

# Self-efficacy as correlates of students' academic performance in financial accounting in secondary schools in Abia State, Nigeria

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## ABSTRACT

The need to improve the performance of students in financial accounting necessitated this study to ascertain self-efficacy as correlates of students' academic performance in financial accounting in secondary schools in Abia State, Nigeria. Correlational research design was adopted for the study. The population of the study comprised 846 SS 2 financial accounting students of 2018/2019 session in state owned secondary schools in Abia State and 271 students were drawn using Taro Yamane formula. Self-efficacy Questionnaire (SEQ) and Financial Accounting Performance Test (FAPT) were used for data collection. The researchers with the help of three research assistants distributed copies of the SEQ to the participants in their classes. On-the-spot distribution and collection was used. The reliability of SEQ was established using Cronbach alpha method which yielded correlation coefficients of 0.87, 0.91 and 0.86 for sections A to C and overall correlation value of 0.88. Pearson product moment correlation coefficient was used to answer the research questions and test the hypotheses. The findings revealed (1) the positive and high relationship between students' mastery experience, vicarious experience and their academic performance in financial accounting; (2) the negative and high relationship between students' social persuasion and their academic performance. The findings also indicate the significant impact of students 'both types of experiences (mastery and vicarious) and social persuasion on the students' academic performance in the subject. The study strongly indicates the powerful effects of mastery experiences, vicarious experiences and social persuasion on improving students' academic performance. They, therefore, should be used to increase students' self-efficacy and academic performance.

**Keywords:** Self-efficacy, financial accounting, academic performance, secondary school.

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## INTRODUCTION

Secondary education is recognized as a type of education students is attaining after primary education and before tertiary education. Secondary school education include; junior secondary education, senior secondary education, high school, and continuing education given in Vocational Enterprising Institutions. The goal of secondary school education is to prepare students for useful living within the society and higher education (Federal Republic of Nigeria (FRN), 2013). To achieve this objective, schools that offer secondary education in Nigeria require six years duration in two

stages: 3 years for Basic Level and 3 years for Post-Basic Level. Basic level of education is education a child receives immediately after primary education which provide the child with diverse basic knowledge and skills for entrepreneurship and educational advancement. The post-Basic level education is education children receive after a successful completion of basic education and passing the Basic Education Certificate Examination (BECE) and Junior Arabic & Islamic Studies Certificate Examination (JAISCE). The curriculum designed for Post Basic level aims at broadening students' knowledge and

skills. Subjects offered in Post Basic level are in three groups; core subjects, vocational subjects and non vocation art subjects. The vocational subjects also called business subjects include financial accounting, economics, commerce, computer studies/keyboarding, shorthand, office practice and marketing. The main aim of business subjects, according to Nwaukwa (2015), is to bequeath students with relevant job skills for paid or self-employment as well as for higher education in business-related courses.

Financial accounting, which falls under the business subjects, is very essential for business organization. It helps management personnel make an informed decision to issues relevant to business. Financial accounting, according to Agboh (2015) is the art of recording, interpreting, verifying and reporting financial transactions of a business in accordance with the laid down accounting principles. Obaidullah (2013) sees financial accounting as a system that accumulates processes and reports information about an entity's performance (profit or loss), its financial position (assets, liabilities and shareholders' equity) and changes in financial position. The general objectives of teaching financial accounting in senior secondary schools (FRN, 2013) are to: provide specialized instruction to prepare students for career in accounting field, fundamental instruction to help students assume their economic roles as consumers, workers and citizens, and accounting skills for personal use in future.

In order to meet the stated objectives, students need to understand the subject matter and perform well academically in financial accounting examinations. This is because, academic performance of students especially at the secondary school level is a pointer to the effectiveness of teaching and learning, and the medium to measure the attainment of individual's and nation's educational goals (Olanrewaju, 2014). Academic performance represents outcome that indicates the extent to which a person has accomplished specific goals that were the focus of activities in instructional environments, specifically in schools (Spinath, 2012). It could be high, average or low/poor.

