CHAPTER ONE

INTRODUCTION

Background to the Study

Students' career is a by-product of many factors. One of the most important variables is students' self-efficacy. Students with high self-efficacy are able to plan effectively and successfully in completion of a task. Such students belief about their capacities and confidently apply them in such a way that they achieve goals. In contrast, a person who avoids complicated tasks is unable to plan and achieve goals. High self-efficacy are those who understand their capacities and successfully plan their activities while students with low self-efficacy are unable to perform their assignment.

Mastery experience is an essential skill that a teacher requires to be endowed with, in the teaching and learning process as it has a direct impact on teaching and learning process in schools. Mastery experience refers to a person's perception of his or her ability to perform adequately in a given situation (Peters, 2017). Academic self-efficacy in a university setting can be conceptualized as the student's belief that he or she can perform well in university-specific tasks; such as mastering the content of academic textbooks for a test and writing an essay to answer a research question. Institutes for higher education might seek ways to enhance their students' self-efficacy but it also seems legitimate to ask how secondary education institutions can contribute to students' self-efficacy even before their transition into university.

Mastery experiences are considered the most influential factor in developing self-efficacy beliefs due to the amount of effort an individual expended and the authentic participation in the behaviour to produce the desired outcome (Bandura, 1997). A stronger sense of self-efficacy is developed with repeated success resulting from the behaviour. The

more success that is experienced, higher expectations will be developed and failures will have less of an impact on how an individual's view their abilities. After a high sense of self-efficacy has been developed, these self-efficacy beliefs will be generalized to other similar situations in which the success was experienced. When challenges are faced, individuals that have experienced success will persist longer and will be more likely to overcome the challenge because of elevated self-efficacy beliefs (Pajares, 2002). The research conducted by the National Bureau of Statistics (2016) stipulated that the rate of unemployment has increased from 13.3% in the second quarter of 2016 to 13.9% in the third quarter of 2016, while underemployment has increased from 19.3% in the second quarter of 2015 to 19.7% in the third quarter of 2016.

The essence of who the student is will revolve around what the student wants to do with their life-long work. Every student carries the unique history of their past and this determines how they view the world, That history created, in part by the student's environment, mentorship, personality, opportunity, parents, peer group, race, and gender will determine how students make career choices (Borchert, 2002). People with a strong sense of mastery experience view challenging problems as tasks mastered to develop a deeper interest in the activities in which they participate from a stronger sense of commitment to their interests and activities and recover quickly from setbacks and disappointments. These individuals with high mastery experience look at difficulties as challenges rather than threats; they tend to be more intrinsically interested in the tasks they pursue. Difficulty and failure does not mean defeat rather these individuals redouble their efforts and look for new ways to overcome (Shantz and Latham, 2012). They remain optimistic and confident in their abilities, even when things become difficult.

As part of the cooperative learning condition, students are required to interact verbally with one another on learning tasks (Johnson & Johnson, 2009), exchange opinions, explain

things, teach others and present their understanding. Individual responsibility means that students ask for assistance, do their best work, present their ideas, learn as much as possible, take their tasks seriously, help the group operate well, and take care of one another. Students must ensure that other members in their group complete the tasks and achieve the academic outcomes. The lesson will not be cooperative if students do not “swim together” in the group learning activities (Johnson & Johnson, 2008). Hence, positive interdependence needs to be constructed in cooperative learning groups to help students work and learn together. Positive interdependence results in reciprocal interaction among individuals, which promotes each group member’s productivity and achievement.

Assignment is an academic endeavor of paramount importance for students, parents, and teachers. Assignment has benefits for academic achievement among students, particularly for middle and high school students. Students who receive a homework assignment have a capability belief that influences them to have thought patterns, emotions, and actions that drives them to successful homework completion (Peters, 2017). They have a belief in their personal accomplishment and select, undertake, and perform homework assignments for which they feel competent and confident. Mastery experience beliefs help to determine how much effort the students expend on their homework assignments and how long they persevere when attractive alternatives call for attention.

Tests are considered very important data provider which we should base in terms of important decision making as to individuals and community. Tests are considered very important data provider which we should base in terms of important decision making as to individuals and community. Test is organized procedure to measure sample of individuals' behaviour (Shantz and Latham, 2012). Tests have witnessed widespread acceptability in many fields, and thus tests are designed for various purposes; i.e. testing a person to fill certain office, or could be used for classification purposes; i.e. defining students avenue in a

way to suit their skills and capacities, or assessing the students obtainment through attained marks in classrooms tests.

Mastery experiences focus on the purpose of learning for acquiring new learning with a focus on improving and mastering skills. With a mastery experience, importance is attached to developing new skills and knowledge. With this focus, the process of learning itself is valued, and the attainment of mastery is seen as partly dependent on effort. Learning materials can also include online resources, videos, and other interactive materials that reinforce course content. Remote classrooms often rely on technology tools and platforms to deliver learning materials. The utilization of improvised instructional materials promote and enhance effective teaching-learning process, thus teachers should be encouraged to use them in their teaching.

In addition to being a predictor of achievement and retention, self-efficacy has been linked to characteristics that may help students cope effectively with challenges, such as the transition from secondary to university education. They found that mastery experience in the first year in higher education relates strongly to adjustment, even controlling secondary school Grade Point Average (GPA). Thus, 'confidence in one's relevant abilities (self-efficacy) plays a major role in an individual's successful negotiation of challenging life transitions' and academic self-efficacy represents a crucial determinant of a successful transition from secondary school to university.

However, whether strong or weak, mastery experience affects individual's chance for future success in his or her profession. This is known as career prospect, in other words, what the individual wants to become in life largely depends on his or her self-efficacy. Since it is vital for undergraduates to choose career prospect and this could be achieved through their self-efficacy, which may be low or high. This study seeks to investigate the influence of self-

efficacy on career prospects of education students in tertiary institutions in Edo State, Nigeria.

Statement of the Problem

Despite these laudable missions, researchers and educators still lament over the alarming rates of unemployment and underemployment among business education graduates and dropout among business education students. These situations have shown that education students' lacks the opportunity to learn-by-doing, observe role models, receive positive encouragement from career counselors, and be emotionally aroused. The non-existence of mastery experience appear to hinder career prospects of education students' decisions to make appropriate and judicious educational choices that would enable them to acquire the requisite skills and abilities to engage in entrepreneurial and lifelong learning activities.

Today, many factors have undoubtedly contributed to the alarming rate of unemployment, underemployment and dropout. Some of these factors, include, poor funding, inadequate supply of manpower, inadequate provision of facilities, utilization of outdated curriculum, among other challenges have been found to hinder the acquisition of skills and competencies required to motivate students to pursue career tasks. Interestingly, the optimization of resources for effective delivery of career prospects differs from all other academic disciplines due to its peculiar nature. The optimization of resources plays a key role in equipping students with requisite abilities to confidently pursue entrepreneurial and lifelong learning activities. Based on this unpleasant circumstance, this study investigated the influence of mastery experience on prospects of education students in tertiary institutions in Edo State, Nigeria.

Purpose of the Study

The general purpose of this study is to investigate the influence of mastery experience on prospects of education students in tertiary institutions in Edo State, Nigeria. The specific objective of this study is to:

1. Find out the influence of mastery experience on prospect of education students.
2. Examine the influence of lectures on mastery experience in predicting the prospect of education students in tertiary institutions in Edo State.
3. Find out the influence of assignment on mastery experience in predicting the prospects of education of students in tertiary institutions in Edo State.
4. Examine the influence of test on mastery experience in predicting the prospect of education students in tertiary institutions in Edo State.
5. Find out the influence of learning materials on mastery experience in predicting the prospect of education students in tertiary institutions in Edo State.
6. Examine the influence of the preparation for examination on mastery experience in predicting the prospect of education students in tertiary institutions in Edo State.

Research Questions

The following research questions are raised to guide the study:

1. What is the Influence of mastery experience on the prospects of education students in tertiary institutions in Edo State?
2. What is the influence of lectures on mastery experience in predicting the prospect of education students in tertiary institutions in Edo State?
3. What is the influence of assignment on mastery experience in predicting the prospect of education students in tertiary institutions in Edo State?
4. What is the influence of test on mastery experience in predicting the prospect of education students in tertiary institutions in Edo State?

5. What is the influence of learning on mastery experience in predicting the prospect of education students in tertiary institutions in Edo State?
6. What is the influence of preparation for examination on mastery experience in predicting the prospect of education students in tertiary institutions in Edo State?

Hypotheses of the Study

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

1. There is no significant difference in the influence of mastery experience on prospect of education students in tertiary institutions in Edo State.
2. There is no significant influence of lectures on mastery experience in predicting the prospect of education students in tertiary institutions in Edo State.
3. There is no significant influence of assignment on mastery experience in predicting the prospects of education of students in tertiary institutions in Edo State.
4. There is no significant influence of test on mastery experience in predicting the prospect of education students in tertiary institutions in Edo State.
5. There is no significant influence of learning materials on mastery experience in predicting the prospect of education students in tertiary institutions in Edo State.
6. There is no significant influence of the preparation for examination on mastery experience in predicting the prospect of education students in tertiary institutions in Edo State.

Significance of the Study

The findings of the study will be of benefit to students, teachers, parents, curriculum planners, guidance counselors, government and researchers.

The findings of this study will provide in-depth knowledge to students on the factors that influence career prospects. This will enable them to learn, plan and practice academically and practically in line with their career prospects.

The finding of this study will also be useful to teachers by providing insight on how to guide students in the determinants of mastery experience on the career prospects of education students.

The findings of the study will provide awareness to parents by revealing how mastery experiences can influence the career prospects of students.

The result of the study will provide information and understanding to curriculum planners to see the importance of inculcating training and entrepreneurial programme into the curriculum. This will enable the school put in place the necessary items in place that would help boost the mastery experience of the students.

The result of this study will help guidance counsellors to guide students on their career parts even from the secondary school level, the fact that students at university level need to be helped through their wealth of experience in confidently choosing a career choice and participating on their future career activities.

The finding of this study will be of immense benefit to governments as it will appreciate the fact that the students in school needs to be well guided and counseled to make a better career choice. The study will also help Governments to put in place some systems that will help boost the self-efficacy of students to make a better choice in career selection.

Finally, the findings of the study will be of also provide information for subsequent future research as more researchers may seek to validate its result, while others may seek to replicate it by using the scope, concept as well as its methodological approaches.

Scope of the Study

The study investigates the influence of mastery experience on prospects of education students in tertiary institutions in Edo South Senatorial District of Edo State, Nigeria. The study was limited to Benson Idahosa University and University of Benin in Edo South Senatorial District. Variables covered include; mastery experience, lecturers, assignments,

tests, learning material and preparation for examinations on the prospects of education students in tertiary institutions in Edo State.

Definition of Terms

Below are some operational definitions of terminologies used in this study:

Academic Self-Efficacy: students' confidence in mastering academics.

Academic Motivation: choice of activities, level of effort, persistence, and emotional reactions.

Mastery Experiences: actual successful student performances (c); and (d) physiological and affective states from which people partly judge their capability, strength, and vulnerability to dysfunction.

Modeling: student observation of others.

Self-Efficacy Belief: people's judgments of their capabilities to organize and execute courses of action required to attain designated types of performances.

Self-Efficacy Theory: personal judgments of one's capabilities to organize and execute courses of action to attain designated goals.

Social Cognitive Theory: personal factors in the form of cognitive, affective and biological events, behavioural patterns, and environmental events all operate as interacting determinants that influence one another bi-directionally.

High self-efficacy: a student with self-efficacy sources of 30 and above in instrument to be used for this study is considered to have a high self-efficacy.

Low self-efficacy: a student with self-efficacy scores of 29 and below in the instrument to be used for this study is considered to have a low self-efficacy.

CHAPTER TWO

LITERATURE REVIEW

This chapter deals with relevant literature on the study and was further discussed under the following subheadings: Conceptual Framework, Theoretical Framework, Empirical Studies and Summary of Literature Review.

Conceptual Framework

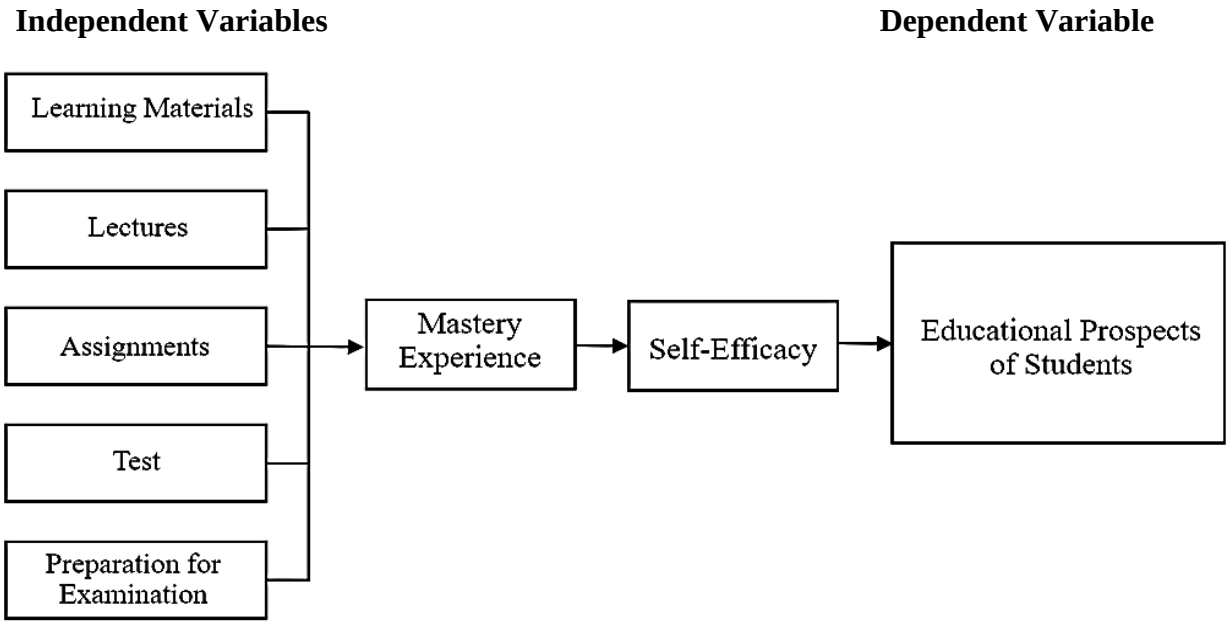


Figure 1: Conceptual Model of the Study

Source: Developed by the Researcher

This model depicts that mastery experience antecedents influences educational prospect.

Concept of Career and Educational Prospects

There are many definitions of the term career. The Encyclopedia of Career Development states that a comparison of these various constructs of career reveals some common elements that refer to "individual work histories, sequences of and patterns in occupations and work positions, and upward progression in an occupation or in life

generally" (Greenhaus & Callanan, 2006). This may account for why the term 'career' has been defined in its traditional sense, as individual's progression up in an ordered hierarchy in an occupation or profession (Watts, 2013). Some other definitions go beyond working or occupational life and also refer to education and training (Organization for Economic Co-operation and Development, OECD, 2004; European Lifelong Guidance Policy Network, ELGPN, 2012). These definitions have helped to bring together these two sets of elements (education and work) to describe career as a notion that refers to individual's working life, education and training and to life in general (Lovšin, 2017). Similarly, Leong (2012) defined it in a much more inclusive way as an individual's lifelong progression both in learning and in work.

