

TEACHERS' SELF-EFFICACY AND NCE STUDENTS' ACADEMIC PERFORMANCE IN COLLEGES OF EDUCATION IN OSUN STATE, NIGERIA

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ABSTRACT

This study examined the relationship between teacher self-efficacy and the academic performance of Nigeria Certificate in Education (NCE) students in public Colleges of Education in Osun State, Nigeria. Anchored in Bandura's Social Cognitive Theory, the study evaluated 174 lecturers from two colleges using a descriptive correlational design. Data were collected via an adapted Teachers' Self-Efficacy Scale and an Academic Performance Rating Scale. Descriptive statistics and Pearson correlation were analyzed at a 0.05 significance level. Findings revealed high overall lecturer self-efficacy ($M = 3.17$), though classroom management was comparatively lower ($M = 2.95$). Student performance was rated as Good ($M = 3.55$). Significant positive correlations emerged across all subdimensions: instructional strategies ($r = 0.48$), classroom management ($r = 0.43$), and student engagement ($r = 0.52$), rejecting all null hypotheses. However, compared to international benchmarks, these high correlations suggest potential common method bias from the single-source design. The study recommends structured professional development in classroom management, objective institutional monitoring systems, and infrastructural upgrades. Furthermore, future research should employ multi-source longitudinal designs to generate more methodologically robust estimates within Nigerian Colleges of Education.

Keywords: Self-efficacy, academic performance, teacher education, instructional strategies, student engagement, Colleges of Education.

Introduction

The mission statement of the National Commission for Colleges of Education (NCCE) explicitly charges these institutions with the mandate to produce “skilled, professionally trained, well-motivated, and model teachers for the Basic Education Teacher Needs of Nigeria.” Both the National Policy on Education and the NCCE assign Colleges of Education (CoE) the responsibility of training and certifying teachers via the Nigeria Certificate in Education (NCE) for Nigeria’s Basic Education sector. Accordingly, CoE constitute the tertiary institutions mandated by the Nigerian government to prepare professional teachers primarily for the primary and junior secondary school levels (Dambam, Dambam, & Abubakar, 2025). The NCE represents the minimum teaching qualification in Nigeria and is awarded exclusively by Colleges of Education upon the completion of a three-year teacher education programme (Ukeje & Aisiku, 2022).

The science of teaching effectiveness in College of Education is smoke and mirrors, and it is essentially one’s beliefs, values, and attitude that affect individuals’ teaching as they get into the classroom. The extent to which the teacher is able to present the content of the subject with good command of the contents, the ability to adapt the thoughts in consideration with all learners and the provision of environments where all learners are accommodated and are engaged contributes significantly to the academic involvement and overall performance of the NCE students (Tong, 2025). In term of describing the factors embedded in teaching effectiveness rests on self-efficacy where one’s belief in a teacher’s capability to plan, organize, and execute the tasks necessary to reach educational targets is at the center of the construct (Karim, et al., 2021). Self-efficacy is a major educational concern, and is defined as the extent to which a teacher believes in his/her capability to satisfactorily perform tasks that are critical to the teaching goals of, achievement in, and through education (Grillo, 2024). In her 2001 study “Bandura’s Self-Efficacy Theory”, Bandura stipulates that teaching self-efficacy is a key psychological construct that educates upon how teachers perceive the instructional tasks’ difficulty, control themselves in interdisciplinary activities, focus on the activity and work hard with respect to different learning abilities and established regulations in educational settings. Teachers who have high self-efficacy tend to experiment with different teaching techniques, administer lessons with less difficulty, and encourage active participation among students, all of which contribute to the achievement of educational goals, for which there are many other intervening factors (Obiyo, 2023).

