

Affective Factors Influencing Students' Achievement in Summary Writing in Ibadan Metropolis

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Abstract

This study investigated Self-efficacy and Achievement Motivation as predictors of students' achievement in summary writing among senior secondary school students in Ibadan Metropolis. The descriptive research design of correlational type was adopted. Simple random sampling technique was used to select five senior secondary schools from Ibadan North Local Government Area of Oyo State while one intact class of SSII students was randomly selected from each school making a total of 200 students who participated in the study. Three instruments were used for data collection Summary Writing Achievement Test ($r=0.79$), Students' Self-efficacy Questionnaire ($r=0.87$) and Achievement Motivation Questionnaire ($r=0.81$). Data were analyzed using Pearson Product Moment Correlation and Multiple Regression at 0.05 level of significance. Findings revealed that Achievement Motivation ($r = 0.719$), and Self-efficacy ($r = .595$) positively correlated with achievement in English summary writing; the joint contribution of Self-efficacy and Achievement Motivation to Achievement in English summary writing was significant. ($F_{2,197} = 7.422$; $P < .05$); self-efficacy ($\beta = .355$) and achievement motivation ($\beta = .573$) contributed to students' achievement in English summary writing. It is thus recommended 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 it

Keywords: Students' Self-efficacy, Achievement motivation, Achievement in English summary writing.

Introduction

Summary can be regarded as a concise version of any passage that has been read without losing the key-words or key points in the passage. Summary also means re-writing a long prose in a way that the important points are in the newly written short form. Summary writing is thus the giving of a brief account of a particular passage. Summary may also be regarded as condensed information from journals, textbooks and other bibliographical sources in their fields. Summary is used both inside and outside of the school, even in our day to day lives, in our conversations, giving of report, delivering of a message by a child from his/her parents etc. Students during their examinations or assessments also make use of their knowledge of summary to answer questions because they cannot write down all their teachers have taught them in class verbatim. So, it is a valuable skill to students' academic success, social communication as well as day to day living.

Summary writing is a highly complex recursive reading and writing activity. Through summary writing teachers can better understand their students' reading and writing processes, successes and difficulties. Summary writing therefore establishes the connection between language skills, especially the reading and writing skills and demonstrates the importance of connecting reading and writing. It is well known that summary is one of the most frequently used activities after reading.

Summarizing is one of the primary contact points between reading and writing in academic settings. Aka (2014) states that, "summarizing tasks are junctions where reading and writing encounters take place. Through summarizing, students can check and review how well they understand what they are asked to read for a variety of purposes across school subjects. For example, summarizing is used to prepare for an examination, to help acquire the most important knowledge or information in an assigned text, to keep track of a series of texts, and to prepare for a larger writing assignment (Hirvela, 2014). Ojedokun (2010) claimed that summary writing 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.

Considering the importance of summary skills to students' success in examinations, independent study and everyday use of the English language, it is unfortunate that a good number of students still do not perform well in this aspect of the English language paper. Scholars such as Fakeye and Ogunsiji (2008) Fakeye (2017), and Ohia (2018) attributed 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 readability and organization, text length, inability of students to write the answers in their own words and in grammatically correct sentences, among others. Attempts to identify and suggest ways out of these

problems in English language, researchers have discovered that summary writing as a vital aspects of English language is not being properly taught by language teachers who are either not conversant with the subject matter or do not know the appropriate strategies to employ in the classroom (Obasa *et al.*, 2002; Ashade, 2008).

Many students fail the English Language examinations because of a number of reasons. Komolafe and Yara (2010) expressed the view that students' performance in the English language, as revealed in various examinations both in the subject and other subjects examined in English, is very low. Fakeye (2010) also observed that anyone who is familiar with English Language examination scripts in the secondary school today will not disagree with the view that the students' performance in English language especially in secondary school has decreased. The West Africa Examination Council Chief Examiner's Report asserts that candidates still find summary writing difficult as many of them performed poorly in this section. They engaged in mindless lifting or copying of portions from the passage. Many of the candidates could not interpret the questions appropriately. Therefore, teachers should pay attention to this aspect of English. If the students are not adequately exposed to the skills of summary writing; they will continue to have problems with summary questions.

