THE IMPORTANCE OF HUMAN FRATERNITY AND SELF-EFFICACY AMONG STUDENTS IN PUBLIC SECONDARY SCHOOLS IN DELTA STATE

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ABSTRACT: The study explored the importance of human fraternity and self-efficacy among students in public secondary schools in Delta State. Two research question were raised in the study. The study adopted the survey research method. The population for this study comprised all public secondary school principals, teachers and students in Delta State. There are currently 479 public secondary schools in Delta State made up of 479 principals, 14,877 teachers and 32,564 SS3 students in Delta State. The sample for this study was 50 principals, 100 teachers and 350 students in selected public secondary schools Delta State. Two instruments (Human Fraternity and Self-efficacy Teachers Questionnaire (HFSTQ) and Human Fraternity and Self-efficacy Students Questionnaire (HFSSQ)) were used to collect data for the study. The reliability coefficients of the instruments ranged from 0.74 to 0.86 through Cronbach Alpha. Simple percentage, Mean, standard deviation, one sample t-test, analysis of variance (ANOVA), and regression statistics (simple and multiple) were the statistical tools deployed for the analysis of data collected. Based on the findings, it was concluded that human fraternity and self-efficacy are essential components of a holistic education that foster the cognitive, emotional and social development of students. It empowers students to take ownership of their learning, build resilience and develop a growth mindset. Inclusivity from the human fraternity enhances self-efficacy. Human fraternity and self-efficacy create a powerful synergy that can transform the educational experience. Policies of divisions and extremism are tearing the world apart. Students should be taught how to coexist with students of other ethnic groups and those excluded due to various challenges. Based on the conclusion, it therefore recommended that the government and policy-makers should incorporate human fraternity and self-efficacy into the curriculum to promote a holistic education and develop assessments and evaluations to measure human fraternity's impact on students, whether positive or negative.

Keywords: Human Fraternity, Self-Efficacy, Holistic Education, Cognitive and Social Development, Inclusivity

INTRODUCTION

Education is the process of acquiring relevant and worthwhile skills, attitudes, values and competencies to enable individuals to become useful to themselves, their families, communities and the nation at large. According to the Federal Republic of Nigeria (FRN, 2014), education is a key instrument for national development and social change. By utilizing education as a tool for achieving the desired national development, the government aims to establish Nigeria as a free and democratic society, a just and egalitarian society, a united, strong and self-reliant nation, a great and dynamic economy and a land full of opportunities for all citizens. (FRN, 2014).

Students' career aspirations are influenced by a complex array of factors. The most critical variables are students' fraternity and self-efficacy. As highlighted by Jones (2020), human fraternity and self-efficacy are vital concepts that have a significant impact on students' academic success, motivation, and overall well-being. Human fraternity is characterized by the sense of belonging, connection, and community among individuals. In the context of education, human fraternity is essential for creating a positive and inclusive learning environment. Moreover, Pope (2022) stresses that students who feel a sense of belonging and connection with their peers and instructors tend to have better academic outcomes, higher motivation, and lower dropout rates.

Self-efficacy is an individual's belief in their capacity to succeed in specific situations or tasks. In education, self-efficacy is vital for students' motivation, engagement, and academic achievement (Okoh, 2023). Students with high self-efficacy tend to exhibit better academic outcomes, higher motivation, and lower anxiety levels. Social cognitive psychologists stress the importance of one's belief in performing a task, defined operationally as one's confidence in completing a task and achieving the desired outcome (Dean, 2022). Individuals with high self-efficacy are skilled at planning and successfully completing tasks. They believe in their abilities and apply them confidently to achieve goals, even in challenging tasks. Conversely, individuals with low self-efficacy tend to avoid complex tasks, lack planning skills, and doubt their abilities to attain goals. High self-efficacy individuals understand their strengths and plan their activities effectively, whereas those with low self-efficacy struggle to complete their assignments (Godson, 2023).

According to Nwonsu (2021), a significant relationship exists between human fraternity and self-efficacy. When students feel connected to their peers and instructors, they tend to exhibit higher self-efficacy, leading to enhanced academic motivation and achievement. Human fraternity and self-efficacy are interconnected and interdependent (Pintrich & Schunk, 2016). A sense of belonging and connection to others (human fraternity) can enhance students' self-efficacy as they feel supported and encouraged by their peers and community. Conversely, high self-efficacy can foster a sense of human fraternity as students feel confident in their abilities and more likely to engage with others and form meaningful connections (Adedeji, 2023).

Statement to the Problem

The academic success and overall well-being of students are significantly influenced by their sense of belonging and connection with their peers and instructors as well as their belief in their ability to succeed. However, many students struggle with feelings of isolation, disconnection and low self-efficacy which can negatively impact their academic motivation engagement and achievement. Despite the importance of human fraternity and self-efficacy, there is a lack of research on the relationship between these two constructs and their impact on students' academic success and overall well-being.

