RELATIONSHIP BETWEEN SECONDARY SCHOOL STUDENTS' SELF-EFFICACY BELIEFS AND THEIR ACADEMIC ACHIEVEMENTS IN EDO STATE

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ABSTRACT

Poor academic achievement/ performance of secondary school students in certificates examinations (WAEC &NECO) as well as in general output in and out of school environments especially in writing, expression and compution has created enormity of vices among secondary school graduands in so many offices or work places; and in the wider environment in recent years. As a result secondary school graduands all over the states in Nigeria and in particular, Edo State are loosing confidence and recognition. Hence, this study investigated the relationship between secondary school students' self-efficacy beliefs and their academic achievement in Edo State. The study was guided by five (5) research questions and two (2) hypotheses. Population of study comprised of all senior secondary school 2 (SSSII) students of the state owned (public) secondary schools. A sample size of one thousand, two hundred and one (1,201) students drawm through multi-stage sampling technique from thirty (30) senior secondary schools, out of the three hundred and ten (310) state owned public secondary schools formed the sample size. The research design was correlational survey and self-efficacy scale (SES) instrument was used for data collection. Cronbach alpha reliability Co-efficient (internal consistency of (0.74) for (SES) was adopted by the researchers. Other instruments used in the study were end of term results or students' achievement scores in Mathematics and English Language. Administration of research instrument was done through direct delivery approach and the data were analyzed using summated scores or aggregates, percentage, pearson (r), t-test and simple regression analysis. Hypotheses were tested at 0.05 level of singnificant and findings revealed that 546(45.5%) of the students have good self-efficacy beliefs. While 232(19.3%) of the students had excellent academic achievement/performance in Mathematics, 378(31.5%) of the students had excellent academic achievement in English Language. It was also revealed that the relationship existing between secondary school students' self-efficacy beliefs and their academic achievement/performance was neither significant in Mathematics nor in English Language. Hence, the study concluded that there was no correlation existing between secondary school students and their academic achievement/performance in Edo State. Based on the findings, recommended that school guidance counsellors in collaboration with all stake-holders in teaching learning industry should encourage the need of self-efficacy beliefs among students and assist them to develop the concept .
KEYWORD: *academic achievement, students' self-efficacy beliefs and relationship.*

INTRODUCTION

The problem of academic achievement/performance among secondary school graduates in Edo State has assumed a wider dimension of interest among parents, teachers, school administrators, scholars and researchers. Despite the attention that the education sector has been receiving, performance of secondary school students in certificates examination, more importantly in English Language (oral and written) and Mathematics has not witnessed any remarkable improvement. This notwithstanding the huge investment by every parent, the fact remains that when SSCE or NECO results are released every year, some candidates come out with disheartening grades that are not commensurate with the huge investment of the parents and government in the education sector. This is also

in spite of the fact that every year, Nigerian universities that have departments of Education/English and Education/Mathematics churn out graduates with good and decent grades or results. One would have expected that with the increase in the numbers of those who have direct contact with Education/English Language and Education/Mathematics, as well as with the great attention or importance given to the education sector by both parents and government on the increase, the cry about woeful performance in English Language oral/written and the inability to perform well in Mathematics examinations by secondary school students in Nigeria and Edo state in particular would have been o forgotten issue.

In the view of Parveez and Tariq (2016), academic achievement is a dynamic process which plays a very significant and vital role in the achievement of harmonious development of a child in all spheres of life. Academic achievement in general refers to the degree of proficiency attained in some specific areas concerning some scholastic and academic work. It is the outcome of education or the extent to which a student, teacher or institution has achieved his or her educational goal and it is commonly measured by examinations or continuous assessments. It is also seen as marks, teachers' given grades and percentiles in academic subjects whereby higher scores indicate better educational attainment. It is the participants' examination grades (grade point average) at the end of a session or programme. Hence it is seen as the level of achievement in a particular field of study. In the context of this study, the degree of attainment of students in tasks or successful accomplishment of programmes and the best grades obtained from the subjects to which were exposed to is of paramount importance.

