**Relationship between Self-efficacy on the Productivity of Teachers in Technical Colleges in Niger State, Nigeria.**

**By**

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Abstract

*The study investigates the relationship between self-efficacy on the productivity of teachers in technical colleges in Niger State, Nigeria. The study employed a descriptive research design. The population of the study comprises of 60 teachers from four (4) state Technical Colleges in Niger State. Purposive sampling was utilized to select the entire teachers from the state Technical Colleges in Niger State. Structured questionnaire of 4 point Likert scale was used to collect data which was validated by research experts. The study adopted Mean and standard deviation were employed to analyze and interpret the responses of the respondents regarding the items captured in each of the research instrument of self-efficacy and teachers’ productivity while regression analysis was employed to ascertain the relationship between teacher’s self-efficacy and their productivity. The findings of the study shows that teachers’ self-efficacy has a significant positive relationship on teachers’ productivity. The study however recommends that teacher with low self-efficacy should seek the services of school counsellors to counsel them on how to improve their self-efficacy which will lead to high productivity*

**Keywords:** Self-efficacy, Productivity, Teacher, Technical Colleges, Niger State

## Introduction

Technical colleges play a crucial role in providing vocational education and training to students pursuing careers in various trades and industries. The successful delivery of knowledge by teachers depends not only on the curriculum and teaching methods but also on the effectiveness and productivity of the teachers involved. Teachers’ productivity is a critical factor in determining the effectiveness and quality of education. Teachers’ productivity refers to the efficiency and effectiveness with which individuals perform their work tasks. The productivity of BBC teachers encompasses various aspects, including their instructional effectiveness, student engagement, assessment of learning outcomes, and the creation of a conducive learning environment (Adah, *et al*, 2022). Productive teachers are able to efficiently manage their time, resources, and instructional practices, leading to improved student outcomes and overall classroom success Abusoman & Osiagbovo (2020). Highly productive BBC teachers can maximize student learning and skill development while effectively managing their own workload and time.

However, the demanding nature of the teaching profession, with its myriad responsibilities and competing demands, can often challenge teachers' ability to maintain high levels of productivity.

Over the past years, there is significant paradigm shift in the relationship and effectiveness of teachers and student in technical colleges in Nigeria. Teachers’ performance is influenced by not only the good relationship that plays out between the teacher and the students but also the impact the teachers have in the overall development and motivation of the student (Tsigilis, Gregoriadis, Theodorakis, & Evaggelinou, 2017). The effectiveness of teaching is dependent on six important factors; these include; teachers’ knowledge, experience, capabilities, motivation, professionalism as well as the teachers’ attitude (Noureen, Tahira & Shahzad, 2020) hence, understanding the factors that contribute to teachers’ productivity is necessary.

One such factor is self-efficacy, an individual’s belief in their ability to effectually perform a duty or achieve a goal as put forward by (Bandura, 1977), relating it to the domains of teaching-learning process. In order to accomplish the goals of the school, teachers are encouraged by their sense of self-efficacy to work hard, in addition to boosting the teacher's confidence in their skills, which promotes collaboration between teachers at the same school, teachers from other regions of the nation, and the community at large are linked to social cognitive theory as posited by (Bandura 1977).

Teachers' self-efficacy represents their belief in their ability to carry out actions successfully to accomplish assigned tasks (Li, 2023). According to Oduma and Unachukwu (2022), self-efficacy is the assessment of one's ability to plan, organize, and successfully execute activities inside an organization. Teachers who have high self-efficacy are confident in their ability to efficiently carry out their educational tasks. It is confidence in one's capacity to demonstrate good behavior aimed at achieving certain goals. Moving on to education institutions, Adene, Offordillie, Ishiwu, and Magbo (2019) defined self-efficacy as instructors' confidence and capacity to carry out all of the actions required to create a good teaching-learning environment in the classroom. Operationally, self-efficacy is a teacher's positive belief and feeling about their ability to carry out their tasks effectively in order to achieve certain educational goals (Aluade & Eminike, 2024).

