



The Impact of Self-Efficacy on Academic Engagement of Babcock University High Schools in Nigeria

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Abstract

Academic engagement describes a student's investment in learning which involves attention, interest, and effort. Despite its importance, research suggests many students lack academic engagement. However, students with high self-efficacy, or belief in their academic abilities tend to be more academically engaged. The survey research design was adopted for this study. The study's population comprised 679 students of Babcock University High School in Nigeria. Krejcie and Morgan's proportional allocation was used to select a sample size of 248 students for the study. For data collection, a validated structured questionnaire was distributed with an 88% response rate. The study revealed a high level of academic engagement among senior secondary school students at Babcock University high schools in Nigeria (3.24) on a scale of 4 points. It further revealed that Mastery experience ranked higher as an indicator of students' level of self-efficacy (mean = 2.91), while vicarious experience ranked third (mean = 2.71). The overall mean for students' level of self-efficacy was 2.75 and self-efficacy significantly impacts the academic engagement of senior secondary school students of Babcock University high schools in Nigeria (Adj. $R^2 = 0.139$, $F(4, 211) = 35.478$, $p < 0.05$). The study concluded that self-efficacy is an indispensable factor that can enhance the academic engagement of students in Babcock University High Schools in Nigeria. The study recommends strategic programs that can help sustain the self-efficacy of the student. Overall, the level of academic engagement should be sustained by the students.

Subject Areas

Educational Economy and Management, Information Technologies

Keywords

Self-Efficacy, Academic Engagement, High Schools, Education

1. Background to the Study

Education has been regarded as a veritable tool for national growth. This is because it brings about mass literacy, and enlightenment and drives significant changes in the social, political and economic life of a nation. To further buttress the significance of education to individual development, wellness, and self-actualisation, the sustainable development goal, SDG number 4 emphasises quality education [1]. Quality education is also important for national development [2]. In any academic environment, for students to be well prepared for the future and to advance in the course of their academic pursuits, there has to be some level of academic engagement. Academic engagement describes a student's investment in [3]. It involves attention, interest, and effort [4]. Engaged students are persistent, involved, and satisfied with their learning [5]. Engagement can even reduce disruptive behavior [6]. Researchers measure engagement through various indicators, including effort, participation, and enjoyment [7]. Other aspects like learning methods and motivation are also considered. Despite its importance, research suggests many students lack academic engagement. Studies report low engagement among secondary students in Nigeria [8] [9]. This disengagement can lead to academic failure.

Self-efficacy is an individual evaluation of one's ability to achieve a goal. Schunk and DiBenedetto [10] viewed self-efficacy as the capabilities of learning at designated levels. This indicates that at an individual level of a student, Self-efficacy implies the act of trusting his or her abilities for learning and performance. They described self-efficacy as the belief of an individual to succeed in a specific situation. Bandura [11] developed elements that can be used to measure self-efficacy, such as mastery experience, vicarious experience, verbal persuasion, and somatic/emotional state. In this context, mastery experience, as a key contributor to self-efficacy is described as the process of acquiring competence and developing confidence through positive experiences and skills gained from successful task completion, actual performance or overcoming challenges [12].

Mastery experiences, on the other hand, denote overcoming challenges through effort builds self-belief (self-efficacy) in students. This is especially true when new tasks are similar to past successes. Students who believe they can succeed are more likely to succeed academically [13]. Vicarious experience means seeing other people that seem to be similar to oneself succeed with sustained determination. People are more likely to believe they can accomplish a task if they see someone similar to themselves succeed at it. This vicarious experience is important for students' self-efficacy, as seeing classmates succeed can motivate them to achieve similar results. Verbal persuasion as an element to measure self-efficacy is the positive messages that encourage students to believe in their abilities, and strengthens self-efficacy. This, in turn, leads to greater academic performance. Conversely, negative messages can decrease self-efficacy and hinder student effort. Verbal persuasion has been found in action studies to have positive impacts on self-efficacy [14]. Self-efficacy is a student's belief in their ability to learn [15]. Students with

high self-efficacy are more likely to be engaged and achieve academically [16]. It can be established that students who feel efficacious in learning achieve a higher level of success because of the academic engagement which is connected to their self beliefs.