The academic performance of students in Senior Secondary School Certificate of Education (SSCE) financial accounting examination in Nigeria in recent years has been far from impressive. Information from West African Examination Council Chief Examiner's Report (2016) and Ubulom and Ogwunte (2017) showed that the achievement of students in financial accounting in Nigeria has not been encouraging. The situation is not different in Abia State as the WAEC analysis of results of students in financial accounting for 2015, 2016 and 2017 academic year showed a percentage failure rate of students in the subject to be 62.69, 58.87 and 57.15% (WAEC Chief Examiner's Report, 2015, 2016 and 2017). Similarly, the researcher's personal discussion with some financial accounting teachers and students in secondary schools in the area of the study revealed that financial

accounting has not recorded the needed success. About 60 percent of the students who offered the subject in Senior Secondary Certificate Examination (SSCE) in 2015 and 2016 scored below 48 percent. This ugly situation could make it difficult to produce future competent accountants who are highly needed in business organizations.

The academic performance among students has led experts to come up with many variables that could effectively assist students to improve their performance. Similarly, Olanrewaju (2014) stated that different factors are capable of predicting the performance of students. These factors may be students' intelligence, state of health, self-esteem, anxiety. Others are students' environment; availability of suitable learning environment, adequacy of educational infrastructure like textbooks and well-equipped laboratories. However, self-efficacy could be predicting factor of students' academic performance. Self-efficacy is defined as the belief in one's capabilities to carry out, organize and perform a task successfully (Bandura, 1997). Bandura stated that self-efficacy has to do with a person's belief in his capacity to exercise control over his own behaviour and over events in order to generate a desired outcome. The author asserted that self-efficacy is a very important motivation of individual to push through with an action. Beliefs about self-efficacy influences how people think, feel, encourage themselves and behave. Thus, the greater a person's degree of self-efficacy, the more determined he will be and the greater the chances that he will be successful in achieving a goal. Self-efficacy is the driving force that makes people pursue a goal and overcome obstacles.

Students with high sense of efficacy have the capacity to accept more challenging tasks, higher abilities to organize their time, increased persistence in the face of obstacles, exhibit lower anxiety levels, show flexibility in the use of learning strategies and have a high ability to adapt with different educational environments (Elmotaleb and Sahalof, 2013). High school students and entry-level college students are struggling to maintain the self-efficacy and motivation needed to accomplish rigorous and challenging tasks in both high school and college. Hibbs (2012) stated that a student's level of efficacy impacts the amount of effort applied and the degree to which he or she will persevere through a difficult task. In support, Eranla (2015) asserted that students with higher self-efficacy do not easily give up when confronted with difficulties. Wernersbach, Crowley and Bates (2014) suggested that individuals who are doubtful about their capabilities are easily discouraged by struggles and failures, whereas individuals with more confidence persist despite obstacles until they find success.

As stated by Atounm and Al-Momani (2018), students with high self-efficacy often take on more challenging tasks, put in more effort, persist in the face of difficulty, and use strategies to make learning meaningful. In the same vein, Al-Zyate (2011) posited that self-efficacy

could affect students' behaviour not only directly, but by its impact on other determinants such as goals and aspirations, and outcome expectations. It could mediate the relationship between students' belief in terms of success or failure and actual behaviour when performing a particular task. Furthermore, Furtado Nina et al. (2016) listed four sources of self-efficacy which could predict students' academic performance: mastery experience, vicarious experience, social persuasion, and emotional arousal. Mastery experience refers to judgments of competence of one's own previous attainment in a related task (Purzer, 2011). It is past performances of students and is the factor that provides the most realistic information to students on being able to deal with new encountered situations. Vicarious experience on the other hand is observation of students by their classmates. While students' observation of their friends' successful performances may increase their self-efficacy belief; observation of their failures could also causes them to think that they are going to be unsuccessful.

Similarly, social persuasion involves strengthening student's beliefs that they have what it takes to succeed. Students normally will do better if they are persuaded verbally that they possess certain capabilities in a particular task and are likely to perform better than students who have self doubt and focus on their personal deficiencies when facing a new task (Joet et al., 2011). Emotional arousal refers to emotion or physical sensation (e.g. anxiety, fatigue and composure) that students experience while performing a particular task. High emotional arousal could debilitate performance, due to students often read their physiological activation in stressful or taxing situations as signs of vulnerability to dysfunction. In addition, environmental factors could exert strong influence on how an internal state is interpreted. Therefore, students' sense of efficacy will vary depending on the situational factors and the meaning given to him.

According to Royce et al. (2016), research linking self-efficacy to performance in financial accounting is scarce. Royce et al. therefore called for increased research to investigate the correlation between the construct and students' academic performance in accounting and how the results obtained might be used to improve the performance of students in the subject. Based on this background, this study was carried out to ascertain self-efficacy as correlates of students' academic performance in financial accounting in senior secondary schools in Anambra State.