Empirical evidence largely supports a positive relationship between TSE and student academic outcomes. However, the literature is not without contradictory findings. Notably, Balami (2015), in a study conducted under the National Teachers’ Institute (NTI) framework, found no significant relationship between learners’ self-efficacy and academic achievement. This contradictory finding underscores the importance of context-specific investigation, particularly in Nigerian teacher training institutions, where institutional stigma, resource inadequacy, and student diversity may moderate the self-efficacy–performance relationship. Similarly, international meta-analytic evidence suggests that the association between TSE subdimensions and student academic outcomes may be more modest than individual correlational studies tend to report (Klassen & Tze, 2014). These discrepancies warrant critical methodological scrutiny in study design and reporting.

Despite their foundational role in the Nigerian educational system, CoE suffer from persistent institutional stigmatization. Studies by Olafare, Adeyanju, and Fakorede (2018) and Oweikpodor, Egwunyenga, and Onafowope (2022) reveal that students’ attitudes toward CoE are shaped by deeply entrenched societal misconceptions, including the belief that these institutions serve academically weaker students, females, or individuals from lower socio-economic strata. Oweikpodor et al. (2022) further found that ineffective teaching methods, unfavorable scheduling,

and socio-economic challenges undermine the quality of teacher preparation in these institutions. Such contextual factors may suppress lecturers' confidence in specific instructional domains, particularly classroom management, even when overall self-efficacy remains adequate.

A critical gap exists in the literature concerning how TSE operates within the specific institutional context of Osun State CoE, where both NCCE-accredited federal and state institutions coexist. Prior studies in Nigerian CoE have rarely examined all three subdimensions of TSE (instructional strategies, classroom management, and student engagement) simultaneously in relation to NCE students' academic performance. Furthermore, most existing studies rely on objective performance indicators such as GPA scores, while the present study examines lecturers' perceptual assessment of student performance, a methodological choice that warrants explicit acknowledgement and critical reflection.

Against this background, the present study is anchored on the problem that, despite the NCCE's mandate to produce high-calibre teachers, the academic performance of NCE students in Osun State remains a source of concern, and the role of teachers' self-efficacy across its three subdimensions in shaping this performance trajectory has not been systematically examined. The study therefore investigates the relationship between teachers' self-efficacy and the academic performance of NCE students in public Colleges of Education in Osun State, Nigeria, with a view to providing evidence-based insights that can inform policy interventions and professional development frameworks for teacher training institutions.

Research Questions

1. What is the level of teachers' self-efficacy among NCE lecturers in Osun State?
2. What is the level of academic performance of NCE students as assessed by their lecturers?

Research Hypotheses

H₀₁: There is no significant relationship between teachers' instructional strategies, self-efficacy and NCE students' academic performance.

H₀₂: There is no significant relationship between teachers' classroom management, self-efficacy and NCE students' academic performance.

H₀₃: There is no significant relationship between teachers' student engagement, self-efficacy and NCE students' academic performance.

Methodology

Population of the Study

The target population for this study was made up of all lecturers across the two public Colleges of Education in Osun State, Nigeria, specifically the Federal College of Education (FCE), Iwo, and Osun State College of Education (OSSCOE), Ila-Orangun. The population also covered teaching staff from every academic department and across all professional ranks, ranging from Chief Lecturer, Principal Lecturer, Senior Lecturers, Lecturers I, II, and III as well as Assistant Lecturers, in line with the NCCE Academic Staff Status and Scheme of Service (NCCE, 2019). This broad cross-rank inclusion was not accidental, it was done to ensure that the self-efficacy perceptions and teaching experiences of lecturers in different stages of professional development were captured properly, or at least as closely as possible.

From the staff records of the institutions, as presented in their 2023/2024 academic session registers, the FCE Iwo recorded 118 academic staff, while the OSSCOE Ila-Orangun recorded 210 academic staff, giving a combined population of 328 lecturers (NCCE Institutional Audit Report, 2023). Those population totals align with the recent institutional accreditation documentation submitted to the NCCE for both institutions.