Globally, Mathematics and English Language have gained an indisputable importance and attention because both have become recurrent denominators in scientific and research studies. In addition, both have come to occupy unique positions in scientific and sociological struggle at globalization through information and communication management. Considering the importance of these subjects in the society therefore, and the continual poor performance of students in them, it has become imperarive that proactive steps which include the re-examination of parental attachment, students' academic self-concept and self-efficacy beliefs as correlates of secondary school students' academic achievement need to be addressed so that the missing link or gap can be bridged.

According to Olusegun (2015), less than 50% of the candidates who sat for public certificates ezaminations in Nigeria between; (2004-2011), obtained up to credit passes in five subjects including mathematics and English Language, which invariably are the minimum academic qualifications/requirements for admission into tertiary institutions in Nigeria every year. For instance, in the year 2004, out of 1,019,592 candidates that sat for the examination, only 33.97% had credit pass, while 66.03% failed. In the year 2005, 1,054,843 candidates sat for the examination, 38.20% had credit pass while 61.80% failed. In the year 2006, 1,149,277 candidates enrolled for the examination, 41.12% had credit pass while 58.88% failed. In the year 2007, 1,249,028 candidates enrolled for the examination, and 46.75% passed at credit levels while 52.25% failed. In the year 2010, a total number of 337,071 candidates, representing 24.94% had credit passes in Mathematics and English Language, while in 2011, out of 1,540250 candidates that sat for the examination, only 472,906 candidates representing 30.99% had credit pass in Mathematics and English Language and these largely indicated strong evidences of continued poor performance of secondary school students in certificates examination (waec Forum, 2017).

However, a careful analysis and observation of secondary school students' performance in WAEC in Edo State from 2014-2019 have shown a remarkable improvement in respect of five credit pass in five subjects, including Mathematics and English Language as compared to Olusegun's position above. See Appendix Ai,ii and iii.

Nevertheless, it is disheartening to note that despite the remarkable increase in students' performance in certificate examinations as reflected in the WAEC results statistics in Edo State from 2014-2019, several cases or situations abound where some secondary school graduates find it difficult to perform elementary computations in Mathematics or express themselves adequately or fluently in English Language. This has created serious implications with corresponding effects on students, families and the nation in general. Against this backdrop, this paper examines the relationship between self-efficacy beliefs and secondary school students' academic achievement in English Language and mathematics in Edo State.

A self-efficacy belief as a variable is defined as one's belief in his or her capacity to perform a specific action or task successfully. It determines how people feel, think, motivate themselves and behave. Self-efficacy, also called perceived ability, refers to the confidence people have in their abilities for success in a given task. Such beliefs produce diverse effects through four major processes which include cognitive, motivational, and effective as well as selection processes. A strong sence of self-efficacy belief enhances human accomplishment and personal well being in many ways such as academic achievement.

Self efficacy belief as the term connotes is an individual belief that he or she is able to perform well in a particular task or endeavour. It is the belief in one's capabilities to organize and execute the courses of action required in producing given attainments. It constitutes the key factors of human agency as it influences the course of action people choose to pursue, such as how much effort they put into a given endeavour as well as how long they can persevere in the face of obstacles and failures, their resilience to adversity and commitment to the course of progress and achievement.

Self-efficacy belief, also called perceived ability refers to the confidence people have in their abilities for success in a given task. As pointed out by Onyeizugbo (2010), self-efficacy belief gives an individual the total conviction or ability to succeed in specific positions. As a result, he defined self-efficacy belief as the confidence individuals have in their abilities that they can successfully perform particular tasks. This definition emphasized that self-efficacy belief influences the courses of action people choose to pursue, their resilience to adversity, whether their thought patterns are self hindering or self aiding, how much stress and depression they experience in coping with environmental demands, and the level of accomplishment they realize.

As asserted by Anyaegbunam, Ezejiegwu and Muokue (2012), people are more likely to engage in certain behaviours when they believe they are capable of executing those behaviours they feel they will be successful. This means that self-efficacy beliefs os the self confidence possessed determines one's academic achievement, motivation and focus towards learning. Self-efficacy belief affects behaviour in three different ways. First, through the joy and determination one displays towards activities. Secondly, through effort and persistence in a task, such as in a situation where individuals tend to put more effort and interest in activities and behaviours they consider to be successful in achieving their goals, and thirdly, through learning and achievement, for instance, in a situation where students with high self-efficacy beliefs tend to be better students and achieve more academically.