Nasiriyani *et al.* [17] reported that students with strong senses of self-efficacy get involved in challenging tasks, devote more time and effort and show excellent academic output in comparison with students who lack such confidence. Ugwu & Ohimekpen [18] reported that Self-efficacy was positively related to academic engagement. It is an undeniable fact that Self-efficacy is crucial in enhancing students' academic success. This means that changes in students' efficacy levels will negatively impact their academic engagement. Therefore, in the secondary school environment, it can be said that students who are self-efficacious, and believe in his or her abilities to organize and execute academic activities have the capacity to succeed academically. Also, the student who is academically self-efficacious with respect to the tasks he or she is expected to perform in the academic domain is academically engaged.

1.1. Statement of the Problem

Senior secondary school students in Nigeria face challenges with academic engagement [8]. This lack of participation, interest, and effort in learning can hinder academic success [3]. However, research suggests students with high self-efficacy, or belief in their academic abilities tend to be more engaged [16]. This study aims to explore this connection at Babcock University High Schools in Nigeria. Specifically, it will investigate how self-efficacy impacts the academic engagement of senior secondary school students at these institutions. The justification for using senior secondary school students includes the relevance of ICT tools to them and their stage and education, hence, making the research better focused and well defined in term of target population and scope.

1.2. Study Population

The study population comprised 697 registered senior secondary students of Babcock University High Schools in South-west Nigeria which includes Babcock University High School in Ilishan-Remo, Babcock University High School in Abeokuta, and Babcock University High School in Ojodu-Berger. The Senior Secondary School system in Nigeria constitutes a 3-year component of the 6-3-3-4 educational model which was adopted in the year 1982-83. The emphasis, therefore, was on the last 3 years of secondary school education which includes three classes typically named Senior Secondary School 1, 2 and 3.

1.3. Objective of the Study

- 1) Find out the level of academic engagement of senior secondary school students of Babcock University High Schools in Nigeria;
- 2) find out the level of academic self-efficacy of senior secondary school

students of Babcock University High Schools in Nigeria, and;

3) determine the impact of academic self-efficacy on academic engagement of senior secondary school students of Babcock University High Schools in Nigeria

1.4. Research Questions

1) What is the level of academic engagement of senior secondary school students of Babcock University High Schools in Nigeria?

2) What is the level of academic self-efficacy of senior secondary school students of Babcock University High Schools in Nigeria?

1.5. Research Hypotheses

H_{01} : Self-efficacy will not significantly influence the academic engagement of senior secondary school students of Babcock University high schools in Nigeria.

2. Review of Literature

2.1. Concept of Academic Engagement

Academic engagement, a multidimensional concept encompassing attention, interest, cognitive effort, motivation, and emotional response [19], describes the extent to which students actively participate in learning [3]. This active participation leads to positive outcomes such as improved academic performance [20], a more enjoyable learning experience [21], and reduced dropout rates [5]. Researchers measure academic engagement through a combination of surveys, observations, and academic performance indicators [5]. Studies have shown its relevance across all educational levels, from elementary school [22], to higher education [23]. While vigor, dedication, and absorption are identified as key dimensions of academic engagement [23], it goes beyond mere task completion. Academic engagement focuses on the quality of time, involvement, and cognitive resources students invest in pursuit of their educational goals [5] [23].

2.2. Concept of Academic Self-Efficacy

The concept of self-efficacy is centered on a learner's conviction and drive to achieve a defined academic goal. Academic self-efficacy is considered a major determining factor for perseverance and commitment to academic work in the school. The concept of academic self-efficacy is associated with a sense of belief which translates into specific attributes of behaviour. Self-efficacy is critical because students avoid circumstances and projects that they perceive to be beyond their capabilities, instead choosing to take on and complete tasks that they feel they can handle. A student's belief in their ability to achieve academic goals. Highly influential in academic success, self-efficacy impacts factors like motivation, goal setting, and effort. Students with high self-efficacy are more likely to be driven to learn, set ambitious goals, and persevere through challenges.

Bandura [11] identified four key influences on self-efficacy, namely Mastery Experiences, Vicarious Experiences, Verbal Persuasion and Physiological and

Emotional States, but only two will be considered for the purpose of this study:

- **Mastery Experiences:** Successfully completing challenging tasks builds confidence and self-belief.
- **Vicarious Experiences:** Observing others succeed in similar tasks inspires students and demonstrates what's achievable.

