

***Social value orientation and self-efficacy among secondary school students in
Cross River State, Nigeria***

¹Achi Ndifon Bekomson, Ph.D
achindifon@gmail.com

¹Melvina N. Amalu, Ph.D
melvinaamalu@gmail.com

¹Department of Educational Foundations
University of Calabar, Calabar
Cross River State, Nigeria

Abstract

This study sought to determine if social value orientation has any influence on self-efficacy with regards to social, academic, language and moral self-efficacy. Ex-post facto design was adopted for the study. The population of the study consisted of 38,514 Senior Secondary I and II students (18,697 males and 19,817 females). The sample was 1,543 SSI and SSII students randomly selected from 47 public schools in Cross River State. A self designed questionnaire titled Social Value Orientation and Self-efficacy Questionnaire (SVOASEQ) was used to collect data. The instrument was validated by four experts in Educational Psychology, and Measurement and Evaluation, while the reliability of the instrument was determined using Cronbach Alpha reliability method yielding a coefficient of .77. The data collected were analysed using One Way Analysis of Variance; the hypothesis was tested at .05 level of significance. The result of the analyses revealed that social value orientation has a significant influence on self- efficacy with regards to social self-efficacy, academic self-efficacy, language self-efficacy, moral self-efficacy and overall self-efficacy. It was recommended, among others, that Parents and teachers should encourage students to belong to social groups in school, to enable them develop skills that will help boost their social, academic, language and moral self-efficacy.

Keywords: Social, value, orientation, self-efficacy, secondary, school, students

Introduction

The learning process can be very stressful to students who find it difficult to cope or adjust to the challenges of the dynamic educational system. How students cope with the ever changing situations at school is determined by a number of one's personal characteristics, of which self-efficacy is one of such personal characteristics.

Self-efficacy is the individuals' belief in his capability to meet the challenges ahead of him and successfully complete a task (Courtney, 2018). It is an individuals' overall belief in his ability to succeed. Bearing in mind that self-efficacy is the belief a person has in his capability to achieve a goal, one can then imply that students with a strong sense of self-efficacy will be more likely to challenge themselves with difficult task and be intrinsically motivated. On this ground, the researchers therefore sought to investigate if social value orientation can have any influence on self-efficacy of students, with respect to social self-efficacy, academic self-efficacy, language self-efficacy and moral self-efficacy (Courtney, 2018).

Despite the importance of self-efficacy to school success, some secondary school students still display poor self-efficacy. The researchers observed that some secondary school students avoid difficult task and rather view them as personal threats. They show little or no commitment to the goals they set for themselves, and believe that difficult tasks are beyond their capability to handle. Most worrisome is the fact that students do not take their homework seriously as they feel helpless to perform difficult assignments, and dwell on personal failures and negative experiences with no perseverance. In secondary schools today, most students express poor ability to express themselves in public and show inability to answer questions in class. Their lack of belief in their capabilities to perform academic and social activities is obvious in their involvement in examination malpractice, copying assignments from friends and other forms of cheating behaviours that are common among students. Their expression of poor abilities to relate with friends and teachers does not create room for a healthy social interaction.

Self-efficacy is an important personal characteristic essential for school learning. It is linked to particular performance domain and activities which makes it crucial to human functioning and adaptation (Bandura, 2000). Research has revealed a relationship between social value orientation and self-efficacy. Poortvliet, Janssen, Van Ypereen and Van deVliert (2007), Darnon, Muller, Schrager, Pannuzzo, and Butera (2006), recorded a significant relationship between social value orientation and self-efficacy. Social value orientation is defined as the social motivation that guides an individual's interdependent relationships. It is a person's positive, neutral or negative concerns with his outcomes in combination with concerns of others (Murphy, Ackerman & Handgraaf, 2011).