As a result, Kiran and Sunger (2011), have affirmed that self-efficacy belief mediates the effects of prior achievement, knowledge and skills on subsequent achievement. As students with high self-efficacy beliefs tend to shoose more challenging tasks, show more effort and do not give up easily on tasks and assignments as compared to those with low self-efficacy beliefs, there is need to promote and cultivate this concept in the academic life of students noting that it facilitates understanding, promotes motivation and determination among students to perform tasks or activities.

Since self-efficacy belief can influence an individual to become committed to a course or action, and to successfully execute the behaviours necessary to produce desired outcomes, it is the intention of this researcher therefore to examine how self-efficacy beliefs of students in secondary schools correlates their academic achievement in Mathematics and English Language. This is because, individuals make decisions based on their perceived self beliefs by undertaking activities and choosing situations they deem to be within their capabilities for success or achievement. When humans have a strong sense of perceived self-efficacy beliefs, they put forth a greater effort to accomplish a task despite the obstacles they encounter than those who have a weak sense of self-efficacy beliefs. It is believed that students who have a higher degree of self-efficacy beliefs will have a higher intention to remain enrolled in college academic activities and will be more likely to persist in the face of external obstacles.

It is also believed that students who posses high self-efficacy beliefs could engender positive attitude to their academic work. They motivate themselves towards learning and explore innovative approaches towards high academic achievement. This in-turn results into academic effectiveness and improved students learning outcomes. Though self-efficacy belief has an important influence on behaviour, it should be understood here that behaviour is a function of many variables. Hence researchers have opined that students with high sense of self-efficacy beliefs are confident in academic tasks while those with lower self-efficacy beliefs on the other hand, feel a sense of helplessness in any difficult situation. In the same vein, students with academic self-efficacy beliefs find learning meaningful and rewarding. They assess them proactively, set goals for themselves, establish strategies for achieving the goals, have positive attitudes about themselves, have a feeling of being in control at all times and feel sober when they fail to achieve their set goals and desires. On the other hand, those with low or poor academic self-efficacy beliefs do not.   Hence it is called perceived ability as it is used to refer to the confidence people have in their abilities for success in a given task, how much effort will result, and how long the effort will be sustained in the face of obstacles or limitations.

In achievement settings such as high school education, other important variables that determine academic achievement or performance include skills, outcome, expectations and the perceived value of outcomes. However, it has been observed that once self-efficacy beliefs are formed, they are not always stable. They can vary in strength because the individual is constantly evaluating new functions. As a result, self-efficacy belief is seen as varying

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along three dimensions which are **level**, **strength** and **generality**. Level refers to the degree of difficulty of the behaviour or tasks that an individual feels capable of performing. Strength refers to confidence a person has in his or her performance estimates. Weak self-efficacy beliefs expectations are easily modified by disconfirming experiences while strong self-efficacy beliefs or percepts are robust, promoting persistence in the face of obstacles. Generality of self-efficacy belief concerns the range of situations in which an individual considers himself or herself to be efficacious.

Nevertheless, it should be noted that success raises self-efficacy beliefs and failure lowers it, although an occasional failure after some successes is unlikely to have much impact. How people act can often be predicted better by their self-efficacy beliefs (the beliefs about their capabilities) than by their actual skills. High ability students feel more efficacious about performing well than do low ability students, however, researchers have also observed that self-efficacy belief is not necessarily a direct reflection of students' intelligence and abilities hence the researchers in this study intend to empirically find out the relationship that exist between students' self-efficacy beliefs and their academic achievement in both Mathematics and English Language.