Career can further be seen as the process that forms a person's work identity. It is an important part of human development and runs through an individual's entire lifetime, starting from when the individual becomes aware of how people make a living. Baer, Flexer, Luft, and Simons (2008) claim that career is a lifetime process that encompasses the growth and change process of childhood, formal career education at school, and the maturation processes that continue throughout a person's working adulthood into retirement. A career can be viewed from a perspective where it can be used interchangeably as occupation, a trade, a profession, or a vocation. It is therefore viewed as what a person does to earn a living. Merriam-Webster Universal Dictionary (2004) defines a career as 'a field for or pursuit of consecutive progressive achievement especially in public, professional, or business life'. Which implies that the meaning of "career" is much more complex than just what a person does to earn a living. It concerns a person's progression through a series of jobs throughout his or her lifetime, education and unpaid work experiences, such as internships and volunteer opportunities, are included. Arthur (1989) provided a now widely used definition of career as the evolving sequence of a person's work experiences over time.

Collin and Watts (1996) further define career as the individual's development in learning and work throughout life. The notions of time and sequence, rather than status or advancement, are what differentiates career from other work-related concepts.

According to Collins Dictionary (1989) 'prospect is the possibility or likelihood of some future event occurring'. According to the Merriam-Webster dictionary (1828), prospect can be seen as an extensive view, a mental consideration. Prospect can be seen as a belief or mental picture of the future or the act of looking forward in anticipation of something to come. Hence, Career prospect in this context can be seen as the likelihood, possibility or chance of the future success of a profession. Career selection is one of many important choices students will make in determining future plans. This decision will impact them throughout their lives. The essence of who the student is will revolve around what the student wants to do with their life-long work. Every student carries the unique history of their past and this determines how they view the world.

In the past, a distinction has often been drawn between 'educational choice', which is concerned with 'course guidance', and 'vocational choice', which is concerned with 'occupational guidance'. This was based on the view that educational choices preceded, or should be separated from, occupational choices. Such a view is now widely regarded as outdated. Today, various countries around the world now focus on career choice or guidance. The reason is that career choice or guidance can help to bring these two concepts together and thus stresses the balance between learning and work (Watts, 2013; International Labour Organization, ILO, 2006). This is the major reason for the adoption of career choice for this research study, to explain the need for the integration of career guidance or career development services into education programme in Benson Idahosa University.

The rapid technological developments we are witnessing today, together with the forces of globalization has led to radical changes in the world of work (Heibert and Borgen, 2002). These changes in the real world of work means that more people now make several changes of career prospects in the course of their lives, and have to regularly review their education and occupation and continuously learn new competencies and skills in order to take up existing and emerging entrepreneurial opportunities (Career Industry Council of Australia, 2009). In this kind of environment, lifelong learning may be a never ending process (Watts, 2009). This is because, careers are commonly not 'chosen' at a single point in time, but 'constructed' through a sequence or a series of interrelated learning and work choices made throughout lifespan (Watts, 2013). This has led to a new shift in career guidance, designed to support lifelong career development both in learning and in work (Watts and Fretwell, 2004).

Mastery Experience and Career Prospects of Education Students

The concept of self-efficacy beliefs has been explored in a range of disciplines and settings and has received support from a growing body of findings from diverse fields. Bandura (1997) synthesized these findings and presented the concept of self-efficacy in the context of psychology whereas Pajares and others extended it to the field of education (Pajares and Miller, 1994). Badura's SCT was a reaction to behaviourism. Behaviourism was a prevailing domain in psychology in the 19th century. According to leading behaviourists (Skinner), behaviours of people and animals should only be determined with what can be observed and not with what takes place in their mind and remains unobserved (Skinner, 1984). Such psychologists belief that behaviour could be described scientifically without involving hypothetical constructs such as thought and beliefs (Baum, 1994). Bandura (1986) challenged the then predominant theory of behaviourism by saying that a theory that denies that thoughts can regulate actions does not lend itself readily to the explanation of complex human behaviour. By this, he means that human behaviour is affected by the beliefs that

individuals hold about their own capabilities. Contrary to behaviourism, Bandura (1997) introduced the concept of a self-system that enables individuals to exercise a measure of control over their thoughts, feelings, motivations and actions. He belief that human behaviour is the result of the interplay between this self-system and external sources of influence. The discussion led to the formulation of the concept of self-efficacy beliefs. In different situations, people with low self-efficacy put in less effort or give up easily, while people with high levels of self-efficacy exert more effort and tend to persevere (Robbins and Judge, 2007). The self-assurance which people show while facing difficult tasks determine whether they make good or poor use of their capabilities (Bandura, 1997).

Pajares and Schunk (2001) added the element of competence into the debate on self-system and noted that self-efficacy is how an individual perceives his or her competency. As a result, this perception influences an individual's ability to set attainable goals to complete a task. They took the triadic model by Bandura (1986) and explained that an individual's perceptions activate the self-system by providing information regarding past experiences, accomplishments, and failures. Then these experiences are cognitively processed and used by the self-efficacy beliefs system, which in turn affects behaviour and the environment by forming perceptions about the individual's own abilities. Pajares and Schunk (2001) posit that these perceptions become the motivational drive that accompanies action to fulfill the task at hand. Arguments concerning self-efficacy have established that beliefs about one's abilities affect behaviour in several important ways. In a similar vein, Bandura (2001) claims that self-efficacy beliefs also help determine how much effort people will exert on an activity, how long they will persevere when confronting obstacles, and how resilient they will be in the face of adverse situations. In other words, the higher the sense of self-efficacy, the greater is the effort, persistence, and resilience. Thus, the more people are self-assured, the better they utilize already existing capabilities and potential.

Artino (2012) observes that if people are not sure that they can produce desired results through their actions, they have no incentive to act. So, they need to be encouraged to have positive beliefs about their abilities to perform. While examining the nature of self-efficacy beliefs, Bandura (1997) posited that these beliefs are future-oriented judgments about one's capabilities to act to produce required results in specific situations or contexts. However, these judgments are not necessarily accurate assessments of those capabilities. It should be remembered that a capability is only useful to the extent of its execution. Their self-efficacy determines how well they put in use existing capabilities to perform a task (Bandura, 1997). This distinction between the beliefs about the ability to perform a task and the actual ability to do so is important because it suggests that if people over-estimate or underestimate their actual abilities, these estimations may have consequences for the courses of action they choose to pursue and the efforts they exert in those pursuits. So, self-efficacy beliefs are the estimations that people have about their ability to execute a certain task in a certain context. To avoid any confusion between the term self-efficacy and terms related to other self-beliefs, researchers have defined these terms in various studies (Aitken, 2001; Park, 2004). Theories which investigate the influence of human thoughts and beliefs on human behaviour are known as cognitive theories (Tai, 2012). It is possible to influence students' self-efficacy within HE programmes and there is more than one motivation theory that has used the construct of self-efficacy (Dinther, 2011). Nevertheless, the theoretical background of my study is framed around the SCT because: Intervention programmes that were based on SCT were more effective in influencing students' self-efficacy than interventional treatments with underlying theories other than SCT. (Dinther, 2011)

Other conceptions of self-belief or self-evaluation (self-esteem) may be considered global (Maddox, 1995; Bandura, 1997) or more general and less context dependent (Marsh, 1991). In an academic setting, perceptions like self-concept are considered more dependent

upon and influencing achievement in a particular domain (Marsh and Seaton, 2013). On the other hand, self-efficacy is defined and measured in the context of specific behaviours in specific situations (Maddox, 1995). Furthermore, self-efficacy is a predictive construct. Bong (2013) explains that self-efficacy, self-esteem and self-concept are largely formed on the basis of past experiences but only self-efficacy beliefs are particularly concerned with what one beliefs to achieve in future with existing competence. 'I will do well at mathematics' is a self-efficacy belief whereas 'I am good at mathematics' is a self-concept. It also shows that individuals judge their self-efficacy in relation to the goals and standards they have set for target performance. Moreover, Bong (2013) notes that affective reactions can influence self-efficacy but are not a part of its definition. On the contrary, these reactions are important in global self-esteem, self-worth or academic self-concept. Self-concept is a composite view of oneself that is linked with ideas, feelings, and attitudes about oneself; a type of self-image based on past accomplishments (Woolfolk, 2001) whereas self-efficacy relates to perceived competence to accomplish specific tasks and not to personal or overall assessments of oneself.

Bong and Skaalvik (2003) mention the differences between self-efficacy and self-concept as context specificity, as opposed to collective judgment, and conclude that self-efficacy can be seen as providing a foundation for the development of self-concept. Due to the specificity associated with self-efficacy beliefs, it is a much better predictor of behaviour than self-concept (Pajares and Miller, 1994). Thus, self-concept and self-efficacy are two different and unique psychological dimensions. However, Hughes (2011) analyzed the common component of competence in self-concept and self-efficacy and found a considerable overlap between both constructs. The concept of self-esteem is a set of beliefs associated with an individual’s judgment of self-worth. There is no fixed link between beliefs about one’s capabilities (self-efficacy) and whether one likes or dislikes oneself (Bandura,

1997). It suggests while self-esteem may be strong, self-efficacy for a specific task may be weak (or vice versa). Self-esteem is different from self-efficacy as it is an affective reaction indicating how a person feels about him or herself, whereas self-efficacy involves cognitive assessment of personal capacity to perform a specific task (Zimmerman and Cleary, 2006). Self-esteem is a general feeling of self-worth or self-value, whereas self-efficacy is the belief in one's capacity to succeed in tasks. 'I am liked by my mathematics' teacher' is self-esteem and 'I can get good marks in mathematics' is self-efficacy. Another construct that has been considered similar to self-efficacy is outcome expectancy (belief that certain actions will lead to particular outcomes).

On the other hand, self-efficacy is whether or not individuals belief that they have the ability to execute certain task up to the desired targeted outcome (Bong, 2013). Bandura (1997) forcefully negates any resemblance between the two notions and asserts that self-efficacy is a judgment of one's capability to perform certain action whereas outcome expectancy is a judgment of the likely consequences such performance can produce. Self-efficacy is about ability while outcome expectancy is about the outcome of this ability. For example, teachers may have outcome expectancy that doing a PhD will lead to a better professional standing in academia but some may not have strong self-efficacy that they can successfully accomplish this task to attain the desired achievement. The term 'collective' has been used with self-esteem and self-efficacy. Collective self-esteem refers to the degree to which individuals evaluate the worth of their social or cultural groups (Rezaei, 2012) whereas collective self-efficacy is associated with the performance capability of an entire social group and refers to a group's perceptions that are concerned with the performance capability of a social system as a whole (Bandura, 1986, 1997). Collective self-efficacy of teachers refers to their perceptions that the efforts of the faculty as a whole will have a positive effect on students (Goddard, 2000). The scope of my study, however, is limited to academic self-

efficacy of individual teachers and students. Self-efficacy should not be confused with efficiency either. Efficiency is the ratio of outputs produced to inputs committed (King, 2003). It is the discrepancy between performance and effort (van Gog and Paas, 2008) and in an educational setting, high efficiency results when performance is high and corresponding effort to attain the performance is low, whereas low efficiency occurs when performance is low and effort is high (Hoffman and Schraw, 2010). Clearly, efficiency differs from the concept of self-efficacy and these two cannot be confused due to their theoretical dissimilarity. In order to describe how self-efficacy beliefs are developed and influenced, the next section discusses the sources that provide self-efficacy information, interpreted by individuals into producing self-efficacy perceptions.

Bandura, Barbaranelli, Caprara and Pastorelli (2001) included self-efficacy as one of a variety of socio-cognitive influences on the career aspirations of children and found that academic self-efficacy had the strongest academic effect. Self-efficacy reliably predicts the scope of career options considered, occupational interests, perseverance in difficult fields, and personal effectiveness (Markham, 2002). In 1981, Hackett and Betz developed a theory of career self-efficacy by applying the concept of self-efficacy to career-related behaviors. A career can be defined as the combination and sequence of work roles that a person experiences throughout their lifetime (Super, 1980). Career self-efficacy, on the other hand, can be defined as people's judgments of their abilities to perform career behaviors in relation to career development, choice, and adjustment (Anderson and Betz, 2001; Niles and Sowa, 1992).

Taylor and Betz (1983) investigated groups of students to observe the influence of self-efficacy on career decision making. Their research applied Bandura's (1977) self-efficacy theory to career decision making. Using the career decision making self-efficacy (CDMSE) model, research revealed that students' career decision - making self-efficacy

correlated with their decisiveness regarding career decisions. Students with high levels of self-efficacy had little or no issue making career decisions. In contrast, students showing a lack of structure or confidence had difficulty making career decisions or avoided such decisions (Taylor and Betz, 1983). This study was significant because it revealed self-efficacy as having an influence on career choice and provided a foundation for interventions that would encourage higher levels of self-efficacy.

While the relationship between Self-efficacy has been established in the career theory literature, most studies have not included specific career options around education. Low career self-efficacy can cause people to procrastinate making career decisions and may delay them from following through with a decision once it has been made (Betz, 1992). On the other hand, those who have high career self-efficacy tend to visualize success for themselves and seek positive support and outcomes for their career ambitions (Bandura, 1993). This suggests that low career self-efficacy beliefs should be challenged and improved, whereas high career self-efficacy should be supported and reinforced.

Lent, Brown, and Hackett (2000) put forward the idea that individuals do not choose a career based on potential financial benefits. Individuals also consider the barriers they'll encounter while pursuing that career. In these situations, self-efficacy regarding the occupation's needed skills becomes critical. Two individuals with similar career interests may perceive barriers to that career in very different ways because of their varied levels of self-efficacy beliefs.

Delineating self-efficacy within the framework of social-cognitive theory, Bandura (2001) describes self-efficacy as a motivational orientation that stimulates grit when faced with difficulties, enhances deliberate actions, encourages long-term view, fosters self-regulation and allows for self-correcting whenever necessary. A number of analyses have

presented self-efficacy as a reliable predictor of motivation and Career prospects and one that does not alter according to time, environment and different communities (De Raad and Shouwenburg, 1996; Farsides and Woodfield, 2003).

In his studies, Abouserie (1995) opined that involvements with success or failure may be related to strong or weak levels of self-efficacy and these relationships can determine the performance of university students. It is also claimed in literature that it is the motivational module of self-efficacy that apparently induces academic performance (Ashwin, 2006; Pritchard and Wilson, 2003). Miller and Brickman (2004) report that strong academic career prospects may be associated with increased confidence in one's powers and this stimulates students to take greater responsibility for successful completion of tasks and projects. By the same token, Frey and Determan (2004) claim that the students who possess superior abilities display better career prospects and receive superior evaluations. Such students apparently possess higher self-efficacy and less anxiety. Furthermore, Livengood (1992) underlines similar fluctuations within a single semester during which students receive continuous feedback on their performance. While students who perform well report higher self-confidence and attribute a greater value for their learning, low achieving student's state less confidence in themselves. Thus a vigorous predictor of academic performance seems to be a combination of self-efficacy and motivation, and, due to its complexity, it deserves further exploration.