Bandura (1997) categorized self-efficacy into four levels; physiological and emotional states, social persuasion, vicarious experiences, and enactive mastery experiences (Van Blankenstein, et al., 2018). Wilde and Hsu (2019) stated that an individual’s general self-efficacy affects their cognitive behaviors in a number of ways and that previous research has found general self-efficacy to influence how people interpret persuasive messages designed to encourage behavioral change. To buttress that, Barni, Danioni and Benevene (2019) asserted that teachers with high levels of self-efficacy experience high levels of job performance, lower levels of job-related stress and face less difficulties with students’ misbehavior.

Therefore, self-efficacy is one’s conviction about ones capabilities to perform a task at a certain level (Pentang & Domingo, 2024). High level of efficacy is important for one to succeed in life as it motivates the individual to strive harder in a task (Ene, et al, 2023).

## Statement of the Problem

Teachers play a crucial role in delivering high-quality education, but their productivity is often affected by their level of self-efficacy. In Nigeria, teachers face poor pay, less societal respect, and poor prospects compared to other professions. The country's rising unemployment rate could be attributed to the inability of teachers especially those in technical colleges to impart the required skills to students in the areas of Block/Bricks Laying and Concreting, automobile, woodwork craftwork amongst others that will enable the students to be self-reliant, this results in students lacking relevant skills for modern technologies and self-employment, thus, it is in line with the above that the study seek to ascertain the level of self-efficacy of technical colleges teachers in Niger state, Nigeria.

## Objective of the Study

The main objective of the study is to investigate the relationship between self-efficacy and teachers’ productivity among teachers of technical colleges in Niger State. Specifically;

1. Determine the level of teachers’ self-efficacy in Technical Colleges in Niger State, Nigeria.
2. Ascertain the level of teachers’ productivity in Technical Colleges in Niger State, Nigeria.

## Research Questions

The following research questions are asked;

1. What is the level of Teachers’ self-efficacy in Technical Colleges in Niger State?
2. What is the level of Teachers’ productivity in Technical Colleges in Niger State?

## Hypotheses

The following hypothesis is tested at 0.05 level of significance

**Ho1:** There is no significant relationship between level of self-efficacy and the productivity of teachers in Technical Colleges in Niger State, Nigeria.

## Literature review

Tsado, et al (2024) conducted a research on the level of pressure of occupational stress and self-efficacy on blocklaying, bricklaying and concreting teachers’ productivity in technical colleges in North Central, Nigeria using correlational research design method. Mean, standard deviation and regression analysis were used to estimate the data collected from the field using structured questionnaire. The study found an inverse relationship between occupational stress and teachers’ productivity while a positive and significant relationship between self-efficacy was established. Aluade and Eminike (2024) investigate on self-efficacy as a predictor of teachers’ self-efficacy in public schools in Edo state using simple regression analysis. The findings of the study revealed that self-efficacy is a significant predictor of teachers’ job satisfaction in public schools in Edo State, Nigeria. Also, Oviawe and Omah (2021) studied self-efficacy and teachers academic performance in Basic Technology in Edo State, Nigeria selecting six technical colleges employing multistage sampling technique. The study employed Pearson Moment Correlation and regression analysis to analyze the data of the study. The findings of the study revealed a strong link associated with self-efficacy of teachers and the success of students academics in Basic Technology.

In another study carried out by Ismail (2021) on influence of self-efficacy on academic performance of senior secondary schools in Jigawa State applying quasi experimental research design. The study employed the use of post-test and t-test to estimate the data of the study. The findings revealed that, there is no significant difference in self-efficacy between male and female teachers in Ringim education zone and there is significant difference in students’ academic performance arising from teachers’ levels of selfefficacy. In a similar study conducted by Nurindah, et al (2019) on teachers’ self-efficacy and performance in teaching literature in the interest-based classes at senior high school Kendari. The study employed Chi-Square method of data estimation. The result of the study suggested that the confidence and ability of teachers to teach Literature is high because they ascribe higher value to their performance. However, the self-efficacy of teachers did not have an impact when applied in practice. In the classroom observation, these elements generally did not show up.

Naoreen, *et al* (2020) investigates on the impact of self-efficacy of university teachers on their performance in Iraq. The study employed regression analysis to estimate the impact of self-efficacy on the job performance of teachers in the study area. Evidence found a strong and direct impact of teacher’s self-efficacy on their job performance. Additionally, the study revealed that self-efficacy depicted a strong variance with positive impact on teacher’s job performances. Furthermore, the results showed that female teachers were more efficacious to perform their job in comparison to male teachers. However, students expressed less satisfaction with their teachers’ performance, while teachers were found more satisfied than those of their students were.

