression model is statistically significant ($p < .017$). It is seen in the model that, the predictor variables [Self-esteem (SES), Self-efficacy (SEF) and Gender (G)] predicted 1.3% of the variances in the dependent variable (academic achievement).

The coefficients of the independent variables in predicting the dependent variable are shown in Table 10.

Table 10: *Regression Coefficients*

Variable	B	Beta	T	Sig
Constant	2.415		8.299	.000
Self-esteem	.011	.113	2.082	.038
Self-efficacy	.003	.030	.605	.546
Gender	.029	.026	.478	.633

Source: Field survey, Poku Agyeman (2019)

The results in Table 9 show that the impact of the variable self-esteem ($T=2.082$, $p < .05$) was statistically significant. The impact of the variables self-

efficacy ($T=.605$, $p>.05$) and Gender ($T=.478$, $p>.05$) were however not statistically significant. The implication of the results is that only self-esteem was a significant predictor of academic achievement in this study. The rest of the variables were not significant predictors of academic achievement in the study.

Hypothesis One:

H_0 : There is no significant difference in the academic achievements of male and female students in the Colleges of Education in Ghana.

H_1 : There is significant difference in the academic achievements of male and female students in the Colleges of Education in Ghana.

The first hypothesis sought to determine whether there was any significant difference in the academic achievements of the male and female students in the Colleges of Education. The independent samples t-test was used in analyzing the data at 0.05 level of significance. The results are shown in Tables 10 and 11.

The Levene’s test for homogeneity of variance was done first to test the homogeneity of variances. The results are presented in Table 11.

Table 11: *Levene’s Test for Equality of Variances*

	F	Sig
Equal variances assumed	.002	.965
Equal variances not assumed		

Source: Field survey,Poku Agyeman (2019)

From Table 11, it can be seen that the significant value of .965 is greater than .05 the significant level. This implies that equal variances can be assumed.

Table 12: *Difference in Academic Achievement of Male and Female*

Students

Gender	N	Mean	SD	Df	t-value	Sig (2-tailed)
Male	172	3.00	0.56	398	.326	.744
Female	228	2.98	0.57			

Source: Field survey, Poku Agyema (2019)

It is shown in Table 12 that there is no significant difference in the academic achievement of male and female students ($t(398) = .326, p > .05$). The mean score of the males was 3.00 while that of females was 2.98. With just a difference of .02, it was not surprising that the statistical test revealed that the difference was not significant. Based on the results in Table 11, the null hypothesis was not rejected. Thus, male and female students did not differ in their academic achievement.

Hypothesis Two:

H_0 : There is no significant relationship between students' self-esteem and their academic achievement in the Colleges of Education in Ghana.

H_1 : There is significant relationship between students' self-esteem and their academic achievement in the colleges of Education in Ghana.

This hypothesis sought to identify the relationship between students' self-esteem and their academic achievement in the Colleges of Education. The Pearson's product moment correlation (r) was used to test this hypothesis. The results are shown in Table 13.

Table 13: *Relationship between Self-Esteem and Academic Achievement*

		Self-esteem	CGPA
Self-esteem	Pearson correlation	1	.105*
	Sig. (2-tailed)		.036
	N	400	400
CGPA/Score	Pearson Correlation	.105*	1
	Sig. (2-tailed)	.036	
	N	400	400

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

Table 12 shows the relationship between self-esteem and academic achievement as revealed by the Pearson Correlation analysis. It could be seen there was a significant relationship between self-esteem and the academic achievement of students ($r=.105$, $p<.05$). There was a weak but positive correlation in the variables. This suggests that as self-esteem increases academic achievement also increases. The alternate hypothesis is therefore accepted.

Hypothesis Three:

H_0 : There is no significant relationship between students’ self-efficacy and academic achievement in the colleges of Education in Ghana.

H_1 : There is significant relationship between students’ self-efficacy and academic achievement in the colleges of Education in Ghana.

This hypothesis sought to identify the relationship between students’ self-efficacy and their academic achievement in the Colleges of Education. The Pearson’s product moment correlation (r) was used to test this hypothesis. The results are shown in Table 14.

Table 14: *Relationship between Self-Efficacy and Academic Achievement*

		Self-efficacy	CGPA
Self-efficacy	Pearson Correlation	1	.037
	Sig. (2-tailed)		.456
	N	400	400
CGPA/Score	Pearson Correlation	.037	1
	Sig. (2-tailed)	.456	
	N	400	400

Source: Field Survey (2020) Significance >.05

Table 14 shows the relationship between self-efficacy and academic achievement as revealed by the Pearson Correlation analysis. It could be seen there was no significant relationship between self-efficacy and the academic achievement of students ($r=.037$, $p>.05$). The null hypothesis was therefore accepted.

Hypothesis Four:

H_0 : There is no significant relationship between students’ self-esteem and their self-efficacy in the Colleges of Education in Ghana.

H_1 : There is a significant relationship between students’ self-esteem and their self-efficacy in the Colleges of Education in Ghana.

This hypothesis aimed at finding out the relationship between students’ self-esteem and their self-efficacy. The Pearson’s product moment correlation (r) was used to test this hypothesis. The results are shown in Table 15.

Table 15: *Relationship between Self-Esteem and Self-Efficacy*

	Self-esteem	Self-efficacy
--	-------------	---------------

Self-esteem	Pearson Correlation	1	.058
	Sig. (2-tailed)		.248
	N	400	400
Self-efficacy	Pearson Correlation	.058	1
	Sig. (2-tailed)	.248	
	N	400	400

Source: Field Survey, Poku Agyeman (2019)

Significance > .05

Table 15 shows the relationship between self-esteem and self-efficacy. It could be seen there was no significant relationship between self-esteem and the self-efficacy of students ($r=.058$, $p>.05$). The null hypothesis was accepted.

Discussion

Level of Self-Esteem of Students

The first objective of the study was to find the level of self-esteem of students towards their academic work. The study found that the students generally had high sense of self-esteem. They indicated that they did not feel like failures, they saw themselves as useful when it comes to their academic performance among others. Overall, the results showed that the respondents had a positive outlook of themselves and their lives.

The findings are in line with the findings of Brown and Chu (2012) who revealed that most students had high self-esteem. In a similar manner, Zimmerman and Cleary (2005) indicated that college students usually saw themselves as unique and valuable and thus did not feel inferior. Several other researchers have confirmed that students mostly had strong sense of self about

themselves (Blankson & Zhou, 2002; Lockett & Harrell, 2003). The general implication of all these findings is that students mostly hold a positive view about themselves. This is a good indicator for college students since this can translate into their work as teachers when they graduate.

Level of Self-Efficacy of Students

The study aimed at finding out the level of self-efficacy of students in Colleges of Education. The results showed that the respondents had high sense of self-efficacy. The respondents were of the view that they can solve most problems if they invest the necessary effort, they also believed in their abilities to solve their problems and indicated that when they are in trouble they can usually think of solutions. Aside these, the respondents indicated that they always managed to solve difficult problems if they tried hard enough and also believed that it was easy for them to stick to their aims and accomplish their goals. From the results, it was evident that most of the respondents had high sense of self-efficacy.