In an attempt to address the problem researchers have put in place intervention studies and carried out experiments. Some of such efforts are Sanusi (2009), Olagbaju, (2014). However these and some other studies don't seem to have had far-reaching effect on the teaching of the summary writing since the failure rate in English language and summary writing in particular has been on the increase. Consequently, Fakeye (2008) and Ohia (2010 and 2018) advocated a radical instructional paradigm shift from teacher-oriented approach towards English language teaching to learner-oriented approach. To achieve the desired result the teachers are to give room for students' participation in the classroom; and not the initial teacher talking or teaching and students just listening. When learners-oriented strategies are utilized in teaching of summary writing, learners will write better summary as the ineffective use of such strategies are said to be responsible for students' negative attitude towards other subjects, Ohia (2009) Oshikomaiya (2012) and Idialu (2012). Consequently, attention has been turned from issues of methodology and teacher-centered strategies, paragraph shrinking, to such

ffective factors like self-efficacy and achievement motivation which are more learner-centered and have not been given much consideration especially in our secondary schools

The concept of self-efficacy is the focal point of Bandura's social cognitive theory. In it, Bandura makes it clear that self-efficacy is the judgment of personal capacity to perform a specific and prospective task (Bandura, 1997). It can be said to be the ability or effectiveness to produce a desired result, it is a student's "I can do it" or "I cannot do it" belief or mentality. Thus unlike self-esteem, which reflects how learners feel about their worth or value self-efficacy shows how confident a student is about performing a specific task (Fakeye, 2017). Self-efficacy has been defined as personal judgment of one's capabilities to organise and execute course of action to attain designated types of educational performance (Zimmerman, 1995). Academic self-efficacy promotes academic achievement directly and indirectly by increasing academic aspirations and prosocial behaviours (Bandura *et al.*, 1996). Many other scholars have reported a direct positive relationship between academic self-efficacy and academic achievement (Greene, Miller *et al.*, 2004; Sharm and Silbereisen, 2007).

It has been widely acknowledged that self-efficacy plays an important role in learning. Amil, (2000); and Loo and Choy (2013), asserts that a learner's self-efficacy influences his or her academic performance. Studies such as Bodner (2008); Mizumoto (2012) have also shown a positive and significant correlation between self-efficacy and academic achievement. A number of researchers like Margolis and McCabe (2004) have pointed out that without sufficient high beliefs by the students that they have the ability to succeed, many struggling learners will not put in the effort necessary to attain success in academic tasks.

Although various studies have emphasized the role of self-efficacy in learning, its role in relation to reading development has been due to the fact that reading researchers and instructor are more concerned about the explicit, cognitive aspects of reading, such as the use of strategies for comprehension which will ultimately boost their summary skills. Reading self-efficacy is concerned with students' belief in their capabilities to exercise control over their own reading solving skills. Belief in personal self-efficacy affects choice of strategies, level of monitoring, quality of functioning, resilience to adversity and vulnerability to stress and depression (Schunk, 1990). A growing body of research reveals that there is a positive,

significant relationship between students' self-efficacy beliefs and their academic achievement. For instance, people with low- self-efficacy towards mathematics are more likely to avoid it while those with high self-efficacy are not only more likely to attempt the task but also work harder and persist longer in the face of difficulties (Wang, 2008). Self-efficacy influences what activities students select; how much effort they put forth; how persistent they will be in pursuing their goals in the face of difficulties.

Students' self-efficacy has been shown to influence performance in many different areas of human functioning. Researchers have investigated the influence of efficacy beliefs on behavior in diverse areas, such as the workplace, politics, mental health, athletics etc. Report by Bandura (1997) highlighted that people believe about their capabilities plays an important role in their ability to engage in and sustain behaviors needed for success. Self-efficacy is also an important factor in school performance and success. Students with high self-efficacy expend more effort in school, persist with tasks in the face of challenges, set challenging goals for themselves, and have better academic skills (Pajares, 2006). For example, self-efficacious students are more likely to be better self-regulators, engaging in behaviors that are crucial to academic success like self-monitoring and self-evaluation (Klassen and Usher, 2010). Across a variety of academic domains, self-efficacy has been shown to be a better predictor of achievement than past performance and intelligence (Klassen & Usher, 2010). A student's self-efficacy for reading could also be increased by seeing peers be successful in reading or having significant others, like parents and teachers, model enjoyment for reading, social persuasions, or the evaluative messages that students receive from others, form the third source of self-efficacy (Bandura, 1997).