## Methodology Research design

The study adopts a descriptive research design method. The population of the study comprises of 60 teachers across four (4) Technical Colleges in Niger State. The sample of the study comprises of the entire population of the study determined using purposive sampling technique. The reason for the selection of the purposive sampling technique was due to the fact that the population of the study is small and manageable. The researcher used a structured questionnaire titled "self-efficacy questionnaire’ and

’productivity questionnaire’ as its research instrument adopted from the work of Tsado, et al (2024) with little modifications. These instruments were structured on a 4 points Likert scale rating of High Level HL=4; Moderate Level (ML) =3; Low Level (LL) =2 and Nothing (N) for self-efficacy items and Sufficient (VS) =4; Sufficient (S)=3; Less Sufficient (LS) =2; Not Sufficient (NS)=1, for productivity items. The data for the study was collected and organized based on the research questions, SPSS 23 was used in the computation of the collected data from the field. Mean and standard deviation were used to interpret the responses of the respondents regarding the research instruments while regression analysis was employed to ascertain the significant impact of self-efficacy on teachers’ productivity.

## Result and Discussion

What is the level of teachers’ self-efficacy in Technical Colleges in Niger State?

Table 1

## S/No Item Mean Standard Rank

**Deviation**

|  |  |  |  |
| --- | --- | --- | --- |
| 1 I can always manage to solve difficult problems if I try hard enough | 3.14 | 0.77 | ML |
| 2 It is easy for me to stick to my aims and accomplish my goals | 2.75 | 0.91 | ML |
| 3 I consider myself sufficiently qualified to face my task in my role as a teacher | 3.11 | 0.95 | ML |
| 4 I am able to motivate students who show low interest in school work | 2.36 | 0.66 | LL |
| 5 I am able to easily handle challenging work tasks | 2.46 | 0.64 | LL |
| 6 I am able to provide an alternative explanation for example | 2.49 | 0.69 | ML |

when students are confused

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 7 | Collaboration between teachers and management to make the school run smoothly | 3.86 | 1.12 | HL |
| 8 | Contribute view freely on important school matters | 3.21 | 0.98 | ML |
| 9 | I remain calm when facing difficulties because I can rely on my coping abilities | 2.81 | 0.72 | LL |
| 10 | Even with demanding students I am confident in my ability to motivate them for their learning | 1.78 | 0.79 | LL |
|  | **Grand Mean** | **2.80** |  | **ML** |

## Source: Researcher’s Computation (2025) Key: HL= High Level ML= Moderate Level LL= Low Level NL= No Level

Result presented above shows that item 1, 2, 3, 7, and 8 have a mean score ranging from 2.75 to 3.86 indicating moderate level of self-efficacy. However, item 4, 5, 6 and 10 have mean score ranging from 1.78 to 2.49 suggesting low level of self-efficacy. The grand mean of 2.80 depicts that the level of selfefficacy of teachers is moderate.

**Research Question Two:**

What is the level of teachers’ productivity in Technical Colleges in Niger State?

Table 2

## S/No Item Mean Standard Remark Deviation

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 1 | I plan for and creates assessment that measure students achievement against standard | 2.58 | 0.61 | S |
| 2 | Assist students in establishing goals for learning | 2.44 | 0.76 | LS |
| 3 | Demonstrate on the ability to discuss on an appropriate level the subject matter related to his/her assignment with students | 3.35 | 0.68 | S |
| 4 | Identifies and clears communicate lessons objectives to students | 2.48 | 0.79 | LS |
| 5 | Collect and share evidences of students learning | 1.81 | 0.61 | NS |
| 6 | Develops students readiness for learning | 2.16 | 0.82 | LS |
| 7 | Respond sensitively to the various stages of the emotional, physical and intellectual development of students | 1.20 | 0.57 | NS |
| 8 | Practice punctuality | 3.34 | 0.92 | S |

1. Identifies error made by students and deal with them 2.45 0.81 LS

appropriately

1. Organizes, arrange and utilizes resources and 3.62 0.76 VS

equipment in a manner which promotes learning

## Grand Mean 2.54 S Source: Researcher’s Computation (2025) Key: VS= Very Sufficient S= Sufficient LS= Less Sufficient NS= Not Sufficient

The result on Table 2 indicates that item 1, 3, and 8 are rated sufficient with their mean score ranging from 2.58 to 3.34. Accordingly, item 5 and 7 indicated not sufficient with a mean score ranging from 1.20 to 1.81. While item 10 was rated very sufficient with a mean score 3.62, item 2, 4, and 9 were rated less sufficient with mean score ranging 2.44 to 2.48 respectively. A grand mean score of 2.54 suggests that the overall items on level of productivity of teachers were rated sufficient.