Research Questions

The following research questions were raised in the study:

1. What is the importance of human fraternity and self-efficacy among students in public secondary schools in Delta State?
2. What are the strategies to improve human fraternity and self-efficacy among students in public secondary schools in Delta State?

Theoretical Framework

The theoretical framework of this study is anchored on Social Cognitive Theory propounded by Albert Bandura (1977) and Self-Determination Theory propounded by Deci & Ryan (2000). Social Cognitive Theory is a psychological theory that explains how people learn and develop behaviours through observing others, imitating their actions and reinforcing their own behaviour. He assumed that human behaviour is, in general, a function of the person plus the environment; a position that can be presented in the formular, B=F (P&E). By the term person here, Bandura essentially means cognitive factors, while the term environment he means the social models around as well as the circumstantial contingencies pressing upon the individual. According to Bandura indeed, the entire three elements: the person, the behaviour and the environmental situations are highly interrelated variables, with each being capable of influencing the other. Self-Determination Theory (SDT) posits that human behaviour is motivated by three innate psychological needs: autonomy, competence, and relatedness (Deci & Ryan, 2000). It is a theory in psychology that focuses on human motivation, personality and well-being. Self-Determination Theory (SDT) represents a broad framework for understanding why we do what we do and what leads to flourishing. SDT articulates a meta-theory for framing motivational studies, a formal theory that defines intrinsic and varied extrinsic sources of motivation and a description of the respective roles of intrinsic and types of extrinsic motivation in cognitive and social development and individual differences. Perhaps more importantly, SDT propositions also focus on how social and cultural factors facilitate or undermine people's sense of volition and initiative in addition to their well-being and the quality of their performance.

The importance of Human Fraternity and Self-efficacy

Newton (2019) opined that human fraternity and self-efficacy are essential for students' academic success, motivation and overall well-being. It fosters a sense of belonging and connection and promoting self-efficacy, educators and policymakers can create a positive and supportive learning environment that enables students to thrive. Clair (2020) points out the importance of human fraternity among students as follows:

1. Promotes Social Cohesion: Human fraternity fosters social cohesion among students from diverse backgrounds, cultures, and identities.
2. Encourages Empathy and Compassion: Human fraternity promotes empathy and compassion among students, helping them understand and appreciate each other's perspectives and challenges.
3. Supports Academic Success: Human fraternity is linked to improved academic performance, as students who feel connected to their peers and community tend to be more motivated and engaged in their studies.
4. Fosters Global Citizenship: Human fraternity helps students develop a sense of global citizenship, preparing them to navigate an increasingly interconnected and interdependent world.

On the other hand, self-efficacy is a major component of Bandura's (1977, 1986) social-cognitive theory, which contends that behaviour is strongly stimulated by self-influence. That self-efficacy belief is a vital personal resource has been amply documented in the meta-analyses of findings relating to different spheres of functioning, achieved under laboratory and natural conditions (Bandura, 2000). The construct of self-efficacy reflects an optimistic self-belief. This is the belief that one can perform novel or difficult tasks, or cope with adversity,

in various domains of human functioning. Self-efficacy refers to an individual's belief in their ability to succeed in specific situations or tasks. In the context of education, self-efficacy is critical for students' motivation, engagement, and academic achievement.

Research shows that effort and persistence are some of the attributes of students with high self-efficacy (Zajacova, Lynch, & Espenshade, 2015). Such students continuously work, if unable to follow course, they find out effective ways to control difficulties in achieving their goals. While students with low self- efficacy will discontinue, they are unable to remove barriers in achieving and learning (Ormrod, 2020). Zajacova, Lynch, & Espenshade (2015) outline the importance of self-efficacy among students such as:

1. Enhances Motivation: Self-efficacy boosts students' motivation and confidence, encouraging them to take on challenges and persist in the face of obstacles.
2. Improves Academic Performance: Self-efficacy is strongly linked to academic performance, as students who believe in their abilities tend to achieve higher grades and academic success.
3. Develops Resilience: Self-efficacy helps students develop resilience, enabling them to cope with setbacks, failures, and difficulties in their academic and personal lives.
4. Fosters Lifelong Learning: Self-efficacy promotes a growth mindset, encouraging students to view challenges as opportunities for growth and development, and to adopt a lifelong learning approach.