Statement of the Problem
As observed by Olusegun (2015), the abysmal performance of secondary school graduates in certificate examinations has assumed a wider dimension of interest among scholars and researchers in the field of teaching and learning. For, the inability of secondary school graduands to effectively defend their grades or achievement has led to a scenario where public schools and teachers in the secondary school levels in Nigeria Education System are gradually loosing its/their reputation(s). Arising from the enormities of academic and social vices which poor academic achievement/performance of secondary school students has created in so many work places, offices and in the society, secondary schools certificate holders in Nigeria and in particular, Edo State are gradually loosing confidence, self-esteem and self-efficacy beliefs. If this situation is not given urgent and necessary attention, the end result in no distant time could lead these young school graduands into all sorts of societal crimes and street urchins.

Against this background, there is the desire to find out if self-efficacy beliefs correlate secondary school students' academic achievement of in Mathematics and English Language. Hence, the study sets out to investigate the relationship between secondary school students' parental attachment, academic self-concept, self-efficacy beliefs and their academic achievement/performance in Mathematics and English Language.

Objectives/Purpose of Study
The objective/purpose of this study is to examine the influence of self-efficacy beliefs as correlate of secondary students' academic achievement/performance in Edo State. Specifically, the study seeks to find out:
1. Achievement scores of secondary school students on self-efficacy beliefs   in Mathematics and English Language in Edo State
2. The relationship between self-efficacy beliefs and secondary school   students' achievement/performance in in mathematics
3. The relationship between self-efficacy beliefs and secondary school   students' academic achievement/performance in English Language

Significance of the Study
The results of this study would be of great importance and immense benefits to the followings; parents, teachers, school administrators, guidance counsellors, students and above all to the future researchers in the field of teaching and learning, education and academic achievement/performance.

Scope of the Study
This study is delimited to Edo State. It is designed to assess self-efficacy beliefs as correlate of secondary school students' academic achievement. The study is also delimited to senior secondary school students (SSSII) only in Edo State. It is delimited to this class (students) alone because they have been exposed to a good number of achievement tests in the two subjects under study hence they are considered to have been sufficiently experienced and matured enough to respond appropriately to items of the research instruments.

Research Questions
The present study sought to answer the following questions:

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i.   What are the academic achievement scores of secondary school students in Mathematicson?
ii.   What are the academic achievement scores of secondary school students in English Language?
iii.   What are the scores of secondary school students on self efficacy beliefs?
iv.   What is the level of relationship existing between self-efficacy beliefs and secondary school students' academic achievement/performance in Mathematics?
v.   What is the level of relationship existing between self-efficacy beliefs and secondary school students' academic achievement in English Language?

Hypotheses
The following hypotheses raised guided the study and they were tested at 0,05 level of significant..
i.   There is no significant relationship or correlation existing between students' self-efficacy beliefs and their academic achievement in Mathematics.
ii.   There is no significant relationship or correlation existing between students' self-efficacy beliefs and their academic achievement in English Language

METHODOLOGY

***Research Design*:** This research adopted a correlational survey design. A correlation design is a kind of design that seeks to establish a relationship between two or more variables as well as indicates the direction and magnitude of the relationship between variables (Nworgu, 2015). This study, therefore examined the relationship between self-efficacy beliefs and secondary school students' academic achievement/performance in Mathematics and English Language in Edo State.

Area of the Study
This study is restricted to Edo State of Nigeria. Edo State is one of the states that make up the south-south geo-political zone of Nigeria. Total numbers of Senior Secondary Schools in Edo State are Three hundred and ten (310) with one hundred and thirty six (136) in Edo South Senatorial District, Sixty eight (68) in Edo Central Senatorial District while One hundred and six (106) are in Edo North Senatorial District of the state (The Educator, 2018).

Population of the Study
The total population of this study is 64,975 and it comprises all the SS2 students of the State owned Senior Secondary Schools in the three Senatorial Districts of the State. The Senatorial Districts are as follows: Edo South Senatorial District with 30,090 students; Edo Central Senatorial District with 14,584 students and Edo North Senatorial which has 20,301 students (The Educator, 2018). Total population of this study which is 64,975 Students in SSII was considered appropriate for this study because the students have been exposed to series of achievement tests and at the same time are matured enough to handle the issues in the instrument better.