Individuals with lower quality relationship with others, avoid help seeking behaviour, and often see others as threats. Such people show a high level of non-cooperative behaviours toward others, show inferiority complex and consequently risk the possibility of not achieving their goals of mastering skills (Janssen & Van Yperen, 2004; Karabenick, 2003; Midgley, Kaplan & Middleton, 2001; Poortvliet et al, 2007). Individuals with poor self-efficacy shy away from trying to perform activities that could lead to success. It could be assumed that such individuals, who show lack of cooperation towards others, do so because they are not socially oriented toward reciprocity norms. A number of researchers argue that individuals with mastery goal or self-efficacy, actively interact with others, such individuals tend to qualitatively share information, knowledge and experiences to enhance their own competence (Poortvliet et al, 2007; Darnon, Muller, Schragar, Pannuzzo & Butera, 2006). These researchers further argued that the exchange of information is a reciprocal norm which indicates that individuals who are efficacious due to their mastery goal, value the successes of others (Poortvliet, et al, 2007). The reciprocity is a norm that is valued and regarded as social value orientation.

Kets (2008) carried out a study to find out the relationship between achievement goal and social value orientation among 230 Dutch individuals who play team sports. The results showed that there is no relationship between achievement goals and social value orientation. The result shows that mastery goals are more stable than performance goals. Achievement goals reflect the measure, or standard along which an individual judges his own performance. It refers to the purpose for an individual's action or dreams (Poortvliet et al, 2007). Pancer, Pratt, Hunsberger and Alisat (2007), studied youths who were identified as activists, helpers and responders. They found that such youths displayed higher levels of optimism, self-esteem, and social support than youths identified as uninvolved.

Murphy, Ackermann and Handgraaf (2011) postulated that people exhibit different motivation when choosing unilaterally among interdependent outcomes. They called the magnitude of concern people have for others as social value orientation which has been of interest to many psychologist for some time. They argued that social value orientation has been found to affect cognition and account for behaviour, and posited that pro social behaviour, actions that benefit others often exist. Murphy et al (2011) added that people behave pro-socially in order to develop reputation and receive future benefits from third parties. Balliet (2007) carried out a study on social value orientation and self-efficacy using 141 participants from introduction to psychology class at Washington State University, and found an interaction between social value orientation and self-efficacy. His study revealed a significant positive relationship between low levels of self-efficacy and social value orientation, whereas, at high levels of self-efficacy, there was a weak non-significant negative relationship with social

value orientation. This means that social values are more productive in situations where self-efficacy is low. The results suggest that people with different trait level of social value orientation respond differently in situations.

Afifi, Shehata and Mahrousabdalaziz (2016) carried out a research using 152 nursing students and 194 students from media and mass communication colleges in Cairo University, during the 2015/2016 academic year to find out the relationship between academic achievement, self-efficacy and emotional intelligence. The study revealed that academic self-efficacy, emotional intelligence, value orientation and commitment which build up self-efficacy are dependent on each other. However, the study exposes the inter-dependency of academic achievement and emotional intelligence. They added that a positive expression of these variables create a high level of self-efficacy.

Cornelissen, Dewitte and Warlop (2007), examined social value orientation as a moral institution and found out that one's social value orientation determines intuitive choice tendencies, increases social interaction, promote decision making and ability to perform a task. Gheith (2013) carried out a study on value orientation and behaviour among University Students in Jordan, using 296 male and female students of Petra Private University and found a relationship between value orientation and behaviour. Such behaviour could be the ability to perform a task or not. Prussia, Anderson and Manz (1998) in their study on the impact of leadership programmes on self-efficacy in schools using a total of 150 students as sample revealed that leadership programme significantly influence self-efficacy. This means that a child who is oriented toward values of leadership, carries out related activities with confidence.

Ignasimuthu (1994) outlined values as courage, creativity, determination, dignity of labour, diligence, discernment, excellence, honesty, hope, maturity, punctuality, self-confidence, self-motivation as personal values. While values such as accountability, brotherhood, concern for environment, courtesy, dialogue, dutifulness, forgiveness, freedom, friendship, gratitude, hospitality, service, sharing, sportsmanship, sympathy, team spirit and tolerance are classified as social values. Moral and religious values to him comprise of values such as loyalty, obedience, faith, non-violence, prayer, purity, truthfulness, respect for elders and authority. He further described behavioural values as values to be followed at home, school and during interaction. Such behaviour and conduct include etiquette, table manners and independence of character. A child who imbibes such values to be his lifestyle automatically puts himself on the right track with these values as guiding principles of his life, his actions and behaviours.