The findings confirm the findings of Zebardast, Besharat and Hghihatgoo (2011) that most students had a higher level of self-efficacy. Similarly, Seyedi-Andi, Bakouei, Adib-Rad, Khafri, and Salavati (2019) investigated the effect of demographic and socioeconomic variables on self-efficacy status in students of Babol University of Medical Sciences and found that the students had high levels of self-efficacy. Higher self-efficacy results in higher strength, resistance, and flexibility. As a result, students with high level of self-efficacy believe that they are able to effectively affect their life events and expect more success than those with lower self-efficacy (Solhi, Kazemi, & Haghni, 2012). Overall, the findings of the current study and the other similar

studies point to the claims made by Zajacova, Lynch, and Espenshade, (2005) that high self-efficacy is a motivator which when directed towards the right activities could lead to more success.

Predictive Ability of Gender, Self-esteem and Self-efficacy to the Academic Achievement of Students

The study also sought to identify the predictive ability of gender, self-esteem and self-efficacy to the academic achievement of students. The study revealed that of all the independent variables, self-esteem was the only significant predictor of academic achievement. Self-efficacy and gender were however found not to be significant predictors of academic achievement. The findings imply that only self-esteem had an impact on academic Achievement while self-efficacy and gender had no significant impact on academic Achievement.

The findings are in line with the findings of Romon, Cuestas, and Fenollar (2008) who analysed factors influencing academic performance and found that self-esteem had the strongest impact on learning and as such improving self-esteem was important. Baumeister et al (2003) remarked that self-esteem is a highly desirable psychological source of positive behavior which may include academic achievement. For example, it is commonly believed that students with high self-esteem attain higher grades than those with low self-esteem. This may stem from the fact that those students with high self-esteem may be better motivated to learn and are likely to set higher goals in life and work tirelessly towards attaining them.

Self-esteem has positively predicted academic achievement of diverse samples, such as university students, pre-university students and adolescents

(Roman et al., 2008; Aryana, 2010; Li et al., 2018). In a similar vein, self-esteem has been found to be conducive to educational achievement among youths in schools (Carranza et al., 2009).

The findings again support the findings of LaForge-MacKenzie and Sullivan (2013) that self-efficacy was not a significant predictor of performance and achievement. Pajares and Schunk (2001) noted that when self-efficacy beliefs do not correspond with the achievement outcome with which they are compared, their predictive value is reduced or can even be nullified. This could explain why self-efficacy was not found to be a significant predictor of academic performance of students in the current study. The similarities noticed across all the studies point to the fact that, giving preference to improving the self-esteem of students can go a long way to improving the academic performance of students.

In the current study, even though the students indicated high self-efficacy, self-efficacy was not found to be predictive of academic performance. This could probably be because the respondents were not very truthful in their responses. Again, it could probably be due to the students not connecting their self-efficacy beliefs to their academic work. Thus, even though they believed in their abilities, they did not use this self-belief when it had to do with their academic work. Again, anxiety during examination, stress and fears may even hinder students' ability to perform well. All these are possible reasons that could be attributed to this finding.

Gender Difference in Academic Achievement

Further, the study intended to find out the difference between academic achievement of male and female students. The results showed that there was

no significant difference in the academic achievement of male and female students ($t(398) = .326, p > .05$). Based on the results, it can be inferred that male and female students did not differ in their academic achievement.

The finding is consistent with the finding of Goni, Yagana-wali, Ali and Bularafa (2015) who examined the differences between students' gender and academic achievement in Colleges of Education in Borno State. Goni et al. found that there was no significant gender difference in the academic performance of students in Colleges of Education in Borno State, Nigeria. Among American students, there have been similar findings that gender differences in academic achievement are practically nonexistent (Wigfield, Eccles, & Pintrich, 1996). These findings are supported in the current study.

Ghazvinia and Khajehpoura (2011) also examined gender differences existing in various cognitive motivational variables and concluded that gender differences were not found in external locus of control, in academic self-concept, and in study aids and test strategies. Thus, by implication, male and female students had similar cognitive motivational variables which could influence their academic performance. Therefore, by prediction, academic performance of these students was likely not to be different. In recent years, Albalawi (2019) have revealed that the performance of male and female interns did not differ neither in their undergraduate study in the Taibah University, Saudi Arabia.

Contrary to the findings of the current study, several previous studies showed that gender differences exist in academic performance of students. For instance, Young and Fisler (2000) revealed that males excel academically better than their female counterparts. Similarly, Ekeh (2003) found that males

performed better than females in science and mathematics tests. In higher education, however, females were often found to outperform males in a number of courses (Leonard & Jiang, 1999; Hyde & Kling, 2001; Wainer & Steinberg, 1992).

Generally, the contradictions between the findings of the current study and the other studies which found gender differences in academic performance could be because of the differences in academic gender stereotyping in different societies (Okwon, 2005; Stage & Kloosterman, 1995). Since gender is a cultural construct that distinguishes the roles, behaviour, mental and emotional characteristics between females and males in a society, it is likely that academic performance can vary according to gender in some places compared to other places. From the results of the current study and those of the previous studies, it is obvious that the findings regarding gender difference in academic performance of students remain inconclusive.

Relationship between Self-Esteem and Academic Achievement

The study found that there was a significant relationship between self-esteem and the academic achievement of students ($r=.105$, $p<.05$). The relationship was however a weak positive correlation. This implies that as self-esteem increases, academic achievement increases and vice versa. It can be inferred therefore that even though self-esteem is significantly related to academic achievement of students, the relationship is not strong.

The finding of the current study confirms that of Arshad, Zaidi and Mahmood (2015) that there was a significant relationship between self-esteem and academic performance of students in University Faisalabad. Most of the studies examining the relationship between self-esteem and academic

achievement conducted among students have all shown positive and consistent correlation between the two variables (Baumeister et al., 2003; Pottebaum, Keith, & Ehly, 1986).

Saha and Tamanna (2018) also found that among students, self-esteem has positive relationship with their academic performance. Saha and Tamanna claimed that this cuts across students of all levels. The finding of Saha and Tamanna was also recently confirmed by the findings of Liu, Teng and Zhu (2019) who revealed that self-esteem had significant relationship with academic performance of students. Liu, Teng and Zhu added that self-esteem (positive or negative) could mediate the relationship between other variables and academic achievement of students.

Relationship between Self-Efficacy and Academic Achievement

The study revealed that there was no significant relationship between self-efficacy and the academic achievement of students. Even though self-efficacy was found to be high among the respondents, it was not found to be significantly related to their academic achievement. This could mean that the respondents believed in their abilities in general and not necessarily in terms of their academic work. The scale for measuring self-efficacy in this study was the General Self-Efficacy Scale which viewed self-efficacy in its general form and not restricted to academic work. Thus, by implication, the students probably did not apply their self-belief in their academic work. It is possible for the students to have an overall sense of self-belief and still be scared whenever they are faced with examinations. This is a common experience for most students in the Ghanaian context. The fear of failure can overshadow the general sense of self-belief particularly during examinations.

The finding supports the finding of Köseoğlu (2015) that the relationship between self-efficacy and GPA was partially mediated by effort-regulation. This finding was based on the assumption that self-efficacy on its own could not influence the academic achievement of students except mediated by the efforts that student invested in their academic work. Similarly, Pajares and Schunk (2001) revealed that when self-efficacy beliefs are globally assessed, relationship and prediction of performance is diminished.