## LITERATURE REVIEW

A number of studies have been carried out to investigate the correlation between students' self-efficacy and academic performance. The studies revealed a positive and significant correlation between self-efficacy and academic performance (Phan, 2012; Burnham, 2011; Purzer, 2011). These studies also showed that

regardless of age, gender, domains, disciplines and countries, a student with higher self-efficacy will achieve better academically than those with low self-efficacy. Louis and Mistele (2012) also reported that although there were differences in level of self-efficacy by gender in young adolescents taking mathematics and science, self efficacy was found to be a good predictor of the performance scores. Loo and Choy (2013) reported that a significant, positive correlation existed between students' self-efficacy and their academic performance in Economics. In the same vein, Phan (2012) revealed that mastery experience was the greatest predictor of students' academic performance. This is because, mastery experience provides the most authentic evidence of whether students could master whatever task they are given. Loo and Choy (2013) also revealed that social persuasions and emotional arousal are interrelated with mastery experiences at a statistically significant level. Hodges and Murphy (2013) found that vicarious experience had the strongest influence on students' academic performance. Adeyemo (2007) reported a significant and positive correlation between self-efficacy with academic performance.

Arslan (2012) reported that academic achievement and self-efficacy reciprocally affect each other. Multon et al. (1991) found out that self-efficacy was an important predictor of academic achievement. Likewise, Usher and Pajares (2006) reported that the predictors of the self-efficacy beliefs of high achievers are mastery experience and physiological state; the predictors of the self-efficacy beliefs of medium achievers are mastery experience and social persuasion; and no source predicted the self-efficacy beliefs of low achievers. Ali (2013) found that there were significant relationships between students' opinions about sources of self-efficacy related learning and performance and academic achievement. Ali contended that mastery experiences is past performances of students and the factor that provides the most realistic information to individuals on being able to deal with new encountered situations. While students' successful performances increase their self-efficacy beliefs, the unsuccessful performances decrease their self-efficacy beliefs. Koloa et al. (2017) showed that there was a significant relationship between self-efficacy and students' academic performance. From the literature reviewed, and to the best of the researchers' knowledge, no study was found covering self-efficacy and SS 2 students' academic performance in financial accounting in public senior secondary schools in Abia State. This has left a gap in knowledge which this study filled.

## Theoretical framework

### *Social learning theory*

The social learning theory was propounded by Albert Bandura in 1977. The theory focuses on the learning

which occurs within a social environment. Bandura stated that most human behaviour is learned observationally through modeling: from observing others, one forms an idea of how new behaviours are performed and one later occasions, thus, coded information serves as a guide for action (Bandura, 1977). Bandura further stated that people have the ability to learn by watching others, influence from environment, peers and media among others. Bandura's social learning theory identifies three main processes involved in learning which are direct experiences, indirect or vicarious experiences from observing others (modeling), and the storing and processing of complex information through cognitive operations. This theory posited that behaviour is learned and that they are influenced by social context, the media, peers and more so television is seen as an increasingly influential age of socialization that provided its effect through teenagers.

In line with the present study, Social cognitive theory is apt for this study because self-efficacy theory, an extension of social learning theory (Bandura, 1977), delineates the cognitive factors that are likely to control whether or not students develop and exercise the mental and behavioural skills required to undertake difficult tasks. Bandura (1977) stated that students have beliefs about their own abilities, which is called "efficacy expectancies," and beliefs about the contingencies operating in the environment, which is called "outcome expectancies. If students believe they can develop the skills required to be successful with their academic and personal goals, they will persevere with education, training, and job seeking. If on the other hand, they believe that they either do not have or cannot develop the skills required or think developing the skills is uncertain to result in enjoyment and gainful employment; they are unlikely to persevere in pursuing the occupation. The importance of self efficacy is recognizing that personal beliefs about skills, and the outcomes likely to accrue from using those skills, are better predictors of persons' behaviour.