Atreya (1989) investigated the influence of values on job satisfaction of teachers with high, average and low teaching effectiveness. He employed the ex-post facto research design, with a total sample of 600 teachers from eleven colleges of Meerut University.

The result showed that teaching effectiveness was significantly related to values and job satisfaction. This could mean that teachers who were oriented towards values found satisfaction in their jobs which became a driving force for effective teaching. Kukreti, Sexena and Gihar (2005) found a significant relationship between values and teachers' competence. Value orientation has a way of affecting teacher's competence depending on the level of orientation.

Fernandez-Ballesteros, Nicole, Caprara, Barbaranelli and Bandura (2002) in their study on structural relation of personal efficacy to collective efficacy using 1,214 Students comprising of 54% girls and 48% boys between the ages of 18-19 found that students consider themselves less efficacious to manage their work, life and intimate relationships. The implication of this is that poor self-efficacy negatively influenced their social interaction. This means that social value orientation is transmitted and internalized within the social interaction context of the home and explored children's primary socialization at home as the main stay of value orientation. They stressed that positive values build up the child's ability to approach life challenges in a positive direction.

Paul (1986) in a study on value orientation of adolescent boys and girls living in urban and rural areas found out that adolescent living in urban centres were highly oriented towards competence, maturity and maintaining harmonious relationships. They were found to be more affectionate to others, more sincere, more oriented, more competent, and tend to handle challenges in a more mature way than the rural adolescent dwellers. It was also discovered that adolescents living in urban centres were more creative, goal getters, achievers, with self-constructed personalities, had personal courage, were socially oriented, had self-adaptation and social harmony. All these traits are boosters of self-efficacy.

Research hypothesis: There is no significant influence of social value orientation on self-efficacy.

Methodology

The research design for this study was the ex-post facto design. The research area for the study is Cross River State, Nigeria. It is one of the states in the South-South Geopolitical Zone of the Federal Republic of Nigeria. The population of the study consists of all the 38,514 Senior Secondary I and II Students (18,697 males and 19,817 females) spread across the 246 public secondary schools in Cross River State under the State Secondary Education Board (S.S.E.B) during the 2016/2017 academic year. For effective sample representation, the stratified random sampling technique was used for the study. The schools in the area were first stratified based on LGA and the researchers randomly selected 20% of the schools in each of the LGAs through hat

and draw method (balloting). In order for the researchers to give each school and students equal opportunity of being selected, the researchers visited the different schools to enable them know the names of the various schools and students in SS1 and SS2. Thereafter, balloting was done by the researchers on school selection, by writing the names of all the schools in the study area in pieces of papers, folded into a container, and through a hat and draw method selected schools based on the percentage chosen for the study. This amounted to the selection of 47 schools for the study. Furthermore, simple random sampling technique was employed in selecting 4% proportionate sample of the students in each of the LGAs in the study and this amounted to the selection of 1,543 students (802 SS I and 741 SS II students) for the study. The sample used for this study consist of 1,529 students (663 males and 866 females) out of the initial 1,543 students randomly selected from 47 public secondary schools in Cross River State. A total of 802 students were selected from SS I classes and 741 students from SS II classes.

The instrument used for data collection was a questionnaire titled Social Value Orientation, and Self-efficacy Questionnaire (SVOASEQ). The questionnaire consists of three sections. Section A elicited from the respondent demographic information, such as age and gender. Section B was made up of six items designed to measure social value orientation. To ascertain the face validity, the topic, purpose of the study, research hypotheses and instrument were given to four professionals with specialty in Educational Psychology and Measurement and Evaluation from Faculty of Education, University of Calabar. To determine the reliability of the research instrument, a trial testing was done using fifty (50) students from three (3) secondary schools who did not take part in the actual study. The scale using Cronbach alpha approach yielded coefficient of .77. Section C of the scale is organized in five sub-scales to measure variables under social self-efficacy, physical self-efficacy, academic self-efficacy, language self-efficacy, moral self-efficacy and overall self-efficacy. Each sub-scale using Cronbach alpha approach yielded coefficients ranging from .75 for academic self-efficacy to .84 for moral self-efficacy.