Strategies for Improving Human Fraternity and Self-efficacy

Godson (2023) pointed out strategies to improve human fraternity and self-efficacy among students:

Human Fraternity Strategies

1. Inclusive Campus Events: Organize events that promote diversity, equity, and inclusion, such as cultural festivals, diversity weeks, and social justice conferences.
2. Mentorship Programs: Establish mentorship programs that pair students with peers or faculty members from diverse backgrounds, promoting mutual understanding and support.
3. Community Service: Encourage students to participate in community service projects that foster a sense of social responsibility and interconnectedness.
4. Interfaith Dialogue: Promote interfaith dialogue and understanding through events, workshops, and courses that explore diverse spiritual traditions.
5. Cultural Competence Training: Provide training for students, faculty, and staff on cultural competence, implicit bias, and micro-aggressions.

Self-efficacy Strategies

1. Goal-Setting Workshops: Offer workshops that help students set and achieve academic and personal goals, promoting a sense of self-efficacy and motivation.
2. Academic Support Services: Provide academic support services, such as tutoring, mentoring, and academic advising, to help students develop a sense of self-efficacy and confidence.`

3. Experiential Learning: Encourage experiential learning opportunities, such as internships, research projects, and service-learning, that help students develop a sense of self-efficacy and competence.
4. Mindfulness and Wellness Programs: Offer mindfulness and wellness programs that help students manage stress, develop self-awareness, and cultivate a sense of self-efficacy.
5. Student Leadership Opportunities: Provide student leadership opportunities, such as student government, club leadership, and volunteer work, that help students develop a sense of self-efficacy and confidence.

Clair (2020) highlighted strategies for building self-efficacy in students as follows; promote task accomplishment and success, promote daily problem-solving opportunities, encourage peer modelling, foster goal setting and provide meaningful feedback, use self-assessment, affirm students' identities as learners.

METHODOLOGY

The study adopted the survey research method. The population for this study comprised all public secondary school principals, teachers and students in Delta State. There are currently 479 public secondary schools in Delta State made up of 479 principals, 14,877 teachers and 32,564 SS3 students in Delta State. The sample for this study was 50 principals, 100 teachers and 350 students in selected public secondary schools Delta State. Two instruments (Human Fraternity and Self-efficacy Teachers Questionnaire (HFSTQ) and Human Fraternity and Self-efficacy Students Questionnaire (HFSSQ)) were used to collect data for the study. The reliability coefficients of the instruments ranged from 0.74 to 0.86 through Cronbach Alpha. Simple percentage, Mean, standard deviation, one sample t-test, analysis of variance (ANOVA), and regression statistics (simple and multiple) were the statistical tools deployed for the analysis of data collected.

ANALYSIS OF DATA

Table 1: Response on the Importance of Human Fraternity and Self-efficacy

Importance of Human Fraternity and Self-efficacy	SA	A	D	SD	Mean	Std	Remark
Human fraternity fosters social cohesion among students from diverse backgrounds, cultures, and identities.	187 (37.4%) `	150 (30%)	85 (17%)	78 (15.6%)	3.14	.81	Agreed
Human fraternity promotes empathy and compassion among students, helping them understand and appreciate each other's perspectives and challenges.	100 (20%)	210 (42%)	84 (16.8%)	106 (21.2	2.94	.77	Agreed
Students who feel connected to their peers and community tend to be more motivated and engaged in their studies.	30 (6%)	301 (60.2%)	60 (12%)	109 (21.8%)	2.84	.79	Agreed
Self-efficacy boosts students' motivation and confidence, encouraging them to take on challenges and persist in the face of obstacles.	223 (44.6%)	55 (11%)	140 (28%)	82 (16.4%)	2.90	.74	Agreed

Students who believe in their abilities tend to achieve higher grades and academic success.	150 (30%)	160 (32%)	40 (8%)	150 (30%)	2.86	.78	Agreed
Self-efficacy helps students develop resilience, enabling them to cope with setbacks, failures, and difficulties in their academic and personal lives.	83 (16.6%)	250 (50%)	77 (15.4%)	90 (18%)	2.92	.83	Agreed

Table 1 shows the importance of human fraternity and self-efficacy among students in public secondary schools in Delta State. From the remark, the respondents agreed all items.