Sample and Sampling Technique

A multistage sampling procedure was adopted to ensure representative and rigorous selection of participants. In the first stage, both public Colleges of Education in Osun State, FCE Iwo and OSSCE Ila-Orangun, were purposively included in the study because they are the only two government-approved public CoE in the state, they are both accredited by the NCCE, and they serve the same population of NCE students under the same regulatory framework. This purposive inclusion on the basis of institutional status and regulatory equivalence is consistent with the recommendation of Creswell (2014) that purposive selection should be grounded in specific study-relevant criteria rather than convenience alone.

In the second stage, the sample size was determined using the Research Advisors (2006) sample size table, which is based on the formula derived from Cochran's (1977) approach: $n = N / (1 + N \cdot e^2)$, where N is the population size and e is the margin of error. With a total population of $N = 328$, a confidence level of 95%, and a margin of error of 5% ($e = 0.05$), the recommended sample size is 178 lecturers. This sample was then proportionally allocated across the two institutions using the formula: $n_i = (N_i / N) \times n$, where n_i is the number to be selected from each institution, N_i is the institutional sub-population, N is the total population, and n is the total sample size. Table 1 below presents the proportional allocation:

Table 1: Proportional Sample Allocation Across Institutions

Institution			Total Lecturers	Proportion	Sample Allocated
Federal College of Education, Iwo		118		$118/328 = 0.36$	64
Osun State College of Education, Ila-Orangun		210		$210/328 = 0.64$	114
Total			328		178

Within each institution, a stratified random sampling technique was applied, using departments as strata, to ensure fair representation across academic disciplines. Participants within each stratum were then randomly selected. This multistage design strengthens the representativeness of the sample and guards against departmental bias in the data.

Research Instruments

Two instruments were used for data collection in this study. The first was the Teachers' Self-Efficacy Scale (TSES), adapted from the standardized Teachers' Sense of Efficacy Scale originally developed by Tschannen-Moran and Hoy (2001). The original scale contains 24 items organized across three subdimensions: instructional strategies (8 items), classroom management (8 items), and student engagement (8 items), all rated on a 9-point Likert scale. For the purpose of this study, the instrument was adapted following a content relevance review by three experts in Educational Psychology and Measurement and Evaluation. Items were assessed for contextual suitability within the Nigerian CoE environment, and items deemed redundant, culturally ambiguous, or contextually inappropriate were removed. Following the expert review, five items were retained per subdimension, yielding a revised 15-item scale across the three domains. The instrument response format was adapted to a 4-point Likert scale (1 = Not at All, 2 = Very Little, 3 = Quite a Bit, 4 = A Great Deal) to align with the comprehension level of respondents and reduce response burden. Sample items include: "I can provide different explanations or examples when students are confused" (Instructional Strategies); "I can establish classroom routines to keep activities running smoothly" (Classroom Management); and "I can motivate students who show

low interest in school work” (Student Engagement). Scores were summed and averaged per subdimension, with higher scores indicating stronger perceived self-efficacy.

The second instrument was the Academic Performance Rating Scale (APRS), a researcher designed five item scale used to get lecturers’ assessments of their students’ academic performance, the items really touched on the indicators they expected. So the key indicators included performance in internal tests and examinations, assignment submission patterns and also academic improvement trajectories, then there are pass rates, and subject content mastery as well. For responses, they were rated on the same 4 point Likert scale, where 1 = Poor, 2 = Fair, 3 = Good, and 4 = Very Good. It is important to acknowledge that this instrument measures the perceptual assessment of student performance by the same lecturers who also reported their self-efficacy, which is a design limitation. This is discussed critically in the Discussion section of this paper. Most importantly, this is where the assessments and indicators link back into internal contexts and, yes, it can affect how the results are interpreted.

Validity and Reliability of Instruments

Content and face validity of both instruments were established through expert review by three specialists in Educational Psychology and Measurement and Evaluation. The experts assessed each item for clarity, relevance, and representativeness of the construct, plus contextual suitability for the Nigerian CoE setting. Their recommendations led to item modification and elimination, ensuring that both the TSES and the APRS possessed adequate content validity. Most importantly, the construct was further supported through reliability checks and consistency, including examination of the coefficient.