Data collected from 1,529 subjects out of the initial sample of 1,543 selected for the study was used for the data analyses while 14 copies of the instrument which was not properly filled were discarded. The independent variable in this hypothesis was social value orientation categorized into three (low, moderate and high), while the dependent variable was self-efficacy with four sub-components, namely, social self-efficacy, academic self-efficacy, language self-efficacy, moral self-efficacy and overall self-efficacy. The One-way Analysis of Variance was used in testing this hypothesis.

Presentation of results

Ho: There is no significant influence of social value orientation on self-efficacy.

Table 1: One way Analysis of Variance of the influence of social value Orientation on Self-efficacy

Variables	Source of variance	Sum of squares	df	Mean square	F-ratio	p-level
Social self- efficacy	Between groups	844.831	2	422.415	60.300*	.000
	Within groups	10689.981	1526	7.005		
	Total	11534.812	1528			
Academic self- efficacy	Between groups	491.453	2	245.726	30.341*	.000
	Within groups	12358.735	1526	8.099		
	Total	12850.188	1528			
Language self- efficacy	Between groups	90.008	2	45.004	3.423*	.033
	Within groups	20062.972	1526	13.147		
	Total	20152.980	1528			
Moral self- efficacy	Between groups	316.960	2	158.480	16.640*	.000
	Within groups	14533.947	1526	9.524		
	Total	14850.906	1528			
Overall self- efficacy	Between groups	4808.149	2	2404.075	27.607*	.000
	Within groups	132885.396	1526	87.081		
	Total	137693.545	1528			

*Significant at .05 alpha level; $p < .05$.

The results as presented in Table 1 show that the F-ratios of 60.300, 30.341, 3.423, 16.640 and 27.607 for social self-efficacy, academic self-efficacy, language self-efficacy, moral self-efficacy and overall self-efficacy respectively are each significant at 2 and 1526 degrees of freedom and .05 level of significance. By implication, the null hypothesis that social value orientation does not significantly influence students' self-efficacy is therefore rejected for each dimension, and the overall self-efficacy. These results imply that social value orientation significantly influences students' self-efficacy.

Given the significant F-ratios, a post hoc analysis was conducted using the Fishers' Least Significant Difference (LSD) multiple comparison test to check for the source of the difference. The results are presented in Table 2. An examination of the results in Table 2 shows that the subjects who had low level of social value orientation had significant lower mean score in social self-efficacy, when compared with those who had moderate level of social value orientation ($MD = -1.77$; $p < .05$), and those who had

high level of social value orientation (MD=-1.92; $p<.05$). Other pair wise comparison between the subjects who had moderate and high levels of social value orientation, produced a mean difference that was not statistically significant (MD=-.15; $p>.05$).

For academic self-efficacy, the subjects who had low level of social value orientation had significant lower mean when compared with those who had moderate level of social value orientation (MD=-.88; $p<.05$). However, they had a significantly higher mean in academic self-efficacy than those who had high level of social value orientation (MD=.69; $p<.05$). Other pair wise comparison show that the subjects who had moderate level of social value orientation had a significantly higher mean score in academic self-efficacy when compared with those who had high level of social value orientation (MD=1.58; $p<.05$).

Furthermore, for language self-efficacy, the results show that the subjects who had low level of social value orientation had a significantly lower mean score than those who had moderate level of social value orientation (MD=-.57; $p<.05$). The subject with low level of social value orientation also had lower mean score in language self-efficacy than those that had high level of social value orientation, but the mean difference was not statistically significant (MD=-.19; $p>.05$). Similarly, the subjects who had moderate level of social value orientation had a higher mean in language self-efficacy when compared with those who had high level of social value orientation, but the mean difference was not statistically significant (MD=.38; $p>.05$).