### Statement of the problem

The main goal of incorporating financial accounting in the secondary school curriculum is to prepare the students for Senior Secondary School Certificate Examination (SSCE) which will enable the holders further their education or to engage in clerical work in the offices as an account clerk. But it has been observed by many researchers (Igwe and Ikatule, 2011; Enu et al., 2015) that many students have no interest in accounting. Those that indicated interest by registering for it in SSCE hardly perform well. Some of them that secured clerical job have not been able to adjust to the practical working of financial accounting and finally some of those that gained admission for further studies have not been able to cope up due to their poor foundation in financial accounting. In

an attempt to address this unsatisfactory situation, experts in the field of education have come up with so many factors that could predict students' performance such as: students' learning environment; availability of educational infrastructures and instructional materials, emotional intelligence and students' school engagement. However, despite the efforts of Abia State government in improving the performance of students in external examinations, the trend has persisted. It could be that the academic performance of students in financial accounting is linked to students' self-efficacy. However, in Abia State, it seems that enough empirical studies have not been giving to ascertain the correlation between students' self-efficacy as correlates of their academic performance in financial accounting. It is this gap in knowledge that this study sought to fill.

### Purpose of the study

The purpose of the study was to ascertain self efficacy as correlates of students' academic performance in financial accounting in secondary schools in Abia State. Specifically, the study ascertained:

1. Students' mastery experience as correlates of their academic performance in financial accounting in secondary schools in Abia State.
2. Students' vicarious experience as correlates of their academic performance in financial accounting in secondary schools in Abia State.
3. Students' social persuasion as correlates of their academic performance in financial accounting in secondary schools in Abia State.

### Research questions

The following research questions guided this study:

1. What is the relationship between students' mastery experience and their academic performance in financial accounting?
2. What is the relationship between students' vicarious experience and their academic performance in financial accounting?
3. What is the relationship between students' social persuasion and their academic performance in financial accounting?

### Hypotheses

The following null hypotheses were tested at 0.05 level of significance:

1. There is no significant relationship between students' mastery experience and their academic performance in

financial accounting.

2. There is no significant relationship between students' vicarious experience and their academic performance in financial accounting.

3. There is no significant relationship between students' social persuasion and their academic performance in financial accounting.

## METHODS

Correlational research design was adopted for this study. Correlational research design was considered suitable for this study because it enables the researcher to determine the correlation between perceived self efficacy and academic performance of students in financial accounting in secondary schools in Anambra State. The population of the study consisted of all senior secondary school (SS 2) financial accounting students 2018/2019 session in state owned secondary schools in Abia State. Records from the Statistic Unit, Secondary Education Management Board (SEMB), Umuahia, Abia State as at July 15<sup>th</sup>, 2019 indicated that there are 846 SS 2 students offering financial accounting in the 45 state owned secondary schools in Abia State. The choice of the population was based on the assumption that SS 2 students have been exposed to the basics of financial accounting and as a result, were better disposed to the demands of this study. Also, SS 3 students were not used since they were preparing for WAEC examinations. Taro Yamane formula was used to draw sample of 271 students. The instrument titled "Self-efficacy Questionnaire (SEQ) and Financial Accounting Performance Test (FAPT) were used for data collection. The SEQ has three sections A, B and C. Sections A to C contain 9, 6 and 6 items on mastery experience, vicarious experience and social persuasion.

The instrument was validated by three experts, two experts from the field of Business Education and one expert in the field of Measurement and Evaluation Unit. The reliability of SEQ was established using pilot-testing and analysis using Cronbach alpha method yielded correlation coefficients of 0.87, 0.91 and 0.86 for sections A to C and overall correlation value of 0.88 which was considered high enough for the instrument to be reliable. Copies of SEQ were administered to the respondents in their classes by the researchers with the help of three research assistance. On-the-spot method of administration and collection was employed which ensured high response rate. Financial Accounting Performance Test (FAPT) of the SS 2 students was derived from their end of third term financial accounting examination result 2018/2019.

For the purpose of data analysis, each of the instruments was scored. The four-point rating scale was used in scoring the respondents' responses for each item. Each item was weighted and calculated as follows:

SA - 4 points

A - 3 points  
SD - 2 points  
D - 1 point

Pearson product moment correlation coefficient was used to answer the research questions and test the hypotheses.

The coefficients of correlation were classified as follows as means of classifying them into the form of relationship they exhibit:

High correlation	± 0.70 – 1.00
Moderate correlation	± 0.50 – 0.69
Low correlation	± 0.00 – 0.49

The null hypotheses were tested at 0.05 level of significance by computed correlation index for appropriate decision. In testing the null hypotheses, when p-value is less than or equal to 0.05 ( $P < 0.05$ ), the null hypothesis was rejected otherwise, the null hypothesis was accepted.

## RESULTS

### Research question 1

What is the relationship between students' mastery experience and their academic performance in financial accounting?

Data in Table 1 shows a Pearson's coefficient (r) of 0.780 which indicates a high positive relationship between students' mastery experience and their academic performance in financial accounting in secondary schools in Abia State.