Table 2: Response to Strategies to improve Human Fraternity and Self-efficacy

Strategies to improve Human Fraternity and Self-efficacy	SA	A	D	SD	Mean	Std	Remark
Organize events that promote diversity, equity, and inclusion, such as cultural festivals, diversity weeks, and social justice conferences.	135 (27%)	150 (30%)	83 (16.6%)	132 (26.4%)	3.16	.74	Agreed
Establish mentorship programs that pair students with peers or faculty members from diverse backgrounds, promoting mutual understanding and support.	90 (18%)	210 (42%)	100 (20%)	100 (20%)	2.96	.90	Agreed
Encourage students to participate in community service projects that foster a sense of social responsibility and interconnectedness.	300 (60%)	30 (6%)	60 (12%)	110 (22%)	2.78	.79	Agreed
Offer workshops that help students set and achieve academic and personal goals, promoting a sense of self-efficacy and motivation.	200 (40%)	78 (15.6%)	142 (28.4%)	80 (16%)	2.98	.82	Agreed
Provide academic support services, such as tutoring, mentoring, and academic advising, to help students develop a sense of self-efficacy and confidence.	130 (26%)	180 (36%)	80 (16s%)	110 (22%)	2.94	.89	Agreed
Offer mindfulness and wellness programs that help students manage stress, develop self-awareness, and cultivate a sense of self-efficacy	90 (18%)	80 (16%)	80 (16%)	250 (50%)	2.38	.78	Disagreed

Table 2 shows the strategies to improve human fraternity and self-efficacy among students in public secondary schools in Delta State. From the remark, the respondents agreed on 1 – 5 items and disagreed on item 6.

Hypothesis 1: There is no significant relationship between the importance of human fraternity and self-efficacy among students in public secondary schools in Delta State

Table 3: Summary of R value and ANOVA table showing the relationship between importance of human fraternity and self-efficacy

Model	Simple R	R-Square	Adjusted R^2	Std. Error		
Values	.111	.013	.010	9.104		
Source of Variation	Sum of Square	DF	Mean Square	F-ration	Sig	Decision
Regression	72.102	0	72.102	0.301	.05	Not significant
Residual	115305.114	500	82.047			
Total	**115377.216**	**500**				

Table 3 shows an R-value of .111 and an R2-value of .013. The table also shows the test of significance relationship. The test output shows an F-ratio of 0.301. The implication of this test is that there is no relationship between importance of human fraternity and self-efficacy which is not significant. Therefore, the null hypothesis is accepted. The result is that there is no significant relationship between importance of human fraternity and self-efficacy.

Hypothesis 2: There is no significant relationship between strategies to improve human fraternity and self-efficacy among students in public secondary schools in Delta State

Table 4: Summary of R value and ANOVA table showing the relationship between strategies to improve human fraternity and self-efficacy

Model	Simple R	R-Square	Adjusted R^2	Std. Error		
Values	.719	.292	.290	7.163		
Source of Variation	Sum of Square	DF	Mean Square	F-ration	Sig	Decision
Regression	8331.82	0	8331.82	326.091	.05	Not significant
Residual	16976.120	500	45.215			
Total	**23210.62.086**	**500**				

Table 4 shows an R-value of .719 and an R2-value of .292. The table also shows the test of significance relationship. The test output shows an F-ratio of 326.091. The implication of this test is that there is no relationship between strategies to improve human fraternity and self-efficacy which is not significant. To this end, the null hypothesis is accepted. The result is that there no significant relationship between strategies to improve human fraternity and self-efficacy.

DISCUSSION OF FINDINGS

Findings revealed that the importance of human fraternity and self-efficacy among students in public secondary schools in Delta State. This is in line with Newton (2019) who opined that human fraternity and self-efficacy are essential for students' academic success, motivation and overall well-being. It fosters a sense of belonging and connection and promotes self-efficacy; educators and policymakers can create a positive and supportive learning environment that enables students to thrive.

The findings also showed strategies to improve human fraternity and self-efficacy among students in public secondary schools in Delta State. This is in line with Godson (2023), who pointed out strategies to improve human fraternity and self-efficacy among students, such as organising events that promote diversity, equity, and inclusion, cultural festivals, diversity weeks, and social justice conferences. Establish mentorship programs that pair students with peers or faculty members from diverse backgrounds, promoting mutual understanding and support. Provide training for students, faculty, and staff on cultural competence, implicit bias, and micro-aggressions. Offer workshops that help students set and achieve academic and personal goals, promoting a sense of self-efficacy and motivation.

Conclusion

Based on the findings, it was concluded that human fraternity and self-efficacy are essential components of a holistic education that foster cognitive, emotional and social development of students. It empowers students to take ownership of their learning, build resilience and develop a growth mindset. Inclusivity from human fraternity enhances self-efficacy. Human fraternity and self-efficacy create a powerful synergy that can transform the educational experience. Policies of divisions and extremism are tearing the world apart. Students should be taught how to coexist with students of other ethnic groups and those excluded due to various challenges.

Recommendations

Based on the conclusion, it therefore recommended that the government and policy-makers should:

1. Incorporate human fraternity and self-efficacy into the curriculum to promote a holistic education.
2. Offer educators professional development opportunities to learn about human fraternity and self-efficacy.
3. Foster inclusive and supportive learning environments that promote human fraternity and self-efficacy.
4. Develop assessments and evaluations to measure human fraternity impact on students whether positive or negative.

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