Concerning moral self-efficacy, the results show that the subjects who had low level of social value orientation had a significantly lower mean when compared with those who had both moderate and high levels of social value orientation (MD=-1.11; $p<.05$), they had, (MD=-1.07; $p<.05$). The subjects who had moderate level of social value orientation had a higher mean in moral self-efficacy than their counterparts who have high level of social value orientation. However, the mean difference was not statistically significant (MD=.04; $p>.05$).

Table 2: Fisher’s Least Significance Difference (LSD) multi-comparison test analysis of the influence of social value orientation on self-efficacy

Dependent Variable	(I) Social value orientation	(J) Social value orientation	Mean Difference (I-J)	p-level
Social self-efficacy	Low	Moderate	-1.77*	.000
		High	-1.92*	.000
	Moderate	Low	1.77*	.000
		High	-.15	.473
Academic self-efficacy	Low	Moderate	-.88*	.000
		High	.69*	.008
	Moderate	Low	.88*	.000
		High	1.58*	.000
Language self-efficacy	Low	Moderate	-.58*	.013
		High	-.19	.576
	Moderate	Low	.57*	.013
		High	.38	.193
Moral self-efficacy	Low	Moderate	-.38	.193
		High	-1.11*	.000
	Moderate	Low	-1.07*	.000
		High	1.11*	.000
Overall self-efficacy	Low	Moderate	.04	.868
		High	1.07*	.000
	Moderate	Low	-0.04	.868
		High	-4.33*	.000
Overall self-efficacy	Moderate	Moderate	-2.48*	.004
		High	4.33*	.000
	High	Low	1.84*	.014
		Moderate	2.48*	.004
			-1.84*	.014

*The mean difference is significant at the .05 level.

Finally, for overall self-efficacy, the results show that the subjects who had low level of social value orientation had significantly lower mean when compared with their counterparts who were moderate (MD=-4.33; $p<.05$), and high (MD=-2.48; $p<.05$) levels of social value orientation. Similarly, the subjects who had moderate level of social value orientation, had a significantly higher mean in overall self-efficacy when compared with those who had high level of social value orientation (MD=1.84; $p<.05$).

Discussion of findings

The study results have revealed that social value orientation has a significant positive influence on all aspects of social self-efficacy considered. The importance of this is that the higher one's level of social value orientation, the greater his or her extent of self-efficacy. So low value orientation produces low self-efficacy; while high level of value orientation produces high degree of self-efficacy. The result is in line with the findings of Afifi et al (2016) that significant relationships exist between academic achievement, self-efficacy and value orientation. From the results of the present study, it could be assumed that the significant influence of social value orientation on self-efficacy could be because individuals, who are socially oriented, tend to develop passion for interpersonal relationship which gives them impetus to ask questions and make contributions in the learning process, not minding their weakness.

Again, the present results revealed that social value orientation, significantly influence self-efficacy of students. The revelation from the present study is assumed to be because individuals' value orientation directs their activities during social interaction. This is because individual action in the society depends on the values they hold. If individuals' social value is inclined positively, during interaction, that will direct his belief in his ability to perform social activities, and if his value orientation is negatively inclined, that also directs his belief in his inability to positively interact. Darnon et al confirmed this result with their revelation that social value orientation significantly influences self-efficacy. The result of the present study however contradicts the study of Balliet (2007) who found a significant positive relationship between low levels of self-efficacy and social value orientation. At high levels of self-efficacy, he recorded a non-significant negative relationship with self-efficacy.

Conclusion

It was concluded that social value orientation has a significant influence on self-efficacy with regards to social self-efficacy, academic self-efficacy language self-efficacy and moral self-efficacy. This means that, the higher one's level of social value orientation, the greater his or her self-efficacy.

Recommendations

Parents and teachers should encourage students to belong to social groups in school, to enable them develop skills that will help boost their social, academic, language and moral self-efficacy. Parents and teachers should teach students values that will shape them socially, academically, morally and build their language competence for increased language efficacy.

