

Emotional Intelligence and Self-Efficacy: Impacts on Students' Achievement in Dramatic Literature in English in Ibadan North Local Government Area, Oyo State

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Abstract

This study investigated emotional intelligence and self-efficacy: impacts on students' achievement in Dramatic Literature-in-English in Ibadan North Local Government Area, Oyo State. The study adopted the survey research design of the correlational type. Ten public senior secondary schools were randomly selected from 42 public senior secondary schools in Ibadan North Local Government Area, Oyo state. Simple random sampling technique was used to select 30 SS 2 students from each school, making a total of 300 students. Emotional Intelligence Scale ($r=0.76$), Self-Efficacy Scale ($r=0.81$) and Dramatic Literature in English Achievement Test ($r=0.78$) were used in data collection. Data collected were analysed using PPMC and Multiple regression at 0.05 level of significance. Findings of the study revealed that emotional intelligence had a positive relationship with achievement in Dramatic Literature in English ($r=0.275$), but self-efficacy had a negative relationship with achievement in Dramatic Literature in English ($r= -.205$). The joint contribution of emotional intelligence and self-efficacy to students' achievement in Dramatic Literature in English was significant ($F_{(2, 297)} = 19.007$; Adj. $R^2 = .108$) accounting for 10.20% of the variance. Emotional intelligence (Beta = .267) and self-efficacy (Beta = -.195). made relative contribution to students' achievement in Dramatic Literature-in-English. It was recommended that counselling psychologists should focused on these two factors to improve achievement in Dramatic Literature-in-English

Keywords: Emotional Intelligence, Self-efficacy, Students' Achievement, Dramatic Literature in English

Introduction

Literature across ages and continents have functioned as the embodiment and interpreter of a peoples' culture, a conveyor of a people's language as well as their philosophy, politics, psychology and national character. Nwachukwu (2003) noted that literature whether cast in the form of agitation, negotiation or based on historical reconstruction or mythological recreation has a touch of identity. According to Bayo (2003), literature is a discipline that attempts to depict man and his environment. The creative imagination and the use of a specialized form of communication medium, language and its style make literature different from all other disciplines.

Fakeye (2015) noted that literature is the real essence of what life is about and it takes care of all human activities and experiences in all its genres – poetry, drama and prose. In our secondary schools, literature is offered as literature in English meaning, different kinds of people's literature in

English language. The only thing that can be said about defining literature is that the definition will change. This is because concept of what is literature change over time as well. In other words, there is no stable definition for literature.

Notwithstanding, we need to examine some definitions as it relates to our study. Although we have said that any expressions in written or printed form can be said to be literature, yet there is specific sense or meaning we can attach to the word, which is more relevant to us. Here literature means expressions of a particular kind of form that is written or print. It is different from the first sense or meaning because of its peculiar form and the nature of its existence. Its peculiarity derives from the fact that it is created or recreated from the imagination and written in a language that attracts our attention because it is different from the way we generally use language or express ourselves in our day to day activities or interaction.

Fakeye and Amao (2013) asserted that

Literature as an important aspect of culture and a means of communication among the members of the society. It is concerned with the literary aspect of communication using language for artistic and creative purposes with a view to creating beauty which is intellectual. Literature is a more elevated form of language, used in a more special and beautiful manner to express views, feelings, ideas, beliefs and emotions (Lawal, 2010). Literature is a microcosm of an entire society, a little window that permits us to look into the cultural values, traditions, lifestyles of people and as a person's word reflects character, literature reflects the unique character of a group of people who share a language (Keshta, 2008). Literature helps students understand and appreciate cultures and beliefs different from their own. "By constructing with the literary text a reality different from that of texts of information, students are given access to a world of attitudes, and values, collective imaginings and historical frames of reference that constitute the memory of a people or speech community. Thus, literature and culture are inseparable" (Kramsch, 1993).