Other researchers have measured students' self-efficacy with items crafted to elicit students' self-beliefs about specific reading tasks and skills (Guthrie *et al.*, 2001; Nelson and Manset-Williamson, 2006.). In these skillsspecific measures, students are asked to rate their confidence in succeeding at reading tasks and skills, such as "How sure are you that you can read all the words on a page in one of your schoolbooks?" (Nelson and Manset-Williamson, 2006). Other reading skills self-efficacy measures involve actual reading tasks, such as a passage followed by comprehension questions.

Students are asked to review the reading passage and comprehension questions and rate their ability to successfully read a passage and answer questions of that difficulty level (Nelson and Manset-Williamson, 2006.)

No matter how a student is being taught by his teacher, regardless of the skills used by teacher, if he/she is not motivated to succeed, it is all going to result in activities waiting to add nothing to his/her academic achievement. On the other hand, there are students who are found to be active, especially concerning their studies and other school activities. They raise issues for discussions, attend class activities regularly, ask questions and are ready to attempt answering questions from the lecturers. They seem to enjoy and are encouraged by almost everything around them in the school environment. Students who behave this way are said to be motivated, perhaps from their home background influence, and as such, develop a hopeful feeling that they would excel in their academic pursuits.

Achievement motivation is generally regarded as the drive to achieve targets and the process to maintain the drive. The original definition of achievement motivation was given by Atkinson (1964), who defined it as the comparison of performances with others and against certain standard activities. Spence and Helmreich (1983) defined achievements as task-oriented behavior. Performances of individuals are often compared against standards or with others for assessments. Motivation provides an important foundation to complete cognitive behavior, such as planning, organization, decision-making, learning, and assessments (Pintrich and Schunk, 1996). The differing perspectives of scholars result in various definitions of achievement motivation. Atkinson and Feather (1966) suggested that achievement motivation is a combination of two personality variables: tendency to approach success and tendency to avoid failure. Bigge and Hunt (1980) defined achievement motivation as the drive to work with diligence and vitality, to constantly steer toward targets, to obtain dominance in challenging and difficult tasks and create sense of achievement as a result. This definition consists of three elements: the stimulation of personal capabilities, constant efforts with drive and obtaining of sense of satisfaction. Ngwoke (2005) explained interest, as something with which one identifies one's personal well-being. In this sense interest is a source of motivation. Deci and Ryan (1991) argued that since intrinsically motivated behaviour is a behaviour an

individual undertakes out of interest, then clarifying the importance of interest would add to educator's understanding of the impact of intrinsic motivation in learning. According to Hurlock as cited in Ngwoke (2005), interests drive people to do what they are free to choose. When people see that something will benefit them, they become interested in it. Every interest satisfies a need.

To an individual, achievement motivation forms the basis for a good life. 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 (Sprinthall *et al.*, 1994). According to the authors, the most important single ingredient in achievement motivation is a feeling of self-directed competence, which is, being intrinsically motivated. According to Spence and Helmreich (1983), achievement motivation is a subjective and internal psychological drive, enabling individuals to pursue work they perceive to be valuable and prompting them to reach their goals. Meanwhile, achievement motivation is also a mentality to compete and compare with others.

Achievement motivation asserts significant influence on school learning. As a consequence, learning and motivation are two variables for joint analysis (Pintrich, 2000). In fact one of the proposals that best encompasses the complex of motivational processes at the academic level comes from Pintrich and Schunk (1996), where they distinguished three general categories of relevant constructs for motivation in educational contexts: an expectation component, including students' beliefs about their ability to complete a task, importance and interest; and an effective component, including effective emotional consequences derived from completing a task, as well as the results of success or failure at an academic level. Thus, various scholars claim that students adopting intrinsic motivational orientation use cognitive strategies and self-regulating processes to a greater degree than students who adopt an extrinsic motivational orientation (Valle, Gonzalez, Nunez, Rodriguez & Pineiro, 2001; Bodner, G.M. & Weaver, G. (2008).