Students with high self-efficacy demonstrate increased engagement, improved academic performance, and a more enjoyable learning experience. Conversely, students with low self-efficacy may struggle with motivation and achievement [13]. The concept is not without complexities. Self-efficacy can vary across subjects, and students may doubt their abilities in certain areas despite successes in others. By providing opportunities for success, positive reinforcement, and strategies to manage challenges, educators can empower students to develop strong academic self-efficacy, leading to a more fulfilling and successful learning journey [15].

2.3. Self-Efficacy and Academic Engagement of Students

Bandura's Social Cognitive Learning Theory [11] [12] posits that self-efficacy, a student's belief in their ability to achieve academic goals, plays a crucial role in educational outcomes. Prior research supports the link between self-efficacy and academic success. Studies by Ahmed *et al.* [24] and Anierobi *et al.* [25] in Nigeria demonstrate that the self-efficacy of both students and educators positively impacts educational experiences and student performance. Bandura [11] [12] further highlights the role of self-efficacy in cognitive development and academic functioning. Students with high self-efficacy demonstrate increased motivation, effort, and goal setting [26], leading to improved academic achievement [27].

Studies exploring technology use and self-efficacy have yielded mixed results. While there have been impressions about prospects of a positive association between self-efficacy and technology usage, suggesting that confidence in using technology enhances its adoption. Conversely, Zheng *et al.* [28] found no significant difference in perceived ease of use of technology between high and low performing students, but a significant difference in perceived usefulness. This suggests that self-efficacy may be more impactful on students' perceptions of technology's value for learning. Several studies highlight the connection between self-efficacy and academic engagement. Valdebenito [29] identified a positive correlation between self-efficacy and academic experiences, suggesting that students with high self-efficacy are more likely to be engaged learners. This aligns with the findings of Huang [30] and Zhao *et al.* [31], who demonstrate the positive influence of self-efficacy on academic engagement, a key predictor of academic achievement [32]. Research by Unachukwu *et al.* [33] and Okoro [34] specifically confirms this relationship within the context of Nigerian secondary schools.

Okoro [34] emphasizes motivation as a key factor influencing student self-efficacy. Akpan and Umobong [35] and Ohamobi & Ezeaku [3] found a correlation between academic motivation and engagement, suggesting that motivated students

tend to be more engaged learners. Therefore, interventions that foster motivation can potentially contribute to increased self-efficacy and ultimately, improved academic performance.

3. Methodology

3.1. Research Design

This study adopted a survey research design. The population for this study comprised 697 registered senior secondary students of Babcock University High Schools in Nigeria. The population of students according to the report gathered from the physical visit to the school can be found in **Table 1**.

The sample size of 248 was derived using Krejcie and Morgan [36] and the proportional allocation to select the sample from each school (See **Table 2**).

Research question one: What is the level of academic engagement of senior secondary school students of Babcock University high schools in Nigeria?

Table 1. Population of study.

	Schools	Classes	Total
1	Babcock University High School in Ilishan-Remo	SS 1	84
		SS 2	76
		SS 3	113
2	Babcock University High School in Abeokuta.	SS 1	56
		SS 2	63
		SS 3	78
3	Babcock University High School in Ojodu-Berger	SS 1	72
		SS 2	68
		SS 3	87
Total			697

Table 2. Sample size of babcock secondary school students in Nigeria.

School Location	Class	Total	Sample Size
Babcock University High School in Ilishan-Remo, Ogun State, Nigeria	SS 1	84	34
	SS2	76	31
	SS3	113	46
Babcock University High School in Abeokuta, Ogun State, Nigeria	SS1	56	23
	SS2	63	25
	SS3	78	32
Babcock University High School in Ojodu-Berger	SS1	72	30
	SS2/3	68	27
			248

Table 3. Level of academic engagement.

