

Relationship between Self-Efficacy on Class Participation and Extracurricular Activities among Secondary School Students in Benue and Nasarawa States, Nigeria, Implication for Counselling.

¹Dr James Akor Ameh and ²Dr Augustina Izehiuwa Efosa-Ehioghiren

¹Department of Educational Foundations, Benue State University, Makurdi.

²Lecturer: Department of Guidance & Counselling, Faculty of Education, Ambrose Alli University Ekpoma, Edo State, Nigeria

Email: akorjamesameh@gmail.com, efosag.c@aauekpoma.edu.ng

Phone Number: 08038735323, +2348108254249

Abstract: This study examined the relationship between self-efficacy, class participation, and extracurricular activities among secondary school students in Benue and Nasarawa States. Two research questions and two hypotheses guided the study, employing a correlational design across these Nigerian states. The population included 161,005 students in 527 schools, with a sample size of 385 students. Two instruments, the Self-Efficacy Questionnaire and the Class Participation and Extracurricular Activities Questionnaire, were utilized; however, reliability indices were 0.98, 0.89 and 0.88. Data were analyzed using Pearson's Product Moment Correlation Coefficient to address the research questions, while linear regression tested the hypotheses. The results showed a positive relationship between self-efficacy, class participation, and extracurricular activities. The study concluded that self-efficacy significantly shapes students' engagement in both class participation and extracurricular involvement in Benue and Nasarawa. In light of these findings, a collaborative approach between counselors and teachers was recommended to foster students' self-efficacy, encourage active class participation, and provide individualized support to promote students' overall development. To further enhance student engagement, counselors, teachers, and administrators should cultivate a supportive environment that encourages extracurricular involvement by making students aware of various opportunities, outlining participation benefits, and highlighting how such activities support personal growth and skill development. This approach shifts the view of extracurricular activities from potential distractions to valuable aspects of student development.

Keywords: Self-efficacy; Relationship; Class Participation; Extracurricular Activities; Secondary School.

Introduction

Self-efficacy among students has become a global concern for educational stakeholders, including parents, teachers, counsellors, and psychologists, who recognize that a student's sense of confidence in their capabilities

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is profoundly shaped by social interactions across various environments. Many students, especially those in secondary education, face challenges with self-efficacy stemming from complex factors both within and beyond the school setting (Oyaziwo, 2017). These influences include social and religious elements that can either support or hinder their academic adjustment. Social factors, such as peer relationships, family dynamics, and teacher support, significantly shape students' academic behaviour and their ability to develop a resilient sense of self-efficacy. Positive peer influences and supportive family environments, for example, can foster confidence and motivate students to set and achieve academic goals. Conversely, negative social interactions or lack of support may weaken students' self-belief, making it harder for them to adjust psychologically and academically. Religion also plays a notable role in shaping students' self-efficacy and academic behavior. Religious communities often provide moral guidance, emotional support, and a sense of belonging, which can reinforce positive behaviors and resilience in the face of challenges. For students from religious backgrounds, values like perseverance, discipline, and ethical responsibility may serve as additional support for navigating academic pressures. However, when these supportive structures are absent, or when students struggle to reconcile social and religious expectations, they may experience increased stress and self-doubt. The inability to develop a stable sense of self-efficacy has become a pressing issue, as it can lead to maladaptive coping mechanisms, including anti-social behaviors like drug abuse, robbery, alcoholism, and even violence. These behaviours may emerge as students attempt to manage the pressures of academic life without adequate psychological and social support.

Today, many students at the secondary school level in Nigeria are perceived as being predisposed to self-efficacy problems, such as learned helplessness, underachievement, avoidance of challenges, and impaired coping, coupled with normal academic problems that seem to have become part and parcel of the school process. The reasons, as noted by Akpama (2013), could be traced to the idea that these students often face problems of class participation, such as feeling worried about things, lacking concentration, feelings not motivated to contribute to group discussion, arriving late for classes, finding it difficult to ask questions in class, and being disorganized with study materials. These problems render most students in Benue and Nasarawa State emotionally and socially imbalanced, thereby pushing them into further issues like unwholesome behaviours. Nigeria is a religiously diverse country, with Christianity and Islam being the two dominant religions. Religious beliefs and practices can influence self-efficacy and extracurricular engagement, as students may be motivated by religious teachings to excel academically and participate in community service activities. This respect for religious authority can positively influence class participation, as students may be more inclined to actively engage in classroom discussions and activities out of respect for their teachers King, McQuarrie, & Brigham (2020).