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 strategies such as Semantic mapping, explicit, scaffolding and paragraph shrinking instructional strategies and some other teacher related variables such as content knowledge and assessment practices 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 among others, but they have not been used to predict students' learning outcomes in summary writing especially in Ibadan North Local Government of Oyo State. Therefore, the study investigates Self-efficacy and Achievement Motivation as predictors of students' achievement in summary writing.

Research questions

The study sought to provide answers to the following research questions:

1. What relationship exists between the independent variables (student's self-efficacy and achievement motivation) and the dependent variable (achievement in summary writing)?
2. What is the joint contribution of student's self-efficacy and achievement motivation to student's achievement in summary writing?
3. What is the relative contribution of students' self-efficacy and achievement motivation to student's achievement in summary writing?

Methodology

The descriptive design of correlational type was adopted for this study. The population of the study comprised all the senior secondary two students in Ibadan North 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 instruments were used for data collection Summary Writing Achievement Test ($r=0.79$), Students' Self-efficacy Questionnaire ($r=0.87$) and Achievement Motivation Questionnaire

($r=0.81$). Data collected were analysed using Pearson Product Moment Correlation (PPMC) and Multiple Regression Analysis (MRA) at 0.05 level of significance.

Results

Research Questions 1: What relationship exists between the independent variables (Achievement Motivation and Self-efficacy) and 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

Construct	Achievement in English Summary Writing	Achievement Motivation	Self-Efficacy
Achievement in English summary writing	1		
Achievement motivation	0.719* .000	1	
Self efficacy	.595* .000	.039* .019	1
Mean	25.72	26.55	23.46
Std. Deviation	5.925	3.759	6.58

*significant at 0.05 level

Table 4.1 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: 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

Model	Sum of squares	Df	Means Square	F	Sig.
Regression	399.516	2	132.839	7.422	.006*
Residual	268.484	197	17.899		
Total	667.000	199			
R = .773					
R ² = .597					
Adjusted R ² = .490					
Std. Error of the Estimate = 4.23071					

*significant at 0.05 level

Table 4.2 shows that the composite contribution of the independent variable (Achievement Motivation and Self-Efficacy) to the dependent variable (students' achievement in English summary writing) was significant. ($F_{2,197} = 7.422$; $P < 0.05$). This implies that the composite contribution of the independent variables to the dependent variable was significant at 0.05 level of significance.

Research Question 3: What is the relative contribution of independent variables (achievement motivation and self efficacy) to students' achievement in English summary writing?

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

Model	Unstandardized Coefficients		Standardized Coefficients	Rank	T	Sig.
	B	Std. Error	Beta			
(Constant)	19.410	6.392			2.101	.003
Achievement motivation	1.023	.351	.573	1 st	2.918	.003*
Self efficacy	.589	.249	.355	2 nd	.866	.008

*significant at 0.05 level

Table .3 showed 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 ($\beta = .573$) 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

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 **Imaobong, Akpan and Umobong (2013)** 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 a significant impact on academic engagement with highly motivated students being more academically engaged than the moderately and lowly motivated students, which has a significant influence on achievement of students*. Also, **Chow Shean Jen & Bob Chui Seng You 2013**, 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 **Muraina and Oyadeyi (2014)** 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 **Rhinehart and Thomas (2015)** 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, **Akbas and Kan, (2007)** 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 Collins, Hanges, and Locke (2004), Akbaş and Kan (2007); and Tella, (2007) who in separate studies reported that students' achievement motivation and self-efficacy have positive effects upon their scores. On the other hand, this finding contradicts those of Ayotola (1998) and Akinsowon (2010) who reported that the relative contributions of self-efficacy and achievement motivation on students' achievement in Geography and Science respectively were 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 Fakeye(2017) and Ohia and Ochuba (2019) 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.

Conclusion

The study investigated students' self-efficacy and achievement motivation as predictors of their achievement in English summary writing in Ibadan North Local Government Area of Oyo State were found to be capable of practicing 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.

It could be concluded from this study, therefore, that these psychological factors are very crucial to solving the problem of poor achievement in English summary writing among Senior Secondary School students in Ibadan North Local Government Area of Oyo State.

Recommendation

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

1. 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.
2. 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.
3. 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.
4. 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.

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