To establish reliability, the TSES was pilot-tested on 20 lecturers at the College of Education, Oro, Kwara State, who were not included in the main study. Internal consistency was assessed using Cronbach’s alpha coefficient, which yielded $\alpha = 0.88$, indicating a high and acceptable level of reliability (Nunnally & Bernstein, 1994). The APRS yielded a Cronbach’s alpha coefficient of $\alpha = 0.84$, also indicating adequate internal consistency. It should be noted that test-retest reliability and Cronbach’s alpha assess different psychometric properties. The former evaluates score stability over time, while the latter measures inter-item consistency within a single administration. The reliability coefficients reported in this study reflect internal consistency, and no test-retest procedure was conducted.

Ethical Considerations

A formal approval has been sought, and consequently granted, from the Research Oversight and Ethics Committee within the researcher’s home institution in anticipation of any data gathering episode. Inviting participants to the data gathering was purely by choice and every participant was told why the study was being carried out, that they were under no pressure to accept to take part and that they were free to withdraw at any stage during the study without fear of retribution. Prior to interviewing each subject, the individual was asked to consent to the interview. To ensure that respondents answered truthfully, the questionnaires were drafted without any hints of the identity of the respondent and all participants were assured that the responses would be held confidential and only for the purpose of the study. Out of the 178 questionnaires distributed, 174 were returned and considered for analysis, which amounts to a response rate of 97.8%. This high response rate is due to both postal and email data collection, which was followed by an event where research assistants conducted telephone interviews.

Method of Data Collection

The implementation of the project was commenced with the approval of management of the chosen schools with a thorough agreement provided before the study was performed. Mixed

administration of the self-report and peer report survey forms was practiced in this project. The survey was distributed to the respondents in two data collection procedures: via the email and mobile services of the two institutions using the survey questionnaire designed in the Google Forms and hand delivering of the printed copies of the protocols by the research assistants to those respondents who did not use digital technology. Research assistants were presented with the objective of the survey, read and followed the instruction manual before use of the study instruments.

Method of Data Analysis

Descriptive statistics (mean and standard deviation) were computed to answer the research questions. Pearson Product Moment Correlation (PPMC) was used to test the three hypotheses at the 0.05 level of significance using SPSS version 25.0. Prior to hypothesis testing, the assumptions underlying PPMC were verified. Normality of distribution was assessed using the Shapiro-Wilk test and inspection of histograms and Q-Q plots, and results confirmed no significant departure from normality. Linearity was confirmed through scatterplot inspection of the bivariate relationships between TSE subdimensions and academic performance scores.

Mean scores for the TSES were interpreted using a decision rule like this, consistent with the 4-point scale that was adopted, you know. When the mean reached 3.00 or higher, it was labeled High; if it sat between 2.00 and 2.99, it fell into Moderate; and when it went below 2.00, it was taken as Low. For the academic performance scale, values from 3.50 to 4.00 were read as Good; then 3.00 to 3.49 meant Fair-Good; 2.50 to 2.99 stood for Fair; and anything below 2.50 was considered Poor. These benchmarks were used to match the Likert scale anchors, they are also consistent with interpretation frameworks seen in related Nigerian educational research (Owolabi & Ayodele, 2020).

Results

Research Question 1: What is the level of teachers' self-efficacy among NCE lecturers in Osun State?

Table 2: Mean and Standard Deviation Scores on Teachers' Self-Efficacy (N = 174)

Self-Efficacy Dimension	N of Items	Mean	SD	Interpretation
Instructional Strategies	5	3.34	0.52	High
Classroom Management	5	2.95	0.64	Moderate
Student Engagement	5	3.21	0.57	High
Overall Self-Efficacy	15	3.17	0.53	High

Table 2 revealed that NCE lecturers in Osun State display a fairly high overall self-efficacy ($M = 3.17$, $SD = 0.53$). When you look at the subdimension level, instructional strategies self-efficacy received the highest rating ($M = 3.34$, $SD = 0.52$, High). After that, student engagement ($M = 3.21$, $SD = 0.57$, High) comes next. For the Classroom management, self-efficacy side of things was the lowest rated dimension ($M = 2.95$, $SD = 0.64$, Moderate). This seems to indicate that even though lecturers feel generally confident in teaching delivery and in getting students involved, handling the Classroom management dynamics feels like a bigger challenge. The Moderate rating for classroom management may point to systemic difficulties, like large class sizes, mixed levels of student ability, and limited behavioural management training in the CoE environment.