In contrast to the findings of the current study, there are several research findings pointing to the fact that is a significant relationship between self-efficacy and academic success (Köseoğlu, 2015; Meral, Colak & Zereyak, 2012). Regardless, the findings of the current study are not in doubt since it has been found by Strelnieks (2005) that whether self-efficacy could influence one's academic success depended on some crucial external factors, like gender and socio-economic status of the individual learner.

From the foregoing, it is evident that even though most of the existing studies support the potency of self-efficacy to influence academic success, there are some studies like the current study which suggest otherwise. The inconclusiveness observed may call for further investigation to demonstrate a clearer understanding between the two constructs.

Relationship between Self-Esteem and Self-Efficacy

The final objective of the study was to find out the relationship between self-esteem and self-efficacy. The results showed that there was no significant relationship between self-esteem and the self-efficacy of students ($r=.058$, $p>.05$). The implication of the finding is that self-esteem was not

significantly related to the self-efficacy of students. In essence, the respondents' sense of worth and self was not significantly related to their belief in their capacity towards their academic work. The lack of relationship between self-efficacy and self-esteem among the respondents in this study could probably be because the students viewed their sense of worth as a concept unrelated to their beliefs about their academic work. It is possible for a person to think highly of themselves generally and still have some fears when it comes to succeeding in academic examinations. This is one likely reason for this finding. This does not bode well for the students if they graduate to be teachers. It is an important consideration therefore, that students are made to understand how they can connect their sense of worth to their beliefs about their academic prowess.

The findings obtained in this study are in support of the findings of Pajares and Schunk (2001) that on several occasions, self-efficacy beliefs may not be related to self-esteem of students. They viewed self-efficacy as a judgment of the confidence that one has in one's abilities while self-esteem was seen as a description of one's own perceived self, accompanied by an evaluative judgment of the self. They also saw self-esteem as being dependent on how a culture or social structure values the attributes on which the individual bases his or her feelings of self-worth. However, since self-efficacy beliefs are not as tightly bounded by cultural considerations, they were of the view that self-esteem and self-efficacy beliefs could stand alone as individual constructs.

In a similar vein, Edwards and Lambert (2007) found no relationship between self-esteem and self-efficacy of students. This same finding has been

confirmed in several other studies (Barber, 1996; Chang, 2011; Wang et al., 2007). Thus, it can be claimed that contrary to what may be expected, it is not surprising for self-esteem to be found not relating to self-efficacy.

Chapter Summary

This chapter covered the results and discussion of the study. The study revealed that the students in the study had a high sense of self-esteem. The results showed again that the respondents had high sense of self-efficacy. The study revealed however that of all the independent variables (self-esteem, self-efficacy and gender), self-esteem was the only significant predictor of academic achievement.

Further, the results showed that there was no significant difference in the academic achievement of male and female students. The study found that there was a significant relationship between self-esteem and the academic achievement of students. The relationship was however a weak positive correlation. The study revealed also that there was no significant relationship between self-efficacy and the academic achievement of students. Finally, the study found that there was no significant relationship between self-esteem and the self-efficacy of students.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

This chapter presents the summary, conclusions and recommendations of the study. Again, contribution to knowledge and suggestions for further research are given in this chapter.

Summary of Study

The general purpose of the study was to find out which of these variables: Gender, self-esteem and self-efficacy predicts academic achievement most among students in the colleges of education in Ghana. Specifically, the study sought to answer three research questions and test four hypotheses.

The literature review of the study related materials focused on theoretical, conceptual as well as empirical information deemed relevant to the study. The theoretical section focused on theories relating to self-esteem and self-efficacy and their roles within the field of academics. The conceptual framework presented a model that explained the relationship between the independent variables and the dependent variable. The section on empirical review discussed issues under the following sub-themes: impact of self-efficacy on academic success, impact of self-esteem on academic success and how gender of student influences academic output of students.

Descriptive survey design was adopted for the study. A sample of 400 second year students was selected from St. Monica's College of Education and

Mampong Technical College of Education through purposive, proportionate stratified and systematic random sampling techniques. Data was collected by using questionnaire. Data was analysed using descriptive and inferential statistics.

Key Findings

The study revealed that students in Colleges of Education had a high sense of self-esteem. They indicated that they did not feel like failures, useless at times and did not think that they were not good at all. Overall, the results showed that the respondents had a positive outlook of themselves and their lives.

The study also found that the respondents had high sense of self-efficacy. The respondents were of the view that they can solve most academic problems if they invest the necessary effort, they also indicated that when they are faced with academic challenges they can usually think of solutions. Aside these, the respondents indicated that they always managed to solve difficult academic problems if they tried hard enough and believed that it was easy for them to stick to their educational aims and accomplish their academic goals.

Further, the study revealed that of all the independent variables, self-esteem was the only significant predictor of academic achievement. Self-efficacy and gender were however found not to be significant predictors of academic achievement. This could probably be due to the fact that students do not connect their self-efficacy beliefs to their academic work.

Again, the results showed that there was no significant difference in the academic achievement of male and female students. Thus, male and female students did not differ in their academic achievement. There was also a

significant relationship between self-esteem and the academic achievement of students. The relationship was however a weak positive correlation.

In addition, the study revealed that there was no significant relationship between self-efficacy and the academic achievement of students. Thus, self-efficacy of students was not found to be significantly related to their academic achievement. Finally, the study revealed that there was no significant relationship between self-esteem and the self-efficacy of students. The implication is that self-esteem was not significantly related to the self-efficacy of students.

Conclusions

From the findings of the study, it can be concluded that teacher-trainees would graduate with a high sense of self-esteem that can positively help them in their work as teachers. Again, students in Colleges of Education believed in their capacity to solve difficult problems and stick to their goals. This will go a long way to ensure their success as far as the teaching profession is concerned. They will be successful in accomplishing tasks assigned to them in the classroom and in the profession in general. It is concluded also that how students perceived their sense of worth was the only significant predictor of their academic achievement contrary to several previous assumptions and beliefs that self-efficacy and gender could impact academic performance. This therefore appeared to be a new direction of finding brought forth by the study. Moreover, regardless of gender, academic achievement of students in Colleges of Education remained the same or similar. This also brings in a different view to the popular opinion that males may be performing better than females in colleges. Again, as self-esteem

increases, academic achievement increases and the reverse holds even though this relationship may be weak. This implies that though, correlation does not mean causality, there is a relationship between the variables concerned.

Finally, it is concluded that there was no significant relationship between self-efficacy and the academic achievement of students. This was surprising in that since the students had high self-efficacy, it was anticipated that it would translate into academic achievement. However, it turned out to be the reverse. This sends the signal that if self-efficacy belief of students is not directed at their academic work in schools, then self-efficacy may not be related to their academic achievement. Thus, it could mean that the respondents believed in their abilities in general and not necessarily in terms of their academic work. Students may have a high self –efficacy but anxiety and fear associated with examination may not make students connect their abilities in answering questions in examinations. This could be the reasons for this conclusion. Students in the study had high sense of self-esteem and high sense of self-efficacy, it was therefore surprising that there was no relationship between self-esteem and self-efficacy. The reason may be that though a student may value himself or herself he or she may not attribute his abilities to that self -worth. A person may value himself or herself generally but may not necessarily belief in his ability to accomplish tasks especially in academic works.