Behavioral Engagement	Very High Level	High Level	Low Level	Very Low Level	Missing	Mean SD
I attend classes	188 87.44%	21 9.77%	2 0.93%	4 1.86%	0 0.00%	3.83 0.52
I respect my teachers during class activities	137 63.72%	66 30.70%	6 2.79%	5 2.33%	1 0.47%	3.55 0.71
I get along with my peers in school activities	128 59.53%	66 30.70%	17 7.91%	3 1.40%	1 0.47%	3.47 0.74
I engage in class activities	115 53.49%	89 41.40%	7 3.26%	4 1.86%	0 0.00%	3.47 0.65
Average Mean						3.51 0.68
Cognitive Engagement						
I try to understand the things I learn in school	120 55.81%	75 34.88%	14 6.51%	6 2.79%	0 0.00%	3.44 0.74
I demonstrate appropriate efforts for task	79 36.74%	112 52.09%	16 7.44%	6 2.79%	2 0.93%	3.21 0.77
I persist on completing class assignments	77 35.81%	111 51.63%	17 7.91%	9 4.19%	1 0.47%	3.18 0.79
I try to carryout extra readings after school	78 36.28%	76 35.35%	47 21.86%	12 5.58%	2 0.93%	3.00 0.94
Average Mean						3.21 0.65
Grand Mean						3.24 0.77

Source: Researcher's Field Survey (2024). Decision Rule: 1.0 – 1.74 = Very Low; 1.75 – 2.49 = Low; 2.5 – 3.24 = High; 3.25 – 4.0 = Very High.

The result revealed that the level of academic engagement of senior secondary school students of Babcock University high schools in Nigeria was High on a 4-point scale with a mean = 3.24 (Table 3). The behavioral engagement had the highest mean score (mean = 3.51); this was followed by cognitive engagement (mean = 3.21). In the aspect of behavioural engagement, the students reported a high level of attendance in classes (mean = 3.83), indicating a strong tendency to attend their scheduled classes. Similarly, engagement in class activities was rated high (mean = 3.47), indicating a balanced level of involvement in various academic tasks within the classroom environment. Regarding interactions with teachers' high level of respect towards their teachers during class activities (mean = 3.55). This suggests that students maintain a respectful attitude towards their instructors during academic sessions. Furthermore, getting along with peers in school activities also received a moderate rating (mean = 3.47), indicating that while most students have positive interactions with their peers, there may be some

room for improvement in fostering stronger peer relationships.

Furthermore, Cognitive Engagement was rated to be high (mean = 3.21) with a standard deviation of 0.77. This suggests a high level of cognitive engagement among the surveyed students in various aspects related to their academic tasks and learning processes. Students demonstrated relatively high levels of engagement. A significant majority of students reported persisting in completing class assignments (mean = 3.18) and demonstrating appropriate efforts for tasks (mean = 3.21). This indicates a strong commitment to academic tasks and a willingness to invest effort into their completion. Overall, the average mean of 3.24 in cognitive engagement reflects a commendable level of involvement and dedication to academic tasks and learning processes among the surveyed students.

Research question two: What is the level of academic self-efficacy of senior secondary school students of Babcock University high schools in Nigeria?

The result revealed that the level of self-efficacy of senior secondary school students of Babcock University high schools in Nigeria was High (mean = 2.75) (**Table 4**). Verbal persuasion ranked the highest as an indicator of students' level of self-efficacy (mean = 3.14); Mastery experience ranked second (mean = 2.91) while vicarious experience ranked second (mean = 2.71). The overall mean for students' level of self-efficacy was 2.75.

From the indicators, the findings revealed that Verbal persuasion was rated high with a mean = 3.14. This finding implies that the students were able to relate with their instructors and classmates. Also, students can take care of any classroom challenge. They find it easy to complete homework and achieve what they want, and the encouragement from the teachers helps them in their grades. The findings also revealed that Mastery experience was rated to be moderately high (mean = 2.91) implying that the students can develop learning skills when watching friends in the class reading, have enough confidence doing assignments in school and visit their teachers in the office when they have educational challenges.

This is followed by Vicarious experience (mean = 2.71). The respondents reported varied levels of reliance on peer and teacher support. They indicated a relatively high tendency to ask friends in class for academic help when needed (mean = 3.33), suggesting a strong reliance on peer assistance in academic matters. Additionally, respondents reported looking to their peers to improve their studies (mean = 2.80), indicating a moderate level of learning through observation and emulation of peers' study habits and behaviors. However, there were instances where reliance on others for academic tasks received lower ratings. For example, depending on someone to help with classwork was rated relatively low (mean = 1.91), suggesting a limited reliance on external assistance for completing academic tasks. Furthermore, respondents expressed varying levels of motivation for completing homework and attending class regularly. Doing homework with encouragement from friends received a moderate rating (mean = 2.57), while attending class regularly because it was compulsory received a slightly higher rating (mean = 2.96), indicating differing motivations for academic engagement.