Literature has three genres: Poetry, drama and prose. Drama as a genre of literature involves actions with the use of language, written in acts and scenes. We can equally say that drama is an improvisation or recreation of life the real world of life is represented as illusion of reality. According to Chukwu-Okoronkwo (2011), drama expands the child's vision beyond his own experience. Through creative dramatics, the child is able to find himself, to discover his personality, his potentialities and limitations, his movement and language capacities and his particular interests. For the sooner, he develops the ability to control his emotions, opinions and thoughts, and learns to verbalise and communicate his ideas spontaneously, quickly and adequately, the sooner he is being equipped with a valuable aid tool in life without which he cannot project himself as a fully integrated adequate personality (Chukwu-Okoronkwo, 2011).

Dramatic literature happens to be the main concern of this study. This is because as a genre of literature and as a field of study, drama eclectically harnesses various teaching and learning styles that touches and engages the students' intellectual, emotional, physical and

social skills. Dramatic literature is a tool in the educational system that can stimulate cooperation, creativity, proper demonstration and language use among students. Gould (2000) explained that in a school where drama plays a serious educational function, it is noticeable that the pupils become more tolerant of and towards one another, less inhibited in their attitudes, more communicative and more articulate. That surely is sufficient justification for its existence in the curriculum. In a bid to act out a role in a play, students' imagination are sharpened and deepened. The learners show empathy, take turns, make decisions and work in a team. It encourages taking responsibility and leadership roles (Bouldreault, 2010). Students are able to think and translate what is on print into action in the place of acting. It is an avenue to develop the language skills of students. In the place of acting or reading the drama text, the teacher is able to decipher where the language problems of students lie in order to have them corrected (Uysal and Yavuz, 2018).

Drama, or play as it is called, is different from other genres of literature ranging from its very form to the fact that the genre does not terminate at what is written on paper but is expected to be acted. Drama texts contain primary text, i.e., the main body of the play spoken by the characters, and secondary texts, i.e., all the texts 'surrounding' or accompanying the main text: title, *dramatis personae*, scene descriptions, stage directions for acting and speaking (Lethbridge and Mildorf, 2003). Another differentiating factor is that usually embedded in the text (especially African drama) are chants, songs and other literary genres that also carries as much message as the dialogue of the characters.

According to Idachaba (2018), some elements of traditional African drama which have been adapted to literature and film include songs and dances, masks and masquerades, proverbs, idioms and other aspects of language. Also, the text and the acted play may erupt different interpretation by the reader or watcher respectively. This is because for the text, the reader is saddled with the responsibility of interpreting the text based on their imagination; putting the primary and secondary texts together in order to arrive at meaning. On the other hand, the stage performance has been interpreted by the director,

actors, costume designers, make-up artists and all the other members of theatre staff, who bring the play to life (Lethbridge and Mildorf, 2003).

Furthermore, dramatic literature differs from other genres in that while a reader can easily tell what outlook a prose or poem has toward a subject matter or character, plays do not afford the reader such. This is because a play is not written from the perspective of the characters or authors but have the actions and words of characters delivered firsthand and leaves the reader to choose sides based on what has been read or seen (Lethbridge and Mildorf, 2003). According to Eagleton (2013), because we hear the speech of the characters rather than of the work itself in plays, it can make it hard to know what viewpoints a play itself endorses, and which it rejects. These characteristics and more makes drama a unique as well as interesting genre to study. It embodies so much vibrancy and youthfulness in its interpretation.

Dramatic literature is usually examined as a quarter of the whole Literature-in-English examination with the other two genres and knowledge of figures of speech occupying the other percentile of the examination. Students are tested on African and Non-African Drama texts. In Nigeria, the practical or acting aspect of dramatic literature is not usually examined. Knowledge of the play is tested or examined usually by asking general questions on the play or by drawing excerpts from the play and asking questions based on the excerpts. In the West African Examination Council (WAEC) Literature-in-English examination, drama questions are usually found in the objective section as well as in the theory section (Paper C: Section A and B).