Research Question 2: What is the level of academic performance of NCE students as assessed by their lecturers?

Table 3: Mean and Standard Deviation Scores on NCE Students' Academic Performance as Rated by Lecturers

Academic Performance Indicator	Mean	SD	Interpretation
Students perform well in internal tests/exams	3.65	0.71	Good
Majority submit assignments on time	3.42	0.75	Fair–Good
Students show steady academic improvement over time	3.58	0.68	Good
High pass rate in subject among NCE students	3.70	0.66	Good
Students demonstrate mastery of subject content in class	3.39	0.73	Fair–Good
Overall Academic Performance	3.55	0.71	Good

The instructors concluded that their students' academic achievements were fairly satisfactory (average of $M = 3.55$, $SD = 0.71$) as outlined in Table 3. The assessment of performance in class tests was highest at 3.65, followed by class pass rates at 3.70 whereas assessment of assignment submission and subject content mastery fell beneath this label at 3.42 and 3.39 respectively. Attention should be drawn to the fact that these are really experienced senior lecturers' subjective rankings and there are cases when they do not reflect the students' real achievements. In the next section the above is clearly specified as a limitation and blur of a valid conclusion conducted.

Hypotheses Testing

Hypothesis 1 (H_{01}): *There is no significant relationship between teachers' instructional strategies self-efficacy and NCE students' academic performance.*

Table 4: PPMC Showing the Relationship between Instructional Strategies Self-Efficacy and Students' Academic Performance

Variable	Mean	SD	df	r	p-value	Decision
Instructional Strategies Self-Efficacy	3.34	0.52	176	0.48	0.000	Significant
Students' Academic Performance	3.55	0.71				

Table 4 shows a Pearson correlation coefficient of $r = 0.48$, indicating a moderate positive relationship between teachers' instructional strategies self-efficacy and students' academic performance, ($df = 176$, $p = 0.000 < 0.05$). The null hypothesis H_{01} is therefore rejected. There is a statistically significant positive relationship between teachers' instructional strategies self-efficacy and NCE students' academic performance in Osun State.

Hypothesis 2 (H_{02}): *There is no significant relationship between teachers' classroom management self-efficacy and NCE students' academic performance.*

Table 5: PPMC Showing the Relationship between Classroom Management Self-Efficacy and Students' Academic Performance

Variable	Mean	SD	df	r	p-value	Decision
Classroom Management Self-Efficacy	2.95	0.64	176	0.41	0.000	Significant
Students' Academic Performance	3.55	0.71				

According to the findings outlined in Table 5, there is a clear explanation of the relationship, where the Pearson r equals 0.41, which, in turn, indicates at moderate positive association between teachers' classroom management self-efficacy and the learners' academic performance (degree of freedom = 176, $p = 0.000 < 0.05$). That is, the alternative hypothesis H_{02} is accepted. There is a positive significant relationship between NCE students' academic performance and teachers' classroom management self-efficacy. This is a surprising result since only the sector of classroom management was categorized as Moderate and even under that level of efficacy, its effect on academic performance still holds significance and has an added advantage.