Table 4. Level of self-efficacy.

Mastery Experience	Very High Level	High Level	Low Level	Very Low Level	Missing	Mean SD
I rely on reading books to enhance my grade	103 47.91%	78 36.28%	11 5.12%	21 9.77%	2 0.93%	3.20 0.98
My classmates are friendly and assist in class work to a	74 34.42%	90 41.86%	27 12.56%	20 9.30%	4 1.86%	2.98 1.01
I develop learning skills when i watch my friends in the class reading to a...	70 32.56%	86 40.00%	29 13.49%	26 12.09%	4 1.86%	2.89 1.05
I have enough confident doing my assignments in school to a	63 29.30%	83 38.60%	52 24.19%	13 6.05%	4 1.86%	2.87 0.97
I visit my teachers in the office when I have educational challenges to a...	51 23.72%	73 33.95%	51 23.72%	35 16.28%	5 2.33%	2.60 1.09
Average Mean						2.91 1.02
Vicarious Experience	Very High Level	High Level	Low Level	Very Low Level	Missing	Mean SD
I ask my friends in class for academic help when I need them to a...	121 56.28%	59 27.44%	21 9.77%	10 4.65%	4 1.86%	3.33 0.99
I attend class regularly because the teachers made it compulsory to a...	99 46.05%	47 21.86%	37 17.21%	24 11.16%	8 3.72%	2.96 1.20
I look at my peers to improve my studies to a...	61 28.37%	73 33.95%	63 29.30%	12 5.58%	6 2.79%	2.80 1.02
I do the home works assigned to me with encouragement from my friends to a...	44 20.46%	76 35.35%	58 26.98%	31 14.42%	6 2.79%	2.57 1.07
I depend on someone to help me do my class work to a...	19 8.84%	41 19.07%	67 31.16%	78 36.28%	10 4.65%	1.91 1.04
Average Mean						2.71 1.06
Average Mean						2.23 0.82
Overall Average Mean						2.75 0.97

Source: Researcher's Field Survey (2024). Decision Rule: 1.0 – 1.74 = Very Low; 1.75 – 2.49 = Low; 2.5 – 3.24 = High; 3.25 – 4.0 = Very High.

3.2. Test of Hypotheses

Hypothesis One: Academic self-efficacy will not significantly influence the academic engagement of senior secondary school students of Babcock University high schools in Nigeria.

Table 5 presents the results of a simple linear regression analysis investigating the influence of self-efficacy on the academic engagement of senior secondary school students at Babcock University high schools in Nigeria. The results indicated that

Table 5. Simple Linear Regression Analysis on the effect of Academic Self-Efficacy on Academic Engagement of Senior Secondary School Students of Babcock University high schools in Nigeria.

Model	Coefficients ^a			t	Sig.	
	Unstandardized Coefficients		Standardized Coefficients			
	B	Std. Error	Beta			
1	(Constant)	34.761	1.834		18.956	0.000
	Self-Efficacy	0.265	0.044	0.378	5.956	0.000

a. Dependent Variable: ACADEMIC ENGAGEMENT. $R = 0.378$; $R^2 = 0.143$; $AdjR^2 = 0.139$; $F(3, 211) = 35.478$. Source: Researcher's Field Survey (2024).

self-efficacy significantly affects academic engagement ($Adj. R^2 = 0.139$, $F(4, 211) = 35.478$, $p < 0.05$). The regression coefficient (β) for self-efficacy was 0.265 with a standard error of 0.044, and a t-value of 5.956, confirming its statistical significance. The R^2 value of 0.143 suggests that 14.3% of the variation in academic engagement is explained by self-efficacy, with an adjusted R^2 of 0.139 indicating 13.9% when accounting for the number of predictors. These findings reject hypothesis H02, demonstrating that self-efficacy has a positive and significant influence on academic engagement among these students.