References

- Atreya, J. S. (1989). *Values and job satisfaction of teachers having high, average and low teaching effectiveness*. An Unpublished Ph.D Thesis, Chaudhary Charan Singh University, India.
- Afifi, M., Shehata, A. & Mahrousabdalaziz, E. (2016). Emotional Intelligence, self-efficacy and academic performance among University students. *Journal of Nursing and Health Science*, 5(3), 74-81.
- Ballesteros, R., Nicolas, J. D., Caprara, G. V., & Barbaranelli, C. (2002). Determinant and structural relation of personal efficacy to collective efficacy. *An International Review*, 51(1), 107-125.
- Balliet, D. P (2007). *A matter of time: Does the impact of social value orientation and self-efficacy on contributions to public goods depend on the temporal framing of the dilemma?* Unpublished Ph.D Dissertation, Washington State University.
- Bandura, A. (2000). Exercise of human agency through collective efficacy. *Current Directions in Psychological Science*, 9, 75-78.
- Cornelissen, S., Dewitte, S. & Warlop, L. (2011). Are social value orientations expressed automatically? Decision making in the dictator game. *Personality and Social Psychology Bulletin*, 37(8), 1086-1090.
- Courtney, A. (2018). What is self-efficacy theory in psychology? Definition and examples. Retrieved on November 2nd 2018 from <https://positivepsychologyprogram.com>
- Darnon, C., Muller, D., Schrager, S. M., Pannuzzo, N. & Butera, F. (2006). Mastery and performance goals predict epistemic and rotational conflict regulation. *Journal of Educational Psychology*, 98, 766-774.
- Fernandez-Bellesteros, R. Diez-Nicolas, J., Caprara, G. V., Barbaranelli, C. & Bandura, A. (2002). Determinants and structural relation of personal efficacy to collective efficacy. *Applied Psychology: International review*, 51(1), 107 - 125.
- Gheith, E. (2013). Environmental value orientation and it's behaviour among Petra University students in Jordan. *Journal of Education and practice*, 4(22), 61-72.
- Ignasimuthu, S. (1994). Value for life. Mumabi: St. Paul Publication.

- Janssen, O. & Van Yperen, N. W. (2004). Employee's goal orientations, the quality of leader-member exchange, and the outcomes of job performance and job satisfaction. *Academy of Management Journal*, 47(3), 368-384.
- Karabenick, S. A. (2003). Seeking help in large college classes: A person-centred approach. *Contemporary Educational Psychology*, 28, 37-58.
- Kets, H. M. (2008). *Achievement goal's relation with social value orientations and their stability across time and different contexts*. Unpublished Master's Thesis, University of Twente Enschede- Netherlands.
- Kukreti, B. R., Sexena, M. K. & Gihar, S. (2005). Values and teacher competence: A correlation study. *Journal of all India Association for Educational Research*, 17(3-4), 12-17.
- Midgley, D., Kaplan, A. & Middleton, M. (2001). Performance approach goals: Good for what, for whom, under what circumstances, and at what cost? *Journal of Educational Psychology*, 93, 77-86.
- Murphy, R. O, Ackermann, K. A, & Handgraaf, M. J. J. (2011). Measuring social value orientation. *Judgement and Decision Making*, 6(8), 771-781.
- Pancer, S. M., Pratt, M. W., Hunsberger, B. & Alisat, S. (2007). Community and political involvement in adolescence. What distinguishes the activists from the uninvolved? *Journal of Community Psychology*, 35(6), 741-759.
- Paul, P. V (1986). A study of value orientation of adolescent boys and girls. *Fourth Survey of Research in Psychology*. (p 181).
- Poortvliet, P. M., Janssen, O., Van Yperen, N. W. & Van deVliert, E. (2007). Achievement goals and Interpersonal behaviour: How mastery and performance goal shape information exchange. *Journal of Social Psychology*, 10, 384-398. Retrieved from <https://journals.sagepub.com>
- Prussia, G. E., Anderson, J. A, & Manz, C. C. (1998). Self leadership and performance of self-efficacy. *Journal of Organizational Behaviour*, 19, 5. Retrieved from www.onlinelibrary.wiley.com