Recommendations

The following recommendations are made based on the findings of the study:

1. College management through the counselling units in the Colleges of Education should organize intermittent guidance programmes focused

on empowering students to continue building up their self-esteem. Even though the students had good sense of self-esteem, it is important that this is continued and improved.

2. Academic counsellors and advisors should work with the counselling units in the Colleges of Education and should use means such as orientations and other outreach programmes to encourage students to direct their self-efficacy beliefs towards their academic work. This is essential because having a high self-efficacy can be beneficial academically, if directed at academic work.
3. College management should consider both males and females in programmes aimed at improving the academic performance of students. No specific gender should be given preferential treatment since both males and females had similar levels of academic achievement in the current study.

Suggestions for Further Research

The following suggestions are made for future research:

1. Further research can investigate into the measures by which self-efficacy can be directed more towards academic work.
2. Further research can be conducted qualitatively or using a mixed methods approach to be able to get the reasons behind some of the findings in the current study. For instance, the reasons why self-efficacy did not predict academic performance can be explored qualitatively. Again, lack of relationship between self-esteem and self-efficacy can also be looked into qualitatively.

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APPENDIX A
UNIVERSITY OF CAPE COAST
COLLEGE OF EDUCATION STUDIES
FACULTY OF EDUCATIONAL FOUNDATIONS
DEPARTMENT OF GUIDANCE AND COUNSELLING
QUESTIONNAIRE

Dear Respondent,

I am embarking on a study that seeks to find out whether Gender, Self-Esteem and Self-Efficacy predict academic achievement among College of Education Students in the Asante Mampong Municipality of the Ashanti Region of Ghana.

I would be grateful if you could respond to the items on this questionnaire.

There is no right or wrong response. I am interested in your feelings and opinion. Select the option, which best describes your feelings and opinion by ticking []

SECTION A

Demographic Data

1. Gender/ Sex: Male []

Female []

2. Age Range in years

20-24[]

25-29[]

30-34[]

35-39[]

3. Level: 100 []

200 []

300 []

4. Programme: DBE []

B.Ed. []

SECTION B

ROSENBERG SELF-ESTEEM SCALE

Instructions

Below is a list of statements dealing with your general feelings about yourself.

Please

Indicate how strongly you agree or disagree with each statement

General Feelings about Once Self

Item	Statements	SA	A	D	SD
5	I am confident and that propels me to strive for academic success				
6	All in all, my current academic achievement reassures me that I am not a failure.				
7	I am afraid of academic failure and so I try performing academic tasks over and over again.				
8	I always feel confident as far as my academic performance is concerned.				
9	I have more respect for myself as far as my academic achievement is concerned.				
10	I am able to perform my academic tasks well as most other students do.				
11	I go all out to explore possible academic opportunities because I know I will succeed				
12	I believe in my capabilities even if others are				

	uncertain about that.				
13	I take a positive attitude toward my studies and that helps me to excel academically.				
14	I feel positive in completing academic tasks.				
15.	I set higher goals in my academic life and work more tirelessly towards attaining them.				
16.	I perceive myself as academically good.				
17.	I feel I have much to be proud of as far as my academic achievement is concerned.				
18.	I am motivated intrinsically towards my studies.				
19.	I feel others do not stand a better chance than me in terms of academics				
20.	I feel proud, anytime I accomplish an academic task				
21.	I believe that I am academically good when compared with others.				
22.	I hardly give up by succumbing to the feelings of Self-doubt and incompetence in all academic exercises				
23.	On the whole, I am satisfied with my academic achievement.				
24.	I feel that I have a number of good qualities as a student that measures in my overall academic				

	Achievements.				
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SECTION C

General Self-Efficacy Scale (GSE)

GENERAL SELF-EFFICACY SCALE (GSE)

Item	Statements	Not at all true	Hardly true	Moderately true	Exactly true
		all true			
25.	I can solve most of the academic problems I face if I invest the necessary effort				
26.	If I have a challenge in my academic work, I can usually think of solutions				
27.	I can always manage to solve difficult academic tasks if I try hard enough				
28.	It is easy for me to stick to my Educational aims and accomplish my goals academically.				
29.	When I am confronted with an Academic problem, I can usually				

	find several solutions irrespective of its magnitude.				
30.	I can remain calm when facing academic difficulties because I can rely on my coping abilities.				
31.	I can usually handle whatever academic problem that I am confronted with in my own way.				
32.	Thanks to my resourcefulness, I know how to handle unforeseen academic challenges.				
33.	I am confident that I could deal efficiently with unexpected learning situations.				
34.	If someone opposes me, concerning means to succeed academically, I find the means and ways to get what I want				

SECTION D

Instruction

Please kindly check from your students' portal and provide the correct respond by writing.

What is your current CGPA?

APPENDIX B

MAMPONG-ASHANTI

INDEX NUMBER	FIRST YEAR				SECOND YEAR	
	SEM 1		SEM 2		SEM 1	
	GPA	CGPA	GPA	CGPA	GPA	CGPA
1	2.13	2.13	1.43	1.74	0.54	1.35
3	1.46	1.46	1.59	1.53	1.54	1.53
5	2.71	2.71	2.57	2.63	2.92	2.73
7	1.54	1.54	1.89	1.71	2.58	1.99
9	2	2	2	2	2.65	2.22
11	2.54	2.54	2.11	2.31	3.12	2.58
13	2.92	2.92	2.86	2.88	3.23	3
15	2.54	2.54	2.36	2.44	3	2.63
17	2.21	2.21	2.68	2.46	3.04	2.65
19	2.58	2.58	2.79	2.69	3.54	2.97
21	1.92	1.92	2.21	2.08	2.73	2.29
23	0.81	0.81	0.78	0.79	1.31	0.92
25	3.42	3.42	3.11	3.25	3.46	3.32
27	2.13	2.13	2	2.06	3.12	2.41
29	2.69	2.67	2.46	2.56	2.65	2.59
31	1.19	1.19	1.66	1.42	1.88	1.56

33	2.67	2.67	2.43	2.54	3.38	2.82
35	1.19	1.19	0.89	1.03	1.88	1.26
37	2.04	2.04	2.43	2.25	3.12	2.54
39	2.33	2.33	2.61	2.48	3.35	2.77
41	1.57	1.57	1.53	1.55	2.73	1.91
43	1	1	1.14	1.07	1.69	1.24
45	2.29	2.29	1.94	2.09	3.27	2.46
47	1.07	1.07	1.08	1.08	1.31	1.14
49	3.13	3.13	2.96	3.04	3.38	3.15
51	1.57	1.57	2.09	1.85	3	2.2
53	1.88	1.88	2.04	1.96	3	2.31
55	2.83	2.83	2.64	2.74	3.46	2.97
57	1.11	1.11	1.35	1.53	1.96	1.52
59	2.38	2.38	2.5	2.44	3.42	2.77
61	2.38	2.38	2.5	2.44	3.04	2.64
63	1.67	1.67	2.07	1.88	2.88	2.22
65	1.16	1.16	1.25	1.21	2.31	1.51
67	1.67	1.67	1.05	1.28	1.77	1.42
69	2.75	2.75	2.38	2.54	3.04	2.7
71	2.83	2.83	2.44	2.61	3.23	2.8
73	2.46	2.46	2	2.21	3.12	2.51
75	2.04	2.04	2.43	2.25	3.12	2.54
77	2.33	2.33	2.16	2.48	3.35	2.77