Sample and Sampling Technique
The sample size of this study is 1,201 SSII Students. This number represents approximately 1.85% of the total population of students in SSII in 2020/2021 academic year in the state owned secondary schools. The reasons for the sample size was to enable the researcher have a fair and adequate representative sample of the population. The sampling procedure employed in selecting the sample size is multi-stage sampling technique while the simple random sampling technique was used to select the schools.
The schools in each of the three Senatorial Districts of the State were identified and categorized into strata, and ten (10) schools were chosen in each of the Senatorial District or Educational zone. This brought a total of 30 secondary schools selected for the study. From each of the schools, forty (40) students each were selected from 29 secondary schools using multi-stage sampling technique while forty-one (41) students were selected from 1 secondary school. These, together gave a total number sample of 1,201 SSII students that form the sample size of the study.

Instruments for Data Collection
The instruments for the study comprised of students' self-efficacy scale (SES) and the students' termly results. The self-efficacy scale developed by Sheker et. al. and later modified by Ayodele (1998) was adopted for the study.

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The self-efficacy scale (SES) used contained 30 items with four (4) points scale responses format, ranging from strongly agree of 4 points to strongly disagree of 1 point.

The result scores of students' (respondents') performances in Mathematics and English Language collected from students' academic records in principals' offices formed the aggregate or summated scores used. These formed the achievement scores of the participants and were reported as aggregate or summated scores, ranging from 0-100%.

Validation of the Instrument

The instrument was adopted as a standardized instrument. The internal consistency reliability of the instrument established by the original authors of the inventory was adopted by the researchers in this study. Hence, the reliability co-efficient alpha for the instrument self-efficacy scale (SES) was 0.74.

Reliability of the Instrument

Though the internal consistency reliability co-efficient alpha of the instruments established by the original authors of the inventory was adopted for its' relevance, the researchers in this study nevertheless, conducted the reliability of the instruments by conducting a reliability testing approach of the instrument in three senior secondary schools in Delta State of Nigeria. During the reliability testing process, questionnaire copies were distributed to the students of the three secondary schools used for the reliability testing. Ten (10) students each were selected from the three Senior Secondary Schools chosen in Ika-South local government area of Delta State and these formed a total number of 30 students use for the reliability testing approach. The reliability of the tested instrument was 0.68.

Method of Data Collection

The administration of the instruments was done through direct delivery approach. By this method, copies of the questionnaires were distributed to the respondents by the researchers with the help of two assistants in each of the school that was selected for the study. The researchers had detailed discussions with the two assistants that were employed or co-opted into the exercise in each of the school that was used for the study. During the discussion, the researchers explained to their assistants or the co-opted teachers the purpose of the research, the contents of the questionnaire, how to administer the instruments as well as how to ensure proper retrieval of the responded copies of the questionnaire completed by the respondents.

Method of Data Analysis

The research questions were analyzed using aggregate or summated scores and Pearson Product Moment Correlation. Research questions 1-3 were answered using aggregate or summated scores while research questions 4 and 5 were answered using. Hypotheses 1and 2 were tested using simple regression analysis. The scores of students' academic achievement in Mathematics and English Language were reported as aggregate or summate scores and these range from 0-100 as follows:

Excellent Achievement	=70-100
Very Good Achievement	=60-69
Good Achievement	=50-59
Fair Achievement	=40-49
While poor achievement	=30-39

Decision rules for judging the resulting correlation coefficient for self-efficacy beliefs were as follows:
Very low positive or negative relationship was: + or -0.00 to 0.20,
Low positive or negative relationship was: + or -0.20 to 0.40,
Moderate positive or negative relationship was: + or -0.40 to 0.60,
High positive or negative relationship was: + or -0.60 to 0.80,
Very high positive or negative relationship was: + or -0.08 and above.

The norm

The established norm for the self-efficacy scale use is: = 86.
Decision: Scores of self-efficacy beliefs that is 86% or above was regarded as good or positive self-efficacy beliefs.

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RESULTS

Research Question 1

What are the academic achievement scores of secondary school students in mathematics?

