Psychological Factors as Predictors of Senior Secondary Students’ Achievement in English Summary Writing in Ibadan, Nigeria

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Abstract: This study investigated Self-efficacy and Achievement Motivation as predictors of students’ achievement in summary writing. The participants were 200 senior secondary two students from five secondary schools in Ibadan North-west Local Government Area of Oyo State, Nigeria. Three instruments were used for data collection namely, Summary Writing Achievement Test (r=0.79); Students’ Self-Efficacy Questionnaire (r=0.87); Achievement Motivation Questionnaire (r=0.81). A total of three weeks was used for data collection. Data collected were analyzed using Pearson Product Moment Correlation and Multiple Regression Analysis at 0.05 level of significance. Findings revealed that there was a positive significant relationship between achievement motivation and students’ achievement in English summary writing (r = 0.719; P<0.05); there was also a positive significant relationship between self-efficacy and students’ achievement in English summary writing (r = .595; P<0.05); the joint contribution Students’ Self-Efficacy and Achievement Motivation on Students’ Achievement in English summary writing was significant. (F_{2, 197} = 7.422; P<.05); the relative contribution of self-efficacy (β = .355; t = .866; P<0.05) and achievement motivation (β = .573; t = 2.918; P<0.05) was significant. It is recommended among others that English language teachers should be exposed to regular training workshops, conferences, seminars and symposia to constantly update their knowledge of these psychological variables that could influence students’ achievement in summary writing.

Key words: Self-Efficacy · Achievement Motivation · Achievement in English summary writing · Ibadan · Nigeria

INTRODUCTION

Summary is a short and brief explanation of a story or a piece of writing [1] described summary writing as a highly complex, recursive reading-writing activity. That is, summary writing establishes the connection between language skills, especially the reading and writing skills. Summary writing is an important key that must develop in every language learner; this is because of its values in day to day communication. It involves the reduction of the size of a text to specific number of sentences prescribed. Therefore, the ability to do summary is one of the evidences of effective language use [2] claimed that summary skills are needed by students to confirm that the different information gathered from books, lectures, seminars, laboratories, discussions etc. form part of their knowledge and can be recalled when needed. All these point to the fact that summary skills are important for interactional and transactional use of the English language.

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Despite the importance of summary skills to students’ success in examinations, independent study and everyday use of the English language, it is of note that a good number of students still do not perform well in this aspect. Scholars [3, 4, 5] attributes this ugly trend to factors such as the inability of students to read or comprehend the passage well, text type or genre, vocabulary, sentence structure, mindless lifting, text difficulty and organization, text length and ungrammatically correct sentences, among others. In a bid to solve these problems, scholars [2, 1] tested efficacy of teaching strategies such as partner reading, paragraph shrinking and scaffolding with less attention paid to students’ psychological variables such as self-efficacy and achievement motivation.

Self-efficacy is a personal judgement of one’s capabilities to organise and execute course of action to attain designated types of educational performance [6, 7]. The concept of self-efficacy which is the focal point of Albert Banduras social cognitive theory, made it known that self-efficacy is the judgment of personal capacity to perform a specific and prospective task [8]. Self-efficacy is a person’s judgment about being able to perform a particular activity. It is a student’s ‘I can’ or ‘I can not’ belief. Unlike self-esteem, which, reflects how students feel about their worth or value, self-efficacy shows how confident a student is about performing a specific task [9]. Self-efficacy is, however, specific to the task being attempted. Studies [10, 11] have also shown a positive and significant correlation between self-efficacy and academic achievement but its role in summary writing achievement has not been examined among senior secondary students in Ibadan North-west Local Government Area of Oyo State, Nigeria.

Achievement motivation is generally regarded as the drive to achieve targets and the process to maintain the drive. People who are oriented towards achievement, in general, enjoy life and feel in control. Achievement motivated people prefer to work on a problem rather than leaving the outcome to chance. Achievement motivation is possibly an intrinsic motive to achieve just for the sake of achieving rather than achievement in the service of some other motives [12]. Studies [13, 11] reported strong links between achievement motivation and students’ achievement in English vocabulary and grammar respectively but its extent in predicting achievement in English summary writing has not been focus of considerable research among secondary two students in Ibadan North-west Local Government, Oyo State, Nigeria.