79	1.57	1.57	1.53	1.55	2.73	1.91
81	1	1	1.14	1.07	1.69	1.24
83	2.29	2.29	1.94	2.09	3.27	2.46
85	1.07	1.07	1.08	1.08	1.31	1.14
87	3.13	3.13	2.96	3.04	3.38	3.15
89	1.57	1.57	2.09	1.85	3	2.2
91	1.43	1.43	1.67	1.55	2.12	1.73
93	2.13	2.13	1.89	2	3.15	2.89
95	3.71	3.71	3.54	3.62	3.85	3.69
97	1.39	1.39	1.22	1.3	1.96	1.49
99	2.21	2.21	2.57	2.4	3.31	2.71
101	1.12	1.12	1.11	1.11	0	1.08
103	2.21	2.21	2.09	2.14	1.96	2.09
105	1.54	1.54	1.42	1.5	1.92	1.63
107	3.13	3.13	2.86	2.98	3.62	3.19
109	2.04	2.04	2.32	2.18	2.92	2.41
111	2.83	2.83	3.14	3	3.5	3.15
113	2.17	2.17	2.18	2.17	2.81	2.38
115	2.21	2.21	2.46	2.35	3.19	2.63
117	3.13	3.13	3.21	3.19	3.77	3.37
119	2.83	2.83	2.82	2.83	3.31	2.99
121	2.79	2.79	2.82	2.81	3.5	3.04
123	2.63	2.63	2.54	2.58	3.42	2.86

125	1.38	1.38	1.47	1.42	2.08	1.61
127	1.14	1.14	1.26	1.21	1.37	1.36
129	1.32	1.32	1.47	1.4	2.58	1.76
131	2	2	2.32	2.17	3.17	2.49
133	2.38	2.38	2.46	2.42	3.08	2.64
135	1.31	1.31	1.33	1.32	2.27	1.59
137	2.04	2.04	2.25	2.15	2.31	2.21
139	2.71	2.71	3.29	3.02	3.62	3.22
141	2.42	2.42	2.46	2.44	3.04	2.64
143	1.83	1.83	1.56	1.68	2.19	1.84
145	2.63	2.63	2.82	2.73	3.19	2.88
147	2.42	2.42	2.41	2.27	3.19	2.85
149	2.54	2.54	2.5	2.52	3.46	2.83
151	1.41	1.41	1.31	1.35	2.19	1.59
153	1.92	1.92	2.27	2.12	2.96	2.4
155	2.21	2.21	2.68	2.46	3.08	2.67
157	2.25	2.25	2.43	2.45	3.04	2.85
159	3.25	3.25	3.5	3.38	3.77	3.51
161	1.05	1.05	1.59	1.59	1.88	1.65
163	2.83	2.83	2.86	2.85	3.12	2.94
165	1.88	1.88	2.18	2.04	2.38	2.15
167	2.88	2.88	2.31	2.55	3.35	2.8
169	2.29	2.29	2.61	2.46	3	2.64

171	3	3	3.18	3.1	3.46	3.22
173	2.38	2.38	2.39	2.38	3.27	2.68
175	2.42	2.42	2.64	2.54	3.23	4.77
177	2.58	2.58	2.16	2.6	3.23	2.81
179	3	3	2.96	2.98	3.42	3.19
181	1.43	1.43	1.67	1.55	2.12	1.73
183	2.13	2.13	1.89	2	3.15	2.38
185	3.71	3.71	3.54	3.62	3.85	3.69
187	1.39	1.39	1.22	1.3	1.96	1.49
189	2.21	2.21	2.57	2.4	3.31	2.71
191	1.12	1.12	1.11	1.11	0	1.08
193	2.21	2.21	2.09	2.14	1.96	2.09
195	3.04	3.04	2.68	2.85	3.38	3.03
197	1.29	1.29	1.14	1.2	1.92	1.41
199	0.97	0.97	1.18	1.08	1.35	1.15
201	2.25	2.25	2.43	2.35	2.96	2.55
203	3.13	3.13	3.04	3.08	3.54	3.23
205	3.42	3.42	3.36	3.38	3.5	3.42
207	1.79	1.79	1.42	1.57	2.23	1.77
209	2.5	2.5	2.29	2.38	3.15	2.64
211	2.58	2.58	2.47	2.52	3.35	2.78
213	2.42	2.42	2.14	2.27	2.77	2.44
215	1.29	1.29	1.57	1.42	2	1.59

217	2.88	2.88	2.82	2.85	3.5	3.06
219	2.17	2.17	1.53	1.8	2.59	1.91
221	2.54	2.54	2.61	2.58	3.19	2.78
223	3.71	3.71	3.5	3.6	3.69	3.63
225	0.92	0.92	1.32	1.11	1.54	1.22
227	3.1	3.1	2.93	2.96	3.35	3.09
229	2.21	2.21	1.97	2.07	3.12	2.4
233	3.25	3.25	3.07	3.15	3.69	3.33
235	2.04	2.04	2.1	2.04	2.23	2.09
237	1.61	1.61	1.66	1.63	1.92	1.72
239	1.35	1.35	1.03	1.2	1.35	1.24
241	3	3	2.82	2.9	3.46	3.09
243	2.67	2.67	2.21	2.42	2.69	2.51
245	2	2	1.78	1.88	2.96	2.22
247	0.81	0.81	0.78	0.79	1.31	0.92
249	3.13	3.13	2.96	3.04	3.38	3.15
251	2.71	2.71	2.89	2.81	3.38	3
253	2.38	2.38	2.46	2.42	3.08	2.64
255	2.67	2.67	2.46	2.56	2.65	2.59
257	1.19	1.19	1.66	1.42	1.88	1.56
259	2.67	2.67	2.43	2.54	3.38	2.82
261	1.19	1.19	0.89	1.03	1.88	1.26
263	1.88	1.88	2.04	1.96	3	2.31

265	2.83	2.83	2.64	2.73	3.46	2.97
267	2.29	2.29	2.21	2.25	3.08	2.35
269	2.96	2.96	3.11	3.04	3.42	3.17
271	1.88	1.88	2.04	1.96	3	2.31
273	2.83	2.83	2.44	2.61	3.23	2.8
275	1.46	1.46	1.56	1.52	2.27	1.74
277	2	2	2.32	2.17	3.12	2.49
279	1.25	1.25	1.63	1.44	2.35	1.7
281	2.29	2.29	2.18	2.23	3.04	2.5
283	2.63	2.63	2.82	2.73	3.19	2.88
285	2.21	2.21	2.51	2.4	3.31	2.71
287	2.21	2.21	2.09	2.14	1.96	2.09
289	3.21	3.21	2.86	3.02	3.5	3.18
291	2.38	2.38	2.5	2.44	3.42	2.77
293	1.11	1.11	1.53	1.35	1.96	1.52
295	2.38	2.38	2.5	2.44	3.04	2.64
297	1.67	1.67	2.07	1.88	2.88	2.22
299	1.16	1.16	1.25	1.29	2.31	1.51
301	1.67	1.67	1.05	1.28	1.77	1.42
303	2.75	2.75	2.38	2.54	3.04	2.7
305	2.46	2.46	2	2.21	3.12	2.51
307	2.04	2.04	2.43	2.25	3.12	2.14
309	2.33	2.33	2.61	2.48	3.35	2.77