Table 1: Academic achievement scores of secondary school students in mathematics

Mathematics scores	N	%	Remarks
70-100	232	19.3	Excellent achievement
60-69	409	34.0	Very good achievement
50-59	354	29.5	Good achievement
40-49	173	14.4	Fair achievement
0-39	33	2.7	Poor achievement

Table 1 shows that 232(19.3%) of the secondary school students with the scores ranging from 70 and 100 have excellent academic achievement in mathematics, 409(34.0%) of the students who scored between 60 and 69 have very good academic achievement. 354 (29.5%) of the students who scored between 50 and 59 have good achievement in mathematics respectively. However, 173(14.4%) of the students who scored between 40 and 49 have fair achievement; while 33 (2.7%) of the students have poor academic achievement in mathematics.

Research Question 2

What are the academic achievement scores of secondary school students in English language?

Table 2: Academic achievement scores of secondary school students in English language

English Language scores	N	%	Remarks
70-100	378	31.5	Excellent achievement
60-69	564	46.9	Very good achievement
50-59	206	17.2	Good achievement
40-49	45	3.7	Fair achievement
0-39	8	0.7	Poor achievement

Table 2 above reveals that 378(31.5%) of the secondary school students with the scores ranging from 70 and 100 have excellent academic achievement in English language, 564(46.9%) of the students who scored between 60 and 69 have very good achievement in English language. 206 (17.2%) of the students who had scores ranging from 50-59 have good academic achievement in English Language. Nevertheless, 45 (3.7%) of the students with scores ranging from 40-49 were fair; while 8 (0.7%) of the students with scores range of 0-39 have poor academic achievement in English language.

Research Question 3

What are the self-efficacy beliefs scores of secondary school students in Edo state?

Table 3: Self-efficacy beliefs scores of secondary school students in Edo state

Self-efficacy beliefs scores	N	%	Remarks
30-85	655	54.5	Poor self-efficacy belief
86-120	546	45.5	Good Self-efficacy belief

In table 3 above, it was observed that 546(45.5%) of the secondary school students with the scores ranging from 86 and 120 have good self-efficacy beliefs, while 655(54.5%) others who scored between 30 and 85 have poor self-efficacy beliefs.

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Research Question 4

What is the type of relationship existing between secondary school students' self-efficacy beliefs and their achievement in mathematics?

Table 4: Pearson r on secondary school students' self-efficacy beliefs and their achievement in mathematics

Source of Variation	N	Self-efficacy beliefs r	Mathematics r	Remarks
Self-efficacy belief	1201	1.00	-0.02	Very low or no Relationship
Mathematics	1201	-0.02	1.00	

Table 4 reveals that very low or no relationship of -0.02 exists between secondary school students' self-efficacy beliefs and their achievement in mathematics.

Research Question 5

What is the type of relationship existing between secondary school students' self-efficacy beliefs and their achievement in English language?

Table 5: Pearson r on secondary school students' self-efficacy beliefs and their achievement in English language

Source of Variation	N	Self-efficacy beliefs r	English languager	Remarks
Self-efficacy belief	1201	1.00	0.06	Moderate or no Relationship
English language	1201	0.06	1.00	

Table 5 shows that moderate relationship of 0.06 exists between secondary school students' self-efficacy belief and their academic achievement in English language.

Testing the Null Hypotheses
Null Hypothesis 1

The type of relationship existing between secondary school students' self-efficacy beliefs and their achievement in mathematics is not significant.

Table 6: t-test on the relationship existing between secondary school students' self-efficacy beliefs and their achievement in mathematics

N	Cal.r	Df	Beta	Cal.t	Pvalue	Remarks
1201	-0.02	1199	-.019	-.619	0.536	NS

NS = Not Significant

Table 6 shows that at 0.05 level of significance and 1199df, the calculated t 0.62 with Pvalue 0.536 which is greater than 0.05, the null hypothesis is accepted. The relationship existing between secondary school students' self-efficacy beliefs and their academic achievement in mathematics is not significant.

Null Hypothesis 2

The type of relationship existing between secondary school students' self-efficacy beliefs and their achievement in English language is not significant.