Class participation is a social interaction aspect of student learning that enables students to speak in class, express ideas in a way that others can understand, ask questions, and obtain information to enhance understanding of topics (Onah & Ugwu, 2017). It is a critical factor in yielding positive learning outcomes for students and further developing abilities. Oyesola (2016) opined that participation in class allows students to build on knowledge, demonstrate a good understanding of the curriculum, and develop skills. However, students with low self-efficacy may doubt capabilities to contribute meaningfully to class discussions. This lack of confidence can perpetuate a cycle of non-participation and further erode self-belief. Consequently, these students may be less likely to actively participate in class discussions, answer questions, or share thoughts and ideas. They may fear making mistakes or being judged by peers and teachers, leading to problems with study habits.

Extracurricular activities refer to school activities such as athletics, music, volunteer work, school clubs, and societies (Almeida & Ferreira, 2011). Students with low self-efficacy may avoid participating in extracurricular activities that they perceive as challenging or beyond abilities. This avoidance can limit personal growth and prevent them from discovering new interests or talents. Students who believe they lack the skills or competence required for a particular extracurricular activity may not invest effort in practicing or improving those skills. This can hinder overall skill development and performance in that activity. Low self-efficacy may lead to a lack of perseverance in the face of difficulties. Negative self-efficacy beliefs can also lead to social withdrawal. Individuals may feel reluctant to join group activities or clubs due to the fear of not being able to meet others' expectations or perform well (Adama, 2015). Factors such as resource limitations, socio-cultural expectations, and academic pressure may contribute to students' reluctance to engage in extracurricular activities. For example, Nigerian students often face societal expectations to prioritize academics over other pursuits, which can discourage them from exploring activities that might boost their self-efficacy through hands-on learning and peer support. Further, students who lack self-efficacy may avoid extracurricular participation due to fear of failure or social comparison, limiting their opportunities to build confidence in non-academic settings.

Chukwuma (2017) posited that students who possess higher levels of self-efficacy exhibit a distinctive mindset, viewing challenges as stepping stones to personal growth and development rather than intimidating threats. When faced with extracurricular competitions or events, these self-efficacious students approach them with a sense of optimism and confidence. They perceive these endeavors as attainable goals, firmly believing that abilities and efforts will lead them to success (Chukwuma, 2017). This positive outlook serves as a powerful driving force, inspiring them to invest the necessary time and effort to overcome obstacles and excel in chosen pursuits.

To Chukwudi, (2020) students who participate in these activities are likely to experience success and achievement, which can enhance self-efficacy. As they learn and master new abilities, they build confidence in capacity to excel in different domains and work to overcome these hurdles and achieve goals, they develop a belief in ability to tackle difficulties and persevere through setbacks. This sense of mastery contributes to an increase in self-efficacy. Okonkwo (2021) posited that students form friendships and become part of a supportive community; they receive encouragement and validation from others, which can positively impact self-efficacy. Belonging to a group that values and appreciates contributions can enhance belief in abilities.

Bhasin and Mahmood (2018) posited a significant positive relationship between self-efficacy and class participation. The authors suggested that enhancing self-efficacy may lead to increased class participation among university students. Overall, the article provides insights into the importance of self-efficacy in promoting class participation among secondary school students and offers practical implications for educators and administrators looking to increase student engagement in the classroom. Walsh and Ugumba-Agwunobi, (2019) argued that individuals with higher self-efficacy approach class participation as an opportunity to learn and contribute. They are more likely to ask questions, offer opinions, and engage with others; class participation can also contribute to developing self-efficacy beliefs. They argue that active participation in classroom discussions and activities can provide individuals with opportunities to practice and refine skills, leading to increased confidence in abilities that factors such as classroom environment, teacher support, and cultural norms can also influence class participation and self-efficacy beliefs (Orji, & Olaleye, 2017) supportive classroom environment and positive teacher feedback can enhance self-efficacy beliefs and encourage greater class participation. In contrast, a hostile or unsupportive environment can undermine self-efficacy and discourage participation. Students' self-efficacy, which is their belief in their ability to succeed in academic tasks, is a fundamental factor influencing classroom

participation extracurricular activities of students. However, several obstacles contribute to a lack of self-efficacy, ultimately hindering students' active engagement (Teri-Lisa, Jill & Catherine (2021). One such obstacle is the fear of failure, a common concern among students, which lead them to believe that their contributions would not be valuable or might be met with criticism. This fear is often exacerbated by a perceived lack of preparedness or mastery of the subject matter, further undermining students' confidence in their abilities.