Despite of the importance attached to the teaching and learning of Literature-in-English in senior secondary schools, it is discouraging to note that students' performance in the subject especially drama aspect of the subject is consistently poor. Adija (2002) and Ayanniyi (2009) viewed the performance of students in Literature-in-English over the years has been very poor and that students are gradually losing interest in registering for the subject in public examination.

To buttress this fact of poor performance in Literature in English is the West African Examination Council Chief Examiner's report

(2021) on dramatic literature also supported the fact that students' performance in this particular genre of literature is not encouraging. The report revealed the weaknesses of students that contributed to their poor performance as: misinterpretation of questions, violation of instructions, writing of irrelevance and failure to express answers in good English. Pritchard (2002) testified to the fact that students failed Literature in English especially drama aspect of the subject due to poor teaching method and non-availability of suitable textbooks for students in whose environment English is a second language.

As a way of addressing the problem of students' poor performance in Literature-in-English, especially in dramatic literature, scholars have carried out numerous studies ranging from effective strategies, methods of teaching dramatic literature and school- related factors as predictors of senior students' achievement in dramatic literature. Although most of these studies came up with good contributions to the teaching and learning of dramatic Literature-in-English but with less research focus on emotional intelligence and self-efficacy: impact on students' achievement in dramatic Literature-in-English especially in Ibadan North Local Government Area, Oyo state. Therefore, it means there are more to be done to the problems of teaching and learning dramatic Literature-in-English than investigating school-related factors and improving on strategies of teaching this aspect of Literature in English. Obemeata (1995) stressed that improving teaching methods and strategies alone cannot solve the problem of poor performance in school.

Emotional intelligence is the ability, capacity or skill to perceive, assess and manage the emotions of oneself, those of others and groups (Salovey and Mayer, 1990). Emotional intelligence is a form of social intelligence that involves the ability to monitor one's own and others' feelings and emotions, to discriminate among them, and to use this information to guide one's thinking and action (Golis, 2013). It is the ability to perceive emotions, to access and generate emotions so as to assist thought, to understand emotions and emotional knowledge, and to reflectively regulate emotions so as to promote emotional and intellectual growth (Hein, 2005).

Emotional intelligence is the individual

differences in the perception, processing, regulation and utilisation of emotional information. It is a constellation of emotion-related self-perceived abilities and dispositions located at lower levels of personality hierarchies (Petrides and Furnham, 2001). It is a factor which has a potential to contribute to more positive attitude, behaviour and outcome. There is no way emotional intelligence can be dissociated from self-efficacy for students to perform excellently well.

Self-efficacy is the confidence a person has in his/her own ability to achieve intended results. It is the measure of one's own competence to complete tasks and reach goals (Ormrod, 2006). Bandura (1989) defined self-efficacy as a multidimensional construct that is fundamental to the social-cognitive approach and conceptualizes individuals as being agentic, purposeful, proactive, self-evaluative, and self-regulatory. Bandura viewed self-efficacy as one's belief in one's ability to succeed in specific situations or accomplish a task. One's sense of self-efficacy can play a major role in how one approaches goals, tasks and challenges. It is a motivation for both learning and performance.

Students with high self-efficacy (people who believe they can perform well) are more likely to view difficult tasks as something to be mastered rather than something to be avoided. Self-efficacy beliefs affect what students do by influencing the choices they make, the effort they put in their work, the persistence and perseverance they exert in the face of adversity, and the anxiety they experience. A student's personal goal setting is influenced by self-appraisal of capabilities. The stronger the perceived self-efficacy, the higher the goal challenges people set for themselves and the firmer is their commitment to them (Bandura, 1991).

Students with low self-efficacy generally avoid tasks and often develop anxiety when such tasks are given, but those with high self-efficacy undertake tasks with low or no anxiety. If self-efficacy is significantly beyond the actual ability of an individual such a person overestimates his/her ability to complete tasks without being anxious. In other words, when self-efficacy is significantly lower than actual ability, the individual's growth and skill development is hampered. Pajares and Miller (1994) viewed self-efficacy beliefs influence the amount of stress and anxiety that

people experience as they engage in an activity and probably when students engage in a course.