Statement of the Problem: Summary writing is an important aspect of English Language which is taught for its effective use in social communication and day to day living. However, reports from examining bodies have shown that students perform poorly in summary writing and this is partly responsible for their poor performance in English. Efforts to address the problem have led scholars to experiment with various teaching without considering student-related factors such as self-efficacy and achievement motivation. Studies have shown that these two students’ psychological variables largely influence students’ academic achievement in school subjects like Mathematics, Literature-in-English different aspects of English, but they have not been used to predict students’ learning outcomes in summary writing especially in Ibadan North West Local Government of Oyo State. Therefore, the study investigated Self-efficacy and Achievement Motivation as predictors of students’ achievement in summary writing.

Research Questions: The study sought provided answers to the following research questions:

- What relationship exists between the independent variables (student’s self-efficacy and achievement motivation) and the dependent variable (achievement in summary writing)?
- What is the joint contribution of student’s self-efficacy and achievement motivation to student’s achievement in summary writing?
- What is the relative contribution of students’ self-efficacy and achievement motivation to student’s achievement in summary writing?
- Which of the independent variables (student’s self-efficacy and achievement motivation) would predict student’s achievement in summary writing?
Scope of the Study: The Study investigated students’ self-efficacy and achievement motivation as predictors of achievement in summary writing among public senior secondary school students. The study focused on SS 2 students in five selected secondary school schools in Ibadan North-West Local Government area of Oyo State.

Significance of the Study: Findings from the study revealed the extent to which the independent variables (student’s self-efficacy and achievement motivation) could predict student’s achievement in summary writing, thereby revealing variables to be addressed to reduce the poor achievement of students in summary writing. The study would also add to the pool of researches carried out in effort to improve student’s achievement in summary writing as well as English Language in general.

MATERIALS AND METHODS

The descriptive design of correlation type was adopted for this study. This is necessary since the researcher has no direct control of the independent variables as their manifestations have already been in existence. The population of the study comprised all the senior secondary two students in Ibadan North West Local Government of Oyo State. Random sampling technique was used to select five secondary schools in the Local Government. From the five schools selected, one intact class of SS2 students from each secondary school was used making a total of five (5) intact classes. In all, a total of 200 SS2 students were involved in carrying out the research.

Three research instruments used in this study are; Summary Writing Achievement Test (r=0.79), Students’ Self Efficacy Questionnaire (r=0.87) and Students’ Achievement Motivation Questionnaire (r=0.81). The researcher visited the schools, discussed with the Principals and obtained their permission. With help of the SS2 English Language teachers in each of the schools, Achievement Test in Summary Writing was administered first, followed by the Self-Efficacy and Achievement Motivation Questionnaires. Also, efforts were made to clarify and explain the areas the students do not understand to ensure that the students fill the questionnaires correctly and the questionnaires were collected back on the spot. Data collected were analysed using Pearson Product Moment Correlation (PPMC) and Multiple Regression Analysis (MRA) at 0.05 level of significance.

RESULTS AND DISCUSSION

Research Questions 1: What relationship exists between the independent variables (Achievement Motivation and Self-Efficacy) and students’ achievement in English summary writing?

Table 1 shows that there was positive significant relationship between achievement motivation and students’ achievement in English summary writing (r = 0.719; P<0.05). Also, there was positive significant relationship between self-efficacy and students’ achievement in English summary writing (r = .595; P<0.05). Thus, the two independent variables are significantly related to students’ achievement in English summary writing.

Research Question 2: What is the composite contribution of the independent variables (Achievement Motivation and Self-Efficacy) to students’ achievement in English summary writing?

Table 2 shows that the composite contribution of the independent variables (Achievement Motivation and Self-Efficacy) to achievement in English summary writing was significant. (F2, 197= 7.422; P<.05). The two variables jointly accounted for 59.7% of the total variation in achievement in summary writing.