Despite the recognized influence of academic factors on students' self-efficacy and classroom participation and the role of extracurricular activities remains underexplored. Previous research has primarily focused on the influence of academic factors on students' self-efficacy and classroom participation, while the role of extracurricular activities remains relatively underexplored Bekomson, Mgbani & Abang (2020). Understanding the relationship between extracurricular activities and self-efficacy may help teachers and policymakers to design more comprehensive interventions aimed at enhancing students' confidence and active engagement in both academic and non-academic settings. Extracurricular activities, such as sports, clubs, or volunteer work, offer students' opportunities to develop new skills, build confidence, and overcome their fear of failure. It is on this background that the researcher investigates the relationship between self-efficacy on class participation and extracurricular activities among secondary school students in Benue and Nasarawa States.

Purpose of the Study

Specifically, the study sought to:

1. Determine the relationship between self-efficacy on class participation of secondary school students in Benue and Nasarawa States
2. Examine the relationship between self-efficacy and extracurricular activities of secondary school students

Research Questions

1. What is the relationship between self-efficacy on class participation of secondary school students in Benue and Nasarawa States
2. What is the relationship between self-efficacy and extracurricular activities of secondary school students

Hypotheses

The following null hypotheses were formulated and tested at 0.05 level of significance

- 1 There is no significant relationship between self-efficacy and class participation among secondary school students in Benue and Nasarawa States
- 2 There is no significant relationship between self-efficacy and extracurricular activities among secondary school students in Benue and Nasarawa States.

Methodology

The study employed a correlational design. The study area was Benue and Nasarawa States. The population of the study was 161,005 students, with Benue State having 62,463 students and Nasarawa having 98,542 students. The sample was 384, with Konshisha having 11, Kwande 23, Makurdi 19, Gboko 25, Otukpo 25 Ogbadibo 9, Awe 21, Doma 54, Lafia 161 and Toto having 36. This sample size distribution is structured to ensure balanced representation. This was determined using Glenn (2012) formula for determining sample size from the population. Multi-stage sampling technique was employed for the study, which includes stratified sampling to select ten Local Government Areas, purposive random sampling was used to select five schools within each of the ten selected Local Government Areas. Three instruments were used for this study. The researcher adapted the Self-Efficacy Scale, Class Participation Scale and Extracurricular activities

The structured questionnaire for the study underwent a rigorous validation process to ensure its content and face validity. Three experts, two from the field of guidance and counselling and one from Test and Measurement, all from Faculty of Education at Benue State University Makurdi, were involved in scrutinizing the instrument. Two assistants assisted the researcher in administering the questionnaire in schools in Benue and Nasarawa States. These assistants were teachers. Detailed explanations of the items on the questionnaire were made to the research assistants, who also explained them to the respondents. Three hundred eighty-five copies of the questionnaire were administered to the respondents on the spot using the face-to-face method and were collected after three days. This approach aimed at minimizing the instrument's mortality and attrition rate. Pearson Product Moment Correlation was used to answer research questions and Linear Regression to test hypotheses on the relationship between self-efficacy on class participation and extracurricular activities among secondary school students in Benue and Nasarawa States.

Results

Table 1

Pearson Product Moment Correlation Scores on Relationship between Self-Efficacy and Class Participation among Secondary School Students

| | | Self-efficacy | Class participation |
|---------------------|---------------------|---------------|---------------------|
| Self-efficacy | Pearson Correlation | 1 | 0.747** |
| | Sig. (2-tailed) | | 0.000 |
| | N | 384 | |
| Class participation | Pearson Correlation | 0.747** | 1 |
| | Sig. (2-tailed) | 0.000 | |
| | N | 384 | 384 |

Table 1 result shows correlation coefficient is 0.747. It therefore indicates that there was positive relationship between self-efficacy and class participation among secondary school students in Benue and Nasarawa States. This implies that students with positive self-efficacy display a tendency for active and enthusiastic involvement in classroom interactions

Table: 2

Pearson Product Moment Correlation Scores on Relationship between Self-Efficacy and Extracurricular Activities among Secondary School Students

| | | Self- efficacy | Extracurricular activities |
|----------------------------|---------------------|----------------|----------------------------|
| Self-efficacy | Pearson Correlation | 1 | 0.681** |
| | Sig. (2-tailed) | | 0.000 |
| | N | 384 | |
| Extracurricular activities | Pearson Correlation | 0.681** | 1 |
| | Sig. (2-tailed) | 0.000 | |
| | N | 384 | 384 |

Table 2 result shows correlation coefficient is 0.681. It therefore indicates that there is positive relationship between self-efficacy and extracurricular activities among secondary school students in Benue and Nasarawa

States. This implies that students with positive self-efficacy traits not only exhibit a heightened eagerness to partake in various activities and discussions but also demonstrate a commendable level of commitment.