Self-regulated learning emphasizes autonomy and control by the student who monitors, directs, and regulates actions toward goals of information acquisition, expanding expertise, and self-improvement. In particular, self-regulated learners are cognizant of their academic strengths and weaknesses, and they have a repertoire of strategies they appropriately apply to tackle the day-to-day challenges of academic tasks. These learners belief that intelligence is malleable (as opposed to entity, or fixed views of intelligence) and

attribute their successes or failures to factors within their control. They also belief that opportunities to take on challenging tasks, practice their learning, develop a deep understanding of subject matter, and exert effort will give rise to academic success. In part, these characteristics may help to explain why self-regulated learners usually exhibit a high sense of self-efficacy. These characteristics to career prospects probably continue beyond school (Grzegorek, Slaney, Franze, and Rice, 2004). Ozer and Benet-Martinez (2005) offer insights into ways that relate self-efficacy and performance. They claim that these involve motivational components, cognitive and meta-cognitive approaches as well as resource management. In other words, students with high self-efficacy turn out to be more tenacious, hardworking, prefer to deal with more difficult tasks, and are able to cope with their anxiety. Snyder (2000) maintains that such students are more likely to resort to self-regulating processes such as goal setting, self-evaluation, and self-monitoring.

Furthermore, Entwistle and Entwistle (1970) observed that students with self-confidence have a tendency to exhibit greater self-control, uphold mastery goals, study harder when exposed to difficulties, and obtain superior grades. An insight comes from Zhang (2002) who contends that students with greater self-efficacy can perform at a higher level because they can cope more effectively with cognitive demands, a clarification to which the element of mastery goal orientation may be added, according to Anderson, Boyles, and Rainie (2012). It is also possible that these students perceive their learning to be interesting, valuable, related to their objectives and therefore employ pertinent learning styles (Duckworth and Seligman, 2005). It can be surmised that self-efficacy may be coupled to academic performance either through goal-setting or effort regulation, both of which serve as intrinsic stimulations (Payne, Youngcourt, and Beaubien, 2007).

According to Laurillard (2002), self-efficacy may be enhanced when self-regulated learners actively manage and coordinate their internal and external circumstances. Among the

hallmarks of enhanced self-efficacy may be the knowledge of whom to ask for help, decision-making on the level of effort required, intentions designed to achieve, and a scheduled time-table for study and review. Studying highly self-regulated students, Green, Nelson and Marsh (2006) maintain that such students put in extra effort by solving supplemental problems, carry out extra-work via online tutorials, master the material, and give up avoidance behaviour. Kaufman, Agars, and Lopez-Wagner (2008) studied the case of the procrastinators in order to emphasize the importance of self-efficacy. According to their findings, procrastinators perform poorly not because they are ignorant of useful approaches but because they lack the confidence to apply these while starting and completing tasks. What is more, as students begin to enroll in the relatively challenging courses of third and fourth years, they recognize the importance of meta cognitive skills to supervise and regulate their efforts (Poropat, 2009). Therefore, an effective mechanism for improving self-efficacy, motivation and achievement may induce the students to acquire and develop self-regulating learning strategies (Phillips, Abraham, and Bond, 2003).

Factors Affecting Career Prospects of Students

Choosing the right career path has become more and more important for young students today. Students have to take into consideration many things when choosing a career. According to Ahmed (2017), the right career choice for the students entering into the professional education is critical having a high impact on their professional life and future achievement. Career selection is one of many important choices students will make in determining future plans. This decision will impact them throughout their lives. The essence of who the student is will revolve around what the student wants to do with their life-long work. Every student carries the unique history of their past and this determines how they view the world, That history created, in part by the student's environment, mentorship, personality, opportunity, parents, peer group, race, and gender will determine how students

make career choices (Borchert, 2002). It then follows that how the student perceives their environment, personality, and opportunity also will determine the career choices students make.

Assignments

Homework is an academic endeavor of paramount importance for students, parents, and teachers. According to Harris Cooper, homework involves tasks assigned to students by school teachers that are meant to be carried out during non-instructional time (Bembenutty, 2011). Cooper (2007) posited that homework has benefits for academic achievement among students, particularly for middle and high school students. In his meta-analysis examining the association between homework and academic achievement, Cooper (1989) found that high school students who did homework had higher academic performance than students who did not do homework. Overall, homework improved achievement, had a positive effect on unit tests, had a positive link to grades or standardized tests, and, relative to other educational interventions, homework had an above-average effect on achievement (Cooper, 1989). However, as Patall et al. (2010) observed, not all teachers assign homework and not all students do homework. Successful homework completion requires self regulation of learning (Kitsantas & Zimmerman, 2009).

According to Zimmerman, Bonner, and Kovach (1996), to be successful in homework completion, learners need to be self-regulated by setting homework goals, selecting appropriate learning strategies, maintaining motivation, monitoring progress, and evaluating homework outcomes. From the self-regulation perspective, all learners can be empowered to control their environment, maintain motivation, and reflect about homework progress (Cleary & Zimmerman, 2004).

Highly self-regulated learners approach homework in different ways than less skilled learners (Kitsantas & Zimmerman, 2009). Imagine Juan, a self-regulated learner. During class, Juan takes appropriate notes about the homework assigned and asks the teacher questions when he does not understand something; on his weekly planner, Juan writes goals to complete the homework. Once at home, he beliefs that he can do his homework, finds the homework interesting and valuable for his future career, and asks parents, siblings, and friends to give him time alone to complete the homework. Once he is doing the homework, he monitors his progress with a homework-monitoring log, changes study strategies when it is necessary, and e-mails his teacher to seek clarification of the homework he finds unclear. When he completes the homework, he reviews it, evaluates his satisfaction, and reflects on his progress. On the other hand, imagine Miguel, a less conscientious learner who during class is distracted with text messages from his friends, takes disorganized notes, and does not ask questions when he is confused. At home, he studies with the television on, cell phone next to him, and interacts with his friends through texts, Facebook, and Twitter. At the end of the night, the homework is not completed, or he copies it from Wikipedia.

In support of the homework self-regulatory process, Zimmerman and Kitsantas (2005) examined the mediational role of self-efficacy for learning and perceived responsibility beliefs between students' homework reports and their academic achievement among a sample of high school girls. They found that homework and self-efficacy predicted student GPA. Homework influenced students' self-beliefs, and the effect of homework quality on GPA was mediated by students' self-efficacy and perceived responsibility beliefs. The contribution of these findings is that learners who engage in self-regulation tend to be the ones with higher homework completion and academic performance.

According to Bandura (1997, 2011), self-efficacy beliefs are an important source of motivation. Self-efficacy refers to one's beliefs in his or her ability to perform at a designated

level. These beliefs are measured by degrees of certainty that one can perform given tasks. High self-efficacy beliefs are associated with selection of task, persistence, and use of learning strategies (DiBenedetto & Zimmerman, 2010; Zimmerman, 2000). Learners engage in tasks in which they belief they can succeed. Self-efficacy is associated with the amount of time learners are on task and the effort they exert on those tasks. A high degree of self-efficacy is associated with high academic performance and the use of self regulatory strategies. Highly self-efficacious learners are characterized by sustained effort despite distractions and long-term waiting periods. They learn to plan their actions and set specific academic goals in order to achieve them (Zimmerman, 1998, 2000).With regard to homework, students' self-efficacy beliefs are important. Self-efficacious students who receive a homework assignment have a capability belief that influences them to have thought patterns, emotions, and actions that drives them to successful homework completion. They have a belief in their personal accomplishment and select, undertake, and perform homework assignments for which they feel competent and confident. Self efficacy beliefs help to determine how much effort the students expend on their homework assignments and how long they persevere when attractive alternatives call for attention. They are more resilient when faced with adverse situations. Self-efficacy is related to self-regulation and academic delay of gratification (Bembenutty, 2009, 2010).

Learning Materials

Learning materials refers to one of four elements of integral self-evaluations — in addition to neuroticism, self-efficacy, and self-esteem. It can also predict several professional outcomes including job performance and job satisfaction with a high degree of accuracy. Some see this as a personality trait that an individual is born with, but there is some evidence that it is also shaped by events an individual experiences in childhood. Learning materials can also include online resources, videos, and other interactive materials that reinforce course

content. Remote classrooms often rely on technology tools and platforms to deliver learning materials.

Adeluku, (2012) investigated the influence of instructional materials in teaching and learning of in senior secondary schools in Cross River State. The study revealed that students taught with instructional materials performed significantly better than those taught without instructional materials and also that the use of instructional materials generally improved students understanding of concepts and led to high academic achievement. Maruff and Amos (2011) examined the effect of using standardized and improvised instructional materials on academic achievement of secondary school students in Oyo State, Nigeria. The findings revealed that there was a significant difference in the achievement of students taught using standard instructional materials than those in the conventional instruction. The researcher concluded that the utilization of improvised instructional materials promote and enhance effective teaching-learning process, thus teachers should be encouraged to use them in their teaching.

Tests

Tests are considered very important data provider which we should base in terms of important decision making as to individuals and community. Test is organized procedure to measure sample of individuals' behavior. Tests have witnessed widespread acceptability in many fields, and thus tests are designed for various purposes; i.e. testing a person to fill certain office, or could be used for classification purposes; i.e. defining students avenue in a way to suit their skills and capacities, or assessing the students obtainment through attained marks in classrooms tests (Allen & yen, 1979). Individual' assessment process requires the same importance of decisions based thereon, and at same level of faulty decision-making risks which is generated in terms of various situations and domains at the individual and

community levels. Respective risks are either irreparable or needing long time to be repaired; both shall work to hinder the development process and keeping up in line with other communities' development. In order to generate most credible decisions, accurate and true information must be made available through planning and well prepared tests as well; (Odeh, 2010).

Test Anxiety issue is considered one of the most important and complicated psychological problems facing students and their families. Psychological pressures, whether family pressures (represented by family's wish to attain superiority for their kinds) or school pressures (represented by school Curriculums and tests systems), students interaction with fellows and teachers, ambition and so on, all of which are embodied in test anxiety problem. It is worth mentioning herein, that all homes suffer from test anxiety problem, especially if such tests work to draw up the human future and the anxiety caused to all family members, (Al Tayeb, 1996). Al Damen, (2003) tackled the test anxiety; the psychological and physiological responses which individual link to test anxiety. He beliefs that it is a special case of general anxiety featured with high self-outreach feeling coupled with despair feeling which could be mostly noticed through low performance in examinations, all academic and cognitive duties in general.

Lectures

In comparison with cooperative learning techniques, lecture-based teaching has been reported to be less effective to the demands of high rates of cognitive and affective outcomes (Slavin, 2011). In order to improve students' cognitive outcomes, an alternative to lecture-based teaching could be cooperative learning (Tran & Lewis, 2012). This approach has been reported to improve students' achievement, and their knowledge retention (Johnson & Johnson, 2009).

Learning situations are not cooperative if students are arranged into groups without positive interdependence (Johnson & Johnson, 2009). Positive interdependence means that in cooperative learning situations, students are required to work together as a cohesive group to achieve shared learning objectives (Yager, 2000). In the process, students must be responsible for their own learning and for the success of other group members' learning (Slavin, 2011). In other words, students must ensure that other members in their group complete the tasks and achieve the academic outcomes. The lesson will not be cooperative if students do not "swim together" in the group learning activities (Johnson & Johnson, 2008). Hence, positive interdependence needs to be constructed in cooperative learning groups to help students work and learn together. Positive interdependence results in reciprocal interaction among individuals, which promotes each group member's productivity and achievement. Promotive interaction occurs as individuals encourage and facilitate each other's efforts to accomplish the group's goals. In cooperative learning groups, students are required to interact verbally with one another on learning tasks (Johnson & Johnson, 2008).

As part of the cooperative learning condition, students are required to interact verbally with one another on learning tasks (Johnson & Johnson, 2009), exchange opinions, explain things, teach others and present their understanding (Johnson, 2009). Individual responsibility means that students ask for assistance, do their best work, present their ideas, learn as much as possible, take their tasks seriously, help the group operate well, and take care of one another (Johnson, 2009). Positive interdependence is recognized to create "responsibility forces" that increase the individual accountability of group members for accomplishing shared work and facilitating other group members' work (Johnson & Johnson, 2005). If there is no individual accountability, one or two group members may do all the work while others do nothing. If the achievement of the group depends on the individual learning of each group member, then group members are motivated to ensure that all group members master the

material being studied (Slavin, 1996). When group accountability and individual accountability exist in the group, the responsibility forces increase (Johnson & Johnson, 2009).

Classroom interventions for self-efficacy on Career Prospects

In the midst of negative self-beliefs, teachers have great influence on students' beliefs in their ability to succeed and can foster a culture of hope (Bashant, 2016). In order for teachers to build self-efficacy, students' beliefs in their abilities must first be understood (Alexande, 2001). Corkett (2011) encouraged teachers to assess the self-efficacy of each student using tools such as questionnaires and surveys to identify areas of need since self-efficacy beliefs influence academic achievement. However, researchers discovered that some students in their study did not accurately assess their actual abilities through self-efficacy surveys, especially students in younger grades. Pajares (1996) cautioned that underassessment of ability could result in avoidance of goals that students are capable of achieving. To avoid this issue, teachers should teach students how to realistically appraise self-efficacy and evaluate their own abilities (Morales, 2014). After being taught how to properly evaluate their own efficacy students can take responsibility to improve their own education (Zimmerman, 1995).

Schulze and Schulze (2003) suggested that teachers model mastery and offer clear feedback to students so students know exactly what they need to do in order to experience success. These researchers stated that student modeling is also useful because students can see how peers who are still learning achieve mastery instead of watching the teacher who achieved mastery long ago. Schulze and Schulze also recommended helping students set achievable, challenging goals. Another way to foster higher self-efficacy is by helping students adapt to new learning environments (Reed, 2015). Ryan and Patrick (2001) found

that it is possible to improve self-efficacy if adults respond to children's needs for independence and as well as children's changes in self-consciousness throughout adolescence. Allowing students to work in cooperative learning groups is also useful because students have more sources of assistance available to them. Ryan and Patrick further suggested teachers promote a culture of mutual respect because this increases self-efficacy and is positively correlated with increased achievement.

Many teachers get frustrated with students who have negative attitudes toward learning. Gunzlemann (2008) posited that teachers often attempt to solve problems with the students instead of addressing the problem with the environment. Bloomer and Hodkinson (2000) stated that while self-esteem and motivation are characteristics of a person, these beliefs are changeable. Teachers can assist students in making productive changes to improve their learning dispositions. Anxiety reduction techniques are vital for students who have fears toward a specific subject or school in general. Teachers can help students deal with anxiety through coping methods so that it does not hurt their views of school (Brassell, 1980; Gunzelmann, 2008).

Another simple method that can improve attitudes is making lessons more enjoyable. Students in several studies responded to lessons that were interesting with much more positive attitudes (Brassell, 1980; Claxton, 2007; George, 2000). An imperative method teachers should use to improve attitudes is to explain real life uses for instructional content. Real world applications make students value the content more and view the topic favorably, increasing the amount of learning (Collison, 1992). The structure of the class, whether conducive to learning or not, can also alter dispositions. Cobb, Gresalfi, and Hodge (2009) found that many students have better attitudes when learning in student-led classrooms where they have more freedom to explore concepts instead of passively absorbing information.