Research Question 3: What is the relative contribution of independent variables (achievement motivation and self efficacy) to students’ achievement in English summary writing?
Table 1: Correlation Matrix showing the correlation between Achievement Motivation, Self-Efficacy and students’ achievement in English summary writing

<table>
<thead>
<tr>
<th>Construct</th>
<th>Achievement in English Summary Writing</th>
<th>Achievement Motivation</th>
<th>Self-Efficacy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Achievement in English summary writing</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Achievement motivation</td>
<td>0.719*.000</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Self efficacy</td>
<td>0.595*.000</td>
<td>0.039*.019</td>
<td>1</td>
</tr>
<tr>
<td>Mean</td>
<td>25.72</td>
<td>26.55</td>
<td>23.46</td>
</tr>
<tr>
<td>Std. Deviation</td>
<td>5.925</td>
<td>3.759</td>
<td>6.58</td>
</tr>
</tbody>
</table>

*significant at 0.05 level

Table 2: Summary of Multiple Regression Analysis showing the composite contribution of the independent variables (Achievement Motivation and Self-Efficacy) to students’ achievement in English summary writing

<table>
<thead>
<tr>
<th>Model</th>
<th>Sum of squares</th>
<th>Df</th>
<th>Means Square</th>
<th>F</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Regression</td>
<td>399.516</td>
<td>2</td>
<td>132.839</td>
<td>7.422</td>
<td>.006*</td>
</tr>
<tr>
<td>Residual</td>
<td>268.484</td>
<td>197</td>
<td>17.899</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>667.000</td>
<td>199</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>R</td>
<td>=</td>
<td>.773</td>
<td>.597</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Adjusted $R^2 = .490$

Std. Error of the Estimate = 4.23071

*significant at 0.05 level

Table 3: Summary of Multiple Regressions showing Relative Contribution of Achievement Motivation and Self-Efficacy to students’ achievement in English summary writing

<table>
<thead>
<tr>
<th>Model</th>
<th>Unstandardized Coefficients</th>
<th>Standardized Coefficients</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>B</td>
<td>Std. Error</td>
</tr>
<tr>
<td>(Constant)</td>
<td>19.410</td>
<td>6.392</td>
</tr>
<tr>
<td>Achievement motivation</td>
<td>1.023</td>
<td>.351</td>
</tr>
<tr>
<td>Self efficacy</td>
<td>.589</td>
<td>.249</td>
</tr>
</tbody>
</table>

*significant at 0.05 level

Table 3 shows the relative contributions of each of the independent variables of achievement motivation and self efficacy to students’ achievement in English summary writing. The relative contribution of achievement motivation ($\beta = .573; t = 2.918; P<0.05$) was significant to students’ achievement in English summary writing. Also the relative contribution of self efficacy ($\beta = .355; t = .866; P<0.05$) to students’ achievement in English summary writing was significant. Thus, the two independent variables significantly contributed to students’ achievement in English summary writing.

Research Question 4: Which of the independent variables (Achievement Motivation and Self-Efficacy) predicts students’ achievement in English summary writing?

The relative contributions of each of the independent variables at different levels and ranks based on the t values are as shown as: achievement motivation ($t = .351; P<0.05$) > self efficacy ($t = .249; P<0.05$). Thus, both achievement motivation and self-efficacy could predict students’ achievement in English summary writing.

Discussion of Findings

Achievement Motivation and Students’ Achievement in English Summary Writing: The findings of this study showed a positive significant relationship between achievement motivation and students’ achievement in English Summary Writing. This finding might be due to the fact that achievement motivation could provide the necessary impetus to learners...
to do well in class. In addition, when students have the urge to excel, there will be high motive for success and a strong aversion for failure. This finding accords perfectly with that of [14] who, in a study on analysis of achievement motivation and academic engagement of students in the Nigerian classroom on 540 adolescents from schools in Akwa Ibom State, Nigeria found that achievement motivation has asignificant impact on academic engagement with highly motivated students being more academically engaged than themoderately and lowly motivated students, which has a significant influence on achievement of students. Also, [15], in a study of students’ motivation and achievement in combined science reported that there were significant positive associations between students’ motivational orientations and science achievement.

Self-Efficacy and Students’ Achievement in English Summary Writing: The findings of this study also showed a positive significant relationship between self-efficacy and students’ achievement in English Summary Writing. This finding might be due to the fact that self-efficacy belief is an important psychological construct that drives academic achievement of students. This finding corroborates that of [16] who carried out a study on academic efficacy and self esteem as predictors of academic achievement among school going adolescents, using 300 participants from secondary school students in Itesiwaju Local Government Area of Oyo State, Nigeria and reported that there was significant relationship between academic efficacy and students’ academic Achievement. The finding also affirms that of [17] who investigated the impact of self efficacy on students' academic achievements in universities and higher education centers in Islamic Azad University, Karaj and found that the correlation between students’ self-efficacy and their academic achievement was positive. In another study, [1] reported a positive impact of students’ self-efficacy on students achievement in Biology in Ikere Local Government Area of Ekiti State, Nigeria.