### Research question 2

What is the relationship between students' vicarious experience and their academic performance in financial accounting?

Data in Table 2 shows a Pearson's coefficient (r) of 0.721 which indicates a positive high relationship between students' vicarious experience and their academic performance in financial accounting in secondary schools in Abia State.

### Research question 3

What is the relationship between students' social persuasion and their academic performance in financial accounting?

Data in Table 3 shows a Pearson's coefficient (r) of -0.736 which indicates a negative high relationship

**Table 1.** Correlational analysis between students' mastery experience and their academic performance in financial accounting.

Subject	Students' Mastery Experience	N	r
Financial Accounting		271	0.781

**Table 2.** Correlational analysis between students' vicarious experience and their academic performance in financial accounting.

Subject	Students' Vicarious Experience	N	r
Financial Accounting		271	0.721

**Table 3.** Correlational analysis between students' social persuasion and their academic performance in financial accounting.

Subject	Students' Social Persuasion	N	r
Financial Accounting		271	-0.736

between students' social persuasion and their academic performance in financial accounting in secondary schools in Abia State.

### Hypothesis 1

There is no significant relationship between students' mastery experience and their academic performance in financial accounting.

The correlation analysis between students' mastery experience and their academic performance in financial accounting presented in Table 4, ( $r(271) = 0.781$ ;  $p = .002$ ) show that the relationship between students' mastery experience and their academic performance is significant since p-value of .002 is less than 0.05 level of significant on which the hypothesis was stated. The null hypothesis of no significant relationship was therefore rejected.

### Hypothesis 2

There is no significant relationship between students' vicarious experience and their academic performance in financial accounting.

The correlation analysis between students' vicarious experience and their academic performance in financial accounting presented in Table 5, ( $r(271) = 0.721$ ;  $p = .001$ ) show that the relationship between students' vicarious experience and their academic performance is significant since p-value of .001 is less than 0.05 level of significant on which the hypothesis was stated. The null hypothesis of no significant relationship was therefore

rejected.

### Hypothesis 3

There is no significant relationship between students' social persuasion and their academic performance in financial accounting.

The correlational analysis between students' social persuasion and their academic performance in financial accounting presented in Table 6, ( $r(346) = -0.736$ ;  $p = 0.003$ ) show that the relationship between students' social persuasion and academic performance in financial accounting is significant since p-value of .003 is less than 0.05 level of significant on which the hypothesis was stated. The null hypothesis of no significant relationship is therefore rejected.

### Summary of findings

The following findings were made in this study:

1. There is a positive and high relationship between students' mastery experience and their academic performance in financial accounting in secondary schools in Abia State.
2. There is a positive and high relationship between students' vicarious experience and their academic performance in financial accounting in secondary schools in Abia State.
3. There is a negative and high relationship between students' social persuasion and their academic performance in financial accounting in secondary schools in Abia State.

**Table 4.** Correlation coefficient of the relationship between students' mastery experience and their academic performance in financial accounting.

Variables	<i>r</i>	P-value	Remark
Students' mastery experience Academic performance	0.781	0.002	Significant

S – Significant correlation at 0.05 level of significance.

**Table 5.** Correlation coefficient of the relationship between students' vicarious experience and their academic performance in financial accounting.

Variables	<i>r</i>	p-value	Remark
Students' vicarious experience Academic performance	0.721	0.001	Significant

S – Significant correlation at 0.05 level of significance.

**Table 6.** Correlation coefficient of the relationship between teacher anxiety and academic performance of pupils.

Variables	<i>R</i>	p-value	Remark
Students' social persuasion Academic performance	-0.736	0.003	Significant

S – Significant correlation at 0.05 level of significance.

4. A significant relationship exists between students' mastery experience and their academic performance in financial accounting.

6. The relationship between students' vicarious experience and their academic performance in financial accounting is significant.

7. The relationship between students' social persuasion and their academic performance in financial accounting is significant.