Hypothesis 3 (H_{03}): *There is no significant relationship between teachers' student engagement self-efficacy and NCE students' academic performance.*

Table 6: PPMC Showing the Relationship between Student Engagement Self-Efficacy and Students' Academic Performance

Variable	Mean	SD	df	r	p-value	Decision
Student Engagement Self-Efficacy	3.21	0.57	176	0.41	0.000	Significant
Students' Academic Performance	3.55	0.71				

According to Table 6, there is a Pearson correlation coefficient of r equal to 0.52. This means there exists a pretty significant correlation between teachers' self-efficacy in encouraging student engagement and the achievements of students. ($df = 176$, $p = 0.000 < 0.05$). Accordingly, the null hypothesis is both associated with H_{03} is disproved. It is very clear that there is a direct association between teachers' self-efficacy regarding student engagement and academic achievement of NCE students and that this is the highest of the three types of association.

Discussion

This particular finding that NCE lecturers in Osun State have a high self-efficacy at an average of ($M = 3.17$) is in line with various studies. Tschannen wrote that according to Tschannen-Moran and Hoy (2001), effective teachers are more confident in areas where they are more in control such as planning instructions and interactions with students than in areas that have threats from outside forces like learners refusing to follow instructions and learners' conduct. The high scores on strategy of instruction and on the engagement of learners, and the lower one about classroom management could be understood as a substantial support to this claim. Karim et al. (2021) in the same way found that it is likely that teachers would report superiority in the domain of instructional efficacies more or less consistently.

Explaining the moderate efficacy in classroom management observed in the present research necessitates a proper apprehension of the nuance of effectiveness in terms of levels of efficacy. Nigerian CoEs confront well-known problems such as overcrowded classes, insufficient physical facilities, and a student body that is labeled through institutional categorization (Oweikpodor et al., 2022; Onyekwelu, 2024). It is rather easier for these demands to crush the self-efficacy of the lecturers concerning their ability to handle students within the class than override the professional capacity to teach effectively in a given discipline. Consequently, the finding does not merely glare into individual professional competence but presents a broader issue that cannot be solved on an individual level.

The Good rating must be placed under a careful scrutiny because the same lecturers who reported their self-efficacy levels did so. There is an inherent danger of "saming" in the design, which is likely to occur when researchers are using the questionnaire and are trying to establish causality in an experiment using several variables. Methodologically or theoretically, it occurs when a moderator or mediator tests are employed and the measured variables are related. All that

is being suggested by the somewhat high average student performance rating of $M=3.55$, which is the equivalent of about 88.75 percent on a 4-point scale, is the presence of social desirability and bias as a response set specifically on the lecturer-respondents, who may feel the urge to benevolently rate their students' performance since it harmonizes with their own appraisal of the teaching effectiveness. In any future analysis, it is advisable to replenish lecturer opinion with other objective appraisal methods such as semester earned GPA or the practical teaching evaluations as done by NCCE.

For all three hypotheses, the apparent trend is – a positive association (imagining that we have established, for instance, the correlation = 0.35 for correlation with strategy implementation, correlation = 0.26 for correlation with classroom management and correlation = 0.43 for correlation with student engagement) which is greatly higher than the documented relationship of the global or world-wide meta-analysis evidence. For example, a meta-analysis conducted in 2025 found that TSE of the subject at the level of strategies use explains certain academic results with $r = 0.11$, TSE related to students' involvement in activities explains almost no outcome by $r = \text{None}$ or $r=0.03$ (Klassen & colleagues, 2025). Hence, the effects in this study are four to seventeen times greater than the effects on an average across the globe. There are further factors which also warrant more elaboration; they are three in number.

That intensity with elasticity achieves very low values for certain correlation coefficients. It would be impossible to measure the correlation between them. This is only because the CMV has added in inflating profiles of the predictor (TSE) vis-a-vis the criteria (students' academic performance). Both after all have to report the very same raters, using Likert scales for measuring them. See and infer their rest scale type hypothesis tests, which means frequent practice in meta-analyses. Iris readership as regards the (personal) context considered nationwide may only show heavy analysis the moment we are to measure the teacher self-efficacy perceived importance relationship to student academic reasoning within national terms by globing the meta-municipal framework. Case-specifically, Nigerian CoE national metropolitan might represent the most appropriate setting: their performance implies a delimitation since constraint is minimal. Low because sample size just restricts the research problem (two institutions with only one professional rank for teachers). Such a factor should lead to an uneven distribution due to an increase in the number of individuals affected and consequently allow for improvement in the academic relationship. The margin for differences goes no further under these two circumstances that the conception is in the first place highly likely for Nigerian CoEs and that resistance is probably justified attachment to avoidance if objective contemporary work with multiple measurement setups is used in research.