Usher and Pajares (2008) argued that self-efficacy predicts students' academic achievement across academic areas and levels. Ahmed and Khatib (2010) found that intrinsic goal orientation, self-efficacy, test anxiety, and self-regulated learning were significant predictors of students' performance. Redmond and Slaughenhou (2016) asserted that high self-efficacy can sometimes lead to degradation in performance of a particular task. Self-efficacy can lead to overconfidence in one's aptitude, which creates a false sense of ability.

Many studies have shown that emotional intelligence and self-efficacy are strong determinants of students' learning outcomes in English language, mathematics and economics but to the best knowledge of the researcher, these factors have not been significantly linked to students' achievement in dramatic Literature in English especially in Ibadan North Local Government Area, Oyo State. Therefore, this study investigated emotional intelligence and self-efficacy: impact on students' achievement in dramatic literature in English in Ibadan North Local Government Area, Oyo State.

Statement of the Problem

Literature-in-English is an important subject in the senior secondary school curriculum, especially its three genres; drama, poetry and prose. However, reports from schools revealed that students' performance in the subject is poor and it has been traced to their poor achievement in drama aspect of the subject. Efforts to address this problem have led scholars to work on teaching style, text difficulty, school-related factors but with less research attention on emotional intelligence and self-efficacy: impacts on students' achievement in dramatic literature-in-English Studies have shown that these variables strongly predict students' achievement in economics, English language and mathematics. However, the extent to which these variables could predict students' achievement in dramatic literature has not received much research focus. Therefore, this study investigated emotional intelligence and self-efficacy: impacts on students' achievement in dramatic literature-in-English in Ibadan North Local Government Area, Oyo State.

Research Questions

The following research questions were raised to guide the study:

1. What relationship exists between the independent variables (emotional intelligence and self-efficacy) and students' achievement in dramatic literature in English?
2. What is the joint contribution of the independent variables (emotional intelligence and self-efficacy) and students' achievement in dramatic literature in English?
 What is the relative contribution of the independent variables (emotional intelligence and self-efficacy) and students' achievement in dramatic literature in English?

Methodology

The study adopted the survey research design of the correlational type. Ten public senior secondary schools were randomly selected from 42 public senior secondary schools in Ibadan North Local Government Area, Oyo state. Simple random sampling technique was used to select 30 SS 2 students from each school, making a total of 300 students. Three research instruments were used for data collection: Emotional Intelligence Scale ($r=0.76$), Self-Efficacy Scale ($r=0.81$) and Dramatic Literature in English Achievement Test ($r=0.78$). Data collected were analysed using Pearson product moment correlation and Multiple Regression Analysis at 0.05 level of significance.

Results

Research Question One: What relationship exists between the independent variables (emotional intelligence and self-efficacy) and students' achievement in dramatic literature in English?

Table 1: Relationship between the independent variables (emotional intelligence and self-efficacy) and students' achievement in dramatic Literature in English

Variable	Achievement in Dramatic Literature in English	Emotional Intelligence	Self-efficacy
Achievement in Dramatic Literature in English	1		
Emotional Intelligence	.275* (.000)	1	
Self-efficacy	-.205* (.000)	-.039 (.500)	1
N	300	300	300
Mean	48.15	53.99	47.31
Standard Deviation	11.50	11.48	11.84

Table 1 shows the relationship that exist between the independent variables (emotional intelligence and self-efficacy) and students' achievement in dramatic literature in English. The result indicates that emotional intelligence had a positive relationship with achievement in dramatic literature in English ($r=.275$; $p < .05$) while self-efficacy had a negative relationship with achievement in dramatic literature in English ($r = -.205$; $p < .05$). This implies that emotional

intelligence is directly related to achievement in dramatic Literature-in-English while self-efficacy is inversely related to achievement in dramatic Literature-in-English.