Claxton (2007) explained that teachers who allow students to figure out concepts on their own instead of simply delivering content to be absorbed foster better dispositions to learning. When teachers only present one way to solve a problem as the right way, it leaves students nothing to explore; however, serving as a facilitator of learning in student-led classrooms allows students to discover knowledge on their own with more positive attitudes. Claxton further explained that telling students that confusion is acceptable is encouraging for them. Students will sometimes get confused when faced with challenging concepts, but if they know that confusion is normal and not shameful, they can persevere with positivity (Bashant, 2016).

Another classroom intervention that can improve attitudes is teacher modeling. Students are very receptive of teacher attitudes. If teachers want students to be positive, they need to show students how to be positive (Collison, 1992; Ryan and Patrick, 2001). Additional role models such as parents, peers, and other adults can be invited to the classroom to speak about the benefits of positive attitudes and the importance of education. Claxton (2007) suggested analyzing historical figures or fictional characters from books that model positive dispositions. Changes in the classroom discourse can also help students improve attitudes. If teachers speak positively about school and the abilities of students, students will mimic this behavior. Gunzelmann (2008) stated that activities should also be implemented for students during the school day that aim to build self-confidence. By improving their confidence and attitudes, students will improve in other educational areas (George, 2000).

Societal Factors Influence of Self-Efficacy on Career Prospects

It is important to note that some factors may be much harder for teachers to change. Social views need to be reshaped to improve students' attitudes toward education (Claxton,

2007; Warrington, 2000). Gunzelmann (2008) proposed that while teachers might think kids are lazy and unmotivated just for doing the minimum required work, this behavior is learned from society. While issues such as poverty and violence cannot be controlled, society can acknowledge there is a problem and attempt to make corrections by adjusting policies in schools and by not being resistant to change. These small modifications could contribute to better attitudes toward education. Parent opinions should also be more supportive of education so that students will value it more. However, this too requires the alteration of norms in society, which is hard for teachers to change alone (Cobb, 2009).

Standardized testing is another area in need of changes so that students will have better attitudes toward education. If states continue to pressure teachers through standardized testing, teachers will continue to pressure students, and a culture of learning just to pass a test will persist (Gunzelmann, 2008). Claxton (2007) explained that state goals should not be focused on producing good test scores because fostering a desire and capacity to learn is much more important in real life.

Poverty Barrier Influence of Self-Efficacy on the Career Prospects

In 2014, 21.1% of students in the United States were living in poverty (U.S. Census Bureau, 2015). The federal poverty level was $22,350 in 2011 for households with four people and $23,050 in 2012 (Addy, 2013). While children living in households like these are from all ethnic backgrounds, the majority of children living in poverty are whites, due to higher percentages of white citizens in the United States. However, Elias, White, and Stepney (2014) reported that a disproportionate amount of all impoverished children are from minorities. African Americans constitute 14% of children in the United States, but 26% of impoverished children are African Americans. Likewise, while 23% of children in the United States are Hispanic, 32% of Hispanic children live in poverty.

Poverty is more prevalent with certain types of families. Families with single mothers as the head of the household have four times greater chance of living in poverty (Redd, 2011). For single mothers from the 18-24 year old age, 67% live in poverty. Most of these women have very young children, which is one reason why younger children have higher poverty rates than older children. These researchers also reported that poverty is more prevalent in certain areas since 90% of states with the highest poverty rates are located in the South. In the South, 48% of children live in low-income homes (Addy, 2013). As poverty rates rise, school percentages of students from low-income homes increase. Students with economic disadvantages now constitute the majority of school populations in the South, but similar changes are seen in many schools nationwide (National Education Association [NEA], 2015). As a result, schools in the South are more likely to have high poverty concentrations when compared to other geographic locations (Coley Baker, 2014).

Financial Income Influence of Self-Efficacy on the Career Prospects

Economic conditions and socioeconomic status contribute to the formation of self-efficacy beliefs (Bandura, 2000). Huang (2015) described that low-income students in his study reported less persistence and less time spent learning. Conversely, higher income students in the study self-reported three times more persistence. In order to reap benefits of more positive dispositions, students from low-income backgrounds need help improving self-efficacy, even those who are gifted academically (Burney and Cross, 2006). By increasing students' self-efficacy, leaders encourage risk taking and persistence, thereby combating disadvantages.

Kover and Worrell (2010) stated that people want to feel competent and have efficacious beliefs. However, students with low SES may have preconceptions about their abilities, which can lead to low self-efficacy and predispositions that make barriers hard to

overcome (Usher and Pajares, 2008). Low-income parents have an effect on students' beliefs (Bandura, 1996). These researchers explained that as parental income increases, so do students' self-efficacy beliefs. Although parents may have difficulties changing their economic status, they can positively affect their children's efficacy by expressing a high value on education.

Negative self-efficacy beliefs are counterproductive to schools' efforts to help low-income students. Learned helplessness, feelings of inadequacy, and stress from disadvantages hurt competence and contribute to negative self-efficacy beliefs of students from low-income homes (Cedeno, 2016). For low-income students with low self-efficacy, school is a source of discouragement for 180 days each year (Elias, 2014). As low SES students repeatedly perform below more advantaged counterparts, they may associate school with punishment and lower their efficacy beliefs (Alexander, 2001). In schools where the majority of students live in low-income homes, most students follow the culture of the social group, which tends to foster more negative academic attitudes (Rouse and Barrow, 2006). This negative culture could lead to lower efficacy beliefs (Bandura, 2000). However, low achievement is not inevitable for students with a low socioeconomic status (Cedeno, 2016). These students can overcome barriers if adults offer support and focus on improving personal characteristics including self-efficacy. The achievement gap for students from low-income households must be addressed to combat negative self-efficacy (NEA, 2015). It is imperative that American schools focus on narrowing achievement gaps so that education can truly be equal for all students.

Educators can facilitate positive changes in students' self-efficacy (Zimmerman, 2000). Elias (2014) asserted that leaders can promote higher self-efficacy through socio-emotional and character programs. When conducted at school, these programs have been shown to improve behaviors, attitudes, and knowledge. Improving students' beliefs in their

abilities to succeed and helping them see the value of education can make curriculum or instructional initiatives more effective, in addition to other benefits reaped by students. If educators can foster positive self-efficacy in some students, these students can impact others' self-efficacy because positive learning dispositions are contagious (Claxton, 2007). Claxton also recommended using activities that encourage students to have positive character traits, more courage, and higher confidence to help students improve self-efficacy. By building students' self-efficacy, educators can increase low-income students' likelihood of academic success (Morales, 2014).

When schools are located in economically disadvantaged areas, they tend to have less money for educational resources, lack parent involvement, and experience difficulties in attracting high quality teachers, all of which negatively impact students' learning (Burkam and Lee, 2002). Palardy (2008) reported that predominately low-income schools in his study fostered a more negative learning atmosphere. He contested that while factors such as less resources, underachieving students, and lower quality teachers are not substantial enough to greatly affect schools, these factors can collectively contribute to a large negative impact on learning. Results from this study also exposed how participants from lower income schools started high school with lower levels of academic achievement and learned 30% less than students from higher income schools. Many low-income schools are in rural areas.

One report stated that 52% of children living in rural areas live in poverty (Addy, 2013). Areas such as these tend to have less economic support from local taxes due to the lack of businesses. Schools in rural areas may also have less staff and fewer opportunities for students to take advanced curriculum classes in high school (Burney and Cross, 2006). These reasons partially explain why achievement is lower for students living in economically disadvantaged areas. While having smaller class sizes is beneficial in creating a sense of belonging and boosting confidence, Burney and Cross reported that gifted students in these

impoverished schools are not challenged enough which hurts their likelihood of meeting their full potential.

In schools, socioeconomic status (SES) is more predictive of a school's test scores than many other factors, so SES is an important focus for change initiatives (Elias, White, and Stepney, 2014). Socioeconomic status has a strong impact on test scores. Low-income students perform much lower on educational assessments than higher income peers. The difference in goals achieved by students from demographic subgroups, such as gender, ethnicity, or income, is called an achievement gap (NEA, 2015). Achievement gaps are present in assessments, college, and employment. Previous educational initiatives have focused on closing achievement gaps; however, many states are now focused on Common Core State Standards and teacher evaluation systems instead (Coley and Baker, 2013; Huang, 2015). For students with different SES, an achievement gap in assessment scores has persisted for five decades and has been growing larger instead of shrinking, despite schools' efforts (Huang, 2015).

Huang found that 10% of students in the lowest SES group scored as high as students in the highest SES group. This study showed that while the percentage of high achieving students is much lower for impoverished students, all students are capable of high performance. Coley and Baker (2013) explained that 2011 NAEP reading scores for 4th grade students were 29 points lower for students who were economically disadvantaged. SAT scores for older students from this demographic group were 100 points lower for students from the lowest income level when compared to students from the highest income level. Low SES students have lower high school graduation rates and eventually make less money as adults (Rouse & Barrow, 2006). In 2012-2013, 73.3% of students from low-income homes graduated from high school, compared to the national graduation rate of 81.4% (NEA, 2015). About two-thirds of adults living in poverty attained a high school diploma or less; however,

for adults who attained at least a Bachelor's degree only one-tenth live in poverty (Redd, 2011). As a result, children of parents with more education have a decreased likelihood of growing up in poverty (Addy, 2013). Colleges should offer a pathway to help low SES students rise up the social ladder if students are motivated and able. Still, this is often not the reality even though intentions are good. Gaps are growing between which income groups enroll in college (Beller and Hout, 2006; Coley and Baker, 2013).

Haveman and Smeeding (2006) explained that low SES students are less prepared academically, culturally, and psychologically for college. Top colleges in the United States enroll 74% of students from the highest SES and only admit 3% of students from the lowest SES. When students do enter college, college graduation rates are much lower for students from low-income homes, even at a lower rate than equal ability peers from higher income homes (Morales, 2014). Cahalan and Perna (2015) reported that in 1970, 40% of students from the highest quartile of household income graduated with a Bachelor's degree, in contrast with 6% of students from the lowest quartile of household income. While this percentage grew for students from wealthy homes to 77% in 2013, only 9% of disadvantaged peers earned a Bachelor's degree.

Alexander, Entwisle, and Olson (2001) found that children from wealthier homes start school with an advantage over peers from poorer homes. Less fortunate peers continue to fall behind non-disadvantaged counterparts throughout their educational careers. This study also reported that disadvantages worsen for low-income students over summer breaks from school. When tests were given to students before and after summer vacation to assess learning, results for low-income and high-income students were very different. Most low-income students maintained or lost knowledge over summer break while higher income students improved test scores, even though they learned at the same pace throughout the

school year. Alexander et al. explained that this trend is beliefd to continue each year, placing impoverished students further behind. However, this effect can be counteracted.

Allington (2010) described the effect of offering readily available, self-selected books for low-income students to read during summer break for three consecutive years. Researchers found that low-income students voluntarily read more often throughout the study. Students from the lowest income homes made the largest gains on the state reading assessment at the end of the three-year period, which were attributed to their exceptional lack of access to books before the study.

Gladwell (2008) argued that while test scores for wealthy students are consistently higher, students with more money are not necessarily smarter; they simply spend more time learning. Gladwell stated that wealthier students learn over the summer, without even realizing it, because they travel, visit museums, and attend enrichment camps while less fortunate peers are watching television. Similar findings were reported in a study of achievement gaps by Huang (2015), which stated that low-income students spend less time on learning and have lower levels of persistence. Alexander (2001) contended that middle-class parents are more involved with their children's education and belief they have a responsibility to help students with learning. Higher-income parents challenge students with enrichment and resources, while low-income students have less cognitive stimulation and often only have opportunities similar to other socioeconomic groups through school (Burney and Cross, 2006; Cedeno, 2016).

Low-income students must overcome many barriers to succeed academically. According to Alexander (2001), students living in poverty have problems such as family dysfunction and live in rundown communities, which tend to be more violent. Stress from environments such as these can affect student achievement throughout educational careers

and even into adulthood (Cedeno, Martinez-Arias, and Bueno, 2016). Furthermore, impoverished students commonly have attention issues, which further contribute to lower academic achievement. Parental expectations also affect achievement. Parents with higher education tend to have higher income and have higher expectations for their children (Rouse and Barrow, 2006). These children reach higher goals because they place a greater value on education than low-income students as a result of higher parental expectations, parental modeling, and knowledge of potential benefits of college. High-income parents start planning and preparing their children for college from an early age while low-income parents help students prepare for college later in their school careers, if at all, and are less knowledgeable about college (Haveman and Smeeding, 2006).

There are other disadvantages faced by students due to their economic ranking. Sustained risk factors increase low-income students' chances for health problems, which in turn affect academics (Richardson, 2008). Coley and Baker (2013) reported that impoverished students are three times more likely to have health issues than non-disadvantaged peers. Low-income students also have a higher risk of teen pregnancy, leading to lower high school graduation rates for them and their descendants (Barnett and Belfield, 2006). These researchers reported that impoverished students are more likely to grow up in households dependent on welfare. Living in these conditions may distort children's views about social norms and lead to future dependence on government aid as adults. Furthermore, low SES students may miss opportunities as a result of emergencies or unexpected expenses such as car repairs or household bills (Beller and Hout, 2006; Cedeno, 2016).

It is difficult for students born in poverty to escape poverty. Rouse and Barrow (2006) posited that low SES parents with less ability may have children who are less able, which leads to these children having to spend more time and money than more advantaged peers to achieve the same learning goals. As a result, these students often continue a cycle of lower

achievement. Rouse and Barrow explained that some researchers belief intellectual ability is inherited from parents and could explain lower academic achievement and reduced family income across generations. However, research literature varies widely on the impact of inheritance with claims ranging from 30% to 77% of intelligence attributed to genetics.

Dweck (2002) explained that the concept of intelligence is a malleable trait that one could improve instead of accepting failure. She referred to this viewpoint as a growth mindset. People with a growth mindset belief they can learn new skills through time and increased effort; however, people with a fixed mindset see intelligence as unchangeable. Smart people may have either mindset. Dweck described how people with a fixed mindset belief their current skills decide their future success and tend to avoid challenges in fear of appearing dumb. Rouse and Barrow (2006) stated that income is more influential on achievement than genetics. These researchers reported an additional $1000 added to a family's income, as well as increased per pupil school expenditures, has been shown to increase test scores and narrow achievement gaps between income groups. While educational achievement is different for students with varied household income levels, low-income students' goals are also quite different. According to Morales (2014), low-income students may not see the link between education and economic benefits like their more advantaged peers. Higher SES students are able to invest in education without suffering the effects of losing current funds and potential earnings due to time spent at school instead of working (Rouse and Barrow, 2006). However, impoverished students may be simply trying to survive and may not value goal setting and education investments (Burney and Cross, 2006). Rouse and Barrow (2006) stated that these students follow the culture of their social group, which often negatively impacts views of learning, while higher income students more commonly encourage positive academic behavior of peers by taking Advanced Placement courses and

attending college. Differences such as these contribute to vastly different academic career prospects of students from different SES.

Resiliency Influence of Self-Efficacy

Morales (2014) defined academic resilience as the ability of students to achieve high academic goals despite disadvantages. He stated that some resilient children from low-income homes beat the odds and rise above poverty. Morales beliefd that understanding how these students succeed can help teachers assist more students in breaking the cycle of poverty. Resiliency is beliefd to be a characteristic that explains why poverty does not produce the same academic or economic outcomes for all impoverished students (Richardson, 2008). Richardson stated that resilience is the product of personal characteristics and supportive relationships. Internal factors of resilience include intelligence and coping methods, while external factors include school and family aspects. Family, relationships, socioeconomic status, and health affect resiliency.