311	1.57	1.57	1.53	1.55	2.73	1.91
313	1	1	1.14	1.07	1.69	1.24
315	2.29	2.29	1.94	2.09	3.29	2.46
317	1.07	1.07	1.08	1.08	1.31	1.14
319	1.57	1.57	2.09	1.85	3	2.21
321	1.53	1.53	1.35	1.44	2.08	1.62
323	1.03	1.03	1.06	1.04	1.73	1.23
325	2.38	2.38	2.43	2.4	2.88	2.56
327	0.88	0.88	1.2	1.05	1.65	1.21
329	1.83	1.83	2.04	1.94	2.77	2.22
331	2.46	2.46	2.32	2.38	2.77	2.51
333	2.5	2.5	2.82	2.67	3.35	2.9
335	2.92	2.92	2.96	2.94	3.73	3.21
337	2.92	2.92	2.93	2.92	3.5	3.21
339	3.13	3.13	2.86	2.98	3.62	3.19
341	2.04	2.04	2.32	2.18	2.92	2.41
343	2.38	2.38	3.14	3	3.5	3.17
345	2.17	2.17	2.18	2.17	2.81	2.38
347	2.21	2.21	2.46	2.35	3.19	2.63
349	3.13	3.13	3.21	3.17	3.77	3.37
351	2.83	2.83	2.82	2.83	3.31	2.99
353	2.79	2.79	2.82	2.81	3.5	3.04
355	2.63	2.63	2.54	2.58	3.42	2.86

357	1.38	1.38	1.47	1.42	2.08	1.61
359	1.14	1.14	1.26	1.21	1.73	1.36
341	1.32	1.32	1.47	1.4	2.58	1.76
343	2.83	2.83	3.14	3	3.5	3.17
345	2.17	2.17	2.18	2.17	2.81	2.38
347	2.21	2.21	2.46	2.35	3.19	2.63
349	3.13	3.13	3.21	3.17	3.77	3.37
351	2.83	2.83	2.82	2.83	3.31	2.99
353	2.79	2.79	2.82	2.81	3.5	3.04
355	2.36	2.36	2.54	2.58	3.42	2.86
357	1.38	1.38	1.47	1.42	2.08	1.61
359	1.14	1.14	1.26	1.21	1.73	1.36
361	1.32	1.32	1.47	1.4	2.58	1.76
363	2	2	2.32	2.17	3.12	2.49
365	1.31	1.31	1.33	1.32	2.27	1.59
367	2.04	2.04	2.25	2.15	2.31	2.21
369	2.71	2.71	3.29	3.02	3.62	3.22
371	2.42	2.42	2.46	2.44	3.04	2.64
373	1.83	1.83	1.56	1.68	2.19	1.84
375	2.42	2.42	2.14	2.27	3.19	2.58
377	2.54	2.54	2.5	2.52	3.46	2.83
377	1.41	1.41	1.31	1.35	2.19	1.59
379	1.92	1.92	2.29	2.12	2.96	2.4

381	2.21	2.21	2.68	2.46	3.08	2.67
383	2.25	2.25	2.43	2.35	3.04	2.58
385	3.25	3.25	3.5	3.38	3.77	3.54
387	1.5	1.5	1.59	1.55	1.88	1.65
389	2.83	2.83	2.86	2.85	3.12	2.94
391	1.88	1.88	2.18	2.04	2.38	2.15
393	2.88	2.88	2.31	2.55	3.35	2.8
395	2.29	2.29	2.61	2.46	3	2.64
397	3	3	3.18	3.1	3.46	3.22
399	2.38	2.38	2.39	2.38	3.27	2.68
401	2.42	2.42	2.64	2.54	3.23	2.77
403	2.58	2.58	2.61	2.6	3.23	2.81
405	3	3	2.96	2.98	3.42	3.13
407	1.43	1.43	1.67	1.55	2.12	1.73
409	2.13	2.13	1.89	2	3.15	2.38
411	3.71	3.71	3.54	3.62	3.85	3.69
413	3.58	3.58	3.43	3.5	3.73	3.58
415	2.54	2.54	2.71	2.63	3.23	2.83
417	1.61	1.61	1.56	1.58	2.23	1.78
419	1.71	1.71	1.45	1.55	2.08	1.7
421	1.47	1.47	1.3	1.38	2.31	1.62
423	3.71	3.71	3.43	3.56	3.88	3.67
425	2.75	2.75	2.43	2.58	3.42	2.86

**SAMPLED GROUP GPA/CGPA-MAMPONG TECHNICAL COLLEGE OF
EDUCATION, MAMPONG-ASHANTI**

INDEX NUMBER	FIRST YEAR				SECOND YEAR	
	SEM 1		SEM 2		SEM 1	
	GPA	CGPA	GPA	CGPA	GPA	CGPA
	1	1.12	1.12	2.29	1.69	1.96
4	3.06	3.06	3.5	3.28	3.67	3.43
7	2.91	2.91	3.38	3.15	3.5	3.29
10	1.95	1.95	1.75	1.84	2.63	2.14
13	2.23	2.23	2.08	2.15	2.57	2.32
17	2.91	2.91	3.17	3.04	3.8	3.34
20	1.62	1.62	2	1.81	2	1.88
23	1.92	1.92	1.54	1.7	2.07	1.84
26	1.85	1.85	2.75	2.28	2.97	2.54
29	3.27	3.27	3.63	3.46	3.73	3.57
32	2.23	2.23	2.08	2.15	2.57	2.32
35	1.77	1.77	2.58	2.2	3	2.51
38	3.14	3.14	3.25	3.2	3.93	3.46
41	2.58	2.58	1.79	2.13	2.7	2.32
44	2.38	2.38	2.4	2.39	3.27	2.7
47	2.15	2.15	1.62	1.85	2.87	2.19
50	2.83	2.83	2.96	2.9	3.19	3
53	2.31	2.31	1.44	1.82	2.37	2