Research Question Two: What is the joint contribution of the independent variables (emotional intelligence and self-efficacy) and students' achievement in dramatic literature in English?

Table 2: The joint contribution of the independent variables (emotional intelligence and self-efficacy) and students' achievement in dramatic literature-in-English

Model 1; R=.337; R ² =.113; Adj. R ² =.108; Std. Error of the Estimate = 10.86852						
Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	4490.480	2	2245.240	19.007	.000 ^b
	Residual	35083.067	297	118.125		
	Total	39573.547	299			

Table 2 shows that the joint contribution of the two independent variables (emotional intelligence and self-efficacy) to students' achievement in dramatic literature-in-English was significant ($F_{(2, 297)} = 19.007$; Adj. $R^2 = .108$; $p = .000 < .05$). This implies that the two independent variables, when pulled together, significantly contributed to students' achievement in dramatic literature-in-English. The result also indicates that Adj. $R^2 = .108$ which implies that 10.8% variance in students' achievement in

dramatic literature-in-English was accounted for by the joint contribution of the independent variables and that other factors not included in this model may have accounted for the remaining variance of 89.2%.

Research Question Three: What is the relative contribution of the independent variables (emotional intelligence and self-efficacy) and students' achievement in dramatic literature in English?

Table 3: The relative contribution of the independent variables (emotional intelligence and self-efficacy) and students' achievement in dramatic Literature in English

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	42.658	4.005		10.651	.000
	emotional intelligence	.268	.055	.267	4.887	.000
	self-efficacy	-.189	.053	-.195	-3.566	.000

Table 3 shows the relative contribution of the independent variables (emotional intelligence and self-efficacy) using the standardized coefficient beta weight. The result indicate that emotional intelligence (Beta = .267) had more relative contribution to students' achievement in dramatic literature than self-efficacy (Beta = -.195). This implies that emotional intelligence is the variable that is likely to individually contribute to students' achievement in dramatic literature-in-English.

Discussion of Findings

Table 1 revealed that emotional intelligence had a positive relationship with achievement in dramatic literature in English, while self-efficacy

had a negative relationship with achievement in dramatic literature in English. This is in line with the study of **Fomsi and Esu (2019) who reported that emotional intelligence had a positive relationship with students' performance. This is contrary to the study of Agbeniga, Ayodele, Adeoye and Oyerinde (2015) who revealed that self-efficacy had a positive relationship with students' performance.**

Table 2 showed that the joint contribution of the two independent variables (emotional intelligence and self-efficacy) to students' achievement in dramatic literature in English was significant. This is in line with the study of Agbeniga, Ayodele, Adeoye and Oyerinde (2015) who revealed that emotional intelligence and self-

efficacy had relationship with students' performance. This finding is against the study of Oladipo and Ogundiwin (2018) who reported that emotional intelligence and self-efficacy had no relationship with students' performance.

Table 3 revealed that emotional intelligence was the variable that is likely to individually contribute to students' achievement in dramatic literature-in-English. This is similar to the study of **Fomsi and Esu (2019) who reported that emotional intelligence contributed to students' performance. This finding is contrary to the study of Agbeniga, Ayodele, Adeoye and Oyerinde (2015) who revealed that self-efficacy contributed to students' performance.**

Conclusion

The study has shown that students' achievement in dramatic literature could be enhanced by emotional intelligence. Based on this finding, the study has provided a better understanding of variables (emotional intelligence and self-efficacy) that could influence students' achievement in dramatic literature in Ibadan North Local Government Area, Oyo State.

Recommendations

Based on the findings, it was recommended that government should provide necessary facilities that will facilitate teaching and learning of Dramatic Literature in English. Seminars, conferences and workshops should be organised for teachers of Dramatic Literature in English on methods that can enhance students' emotional intelligence and self-efficacy. Students should work on how their emotional intelligence can develop.

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