

Relationship between self-efficacy and Indulgence in Behaviour Problems among Kenyan Secondary Students

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Abstract

The study examined the relationship between self-efficacy and indulgence in behavior problems among students in selected Kenyan secondary schools. A correlation survey Design was adopted. The target population was 11479 form three students drawn from three Sub Counties in Kenya, and the sample size comprised 386 students. The general self-efficacy and indulgence in Behaviour problem questionnaires were used to collect data. A bivariate correlation (zero-order) was used to analyze data with the aid of SPSS. The finding revealed students self-efficacy and indulgence in behavior problems were moderately negatively correlated $r(347) = -.416, P = .012$. It was concluded that student's self-efficacy and indulgence in behavior problems were significantly correlated, however the study showed that their relationship was inverse; high self-efficacy associated with low level of indulgence in behavior problems and vice versa. The computation of a coefficient of determination, established that the two variables showed a significant proportion of their variance, $r^2 = 17.3$ percent of that variance. This indicated that 17 percent of the variance in respondents scores on the indulgence to behavior problems being explained by student's self-efficacy alone. The parents also should identify the best parenting practices that promote students self-efficacy, so that at school level they will be fully adjusted to following learning instructions other than involving in behaviour problems.

Keywords: Self-Efficacy, Behaviour Problem, Secondary School, Students

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