56	1.65	1.65	1.64	1.65	2.63	2
59	2.54	2.54	2.23	2.36	2.4	2.38
62	2.04	2.04	1.4	1.7	1.9	1.77
65	2.77	2.77	2.33	2.54	2.67	2.58
68	2.04	2.04	1.77	1.89	2.2	2
71	1.3	1.3	1.16	1.22	1.9	1.43
74	3.65	3.65	3.43	3.54	3.3	3.45
77	2.25	2.25	2.43	2.35	3.42	2.71
80	2.15	2.15	1.62	1.85	2.87	2.19
83	1.73	1.73	2.09	1.93	3	2.29
86	2.36	2.36	2.63	2.5	3.07	2.72
89	2	2	2.44	2.25	2.23	2.24
92	2.73	2.73	2.27	2.48	2.87	2.62
95	3	3	2.73	2.86	3.63	3.13
98	2.07	2.07	1.5	1.74	2.1	1.85
101	2.92	2.92	3.54	3.25	3.23	3.24
104	3.17	3.17	3.43	3.31	3.62	3.41
107	2.96	2.96	2.57	2.75	3.13	2.88
110	1.18	1.18	1	1.08	1.98	1.45
113	1.92	1.92	2.86	2.42	2.62	2.49
116	2.17	2.17	2.03	2.1	2.73	2.31
119	2.31	2.31	1.9	2.09	2.13	2.1
122	3.5	3.5	3.25	3.37	3.8	3.54
125	2.69	2.69	2.33	2.5	3.1	2.71

128	2.31	2.31	1.44	1.94	2.37	2.07
131	2.07	2.07	2.79	2.43	2.81	2.55
134	1.63	1.63	1.96	1.81	2.62	2.06
137	2.27	2.27	2.33	2.3	2.67	2.43
140	2.41	2.41	2.43	2.42	3.17	3.03
143	2.58	2.58	1.79	2.13	2.7	2.32
146	3.32	3.32	3.38	3.25	3.8	3.53
149	2.42	2.42	2.54	2.48	2.1	1.87
152	2.77	2.77	2.92	2.85	3.42	3.13
155	2.85	2.85	2.67	2.74	3.37	2.99
158	1.04	1.04	1.03	1.02	1.5	1.17
161	2.86	2.86	3.13	3	3.37	3.34
164	3.23	3.23	3.54	3.39	3.73	3.35
167	2	2	2.44	2.25	2.23	2.24
170	1.23	1.23	2.33	1.76	2.33	1.98
173	3.17	3.17	3.43	3.31	3.62	3.41
176	3.18	3.18	2.83	3	3.7	3.28
179	1.68	1.68	2.11	1.92	2.43	2.11
182	2	2	2.42	2.22	2.37	2.28
185	3.09	3.09	3.25	3.17	3.8	3.42
188	2.23	2.23	2.88	2.57	2.97	2.77
191	3.18	3.18	3	3.09	3.27	3.26
194	2.73	2.73	2.67	2.7	2.8	2.74
197	2.73	2.73	2.27	2.48	2.87	2.62

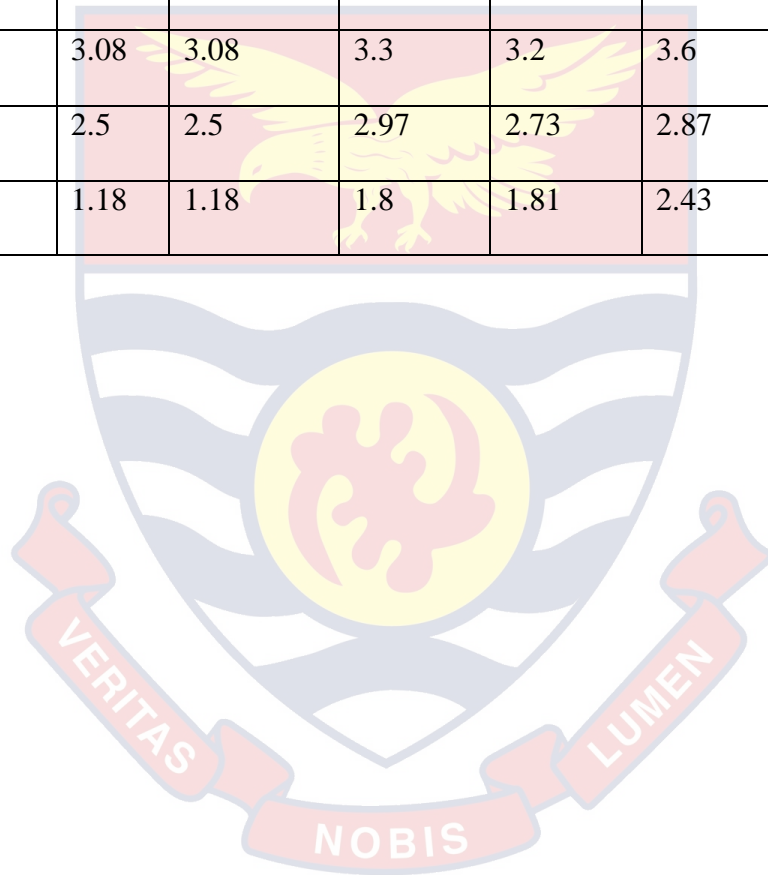
200	1.92	1.92	2.86	2.42	2.62	2.49
203	1.5	1.5	2.38	1.96	2.57	2.2
206	2.83	2.83	2.96	2.9	3.19	3
209	2.38	2.38	2.4	2.39	3.27	2.9
212	2.31	2.31	1.9	2.09	2.13	2.1
215	2.25	2.25	2.43	2.25	3.42	2.71
218	2.07	2.07	1.5	1.74	2.1	1.93
221	2.54	2.54	2.23	2.38	2.4	2.28
224	3	3	3.42	3.22	3.57	3.39
227	2.64	2.64	2.75	2.7	3.33	2.95
230	1.95	1.95	2.25	2.11	2.83	2.39
233	3.35	3.35	3.46	3.5	3.5	3.42
236	1.82	1.82	1.96	1.89	2.1	1.97
239	1.45	1.45	0	0.7	0	0.42
242	1.91	1.91	2.33	2.13	2.07	1.92
245	3.14	3.14	3.83	3.5	3.5	3.42
248	2.91	2.91	3.38	3.15	3.5	3.29
251	3.14	3.14	3.25	3.2	3.93	3.59
254	1.77	1.77	2.58	2.2	3	2.51
257	1.85	1.85	2.75	2.28	2.97	2.54
260	3.27	3.27	3.63	3.46	3.73	3.57
263	1.91	1.91	1.7	1.54	2.07	1.84
266	3.05	3.05	3.5	3.28	3.67	3.48
269	1.95	1.95	1.75	1.84	2.63	2.14

272	2.23	2.23	2.08	2.15	2.57	2.32
275	1.26	1.26	2	1.81	2	1.88
278	1.12	1.12	2.29	1.65	1.96	1.74
281	2.91	2.91	3.17	3.04	3.8	3.34
284	1.91	1.91	2.68	2.42	2.62	2.49
287	2.17	2.17	2.03	2.1	2.73	2.31
290	2.31	2.31	1.9	2.09	2.13	2.1
293	3.5	3.5	3.25	3.37	3.8	3.54
296	2.31	2.31	1.44	1.82	2.37	2
299	3.08	3.08	3.33	3.21	3.37	3.27
302	3	3	2.9	2.95	3.6	3.17
305	1.18	1.18	1.19	1.18	1.6	1.3
308	2.77	2.77	2.4	2.57	2.87	2.67
311	1.91	1.91	2.33	2.13	2.7	2.11
314	2.69	2.69	2.47	2.57	3.2	2.79
317	3	3	2.57	2.77	3.43	3
320	1.33	1.33	1.57	1.45	2.13	1.68
323	1.73	1.73	1.5	1.61	1.9	1.71
325	2.65	2.65	2.23	2.43	3.03	2.64
328	1.62	1.62	1.87	1.73	2.73	2.04
331	2.81	2.81	3.27	3.05	3.6	3.24
334	2.42	2.42	2.1	2.25	2.63	2.38
337	1.91	1.91	1.02	0.98	1.57	1.14
340	2.88	2.88	2.5	2.68	3.4	2.93