Table 7: t-test on the relationship existing between secondary school students' self-efficacy beliefs and their achievement in English language

N	Cal.r	Df	Beta	Cal.t	Pvalue	Remarks
1201	0.06	1199	-.064	2.123	0.03	S

S = Significant

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Table 7 shows that at 0.05 level of significance and 1199df, the calculated t 2.12 with P value 0.03 which is less than 0.05, the second null hypothesis is rejected. The relationship existing between secondary school students' self-efficacy beliefs and their academic achievement in English language is significant.

RESULTS AND DISCUSSION
From the analysis, the following findings were made: Many of the students 546(45.5%) have good self-efficacy belief.

A total of number of students 232(19.3%) have excellent academic achievements in mathematics, while 409(34.0%) of them have good achievements in mathematics.

In English Language, 378(31.5%) of the students have excellent academic achievements, while 564(46.9%) of them have good achievements in English language. Findings also revealed that:

i. There is low or no relationship of -0.02 existing between secondary school students' self-efficacy beliefs and their achievement in mathematics.

ii. There is moderate relationship of 0.06 existing between secondary school students' self-efficacy beliefs and their achievement in English language.

Hence, the relationship existing between secondary school students' self-efficacy beliefs and their academic achievement was neither significant in mathematics nor in English language.

SUMMARY OF FINDINGS
From the results in the table above, it was observed that 546 (45.5%) of the students' population used for the study emphasized that individual's self-efficacy beliefs is an indispensible predictor of individual student's academic achievement. This was the assertion of a good number of students sampled for the study. This implies that students' beliefs in their ability could directly affect their performance and academic achievements in Mathematics and English Language. In support of this claim was Onah (2018), study which revealed that self-efficacy belief serves as individual's judgment of his or her capabilities in bringing out the desired outcomes of the individual's engagement in activities and learning tasks.

Nevertheless, results of this study revealed that there was a very low or no relationship of -0.02 and a moderate relationship of 0.06 existing between secondary school students' self-efficacy beliefs and their academic achievements in Mathematics and English Language respectively. It is true that high level of self-efficacy beliefs according to Gordon (2001), is often considered as an indicator or predictive index of effectiveness and confidence in oneself. However, the very low level or no relationship and the moderate relationship that existed between Edo State secondary school students' self-efficacy beliefs and their academic achievements in Mathematics and English Language respectively in this study could be as a result of the students' over perceptions of their capabilities as revealed in the study where many of the students 546 (45.5%) were observed to have had good self-efficacy beliefs. Previously, Ochieng (2015), had pointed out that people do generally over-estimate their capabilities. Optimistic self-efficacy beliefs however are not indexes of failures but benefits since they raise aspirations and sustain motivation and students' academic achievements. Although no causal connection can be made on the basis of this study, altering students' self-efficacy beliefs positively may help them to raise their levels of effort, persist longer on school works, or to be motivated and choose not to avoid tasks. These attributes have the potentials to help students' performance and achievement in Mathematics and English Language.

Similarly, finding from this study supported the view of Makinde in Onah (2018), which reported that no statistically significant relationship exists between secondary school students self-efficacy constructs and their academic achievements in Mathematical knowledge. However, it is important to stress that finding from this study differs significantly from the earlier studies of Onyeizugbe (2010), Yazachew (2013), and others which reported that a significant positive relationship or correlation exists between secondary school students' self-efficacy beliefs and their academic achievement in Mathematics and English Language respectively.

CONCLUSION
The study established that the correlation existing between secondary school students'self-efficacy belief and their academic achievement was neither significant in Mathematics nor in English Language.

The result of this present study strengthened past studies in the relationship between self-efficacy beliefs as correlate of secondary school students' academic achievement.

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RECOMMENDATIONS

Based on the findings of this study, the following recommendations have become necessary.

Every segment involved in pupils/students learning and achievement should encourage and promote healthy development of students' self-efficacy beliefs.

Periodically, school guidance counsellors should organize programmes, workshop and conferences for students to emphasize and strengthen the needs of self-efficacy beliefs among students as the variable is an invaluable asset in learning and academic achievements of secondary school students.

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