Claxton (2007) explained that resilient students are more determined to reach goals. While it is possible to get good grades without being resilient or a good learner, resilient students learn to adapt to new situations and persevere when difficulties arise. Bandura (2000) posited that self-efficacy determines students' resiliency when faced with challenges. Similar results were found in a study by Morales in 2014 that researched fifty minority students who showed resiliency. Morales stated that 92% of the participants reported high self-efficacy beliefs. The combined effects of high self-efficacy and resilient behaviors hold great potential benefits for low-income students as well as other student groups. Resilient behaviors and beliefs are separate from ability and can be taught by encouraging optimism and positive responses to challenges (Seror, Chen, and Gunderson, 2005). Richardson (2008)

stated that students need support from educators to develop and use resilient behaviors as students grow and mature.

Claxton (2007) recommended increasing resiliency by expanding students' capacity to learn through modeling, language shifts, and real world applications. An extended school year, year-round parent involvement programs, summer programs, and additional educational resources can also help this demograph of students improve academically (Alexander, 2001). By taking a proactive, preventive approach with caring adults instead of waiting for misbehavior or failure, educators can help students be more resilient (Richardson, 2008).

Resiliency is increasingly important because education can help students excel in life. The number of jobs that require technical training or college is rising, making higher education more necessary for economic success (Haveman and Smeeding, 2006). Education and school achievement affect which college, if any, students choose to attend as well as their potential job prospects and economic earnings (Burkam and Lee, 2002). Some students belief that effort in school matters, while others are unable to see the connection between a good education and positive life outcomes (Destin and Oyserman, 2009). A study of educational attitudes reported that most female participants in high school understood the relationship between earning good grades and meeting their goals (Warrington, 2000). Some boys in the study, however, did not have these same views about school. They had jobs lined up after high school and did not see the value of learning or furthering their education.

Reay and Wiliam (1999) reported that in a study of working class students, primary school students beliefd good test scores were equated with a successful life. These students, partially through coercion by their teacher, expressed feeling pressure to perform high on standardized tests to ensure a future in a professional career instead of a demeaning job. While good grades do not always correlate with better jobs after high school, students'

academic records do play a role in competition with others during college admissions and for some future jobs (Zimmerman, 1995). Therefore, students need the best education possible to increase the likelihood of better career outcomes.

Theoretical Framework

The study is based on self-efficacy theory. The theory originated from Albert Bandura in 1987. The theory of self-efficacy lies at the center of Bandura's social cognitive theory, which emphasizes the role of observational learning and social experience in the development of personality. Social Cognitive theory is the theory that social and cognitive factors as well as behaviour, play important roles in learning (Bandura, 2004).

The history of self-efficacy beliefs, and effective teaching and learning are considered by reviewing the relevant literature. The literature is mainly in two parts. The first considers the origin, purpose and sources of self-efficacy beliefs, especially in an academic setting. It also explores teachers' self-efficacy, learners' self-efficacy and tries to establish a connection between both. The second part looks at aspects of effective teaching and effective learning, focusing on the HE context later.

The focus of this study is the influence of mastery experience on the career prospects of education students in tertiary institutions in Edo South Senatorial Districts of Edo State. Bandura (1986) originates and defines self-efficacy in his Social Cognitive Theory (SCT) as an individual’s belief that he or she is capable of performing a certain task in a given situation. Robbins and Judge (2007) claim that high self-efficacy increases one’s chances to succeed in a task. In difficult situations, people with low self-efficacy give up, while people with higher self-efficacy exert more efforts to face the challenge. Following Bandura’s (1986) assertions about self-efficacy, I explored whether teachers in the present HE setting belief in their ability to teach and do their beliefs make them effective teachers.

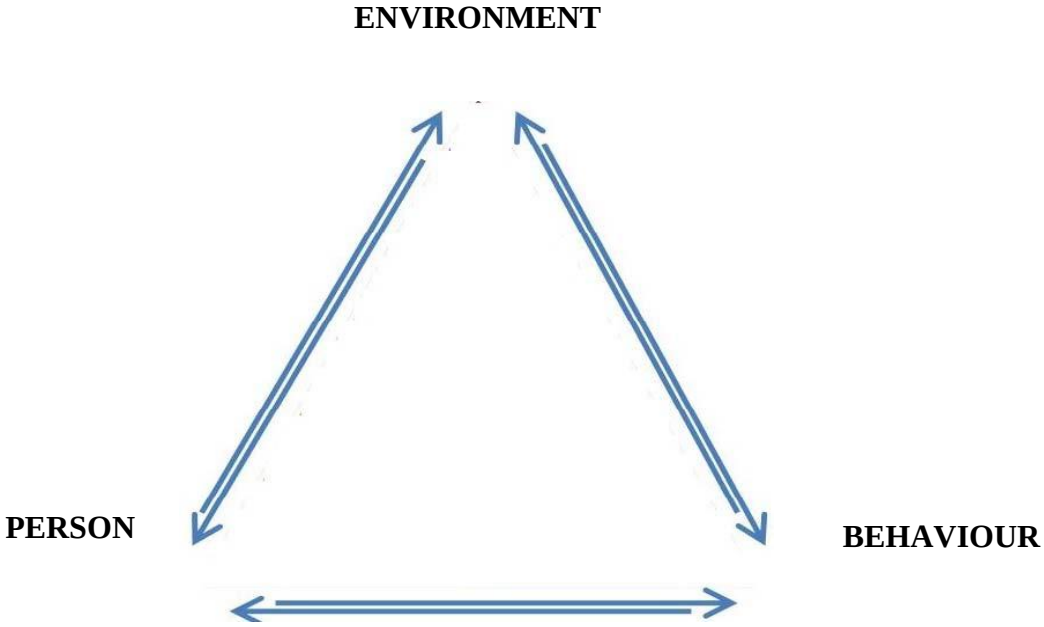
Furthermore, I observed if effective teachers have any impact on the self-efficacy beliefs of their learners about learning in the given HE setting and how do such teachers improve learners' beliefs on their ability to learn. In other words, are effective teachers improving the self-efficacy beliefs of their students, and how? Lastly, I have looked into the reciprocal dimension of self-efficacy. The dimension explores if students achieve high self-efficacy beliefs due to effective teaching, do these beliefs affect the self-efficacy of their teachers regarding their teaching?

Pajares (2001) notes the effects of mastery experience on individuals. Individuals who have a robust sense of mastery experience look for demanding tasks, become involved in activities and employ high levels of effort in these activities, despite setbacks or failures. In addition, individuals with high self-efficacy are task-focused, goal-oriented and attribute their failures to lack of personal effort. "These days, it is just not possible to elucidate aspects of human functioning such as motivation, learning, self-regulation and achievement without bringing the role played by mastery experience beliefs into the discussion" (Pajares and Usher, 2008). This is why the phenomenon of mastery experience is chosen to explore in the given academic setting to investigate the impact of these beliefs on teachers and students. I have paid much attention to mastery experience of students because within HE programmes, it is possible to influence students' mastery experience because it plays a predicting role in their achievement, motivation and learning (Pajares, 2001a). So, it seems crucial that institutions of HE pay attention to students' developing self-efficacy. Knowing the factors that affect the development of students' mastery experience can help higher education institutions in developing and planning educational programmes that enhance students' mastery experience (Dinther, 2011).

Interestingly, Dinther (2011) reports that among all intervention treatments to influence students' mastery experience in HE, programmes based on SCT were most

effective. My research can prove beneficial for achieving the desired learning outcomes if it succeeds in identifying the positive source of improving students' mastery experience. The context of this study is discussed in the previous chapter. As mastery experience is a context specific phenomenon (Bandura, 1986), this discussion is vital to understanding the effects of mastery experience on teaching and learning in the present research setting and the influence contextual factors have on the mastery experience beliefs of individuals. As such, high mastery experience in one context does not necessarily mean high mastery experience in another. Artino (2012) explains that mastery experience is not a general disposition, but rather a self-judgment that is specific to the activity context. Therefore, understanding the context where the activity is taking place is crucial to understand the effects of and on the mastery experience of individuals there. In SCT (Bandura 1986), human functioning is assessed in a transactional way in which internal personal factors (cognitive, affective and biological), behaviour (response to given task and future action), and environmental events all act as interacting elements that affect one another in a reciprocal manner (Dinther, 2011).

Bandura (1986) contends that a person's behaviour both influences, and is influenced by, environmental and personal factors. When a person's behaviour is affected by the context (social environment), at the same time, that person's behaviour and personal factors (attitude), in consequence, impact the environment. It means that all these factors (behavioural, personal, and environmental) coincide with each other and result in a continuous bi-directional impact at all three levels. Individuals cognitively assess the information received from internal factors (personal) as well as from the environment. This self-assessment leads to their resultant perceptions about their ability to perform and influences their action. The interaction of these contextual factors is known as the reciprocal dimension of mastery experience perceptions.



(Figure 1. Reciprocal factors influencing self-efficacy: Bandura, 1986)

For example, if a child has a history of failure in playing football due to some injury, his/her cognitive system will process this information and he/she might not feel capable of playing football, feel shy in the playground, or might not play at all. His/her low mastery experience about his/her ability to play the game (cognition) and the environmental factors (pressure to win, the presence of expert players) are likely to affect his/her behaviour (response to the task). In consequence, his/her lack of action might negatively affect his/her fellow players (who are a part of his/her environment), resulting in a negative perception about him/her, and they might start mocking his/her inability to perform. Their behaviour, reciprocally, is likely to demotivate the child even more, lowering his/her mastery experience, and s/he might quit the game altogether, having bad feelings about other players and about football itself. This is how the child's behaviour can influence, and can be influenced by, the environment. This example explains the reciprocal dimension of mastery experience perceptions: how an individual's behaviour is both affected by, and affects, his thought process and environmental factors.

Artino (2012) has also defined in details the assessment stages of mastery experience in certain situations. He argues that it is incorrect to belief that mastery experience is concerned solely with specific behaviours in specific situations. He distinguished three levels of generality of assessment. The most specific level measures mastery experience for a particular accomplishment under narrowly defined conditions (mastery experience of students about multiplication before a maths test). The next level measures self-efficacy performances within the same context and undersimilar conditions (mastery experience of nurses in a hospital). The last, most general level measures mastery experience belief without specifying the activities or the conditions sharing common properties. Bandura (1997) advises that "the level of generality at which mastery experience is assessed varies depending on what one seeks to predict and the degree of foreknowledge of the situational demands". It means that, before exploring the phenomenon of mastery experience, knowledge about the context, activities involved and the kind of individuals present determine how specific one can be while assessing mastery experience in that context. Therefore, it is best suited for a qualitative study on mastery experience to set the context clearly to achieve optimal validity.

The Social cognitive theory is the view that people learn by watching others. In psychology, it explains personality in terms of how a person thinks about and responds to one's social environment. According to Nnachi (2007), owing to his social nature, a human being forms his behavior by observing the way others behave; he endeavors to imitate others. Learning can then be carried out by observation and imitation; such learning is referred to as modeling. For example, in the 1960s Albert Bandura as a pioneer in social cognitive theory argued that when people see someone else awarded for behavior, they tend to behave the same way to attain an award. People are more likely to imitate those with whom they identify. Bandura famously illustrated social learning by showing children a video of a girl punching a doll; presented later with a doll, the children behaved in similarly aggressive

ways. Not all learning is acted upon; for example, one might learn to hunt by observing others yet never actually hunt. Albert Bandura specifically propounded the cognitive mediation theory of social learning. The basic premise of Bandura's mediation learning theory is that behavior results from a continuous interaction between significant factors. These factors include imitation, vicarious learning and symbolic learning (Wiltig and William III 1984; in Okoye 2012). It is Bandura's view that the learner plays a prominent role in cognitively selecting, organizing and transforming stimuli from the environment in which he is found. Accordingly, learning occurs by watching the events of the environment.

The main concept in social cognitive theory is that an individual's actions and reactions, including social behaviors and cognitive processes, in almost every situation are influenced by the actions that individual has observed in others. Because mastery experience is developed from external experiences and self-perception and is influential in determining the outcome of many events, it is an important aspect of the social cognitive theory.

Mastery experience is based on individual's perceptions of their skills and abilities. Bandura (1989) has defined mastery experience as one's belief in one's ability to succeed in specific situations or accomplish a task. One's sense of mastery experience can play a major role in how one approaches goals, tasks, and challenges. Bandura postulates that these expectations determine whether or not a certain behavior or performance will be attempted, the amount of effort the individual will contribute to the behavior, and how long the behavior will be sustained when obstacles are encountered. Mastery experience is one of the theoretical components of the social cognitive theory. This is the belief that one can master a situation and produce positive outcomes. Mastery experience theory is a way to explain motivation, what drives some people to put forth a lot of effort and others to simply sit back and not even try.

If a person has a certain beliefin his own ability to learn and complete goals, these beliefs are very specific to a particular situation in a particular context. Supposing a student is asked to make a drawing and has never tackled this task before, would he tackle this task with confidence in his ability to learn the skill of drawing? Or will he tackle the task with great anxiety and ultimately fail? Based on a person's belief system, learners will perform in certain ways. A basic principle of mastery experience is the higher a person's efficacy, the more they belief they are capable of accomplishing a task, the lower their efficacy, the less capable they think they will be. People are less likely to attempt something with their full effort if their mastery experience is lower for that task. Because people only attempt to try things they belief they will be successful in.

Mastery experience is influenced by several factors, namely: Mastery Experiences, Vicarious Experiences, Verbal persuasion, and Physiological State. Mastery experience is flexible, it usually comes from sources that are based primarily on past performance experiences (Lane, Jones and Stevens, 2002). The most effective way of developing a strong sense of efficacy is through mastery experiences. Performing a task successfully strengthens our sense of self-efficacy. However, failing to adequately deal with the task or challenge can undermine or weaken self-efficacy. Research evidence showed that high mastery experience beliefs from past experiences of success and mastery, and low mastery experience based on poor experiences also generalize across different contexts and situations (Lane, 2002; Niles and Sowa, 1992; Sterrett, 1998). The small steps and incremental goals of achievement support this development. Mastery experience is about how successful one has been with a task in the past. When encountering a challenge a person assesses how they have performed in a similar task in the past. Suppose an individual is asked to learn how to draw, if he works hard and is successful with the task his mastery experience to learn new art programs will increase and he would be ready to put in as much effort again because he would belief that he

would be able to do well in any other art based task. But if he struggled with the task of drawing and felt he was unable to master the art of drawing then his mastery experience for the art-related task is low and he is less likely to perceive or wors hard in learning another art-related task because he has already decided that she is incapable of learning it. Ironically, his attitude towards his own learning can become a self-fulfilling prophecy, he assumes he cannot do well and then his lack of effort results to a poor result reinforcing his belief that he cannot do well in this type of task. On the other hand, if he perceives drawing as too difficult but still put much effort into it and achieve success, then his self-efficacy would increase in this area and he will be more likely to perform well with other art-related tasks with a high level of effort and focus.