343	3.08	3.08	3.33	3.21	3.37	3.27
346	3	3	2.9	2.95	3.6	3.17
349	1.18	1.18	1.19	1.18	1.6	1.3
352	2.77	2.77	2.4	2.57	2.87	2.67
355	1.91	1.91	2.33	2.13	2.07	2.11
358	2.69	2.69	2.47	2.57	3.2	2.79
361	3	3	2.57	2.77	3.43	3
364	1.33	1.33	1.57	1.45	2.13	1.68
367	1.73	1.73	1.5	1.61	1.9	1.71
370	2.65	2.65	2.23	2.43	3.03	2.64
373	1.62	1.62	1.87	1.73	2.7	2.04
376	2.81	2.81	3.27	3.05	3.6	3.24
379	2.42	2.42	2.1	2.25	2.63	2.38
382	0.91	0.91	1.02	0.98	1.57	1.14
385	2.88	2.88	2.5	2.58	3.4	2.93
388	1.96	1.96	1.45	1.66	1.5	1.61
391	3.46	3.46	3.5	3.48	3.83	3.6
394	1.35	1.35	1.59	1.47	1.93	1.61
397	2.19	2.19	2.13	2.16	3.27	2.55
400	2.35	2.35	2.17	2.25	2.93	2.49
403	3.46	3.46	3.1	3.27	3.67	3.41
406	1.12	1.12	1.12	1.12	2.23	1.43
409	2.54	2.54	2.43	2.48	3.33	2.78
412	2.42	2.42	2.27	2.34	3.1	2.6

415	2.69	2.69	2.63	2.66	3.2	2.85
418	2	2	1.44	1.68	2.23	1.87
421	3.04	3.04	3.5	3.29	3.53	3.37
424	2.15	2.15	1.7	1.91	2.47	2.1
427	2.42	2.42	2.63	2.54	2.83	2.64
430	2.73	2.73	2.13	2.41	2.9	2.58
433	2.12	2.12	1.77	1.93	2.83	2.24
436	2.08	2.08	1.7	1.88	2.63	2.14
439	2.96	2.96	2.5	2.71	2.8	2.74
442	3.38	3.38	3.2	3.29	3.53	3.37
445	3.35	3.35	2.57	2.93	3.37	3.08
448	2.31	2.31	2.4	2.36	2.63	2.45
451	2.31	2.31	1.93	2.11	2.37	2.2
454	1.73	1.73	1.21	1.45	1.7	1.53
457	2.54	2.54	2.3	2.41	2.67	2.5
460	3.12	3.12	2.97	3.04	3.3	3.13
463	2.42	2.42	1.87	2.13	1.99	1.73
466	3.69	3.69	3.63	3.66	3.73	3.69
469	3	3	2.63	2.8	3.07	2.9
472	2	2	1.71	1.92	2.17	1.93
475	3.19	3.19	2.73	2.95	2.91	2.83
478	2.85	2.85	2.23	2.52	2.93	2.66
481	2.73	2.73	2.67	2.7	2.53	2.64
484	1.33	1.33	1.36	1.35	1.43	1.38

487	1.73	1.73	1.93	1.83	1.95	1.83
490	3.69	3.69	3.4	3.54	3.6	3.56
493	3.19	3.19	2.73	2.95	3.3	3.07
496	2	2	1.48	1.68	1.8	1.72
499	1.6	1.6	1.05	1.29	1.8	1.45
502	3.31	3.31	2.77	3.02	3.5	3.15
505	3.45	3.45	3.27	3.36	3.77	3.5
508	3.08	3.08	3.3	3.2	3.6	3.34
511	2.5	2.5	2.97	2.73	2.87	2.78
514	1.18	1.18	1.8	1.81	2.43	2.02



APPENDIX C

UNIVERSITY OF CAPE COAST
COLLEGE OF EDUCATION STUDIES
FACULTY OF EDUCATIONAL FOUNDATIONS
DEPARTMENT OF GUIDANCE AND COUNSELLING

Telephone: 0332091854
Email: dgc@ucc.edu.gh



UNIVERSITY POST OFFICE
CAPE COAST, GHANA

25 / 02 / 2019

The Chairman
Institutional Review Board
U. C. C.
Cape Coast

LETTER OF INTRODUCTION

We introduce to you, Emma Poku Agyeman a student from the Department of Guidance and Counselling, University of Cape Coast. She is pursuing M.Phil (Top-up) in Guidance and Counselling.

As part of her requirement, she is expected to work on a thesis titled:

GENDER, SELF-ESTEEM AND SELF-EFFICACY AS
PREDICTORS OF ACADEMIC ACHIEVEMENT AMONG
COLLEGE OF EDUCATIONAL STUDENTS IN THE
ASANTE TRAMPONG MUNICIPALITY.

She has successfully defended her proposal and is seeking for ethical clearance to collect data for the study.

We would be most grateful if you could provide her the necessary assistance for ethical clearance for her study.

Thank you.


A handwritten signature in blue ink, appearing to read 'Anthony K. Nkyi'.

Rev. Fr. Dr. Anthony K. Nkyi
HEAD OF DEPARTMENT

APPENDIX D

UNIVERSITY OF CAPE COAST
COLLEGE OF EDUCATION STUDIES
ETHICAL REVIEW BOARD

UNIVERSITY POST OFFICE
CAPE COAST, GHANA

Our Ref: CES/ERB/UCC :edu /v4/ 20 -35  Date: 22nd June, 2020
Your Ref:

Dear Sir/Madam,

ETHICAL REQUIREMENTS CLEARANCE FOR RESEARCH STUDY

Chairman, CES-ERB
Prof. J. A. Omotosho
jomotosho@ucc.edu.gh
0244784739

Vice-Chairman, CES-ERB
Prof. K. Eejah
kedjah@ucc.edu.gh
0244742357

Secretary, CES-ERB
Prof. Linda Dzama Forde
lforde@ucc.edu.gh
0244786680


The bearer Emma Poku Agyeman, Reg. No. EF/6CT/18/0002 is an M.Phil. / Ph.D. student in the Department of Guidance and Counselling..... in the College of Education Studies, University of Cape Coast, Cape Coast, Ghana. He / She wishes to undertake a research study on the topic:

Gender, self-esteem and self-efficacy as predictors of academic achievement among College of Education students in the Asante Mampong Municipality in the Ashanti Region of Ghana

The Ethical Review Board (ERB) of the College of Education Studies (CES) has assessed his/her proposal and confirm that the proposal satisfies the College's ethical requirements for the conduct of the study.

In view of the above, the researcher has been cleared and given approval to commence his/her study. The ERB would be grateful if you would give him/her the necessary assistance to facilitate the conduct of the said research.

Thank you.
Yours faithfully,



Prof. Linda Dzama Forde
(Secretary, CES-ERB)