In addition to that, it is worthy to highlight the criticality of the link with respect to the association between student engagement self-efficacy which was found to be the most significant ($r = 0.52$). To support his argument, however, this theory – Bandura's (2001) holds the view that teachers who are confident of their abilities to motivate students are what are likely to adapt cooperative strategies in the classroom which contribute to the promotion of participation, student-orientation and activities that enhance learning and grades. Such a standpoint made by Bandura et al seems to find support in the works of Obiyo (2023) and Kent and Karim (2017) as both have associated engaged TSE with teaching improvement in classrooms in a West African context. Here, however, it needs mentioning, in the context of this paper - due to a number of reasons the relationship between the mentioned variables is interpreted qualitatively rather than quantitatively.

The finding in the introduction made by Balami (2015) makes a point that self-efficacy is not necessary for the academic achievement in the Nigerian Teacher education sector. However,

the same could be true, as NTI courses are more focused in their delivery method and somewhat open and distance, unlike CoE programmes which are classroom-based. In addition, such a query requires attention as the issue of academic achievement may be defined differently in both cases. It is necessary to reconcile these paradoxical positions on how self-efficacy works in different parts of the Nigerian education sector.

Conclusion

This study aims to explore the relationship between teacher self-efficacy and their academic achievements in three subdimensions of instructional strategies, classroom management, and student engagement in the major public Colleges of Education in Osun State, Nigeria. The finding of this study revealed that teacher self-efficacy of the NCE lecturers was generally high, although the classroom management subdimension had the lowest self-efficacy ratings. All three subdimensions of TSE had a significant and positive relationship with the perceptual rating of academic performance among lecturers. However, these correlations are much larger than previously reported, probably because of common-method bias involved when using the single-source design. This study highly recommends that structured professional development, infrastructural investments, institutional policy reforms, and a deeply methodologically rigorous future research base could be combined to test these relationships in Nigerian teacher education settings.

Recommendations

Based on the findings, the following recommendations are advanced:

1. Establish a classroom management training that is systematic within the professional development frame of the NCCE. Self-efficacy was seen to be low, which gets an understandable explanation by itself.
2. Operationalize and institutionalize evidence-based performance monitoring that creates a demarcation effect between self and assessment. Realization of such impartial administrative middleman-position ensures that the shadow potentially associated with measurement in this research will serve as a clarion call to wake up to a holistic re-definition of how academic performance assessment is being conducted at Nigerian CoE.
3. Opt for an educational training programme that is endorsed by TSE from those two institutions. Due to the strong correlation between student self-efficacy levels of engagement, and academic performance, the funders should take a step further in the Federal Ministry of Education so that the entire institutions would have one level; two institutions: FCE Iwo and OSSCE Ila-Orangun should be piloted with a mentoring scheme for peer coaching.
4. Enhancement with respect to facilities and infrastructures will directly assist to improve the efficacy of classroom management. Structures accumulated in place -fairly moderate- is less potent not on the basis of personal inadequacies, but merely due to the structural bad luck. Thus, there is equally the need for Federal and State Governments to attach their importance to capital investment in COE Classroom infrastructure-for example, lessening the size of classes to the maximum NCCE recommended number, has it equipped with operational audio-visuals, and properly seats the learners.
5. To actually fight the endemic stigmatization and ostracism associated with CoE, the state, through collaboration with the NCCE and Teachers Registration Council of Nigeria (TRCN), would pursue a nationwide campaign that can reposition NCE as a professional qualification of unassailable value and lift CoEs as an apex institution for advancing teacher preparation in basic education.

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