Many mastery experience beliefs are also developed by learning from other people's experiences (Bandura, 1977). When a learner observes other people's experiences with a task, and they are more impacted if they perceive that the person they observe is more similar to themselves such as their peers. Observing others perform successfully can improve people's beliefs in their own capabilities to perform in similar ways, and help encourage persistence in their own efforts (Bandura, 1977). People often compare themselves to others and become convinced that if someone else similar to them can do it, so can they (Bandura, 1977). For example, if Mr. A has observed a co-worker successfully complete a drawing, he is more likely to have a higher self-efficacy in regards to the task. Similarly, if Mr A saw his co-worker struggling and failing with the task, his own mastery experience will be lower because he is judging his own ability based on what he observed is happening to his peer. As a result, it is beneficial for people to observe the successes of others to help enhance their confidence in their own abilities to succeed.

A person's mastery experience can also be increased when encouraged by others they are capable of successfully completing a task, especially regarding mastery in difficult

situations (Bandura, 1977). It is based on the impact that other's expectations can have on the learner. These expectations are usually expressed verbally, so when a teacher tells his student 'I belief you can do this' his self-efficacy goes up. Coaching is a proper example of verbal persuasion, people are led through suggestions into believing that they can cope successfully with what has overwhelmed them in the past. Guidance and positive suggestions from others can assist in correcting performance in areas needing improvement. The effectiveness of verbal persuasion depends on how credible the learner feels the person encouraging him is. Additionally, verbal persuasion can also be negative, by telling the learner that he is incapable of the task would cause doubt in the learner and lower his mastery experience. It is important that people utilize verbal support and encouragement from others, to be motivated to create new opportunities to observe their own success.

The fourth factor is the physiological and somatic state of the learner. Emotional arousal is a source of information that can impact mastery experience. This is the emotional arouser the learner experiences and how they identify that arousal. People often rely to some extent on their emotional reactions to situations or tasks to help determine if they can cope and be successful at it. People rely partly on their state of physiological arousal to judge their anxiety and their vulnerability to stress. Because higher arousals usually debilitate performance individuals are more likely to expect failure if they are tensed and agitated. Negative emotional arousals are stressful reactions that often lead to fear, and cause people to doubt their competency (Bandura, 1977). So if Mr. A has the feeling of butterfly in his stomach, how he interprets this feeling is very important. He might label this feeling as anxiety which he might associate with failure and thus his mastery experience will decrease but he might also label this feeling as excitement or anticipation which he might associate with achievement, in that case, his mastery experience will increase.

Overall, a person's mastery experience impacts the level of goal challenge they set for themselves, the amount of effort they put forth and their persistence in the face of difficulty. People with low mastery experience shy away from difficult tasks which they perceive as personal threats, they have low aspirations and weak commitments towards the task they wish to pursue. In contrast, those with high mastery experience approach difficult tasks as challenges to be mastered rather than a threat to be avoided; they set themselves challenging goals and maintain strong commitments to them.

Development Theory of Career Choice

This theory was propounded by Ginzberg and his associates in 1939. The theory sees career choice as an irreversible process which occurs in reasonably clearly marked periods of a person's development (Osipow, 2003). The process is characterized by a series of compromises the individual makes between his wishes and his possibilities. Thus, as children grow or mature, they gain knowledge and exposure to alternatives. They thus understand themselves and their environment and are better able to make rational choices (Ginzberg and Associates, 1939; Thornburg, 1975). The career life of the individual then is viewed as a developmental process which involves different periods, phases of life which when taken cumulatively results in his or her career development (London, 2003; Osipow, 2003). Thus when properly motivated, prepared and an adequate encouragement given to make the needed effort the individual will succeed equally well in any given career on this ability level. In developing their theory, Ginzberg and associates used the medium of case study and interview techniques and arrived at what might be summed up as follows:

a) The final choice of career comprises interests, capacities, values and the opportunities and limitations in the real world.
b) Career choice is not a single decision. It is a developmental process that takes place over a period of years;

c) The process is largely irreversible as a decision made cannot be erased and time could not be reversed.

Their theory identifies three phases of the career decision making process.

(i)These are fantasy

(ii) Tentative and

(iii) Realistic stages.

The fantasy stage occurs up to age 11. The period reflects the idealized career choice of the individual influenced by what is observed in the immediate environment. Thus, they want to be teachers, nurses, doctors, truck drivers and so forth. The "choices" are without regard to needs, ability, training or any other realistic considerations.

The tentative stage (11 – 18 years) during this stage, children begin their career consideration by asking themselves what their interests are and what they would like to do. The realistic stage (age 18+) years, this stage involves career entry or early years in the University (Osipow, 2003; London, 2003; Hansen, 1977). Individuals tend to evaluate career-related experiences in a realistic manner.

Empirical Studies

Some of the empirical researches that relates to this current study are discuss below.

Mastery and Academic Achievement

Muhammad (2009) conducted a research titled Relationships of Academic Self-Efficacy, Learning Strategies and Academic Achievement among Secondary School Students in Zaria, that towards attaining this major goal, four specific objectives which were translated to research questions and hypotheses were raised and data were collected from 317 respondents involving 199 males and 118 female JSS 3 students. Academic achievement test was administered to the students and they also filled cognitive learning strategy questionnaire structured on a five points fixed response format. The collected data were sorted and

analyzed using Pearson product moment correlation at 5% alpha. The result suggests a significant positive relationship between self-efficacy and academic achievement among jss3 students = .119, $p < .05$. The result also reveals a significant positive relationship between learning strategies and academic achievement among JSS students = .143, $p < .05$.when predominant learning strategy among JSS 3 students was examined, the result suggests that JSS 3 students used rehearsal strategy more than organization and elaboration strategies. Centered on this finding, it was recommended that students should be encouraged by teachers and parents to uphold rehearsal learning strategy or others that suit them and capable of boosting their academic achievements in school.

Adeniji, Ameen, Dambatta and Orilonise (2018) conducted a study titled Effect of Mastery Learning Approach on Senior School Students' Academic Performance and Retention in Circle Geometry. The study examined the effect of mastery learning on senior secondary school students' achievement and retention in circle geometry. The study was conducted in Ilorin, Kwara state, Nigeria. It adopted a quasi-experimental, non-randomized, pre-test, post-test control group design. A sample of 172 senior school II students was drawn from four co-educational schools using multi-stage sampling technique. Instrument for data collection was Circle Geometry Achievement Test (CGAT) which was validated by experts and reliability index of 0.82 was obtained using test-retest method. The result showed that senior school students' achievement in Geometry improved significantly when taught circle geometry using mastery learning approach. There was no gender difference found as well as no difference in the achievement of low, medium and high scoring students when taught with mastery learning approach. There was also a significance difference in the post test mean score and retention score of students taught circle geometry using mastery learning approach. It was recommended among others that trainings should be given to mathematics

teachers on how to effectively use mastery learning approach in mathematics classroom if better performance is desired.

Career Choice

Ahmed, Sharif and Ahmad (2017) conducted a research on the factors influencing student's career choices: empirical evidence from business students that 'An incorrect career choice directs all individual efforts and resources into a wrong direction, when not aligned with the expectations; would not only be frustrating rather draining of the individual energy and wastage of resources. The motivation behind this research study was to investigate the factors that influence the career selection choice of the student and create a possible alignment between their preferences and the institution's curriculum and offerings. The structured questionnaire was distributed among MBA/BBA students enrolled in different universities of Karachi. Data were collected from 120 participants and analyzed using SPSS. Correlation and multiple-regression were applied as statistical tools to test the hypotheses. The results of the study revealed that “interest in the subject” is the most dominant factor influencing career choices of business students $f(1,118) = 12.304$, $p<0.05$, $R=.307$. Financial outcomes, ease of subject and future job opportunities were observed to have amino impact. The interest in the subject is also related and has some linkage with personality type. Mismatch of the personality and lack of interest in the subject is dangerous and could end up with disastrous results in terms of student dissatisfaction, demotivation, lack of productivity leading to increased dropouts and career failure. The study results are indicative of the importance of students counseling sessions and other interventions to provide them with updated knowledge, and information to create their interest in the right choices and available options. The career choice of the students is also influenced by the level of their social class, financial resources, affordability and future employability.

Edokpolor and Omiunu (2017) conducted a study, titled the role of career development services in developing student's lifelong learning self-efficacy: Vocational and adult education lecturer's perceptions. The purpose of this research was to assess the role of career development services in developing student's lifelong learning self-efficacy as perceived by vocational and adult education lecturers. A survey design was employed for the research. A sample of 99 vocational and adult education lecturers from universities and colleges of education in Edo State participated in the research. A structured questionnaire, validated by two experts was used for the collection of data. The Cronbach alpha was used to determine the reliability of the instrument, which yielded a coefficient value of. 78. Thirty items questionnaire was administered to the respondents by the researchers, with the help of two trained research assistants. The data were analyzed using mean, standard deviations and t-test statistics. The findings of the research showed that career development services have a role to play in developing student's lifelong learning self-efficacy.

It showed that there was no significant difference between the mean ratings of vocational and adult education lecturers on the role of career development services in developing student's lifelong learning self-efficacy. These findings showed that vocational and adult education lecturers have the same perception on the role of career development services in developing student's lifelong learning self-efficacy. It was therefore recommended, among others, that government through curriculum designers should integrate career development services into vocational and adult education programmes. This would help to instill confidence and positive attitude on students and working adults so as to continuously learn new skills and stimulate them for lifelong learning activities.

Edokpolor and Muritala (2018) conducted a study, titled developing entrepreneurial skills and lifelong learning for career self-efficacy among business education students in federal universities in south southern Nigeria. The study assessed the potential role and

impact of Business Education as being capable of developing entrepreneurial skills and lifelong learning for career self-efficacy among students in Federal Universities in south-south Nigeria. A sample of 234 Business Education students in Federal Universities in the three States of south-southern geopolitical zone of Nigeria participated in the research. A four-point scale questionnaire was used for collection of data. The instrument attained a Cronbach alpha value of 0.91. Data were analyzed using the mean and Standard Deviation calculations and null hypotheses were tested using the t-test statistic. The results show that Business Education do not have the capability of developing entrepreneurial skills and lifelong learning for career self-efficacy among students. There was also no significant difference between the mean responses of male and female students of Business Education regarding the development of entrepreneurial skills and lifelong learning for career self-efficacy. Adequate provision of career development services, adequate supply of manpower in terms of quality and quantity, adequate procurement of instructional facilities and equipment, striking a balance between theory and practice that will help to stimulate student's confidence to engage in entrepreneurial and lifelong learning career activities throughout their lifespan were further recommended for the research.

Self-Efficacy and Career Prospect

Grace (2011) conducted a study on Emotional Intelligence and Self Efficacy as Correlates of Career Commitment in Nigeria. The purpose of this study was to examine whether emotional Intelligence and self-efficacy can serve as correlates of career commitment. The sample consists of 180 secondary school teachers. (Male = 115, female = 65) randomly selected from Delta State in Nigeria. Four Hypotheses were formulated for the study. The study sample responded to three standardized instruments namely Emotional Intelligence Scale, General Perceived Self Efficacy Scale and Career Commitment Scale. Data collected were analyzed using Pearson Product Moment correlation and multiple

regressions. The results indicated that emotional intelligence and self-efficacy were not correlates of career commitment but teaching experience was related. The implications of these findings for the enhancement of emotional intelligence and self-efficacy among the sample were discussed. It was suggested that emotional intelligence and self-efficacy of teachers should be provided with good working conditions. Moreover, since teaching experience was related to career commitment new entrants to the profession should be motivated to get committed.

Okurame (2014) conducted a research titled Individual Factors Influencing Career Growth Prospects in Contexts of Radical Organizational Changes. The study examined the influence of individual factors (demographic variables, self-efficacy beliefs, and personal growth initiative) on career growth prospects within the context of radical organizational changes such as downsizing, mergers, and acquisition. Data were collected using the questionnaire method from 199 employees in branches of a commercial bank located in a major city in South-Western Nigeria. Results of the simple multiple regression analysis showed that educational attainment ($\beta = -.15$, $p < .05$), tenure in the banking sector ($\beta = -.41$, $p < .01$), basic monthly income ($\beta = .46$, $p < .001$) and job status ($\beta = .34$, $p < .01$) are significant demographic factors in career growth prospects. The analysis of covariance which controlled for covariates revealed significant differences in the career growth prospects of employees with low levels of self-efficacy and those with high levels in favor of the latter. In contrast, high or low levels of personal growth initiative resulted in comparable levels of career growth prospects. Self-efficacy beliefs and personal growth initiative interacted significantly to affect career growth prospect such that greater levels of career growth prospect was expressed irrespective of whether an employee is high or low on personal growth initiative when self-efficacy belief is high. Implications of findings are discussed.

Summary of Literature Review

This study examined the influence of mastery experience on the career prospects of education students in tertiary institutions in Edo South Senatorial District in Edo state: The study operationally defined mastery as a the most influential factor in developing mastery experience beliefs due to the amount of effort an individual expended and the authentic participation in the behavior to produce the desired outcome, as one's belief to perform a given task and is able to achieve the goal. Students with high mastery experience are able to plan effectively and successfully complete a task. Such student's belief in their capabilities and confidently apply them in such a way that they achieve goals. In contrast, a person who avoids complicated tasks, unable to plan to achieve goals, and belief in his/her capabilities to attain the goals is students with low mastery experience. High mastery experiences are those who understand their capacities and successfully plan their activities while students with low self-efficacy are unable to perform their assignment.

The study is based on self-efficacy theory. The theory was propounded by Albert Bandura in 1987. The theory of mastery experience lies at the center of Bandura's social cognitive theory, which emphasizes the role of observational learning and social experience in the development of personality. Social Cognitive theory is the theory that social and cognitive factors as well as behaviour, play important roles in learning. The empirical literature reviewed specifically focused on career development services in developing student's lifelong learning mastery experience, the factors influencing student's career choices, the relationships of academic self-efficacy, learning strategies and academic achievement and the individual factors influencing career growth prospects in contexts of radical organizational changes.

It was observed that several studies have been conducted on mastery experience and career development. However, empirical literature did not reveal any study on influence of

mastery experience on prospects of education students in tertiary institutions conducted with regards to the scope of this study which covers both public and private universities in Edo South Senatorial Districts in Edo State. Therefore, it is belief that at the end of this research, it will contribute to the existing body of knowledge and also fill the existing knowledge gap.

CHAPTER THREE

METHODOLOGY

This chapter deals with the procedures on how the research was carried out. The procedures describe the design of the study, population of the study, sample and sampling technique, research instrument, validity of the instrument, reliability of the instrument, method of data collection and method of data analysis.

Design of the Study

The design of the study is a quantitative research approach or technique, by employing a survey research design. The central purpose of this design is to describe the characteristics, attitudes, opinions, behaviours, experiences of a given population, through the administration of a questionnaire. Therefore, survey research design was found to be appropriate for this study in that it would help the researcher to collect data on education students and in turn would help to determine their opinions as regards the influence of mastery experience on the prospects of Education students in Tertiary Institutions in Edo State, Nigeria.

Population of the Study

The target population for this study comprised of 1,611 Final Year students from the Department of Education, in both private and public universities and in this case, University of Benin (UNIBEN) and Benson Idahosa University (BIU) both in Edo State.

Sample and Sampling Technique

The sample size for the study was two hundred and forty-two (242) students from Benson Idahosa University and University of Benin, using stratified random sampling, so that students from these universities can adequately be represented in this study. However, to get a representative sample, 15% of the total population will be used. This is supported by Gay (1992) who suggested that sample size of educational research should be at least 15% of the total population.