Table 3

| Linear Regression Showing Relationship between Self-efficacy and Class Participation | | | | | |
|--|-------|----------------|---------|--------|-------|
| Variable | R | R ² | F | B | T |
| (Constant) | 0.747 | 0.558 | 484.364 | 16.187 | |
| Class participation | | | | | 0.000 |

F (1, 384) = 484.364, P < 05

Table 3 result: F (1, 384) = 484.364, R=747, R²=558, B 16.187, P < 0.05 since p < 0.001 is less than P.0.05, the null hypothesis which states that self-efficacy has no significant relationship with class participation among secondary school students in Benue and Nasarawa States is rejected. This implies that there is a significant positive relationship between self-efficacy and class participation among secondary school students in Benue and Nasarawa States.

Table 4:

| Linear Regression Showing Relationship between Self-Efficacy and Extracurricular Activities among Secondary School Students' | | | | | |
|--|-------|----------------|---------|--------|-------|
| Variable | R | R ² | F | B | T |
| (Constant) | 0.681 | 0.464 | 331.133 | 44.447 | |
| Extracurricular activities | | | | | 0.000 |

F (1, 384) = 331.133P < 05

Table 4 result: F (1, 384) = 331.133, R = 0.618, R² = 0.464, B 44.447, P < 0.05 since p < 0.001 is less than P.0.05, the null hypothesis which states that self-efficacy has no significant relationship with extracurricular activities among secondary school students in Benue and Nasarawa States is rejected. This implies that there is a significant positive relationship between self-efficacy and extracurricular activities among secondary school students in Benue and Nasarawa States.

Discussion of Finding

The findings of the study, based on research question one and hypothesis one, showed that self-efficacy has positive significant with class participation of secondary school students in Benue and Nasarawa States. This implies that students with positive self-efficacy actively participate in class discussions and ask questions, often contribute to group activities in the classroom and engage in debates and arguments with classmates. This finding agrees with Bhasin and Mahmood (2018) who posited a significant positive relationship between self-efficacy and class participation. The authors suggested that enhancing self-efficacy may lead to increased class participation among university students. Overall, the article provides insights into the importance of self-efficacy in promoting class participation among secondary school students and offers practical implications for educators and administrators looking to increase student engagement in the classroom. Walsh and Ugumba-Agwunobi, (2019) who argued that individuals with higher self-efficacy approach class participation as an opportunity to

learn and contribute. They are more likely to ask questions, offer opinions, and engage with others; class participation can also contribute to developing self-efficacy beliefs.

The findings of the study, based on research question two and hypothesis two, showed that self-efficacy has positive significant with extracurricular activities of secondary school students in Benue and Nasarawa States. This implies that students with positive self-efficacy actively participated in the activities and discussions, activity met expectations and get motivated to contribute to the success of the group. This finding agreed with (Chukwuma 2017; Bekomson, Mgbani & Abang 2020) who posited that students who possess higher levels of self-efficacy exhibit a distinctive mindset, viewing challenges as stepping stones to personal growth and development rather than intimidating threats. When faced with extracurricular competitions or events, these self-efficacious students approach them with a sense of optimism and confidence. They perceive these endeavors as attainable goals, firmly believing that abilities and efforts will lead them to success. The study agreed with Chukwudi, (2020) who posited that students who participate in extracurricular activities are likely to experience success and achievement, which can enhance self-efficacy. As they learn and master new abilities, they build confidence in capacity to excel in different domains and work to overcome these hurdles and achieve goals, they develop a belief in ability to tackle difficulties and persevere through setbacks.

Conclusion

The study revealed a significant connection between students' overall self-efficacy and their engagement in both classroom activities and extracurricular interests among secondary school students in Benue and Nasarawa States. It found that self-efficacy positively influenced class participation, meaning that students with a strong sense of self-belief were more likely to engage actively in classroom discussions and activities. These students felt motivated to contribute meaningfully to group efforts, enhancing both their own and their peers' learning experiences. The study highlighted a similar positive relationship between self-efficacy and involvement in extracurricular activities. Students with higher self-efficacy showed not only a strong interest in participating in various school activities but also displayed notable dedication and commitment.

Recommendation

The study provided the following recommendations

1. Schools should organize workshops for teachers and counsellors focused on boosting students' self-efficacy. These sessions should cover methods like offering genuine praise, setting achievable goals, and using mentorship as a tool. Mentorship can help students feel personally supported, enhancing their resilience and confidence in academic and social settings.
2. Classroom-based self-efficacy interventions should include techniques like goal-setting exercises, peer tutoring, and self-reflection activities. For extracurricular contexts, goal-oriented programs and team-building exercises can significantly bolster self-efficacy. For example, structured feedback sessions during sports or arts clubs can give students specific and constructive praise, encouraging their progress and resilience.

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