## 4.6 Hypothesis one

Ho1: There is no significant relationship between teachers’ level of self-efficacy and the Productivity of BBC Teachers.

## Table 3 Regression Result on Self-Efficacy and Teachers’ Productivity

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | Unstandardized Coefficients | Standardized  Coefficients |  |  |
|  | B Std. Error | Beta |  |  |
| (Constant) | 2.8378 .196 |  | 5.407 | .000 |
| Self-efficacy | .235 .101 | .290 | 2.817 | .022 |

a. Dependent Variable: Teachers Productivity

The regression result presented above shows a positive coefficient of 0.235 indicating that self-efficacy and teachers’ productivity exerts positive relationship with each other. Accordingly, a t-statistic value of 2.817 and a p-value of 0.022 signify that self-efficacy has a significant relationship between it and teachers’ productivity. Based on the result above, it is concluded that there is significant relationship between self-efficacy and teachers’ productivity in technical colleges in Niger State hence, the rejection of null hypothesis and acceptance of the alternative hypothesis.

## Findings of the study

1. The result presented on Table 1 indicated that respondents feel moderate level of self-efficacy as seen in the grand mean score.
2. The result on Table 2 shows that self-efficacy exert a positive relationship between it and teachers productivity such that an increase in the level of self-efficacy of the teachers increases the productivity level of teachers by 23.4%.

## Discussion of Findings

The result presented on Table 1 indicated that respondents feel moderate level of self-efficacy as seen in the grand mean score. The result concord with the earlier study carried out by Tsado et al, (2024) who revealed that respondents feel somewhat level of self-efficacy when it relates to solving difficult issues, sticking to aims and accomplishing their task as well as feeling confident in their role as teachers. This is also in line with the preposition of Bandura (1977) who sees self-efficacy as an individual’s belief in their ability to effectually perform a duty or achieve a goal. The positive feeling of the respondents on selfefficacy conform with the argument put forward by Aluade & Eminike (2024) that states that self-efficacy is a teacher's positive belief and feeling about their ability to carry out their tasks effectively in order to achieve certain educational goals. Also, result presented on table 2 shows the overall mean score of level of productivity of teachers to be 2.54 indicating a sufficient level of teacher productivity aligning with the previous study carried out by Tsado, et al (2024) that found a sufficient level of teachers’ productivity in BBC teachers in technical colleges in their study.

The result on Table 2 shows that self-efficacy exert a positive relationship between it and teachers productivity such that an increase in the level of self-efficacy of the teachers increases the productivity level of teachers by 23.4%. Accordingly, the p-value of the variable was 0.22 indicating a significant relationship between it and teachers’ productivity level. The result is synonymous to the findings of Tsado et al (2024), Aluade and Eminike (2024), Naoreen, *et al* (2020), Oviawe and Omah (2021) among others that found a strong positive link between self-efficacy levels of teachers and their productivity. This may be because self-efficacy shapes the belief of female teachers about their capabilities to perform their responsibilities and exert control over work environment which could account for the significant prediction of their productivity. However, the study does not support the result of Nurindah, et al (2019) who revealed that self-efficacy of teachers did not have an impact on their productivity when applied in practice.

## Conclusion

To conclude this, the study geared towards investigating the relationship between self-efficacy on productivity of teachers in Technical Colleges in Niger State, Nigeria. Grounded on the statistical analysis as it has formerly been deliberated, it can be concluded that that self-efficacy has a positive and significant relationship with teachers’ productivity of teachers of Technical Colleges in Niger State, Nigeria. The study therefore recommends that Teacher with low self-efficacy should seek the services of school counsellors to counsel them on how to improve their self-efficacy which will lead to high productivity.

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