Relative Contributions of Independent Variables to Students’ Achievement in English Summary Writing: Achievement motivation and self-efficacy, as reported in this study, made significant relative contributions to students’ achievement in English Summary Writing. The probable explanation for this is that these two independent variables are practically interconnected in the teaching-learning process as they provide the much needed psychological impetus capable of galvanising learners to academic success. This result is in support of the findings of [18] and [19] who in separate studies reported that students’ achievement motivation and self efficacy have positive effects upon their scores in science. On the other hand, this finding contradicts that of [7] who reported that the relative contributions of self-efficacy and achievement motivation on students’ achievement in Geography was not significant.

Composite Contribution of the Independent Variables to Students’ Achievement in English Summary Writing: The study reported that the composite contribution of Achievement motivation and self-efficacy to students’ achievement in English summary writing was significant. This finding is not unexpected given the fact that these variables are core psychological variables that determine the direction of teaching and learning activities. In addition, students who are high in achievement orientations are more intrinsically motivated, primarily concerned with developing their competences and they tend to use internal standards for judging their improvement. Also, when students are demonstrating their competence to others, they are more likely to use social comparative standards (that is, they tend to evaluate themselves against the performance of others engaged in the same tasks, or to rely on others to evaluate their performance. This finding is consistent with those of [20], [21], [22] and [23] who reported in separate studies that academic performance of students was a function of achievement motivation, with students high in achievement motivation out-performing those with low achievement motivation respectively.

Students’ Self-efficacy and Achievement Motivation as Predictors of Students’ Achievement in English Summary Writing: The results revealed that the two independent variables are capable of predicting students’ achievement in English Summary Writing. In all, the correlation and regression analyses used in the study indicate various levels of the predictive capacity of each of the variables on students’ achievement in English Summary Writing. Hence, achievement motivation
was the higher predictor of students' achievement followed by self-efficacy. This could be attributed to the fact academic success could be traced to these psychological variables. This finding is in consonance with those of [18], [19] and [24] who reported in separate studies that self-efficacy and achievement motivation were good predictors of students’ achievement in Science, Music and Mathematics respectively.

Summary of Findings: The study investigated self-efficacy and achievement motivation as predictors of achievement in English Summary writing among senior secondary school students in Ibadan North-West Local Government Area of Oyo State. Findings revealed that:

- Self-efficacy and achievement motivation had significant positive relationship with students’ achievement in English summary writing.
- The composite contribution of the independent variables (self-efficacy and achievement motivation) to students’ achievement in English summary writing was significant. The independent variables jointly accounted for about 60% to the total variation in students’ achievement in summary writing.
- The relative contributions of self-efficacy and achievement motivation to students’ achievement in summary writing was significant.
- Self-efficacy and achievement motivation are capable of predicting students’ achievement in summary writing.

CONCLUSION

The study investigated students’ self-efficacy and achievement motivation as predictors of their achievement in English summary writing in Ibadan North-West Local Government Area of Oyo State were found to be capable of predicting students’ achievement in English Summary writing. The study had thus provided a better understanding of some of the psychological variables that could influence students’ achievement in English Summary writing in Ibadan North-West Local Government Area of Oyo State.

Recommendation: The following recommendations are made in the light of the findings of the study:

- In order to improve students’ achievement in summary writing, the student-related factors of Self-Efficacy and Achievement Motivation which facilitate students’ learning outcomes during the teaching-learning process should be emphasized.
- English summary writing teachers should be exposed to regular training workshops, conferences, seminars and symposia to constantly update their content knowledge of the subject as well as assessment practices in it.
- Teachers should organise English summary writing instruction in such a way that students are adequately engaged with the prescribed texts in order to improve their self-perception and motivation to the subject and invariably enhance their academic achievement.
- Curriculum planners should include Self-Efficacy and Achievement Motivation among the various student-related variables suggested for teaching summary writing as an aspect of English language.

REFERENCES