S/N	Names of Schools	Population	Sample Size (15%)
1.	University of Benin, Benin City.	1,569	235.3
2.	Benson Idahosa University, Benin City.	42	6.3
	Total	**1,611**	**242**

Source: The Researchers Survey (2021)

Research Instrument

For this study, the research instrument used was the questionnaire titled; "Questionnaire on Influence of Mastery Experience on the Prospects of Education Students in Tertiary Institutions" (QIMEPESTI). The questionnaire was designed by the researcher to generate data from the respondents. The instrument was divided into two sections. Section A contains demographic information of students while section B consists of twenty-nine (29) items designed to elicit data on mastery experience on the prospects of education students.

Validity of the Instrument

In order to determine the validity, the instrument was given to the researcher's supervisor and two other experts, for measurement and evaluation both from the Department of Education, Benson Idahosa University. Corrections suggested were effected in the final copy of the instrument.

Reliability of the Instrument

In establishing the reliability of the instrument, the researcher employed the internal consistency reliability method. In doing this, copies of the instrument were administered to 30 students were analyzed using the internal consistency method, by applying Cronbach Alpha formula to determine the coefficient alpha value within a reliability index of 0.758 and 0.754.

Method of Data Collection

The instrument was administered to the respondents by the researcher through the help of a trained research assistant to ensure quick response and retrieval of the instrument. Two hundred and forty-two (242) questionnaires were administered to the respondents while two hundred and forty (240) questionnaires were retrieved as soon as the respondents complete them.

Method of Data Analysis

The mean ($\bar{x}$), Standard Deviation (SD) and linear regression statistics was used for the analysis of data. The mean was used to answer the research questions, while the t-test was used to test the hypothesis at 0.05 level of significant. The Standard Deviations was used to determine the extent to which the responses were clustered to or deviated from the mean responses. The decision rule was based on any calculated mean equal or greater than 2.50 was regarded as high extent, while any mean lesser than 2.50 was regarded as low extent. Furthermore, any standard deviation value between the range of .00 and .96 indicates that the student's responses are very close in terms of their agreement.

CHAPTER FOUR

ANALYSIS OF DATA AND PRESENTATION OF RESULTS

This chapter presents the summary of the analysis of the data collected from the sample of respondents drawn from the tertiary institutions in Edo State. The results are presented in relation to the research questions and the hypotheses stated in chapter one. They are as follows:

Research Question 1

What is the influence of mastery experience in predicting the career prospect of education students in tertiary institutions in Edo State?

The influence of mastery experience in predicting the career prospect of education students shown in Table 4.1.

Table 4.1: Regression Analysis of the Relationship between mastery experience and the Career Prospect of Education Students

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Remark
1	.622[a]	.387	.317	7.70964	The influence of mastery experience is positively moderate

a. mastery experience: (Constant), Preparation for examinations, Tests, Learning materials, Assignments, Lectures.

Table 4.1 showed that the coefficient of mastery experience in predicting the career prospect of education students is 0.622. Thus, the influence of mastery experience in predicting the career prospect of education students is moderate since this value is close to the median (0.5).

Research Question 2

What is the influence of lectures in the mastery experience model in predicting the career prospect of education students in tertiary institutions in Edo State?

The influence of lectures in predicting the career prospect of education students shown in Table 4.2

Table 4.2: The Regression Coefficient of Lectures in predicting the Career Prospect of Education Students

Model	Unstandardized Coefficients		Standardized Coefficients	Relationship	Remark
	B	Std. Error	Beta		
(Constant)	11.28	9.10		Y = 11.28 +.10a	The influence of lectures (.45) is positively low
Lectures (a)	.314	.59	.10		

Table 4.2 showed that the coefficient of lectures in predicting the career prospect of education students is 0.10 with a constant value of 11.28. The equation of the relationship is Y = 11.28 + 0.10a. This showed that the influence of lectures in predicting the career prospect of education students is low since this value is close to zero.

Research Question 3

What is the influence of assignments in the mastery experience model in predicting the career prospect of education students in tertiary institutions in Edo State?

The influence of assignments in predicting the career prospect of education students shown in Table 4.3.

Table 4.3: The Regression Coefficient of Assignments in Predicting Career Prospect of Education Students.

Model	Unstandardized Coefficients		Standardized Coefficients	Relationship	Remark
	B	Std. Error	Beta		
(Constant)	11.28	9.10		Y = 11.28 +.45b	The influence of assignments (.45) is positively moderate
Assignment (b)	.1.73	.66	.45		

Table 4.3 showed that the coefficient of assignments in predicting the career prospect of education 0.45 with a constant value of 11.28. The equation of the relationship is Y = 11.28 + 0.45b. This showed that the influence of assignment in predicting the career prospect of education students is moderate since this value is close to the median (0.5).

Research Question 4

What is the influence of tests in the mastery experience model in predicting the career prospect of education students in tertiary institutions in Edo State?

The influence of tests in predicting the career prospect of education students shown in Table 4.4.

Table 4.4: The Regression Coefficient of Tests in Predicting the Career Prospect of Education Students.

	Unstandardized Coefficients		Standardized Coefficients	Relationship	Remark
Model	B	Std. Error	Beta		
(Constant)	11.28	9.10		Y=11.28+ .08c	The influence of tests (.08) is positively low.
Tests (c)	.35	..66	.08		

Table 4.4 showed that the individual coefficient of tests in predicting the career prospect of education students is 0.08 with a constant value of 11.28. The equation of the relationship is Y = 11.28 + 0.08c. This showed that the influence of tests in predicting the career prospect of education students is low since this value is near zero.

Research Question 5

What is the influence of learning materials in the mastery experience model in predicting the career prospect of education students in tertiary institutions in Edo State?

The influence of learning materials in predicting the career prospect of education students shown in Table 4.5.

Table 4.5: Regression Coefficient of Learning Materials in Predicting the Career Prospect of Education Students

Model	Unstandardized Coefficients		Standardized Coefficients	Relationship	Remark
	B	Std. Error	Beta		
(Constant)	11.28	9.10		Y =11.28 +.16d	The influence of learning materials is positively low
Learning materials (d)	.79	.71	.16		

Table 4.5 showed that the coefficient of learning materials in predicting the career prospect of education students is .16 with a constant value of 11.28. The equation of the relationship is Y = 11.28 + 0.16d. This showed that the influence of learning materials in predicting the career prospect of education students is low because of its proximity to zero.

Research Question 6

What is the influence of preparation for examinations in the mastery experience model in predicting the career prospect of education students in tertiary institutions in Edo State?

The influence of preparation for examinations in predicting the career prospect of education students shown in Table 4.6.

Table 4.6: Regression Coefficient of preparation for examination in Predicting the Career Prospect of Education Students

Model	Unstandardized Coefficients		Standardized Coefficients	Relationship	Remark
	B	Std. Error	Beta		
(Constant)	11.28	9.10		Y =11.28-.06e	The influence of preparation for examinations is negatively low
Preparation for examination (e)	.30	.66	-.06		

Table 4.6 showed that the coefficient of preparation for examinations in the self-efficacy model in predicting the career prospect of education students with a constant value of 30.9. The equation of the relationship is Y = 30.9 + 0.25e. This showed that the influence of preparation for examinations in predicting the career prospect of education students is low because of its proximity to zero.

Test of Hypotheses

Hypothesis 1: The mastery model in the study does not significantly predict the career prospect of education students in tertiary institutions in Edo State.

The summary of the Regression Analysis of the coefficient of mastery experience in predicting the career prospect of education students shown in Table 4.7.

Table 7: The Summary of the Test of the Significance of the Coefficient of mastery experience in Predicting the Career Prospect of Education Students

Model		Sum of Squares	Df	Mean Square	R	F	Sig.	Decision
1	Regression	1648.225	5	329.645	0.62	5.546	.000[a]	Reject Ho
	Residual	2615.295	44	59.439				
	Total	4263.520	49					

Self-efficacy: (Constant), Lectures, Assignments, Tests, Learning materials, Preparation for examinations,

Table 4.7 showed that the coefficient of mastery experience in predicting the career prospect of education students (.62) is significant at .000 probability value. Since the test alpha level (0.05) is greater than the *p*-value the null hypothesis is therefore rejected. The implication is that there is a significant influence of mastery experience in predicting the career prospect of education students.

Hypothesis 2: There is no significant influence on lectures in the mastery experience model in predicting the career prospect of education students in tertiary institutions in Edo State.

The summary of the test of the significance of the coefficients of lectures in predicting the conduct of students during examinations shown in Table 4.8.

Table 8: The Summary of the Test of the Significance of the Coefficient of lectures in Predicting the Career Prospect of Education Students

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Decision
		B	Std. Error	Beta			
1	(Constant)	11.28	9.10		1.24	.22	
	Lectures	.314	.585	.096	.54	.59	Don't reject Ho

Table 4.8 showed that the regression coefficient of lectures is .096. The coefficient of lectures is significant at *p*–level of .59. Since the test alpha level (0.05) is less than the *p*-value, the null hypothesis therefore not rejected. The implication is that there is no significant influence of lectures in predicting the career prospect of education students at 0.05 alpha level.

Hypothesis 3: There is no significant influence of assignments in the mastery model in predicting the career prospect of education students in tertiary institutions in Edo State.

The summary of the test of the significance of the influence of assignments in predicting the career prospect of education students shown in Table 4.9.

Table 9: The Summary of the Test of the Significance of the Coefficient of Assignments in Predicting the Career Prospect of Education Students

Model		**Unstandardized Coefficients**		**Standardized Coefficients**	**t**	**Sig.**	**Decision**
		B	**Std. Error**	**Beta**			
1	(Constant)	11.28	910		1.24	.220	
	Assignments	1.73	.66	.45	2.61	.010	Reject Ho

Table 4.9 showed that the regression coefficient of assignments is .45. The coefficient of assignments is significant at *p*–level of .010. Since the test alpha level (0.05) is greater

than the *p*-value, the null hypothesis is therefore rejected. The implication is that there is significant influence of assignments in predicting the career prospect of education students.

Hypothesis 4: There is no significant influence of tests in the mastery experience model in predicting the career prospect of education students in tertiary institutions in Edo State.

The summary of the test of the significance of the coefficient of tests in predicting the career prospect of education students shown in Table 4.10.

Table 10: The Summary of the t-test of the Coefficient of Tests in Predicting the Career Prospect of Education Students.

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Decision
		B	Std. Error	Beta			
1	(Constant)	11.28	9.10		1.24	.220	
	Tests	.35	.66	.08	.53	.600	Don't reject Ho

Table 4.10 showed that the regression coefficient of tests is .08. The coefficient of tests is significant at *p*–value of .600. Since the test alpha level (0.05) is greater than the *p*-value, the null hypothesis therefore is not rejected. The implication is that there is no significant influence of tests in predicting the career prospect of education students.

Hypothesis 5: There is no significant influence of learning materials in the mastery model in predicting the career prospect of education students.

The summary of the test of the significance of the coefficient of learning materials in predicting the career prospect of education students shown in Table 4.11.

Table 11: The Summary of the Test of the Significance of the Coefficient of Learning Materials in Predicting the Career Prospect of Education Students

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Decision
		B	Std. Error	Beta			
1	(Constant)	11.28	9.10		1.24	.22	
	Learning materials	.79	.71	.16	1.11	.270	Don't reject Ho

Table 4.11 showed that the regression coefficient of learning materials is .16. The coefficient is significant at *p*–level of .270. Since the test alpha level (0.05) is less than the *p*-value, the null hypothesis therefore not rejected. The implication is that there is no significant influence of learning materials in predicting the career prospect of education students.

Hypothesis 6: There is no significant influence of preparation for examinations in the mastery model in predicting the career prospect of education students in tertiary institutions in Edo State.

The summary of the test on the significance of the coefficient of preparation for examinations in predicting the career prospect of education students shown in Table 4.12.

Table 12: The Summary of the Test of the Significance of the Coefficient of Preparation for Examinations in predicting the Career Prospect of Education Students

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Decision
		B	Std. Error	Beta			
1	(Constant)	11.28	9.10		1.24	.220	
	Preparation for examination	.30	.66	-.06	-.45	.650	Don't reject Ho

Table 4.12 showed that the regression coefficient of preparation for examination is -.06. The coefficient is significant at *p*–level of .650. Since the test alpha level (0.05) is less than the *p*-value, the null hypothesis therefore not rejected. The implication is that there is no significant influence of preparation for examinations in predicting the career prospect of education students.

Summary of Findings

1. There is significant influence of the mastery model in predicting the career prospect of education students in tertiary institutions in Edo State ($R = .62$, $P < 0.05$)
2. There is no significant influence of lectures in the mastery model for predicting the career prospect of education students in tertiary institutions in Edo State ($\beta = .096$, $P > 0.05$).

3. There is significant influence of assignments in the mastery model in predicting the career prospect of education students in tertiary institutions in Edo State ($\beta = .45$, $P < 0.05$).
4. There is no significant influence of tests in the mastery model in predicting the career prospect of education students in tertiary institutions in Edo State ($\beta = .08$, $P > 0.05$).
5. There is no significant influence of learning materials in the mastery model in predicting the career prospect of education students in tertiary institutions in Edo State ($\beta = .16$, $P > 0.05$)
6. There is no significant influence of preparation for examinations in the mastery model in predicting the career prospect of education students in tertiary institutions in Edo State ($\beta = -.06$, $P > 0.05$)

Discussion of Findings

The first finding of the study showed that there is significant influence of mastery experience in predicting the prospect of education students in tertiary institutions in Edo State ($R = .62$, $P < 0.05$). This is in line with Muhammad (2009) whose research suggests a significant positive relationship between self-efficacy and academic achievement among jss3 students. The result also reveals a significant positive relationship between learning strategies and academic achievement among JSS students. Similarly, Okurame (2014) in an attempt to identify the Individual Factors Influencing Career Growth Prospects in Contexts of Radical Organizational Changes, noted that the analysis of covariance which controlled for covariates revealed significant differences in the career growth prospects of employees with low levels of self-efficacy and those with high levels in favor of the latter. In contrast, high or low levels of personal growth initiative resulted in comparable levels of career growth prospects. Self-efficacy beliefs as regards mastery and personal growth initiative interacted significantly to affect career growth prospect such that greater levels of career growth prospect was

expressed irrespective of whether an employee is high or low on personal growth initiative when self-efficacy belief is high.

The second finding of the study revealed that there is no significant influence of lectures in the mastery model for predicting the career prospect of education students in tertiary institutions in Edo State ($\beta = .096$, $P > 0.05$). This was in agreement with Ahmed, Sharif and Ahmad (2017) that revealed that the "interest in the subject" is the most dominant factor influencing career choices of business students. This means that the lecture is only as good as the interest to the subject. Ease of subject and future job opportunities were observed to have amino impact. The interest in the subject is also related and has some linkage with personality type.

The third finding of the study reveals that is significant influence of assignments in the mastery model in predicting the career prospect of education students in tertiary institutions in Edo State ($\beta = .45$, $P < 0.05$). Bendura (2008) considers mastery experience the most significant source of the interpretation of results of one's own prior achievements. He believes that judgments of one's ability are formed or revised when students interpret the outcomes of the academic tasks completed by them. The feelings of success can raise their confidence level and they can use their skill to do similar tasks in future but the sense of failure may work oppositely. Easy success with little effort can lead to us to expect rapid results which can in turn make us easily discouraged by failure. This means that for economics education students to succeed academically, there is need to engage them in practical approach of learning.