## DISCUSSION

Findings of the study showed that there is a positive and high relationship between students' mastery experience and their academic performance in financial accounting. It was also found that a significant relationship exists in this regard. The findings of this study agree with that of Arslan (2012) who revealed that academic achievement and self-efficacy reciprocally effect each other. This supports the earlier report of Multon et al. (1991) that self-efficacy is an important predictor of academic achievement. Likewise, Usher and Pajares (2006) reported that the predictors of the self-efficacy beliefs of high achievers are mastery experience and physiological state; the predictors of the self-efficacy beliefs of medium achievers are mastery experience and social persuasion; and none source predicted the self-efficacy beliefs of low achievers. Ali (2013) found that there were significant

relationships between students' opinions about sources of self-efficacy related learning and performance and academic achievement. Ali contended that mastery experiences is past performances of students and the factor that provides the most realistic information to individuals on being able to deal with new encountered situations. While students' successful performances increase their self-efficacy beliefs, the unsuccessful performances decrease their self-efficacy beliefs. Koloa et al. (2017) showed that there was a significant relationship between self-efficacy and students' academic performance.

The finding also revealed that a positive and high relationship exist students' vicarious experience and their academic performance in financial accounting in secondary schools in Abia State. In addition, the finding showed that there was a statistically significant relationship between students' vicarious experience and their academic performance in financial accounting. These findings concur with the findings of Burnett et al. (2010) who reported that mastery experiences and vicarious experiences impacted first exam performance in intermediate accounting. Tschannen-Moran and McMaster (2009) disclosed that supported mastery experiences and vicarious experiences through follow-up coaching had the strongest effect on self-efficacy beliefs and reading instruction as well as for implementation of the new strategy. The findings that revealed positive and high significant relationships could be as a result of the

fact that when students observe their classmates or friends' successful performances in class tasks, it naturally increases their self-efficacy belief. However, their observation of classmates' failures could cause them to think that they are going to be unsuccessful. According to social learning theory, students who observe models are expected to acquire their emotions. In this respect, their classmates' low or high self-efficacy beliefs affect students' self-efficacy beliefs as well as their academic performance. Furthermore, Bryant (2017) revealed that the student participants based their personal perceived self-efficacy source development on how successful or unsuccessful they had been in school with special emphasis on students' persuasion and physiological and affective source development. Evidence also supported that student participants' academic motivation was based on the students' personal perceived academic self-efficacy relating to all four mastery sources (mastery, vicarious, persuasion, physiological and affective).

Finally, the findings showed that there was a negative and high relationship between students' social persuasion and their academic performance in financial accounting in secondary schools in Abia State. It further revealed that the relationship existing is statistically significant. According to Bandura's social-cognitive theory, self-efficacy has had a profound impact on the study of motivation and achievement in academic settings (Bandura, 1997). Self-efficacy is a domain-specific belief in one's ability to successfully perform a task, which influences engagement in and successful completion of a task (Bruning et al., 2013). Jenson et al. (2011) asserted that social persuasion has proved to be beneficial to the students in academic settings. The feedback that teachers give to students and the manner in which it is presented is very important in their learning and academic performance. When a teacher gives praise or encouragement, it motivates students to do better academically in order to earn more praises from their teachers. These invariably improve their academic performance. Bergen (2013) attested that a major focus of instruction should move towards improving students' level of self-efficacy, providing a shift in delivery and instruction. Akram and Ghazanfar (2014) revealed a significant positive relationship between Self-efficacy and academic performance of the students. Usher and Pajares (2006) posited that positive feedback from teachers is a reliable source of increasing and strengthening students' confidence.

## Conclusion

Self-efficacy as a psychological construct has been a topical issue in the field of education among professionals as they seek solutions to the perennial poor academic performance of students. The findings of this

study revealed that students' mastery experience, vicarious experience and social persuasion have significant relationships with their academic performance in financial accounting. Based on these findings, the researchers concluded that students' mastery experience, vicarious experience and social persuasion are important factors in their academic performance.

## RECOMMENDATIONS

Based on the data collected and analyzed, the researcher made the following recommendations:

1. Mastery experiences, vicarious experiences and social persuasion are effective for improving students' academic performance, so should be used to increase students' self-efficacy and academic performance.
2. Financial accounting teachers should use innovative instructional strategies in their instructional delivery in order to enable students develop their self-efficacy through active participation in classroom instructional process. The teacher should also create effective classroom management in such a way that students can work collaboratively for improved learning academic achievement.
3. Good rapport with students is important. The teachers should build and maintain good rapport with their students.
4. Financial accounting teachers in secondary school should create more awareness to students through counselling programmes to enlighten them on influence of self-efficacy variable that could play a part in their academic performance in financial accounting.
5. The secondary school administrators should provide the teachers some training session as teacher development program in which will help the teachers to develop teaching skills that are necessary for managing classes and skills that are important for nurturing students' self-efficacy, mastery experiences, vicarious experiences and social persuasion.

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