4. Discussion of Findings

Research question one sought to determine the level of academic engagement among senior secondary school students at Babcock University high schools in Nigeria. The results revealed a high level of academic engagement. This finding aligns with Akpan and Umobong [35], who noted that academic engagement significantly influences academic achievement in Nigeria. While this study did not focus on achievement, it suggests that higher academic engagement correlates with better academic outcomes, linking engagement to academic motivation. Highly motivated students tend to be more engaged. The study's findings also concur with Ohamobi and Ezeaku [3], who reported high engagement levels contributing to student success in Anambra State. Chowa, Masa, Ramos, and Ansong [37] similarly found that student commitment positively impacts academic performance, highlighting the importance of engagement. The study observed that students attend classes, participate in discussions, and engage in activities, supporting Wawrzynski, Heck, and Remley's [38] conclusion that academic engagement predicts positive outcomes in both curricular and co-curricular activities. This engagement is crucial for acquiring the knowledge needed for further education, emphasizing the study's consistency with existing research.

Research question two investigated the level of academic self-efficacy among senior secondary school students at Babcock University high schools in Ogun State, Nigeria. The results indicated a low level of self-efficacy (mean = 2.75). This finding aligns with Huang and Wang [30], who highlighted the strong relationship

between self-efficacy and academic engagement, emphasizing the role of a supportive learning environment in enhancing engagement. Zhao *et al.* [31] similarly noted that academic engagement is closely tied to self-efficacy, predicting academic achievement and learning quality. Chemers, Hu, and Garcia [39] found that academic self-efficacy and optimism are strongly related to performance and adjustment in first-year college students, impacting academic performance and overall satisfaction. Unachukwu *et al.* [33] also supported the view that self-efficacy enhances academic engagement. Okoro [34] reported that self-efficacy significantly influences academic engagement and the achievement of educational goals in Southeastern Nigeria. Huang and Wang [30] reiterated the direct relationship between self-efficacy and academic engagement. The study's findings resonate with research in library and information science, such as Sadiku and Kpakiko [40], who identified a direct influence of self-efficacy on the use of electronic resources. Waldman [41] concluded that students interested in learning about library electronic resources typically exhibit high self-efficacy. Fabunmi and Awoyemi [42] found that computer efficacy significantly correlates with ICT competence among undergraduates. Agbatogun and Banjo [43] revealed that self-efficacy predicts academic performance in computer graphics courses.

Hypothesis One posited that self-efficacy would not significantly influence academic engagement among senior secondary school students at Babcock University high schools in Nigeria. However, regression analysis revealed a significant positive influence of self-efficacy on academic engagement. This finding aligns with Valdebenito [29], who found linear relationships between self-efficacy dimensions and academic engagement. Derya [44] also supports the importance of self-efficacy in academic behaviors and motivation, respectively. Köseoğlu [45] demonstrated that self-efficacy impacts academic achievement among Turkish university students, implying that academic engagement is crucial for achievement. Tiyuri *et al.* [46] found a significant relationship between self-efficacy and academic performance in postgraduate students, suggesting that enhancing self-efficacy improves performance.

5. Conclusion

Students' academic engagement has a direct link to their academic success which also contributes to their ability to retain academic knowledge as well as complete their programs at record time. When students are engaged academically, they gain knowledge from experience in structured and unstructured learning programs. Academic engagement deals with students participating actively in their learning process, paying attention in class, having an interest in a course of study and exerting necessary effort towards learning. Self-Efficacy and academic engagement have been investigated across several literature and have yielded different results. In some situations, the results demonstrate a negative correlation. The study further concluded that the improvement in Self-efficacy will result in positive outcomes of improved student academic engagement. The study's findings revealed

that self-efficacy has a significant influence on students' academic engagement. The study therefore concludes that self-efficacy is an indispensable factor that can enhance the academic engagement of students in Babcock University High Schools in Nigeria. Therefore, this study can be generalized having demonstrated that self-efficacy impacts the academic engagement of students.

6. Recommendations

The following recommendations were made based on the findings:

- 1) The study revealed that the level of academic engagement of senior secondary school students of Babcock University high schools in Ogun State, Nigeria was high. This study therefore, recommends that the level of academic engagement should be sustained by the students.
- 2) This study revealed that the level of self-efficacy of senior secondary school students of Babcock University high schools in Ogun State, Nigeria was high. The school administration should ensure that this is sustained in that without strong positive self-efficacy, the academic engagement of the students will decline.
- 3) The findings of the study also show that self-efficacy impacts the academic engagement of senior secondary school students of Babcock University high schools in Nigeria. The school administration should deploy strategic programs that can help sustain the self-efficacy of the students.

Conflicts of Interest

The authors declare no conflicts of interest.

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