The fourth finding of the study revealed that there is no significant influence of tests in the mastery model in predicting the career prospect of education students in tertiary institutions in Edo State ($\beta = .08$, $P > 0.05$).. This finding was in agreement with Afusat and Kamilu (2015) finding revealed that academic performance of secondary school students was

significantly correlated with self-efficacy (r = .813; p<.05) and birth order (r = .601; p<.05) the independent variables (self-efficacy, emotional intelligence and birth order) when pulled together have significant effect on the students' academic performance (R adjusted) =.814 and R2 (adjusted) =.766) and each of the independent variables made a significant contribution to the prediction of students' academic performance.

The fifth findings revealed that there is no significant influence of learning materials in the mastery model in predicting the career prospect of education students in tertiary institutions in Edo State (β = .16, P > 0.05). Adeluku, (2012) investigated the influence of instructional materials in teaching and learning of in senior secondary schools in Cross River State. The study revealed that students taught with instructional materials performed significantly better than those taught without instructional materials and also that the use of instructional materials generally improved students understanding of concepts and led to high academic achievement. Maruff and Amos (2011) examined the effect of using standardized and improvised instructional materials on academic achievement of secondary school students in Oyo State, Nigeria. The findings revealed that there was a significant difference in the achievement of students taught using standard instructional materials than those in the conventional instruction. The researcher concluded that the utilization of improvised instructional materials promote and enhance effective teaching-learning process, thus teachers should be encouraged to use them in their lessons.

Finally, the sixth findings of the study revealed that there is no significant influence of preparation for examinations in predicting the prospect of education students in tertiary institutions in Edo State. According to Bandura (1997, 2011), self-efficacy beliefs are an important source of motivation. Self-efficacy refers to one's beliefs in his or her ability to perform at a designated level. These beliefs are measured by degrees of certainty that one can perform given tasks. High self-efficacy beliefs are associated with selection of task,

persistence, and use of learning strategies (DiBenedetto & Zimmerman, 2010; Zimmerman, 2000). Learners engage in tasks in which they belief they can succeed. Self-efficacy is associated with the amount of time learners are on task and the effort they exert on those tasks. A high degree of self-efficacy is associated with high academic performance and the use of self-regulatory strategies. Highly self-efficacious learners are characterized by sustained effort despite distractions and long-term waiting periods. They learn to plan their actions and set specific academic goals in order to achieve them (Zimmerman, 1998, 2000).With regard to preparation of examination, students' self-efficacy beliefs are important. Self-efficacious students who receive a homework assignment have a capability belief that influences them to have thought patterns, emotions, and actions that drives them to successful homework completion.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

Summary

The purpose of this study was to investigate the influence of mastery experience on the prospect of education students in tertiary institutions in Edo State. The Regression Analysis of the Relationship between Mastery Experience and the Career Prospect of Education Students was assessed to gain a better understanding of how these beliefs correlated by considering the Learning materials, Lectures, Assignments, Tests and Preparation for examinations. From the results shown above, the Regression Analysis of the Relationship between mastery experience and the Career Prospect of Education Students is moderate with 62%. The implication is that prospect of education students is high with respect to self-efficacy. The result also shows that the lectures with 10% contributes little or nothing in predicting the career prospect of education students which is with a constant value of 11.28. The effect of assignments in predicting the career prospect of education is 45% with a constant value of 11.28. This showed that the influence of assignment on career prospect of education students is moderate. Finally, the result showed that the influence of preparation for examinations in predicting the career prospect of education students is low because of its proximity to zero.

The individual coefficient of tests in predicting the career prospect of education students is 8%. This showed that the influence of tests in predicting the career prospect of education students is low. It also shows that the learning materials also does not contribute more to the career prospect of education students since only 16% variations describes its impact to career prospect of education students.

The mastery model in the study does not significantly predict the career prospect of education students. The result showed that the coefficient of mastery in predicting the career

prospect of education students with 62% is significant at .000 probability value. The implication is that there is a significant influence of mastery experience in predicting the career prospect of education students.

The summary of the test of the significance of the coefficients of lectures in predicting the conduct of students during examinations showed that the regression coefficient of lectures is approximately 10%. The coefficient of lectures is significant at p–value of 0.59. The implication is that there is no significant influence of lectures in predicting the career prospect of education students at 0.05 alpha level.

The regression coefficient of learning materials is 0.16. The coefficient is significant at p–level of .270. The implication is that there is no significant influence of learning materials in predicting the career prospect of education students at 0.05 level of significance. The regression coefficient of preparation for examination is -.06. The coefficient is significant at p–level of .650. The implication is that there is no significant influence of preparation for examinations in predicting the career prospect of education students.

1. There is significant influence of the mastery model in predicting the career prospect of education students in tertiary institutions in Edo State ($R = .62$, $P < 0.05$)
2. There is no significant influence of lectures in the mastery model for predicting the career prospect of education students in tertiary institutions in Edo State ($\beta = .096$, $P > 0.05$) .
3. There is significant influence of assignments in the mastery model in predicting the career prospect of education students in tertiary institutions in Edo State ($\beta = .45$, $P < 0.05$)
4. There is no significant influence of tests in the mastery model in predicting the career prospect of education students in tertiary institutions in Edo State ($\beta = .08$, $P > 0.05$)

5. There is no significant influence of learning materials in the mastery model in predicting the career prospect of education students in tertiary institutions in Edo State ($\beta = .16$, $P > 0.05$)
6. There is no significant influence of preparation for examinations in the mastery model in predicting the career prospect of education students in tertiary institutions in Edo State ($\beta = -.06$, $P > 0.05$)

Educational implications

This dissertation dealt with the influence of mastery experience on the prospects of education students in tertiary institutions in Edo State. Self-efficacy based on mastery experience was shown to boost the confidence of students in succeeding in their future career activities. Self-efficacy antecedents which include, Mastery experience was seen to be influenced by factors such as test, assignment, lectures, learning materials and examination preparedness was shown to influence the prospects of education students.

Contribution to knowledge/practice

This research has made contribution to literature on the influence of mastery experience on the prospects of education students by demonstrating the need for self-efficacy, courage and confidence in succeeding in their future career activities. The study contributes to knowledge as it has shown that mastery experience will surely boost the career prospects of students.

The study makes a positive contribution to research and enhances awareness about how the sources of self-efficacy can positively and negatively influence how active one is in seeking a career, therefore increasing chances for achieving career satisfaction. It is also important that students be assisted in understanding and improving their career self-efficacy beliefs and in effectively exploring compatible career options to help them in the complex process of career development, planning and preparation.

Conclusion

The regression analysis shows that there is significant influence of the mastery model in predicting the career prospect of education students ($R = .62$, $P < 0.05$). This showed that students' general mastery model helps in their current academic placement with beliefs for their future success in tertiary institutions. Therefore, students who showed more confidence in school in general had positive models in their ability to succeed in the university. The regression analysis also revealed that there is significant influence of assignments in the self-efficacy model in predicting the career prospect of education students ($\beta = .45$, $P < 0.05$). This shows that consistent given of assignment to university students improved their career prospect and their ability to succeed in higher education.

Recommendations

The teacher has an important role in reorganization of the tasks of learning and formative assessment to improve student self-efficacy by providing to the student appropriate techniques and feedback to their career prospect as to help them overcome difficulties, enhancing their skills, not only in terms of specific content matter, but also to the use of virtual learning environments potential. For this reason, more effort should be deployed and quality techniques adopted on the aspect of Teaching Skills, Assignments and Tests/Examination Preparations. There should be reinforcement on the roles to improve the student self-efficacy and environment resulting into better performance.

Suggestions for Further Studies

The study examined the influence of mastery experience on the prospects of students, using mastery experience. The study also suggests that future research is needed on the influence of the sources of career self-efficacy on job seeking among culturally diverse populations and different age groups. Future research might also want to look at how the

influence of the sources of mastery experience can differ for people based on the developmental stages they are in.

The study looked at limited factors, whereas there are many other factors that influence career prospects. It is therefore recommended that a similar study be conducted in which many factors affecting career decision can be explored.

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INTRODUCTORY LETTER

School of Postgraduate Studies
Department of Education,
Faculty of Arts and Education,
Benson Idahosa University,
Ugbor, G.R.A.,
Benin City.

Dear Respondent,

Introductory Letter

I am a master's student from the Department of Education, Faculty of Arts and Education, Benson Idahosa University, Benin City, Edo State as part of the University requirement I am conducting a research work on this topic: The Influence of Self-efficacy on the Career Prospects of Education Students in Tertiary Institutions in Edo State, Nigeria.

In light of this, I humbly request your assistance in answering the questions below, which requires you simply ticking the appropriate boxes. I assure you, your response will be treated with utmost confidentiality and solely for the purpose of this research work.
Thanks.

Yours faithfully,

MARY IGBOGBO
The Researcher

APPENDIX 'B'

QUESTIONNAIRE

INFLUENCE OF SELF – EFFICACY ON THE PROSPECTS OF EDUCATION STUDENTS IN TERTIARY INSTITUTIONS QUESTIONNAIRE (ISOCPES)

INSTRUCTION: Tick as appropriate the option that best express your opinion about the item statement:

A. SELF – EFFICACY

LECTURES

1. How do you rate the effectiveness of lectures in your programme? (a) Excellence (b) Very good (c) Good (d) Fair (e) Poor
2. How will you rate your attendance to lectures? (a) Excellence (b) Very good (c) Good (d) Fair (e) Poor
3. How will you rate your learning outcomes in your lectures? (a) Excellence (b) Very good (c) Good (d) Fair (e) Poor
4. How do you predict your final achievement from your lectures? (a) Excellence (b) Very good (c) Good (d) Fair (e) Poor

ASSIGNMENTS

5. How will you rate the adequacy of assignments in your programme? (a) Excellence (b) Very good (c) Good (d) Fair (e) Poor
6. How are your learning outcomes impacted by the assignments in your programme? (a) Excellence (b) Very good (c) Good (d) Fair (e) Poor
7. How will you predict your final achievements from your assignments? (a) Excellence (b) Very good (c) Good (d) Fair (e) Poor

TESTS

8. How do you rate the adequacy of tests in your programme? (a) Excellence (b) Very good (c) Good (d) Fair (e) Poor
9. How do you rate your performance in the tests in your programme? (a) Excellence (b) Very good (c) Good (d) Fair (e) Poor
10. How will you predict your final achievement from the tests? (a) Excellence (b) Very good (c) Good (d) Fair (e) Poor

LEARNING MATERIALS

11. How do you rate the adequacy of your learning materials in your programme? (a) Excellence (b) Very good (c) Good (d) Fair (e) Poor

12. How are your learning outcomes impacted by the learning materials in your programme? (a) Excellence (b) Very good (c) Good (d) Fair (e) Poor

13. How will you predict your final achievement from your gains in the learning materials? (a) Excellence (b) Very good (c) Good (d) Fair (e) Poor

PREPARATION FOR EXAMINATION

14. How do you rate the level of your preparation for examinations? (a) Excellence (b) Very good (c) Good (d) Fair (e) Poor

15. How are your learning outcomes impacted by your preparation for examination in your programme? (a) Excellence (b) Very good (c) Good (d) Fair (e) Poor

16. How will you predict your final achievement from your preparation for the examinations? (a) Excellence (b) Very good (c) Good (d) Fair (e) Poor

B. CAREER PROSPECT

17. What is the extent of your love for the teaching career? (a)Excellence (b) Very high (c) High (d) Moderate (e) Low

18. Will you leave the teaching career if you get a lucrative job outside teaching? (a) No, without consideration (b) No, if it is not related to my training (c) Yes, as a temporary job (d) Yes, if I will find fulfillment (e) Yes, without hesitation

19. Are you taking the teaching career as a spare time job? (a) No, I will teach all my life (b) Yes, except I get a government teaching job (c) Yes, before I get a good job (d) No, I will not teach at all

20. What will you do if you are confronted with a career threatening obstacle? (a) I will persevere (b)I will seek counseling (c) I will accept my faith and try something else.

21. Can you cope with teaching difficult slow learners? (a) Yes, I will cope very effectively (b)Yes, I will try my best (c) Yes, I will manage (d) No, I can't cope at all

22. What will be your first move in handling the case of a child with poor vision? (a) I will bring the child to the front row (b) I will use bold letters (c) I will ask the child to go for medication (d) I will report the matter to the school principal

23. What will be your first move in handling the case of a child with hearing disability? (a) I will bring the child to the front row (b) I will increase my voice (c) I will ask the child to go for medication (d) I will report the matter to the school principal

24. How will you handle a child with destructive and hostile attitude? (a) Refer the child to the school counselor (b) I will try to counsel the child (c) Iwill be careful with the child (d) I will avoid the child

25. How will you relate with a school principal that is very authoritative? (a) I will do my best to please him/her (b) I will try to relate well with him/her (c) I will keep a distance (d) I will seek transfer from the school (e) I will leave the job

26. How will you relate a parent that is hostile? (a) I will relate with the parent in love (b) Iwill be careful with the parent (c) Iwill keep a distance (d) I will confront the parent

27. How will you manage a class with a population above forty students? (a) I will handle it effectively (b) I will try my best (c) I will ask for assistance (d) I will seek transfer

28. To what extent can you express yourself (a) Very well (b) Good (c) Fair (d) Poor

29. How sound is your voice? (a) Very clear and strong (b) Clear and stable (c) Very Clear but not stable (d) Not clear at all.

APPENDIX 'C'

RELIABILITY TEST

SELF – EFFICACY

```
RELIABILITY
  /VARIABLES=LECT ASSIGNM TESTS LEM PREFEX
  /SCALE('ALL VARIABLES') ALL
  /MODEL=ALPHA
  /STATISTICS=ANOVA
  /SUMMARY=TOTAL MEANS.
```

Case Processing Summary

		N	%
Cases	Valid	30	100.0
	Excluded[a]	0	.0
	Total	30	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.758	.754	5

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
LECT	42.4000	51.076	.679	.469	.661
ASSIGNM	47.0000	77.862	.554	.359	.713
TESTS	46.8333	60.075	.706	.505	.641
LEM	45.9333	83.926	.375	.253	.760
PREFEX	46.9000	82.093	.390	.236	.757

CAREER PROSPECT

```
RELIABILITY
  /VARIABLES=C1 C2 C3 C4 C5 C6 C7 C8 C9 C10 C11 C12 C13
  /SCALE('ALL VARIABLES') ALL
  /MODEL=ALPHA
```

Case Processing Summary

		N	%
Cases	Valid	30	100.0
	Excluded[a]	0	.0
	Total	30	100.0

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.842	.854	13

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
C1	35.9333	54.685	.391	.403	.845
C2	35.4667	55.016	.603	.562	.823
C3	36.1667	57.523	.452	.515	.834
C4	36.9333	58.133	.570	.585	.828
C5	36.3333	54.989	.504	.604	.831
C6	36.0000	55.310	.729	.843	.818
C7	35.9667	56.999	.610	.799	.825
C8	35.9667	56.930	.616	.654	.825
C9	35.4000	54.869	.668	.630	.820
C10	36.0000	58.207	.473	.507	.832
C11	36.4667	54.395	.623	.580	.822
C12	36.0333	56.378	.388	.587	.841
C13	35.7333	64.547	.025	.270	.857