



SELF EFFICACY AND SELF CONCEPT AS DETERMINANTS OF STUDENTS' ACHIEVEMENTS IN OGUN STATE SENIOR SECONDARY SCHOOL ENGLISH COMPREHENSION IN NIGERIA

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ABSTRACT

The study examined self-efficacy and self-concept as determinants of students' achievement of Senior Secondary School English Comprehension in the four geo-political zones in Ogun States in Nigeria. One thousand seven hundred students were sampled. The Self Concept Scale (SCS) and Self Efficacy Scale (SES) were used to collect data, which was analyzed with the aid of Statistical Packages for Social scientist (SPSS) using multiple regression analysis and t-test statistical method at 0.05 level of significance. The findings implied that the achievement of students in English language Comprehension could be predicted by the combination of self-concept and self-efficacy. It was recommended that students should be assisted to develop a positive self-efficacy belief about them and also to have positive self-concept as this will help in obtaining positive learning outcomes in English language Comprehension.

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INTRODUCTION

The great premium put on English language as the official language and a compulsory subject for admission into tertiary Institution has made both teachers and students to continuously search for ways of improving their performance in the subject especially on the different aspects of English Language. Comprehension is an aspect that is indispensable in language. Comprehension serves as the proof of knowledge in language (Adekola 2009). The Nigerian educational system places very much emphasis on the adoption and usage of the English language in teaching at school levels. Even, at the nursery/primary school level where the National Policy on Education emphasized the use of the mother tongue, the use of English language seems to have dominated. In addition, since all students undergo the same syllabus in all school subjects (as stated in the National Policy on Education), the teaching of the English language has a wide range of language skills. The question is, are the students performing well in this foreign language used as medium of instruction? In Nigeria today, there has been continuous high rate of failure in English language at secondary school level. This poor performance in English language is assumed to have influenced performance in some other subjects in the curriculum like History, Literature, Geography, Government, Economics, etc. The reason adduced for this is that most of the textbooks for other subjects are written in the English language in addition to English being the medium of expression in class as well as for answering examination questions (Collins 1982).

A major question that could be asked is "What is the justification for emphasising comprehension aspect of English language in this study?" The obvious answer is that comprehension is said to serve as the barge of intellect. Even the West African Examinations Council recognises the importance of this section of English language by allocating twenty percent (20%) of the total mark obtainable to pass the subject to comprehension while Grammar takes fifteen percent (15%). What is however more important is that a good knowledge of

comprehension is very important for a good performance in essay writing (which also constitutes 31% of the exam) especially in mechanical accuracy and expression of points.

Researchers often distinguish between academic self-concept in reading, mathematics, general school concept and non-academic area, such as social prowess, physical abilities, peer relations, and parents' relations (Awoyemi 2003) separating self-concept into constituent parts such as these indicate that how one perceives oneself in one situation does not transfer necessary to another.

Findings have consistently shown that self-concept is related to academic achievement and to other motivation constructs across domains (Adebile 2009 & National policy 2004). Few researchers have explored the relationships among self-efficacy, self-concept, and academic performances, and results are inconsistent. Marsh, Walker & Debus (1999) compared the direct effect of achievement on the Math self-concept and self-efficacy of fifth graders and report a stronger direct effect on self-concept than on self-efficacy. Using a similar path model, Adekola (2009) find that the reading performance of beginning readers during their first year of schooling has stronger influence on achievement.

Adebile (2009) and Adeniji & Omale (2010) found that the reading performance of beginnings readers during their first year of schooling had a stronger effect on their subsequent self-efficacy than on their reading self-concept. Such hypothesized relationships beg the question of which self-belief has the stronger influence on achievement. Marsh, Walker & Debus (1999) assessed math self-concept, math achievement, performance on a mathematics task and self-efficacy for the task. Achievement correlated equally strongly with task was more strongly correlated with specifically assessed self-efficacy than with domain-specific self-concept. Adekola (2009) used path analysis and found that item-specific math self-efficacy beliefs were more predictive of mathematics problem solving than domain-specific self-concept beliefs.



The empirical focus of this argument again centres on the questions of which self-belief provides the greater explanation and prediction of behaviour; the conceptual focus centres on which beliefs individuals attend to as they go about the business of day to day living. As is the case with other expectancy constructs, it is likely that different situations call forth different self-beliefs. When individuals are familiar with task demands, they may call on the task-specific self-efficacy beliefs that closely correspond to the required performance. When task demands are unfamiliar, people must generalize from prior attainments that are perceived as similar to the required task and gauge their perceived competence with self-beliefs they judge more closely correspond to the novel requirements. Various factors are responsible for academic performance of a particular student. These factors are either covert or overt. Yet, there is a growing concern for the abysmal performance of students in their Secondary School Certificate Examination in English language. However, very few, especially in Nigeria have linked self-concept and efficacy to academic performance. On this study, researchers such as (Okubanjo 2007) had reported that some innate behaviour affect the students' learning at adolescent stage. Self-efficacy determines how people feel, motivate themselves and behave. Self-concept refers to the individuals' perception of him or herself. Thus, the self-concept is the impression of yourself or your sense of yourself (National policy 2004). It was also disclosed by (Amezcu. & Pichardo 2000) that adequate self-concept crystallized one's view, idea, horizon, choices and total outlook. It sharpens one's mental perception, social approaches, orientations, and physical appearances. A great deal of self-stability is needed for the learning of English comprehension and comprehension. Similarly, self-regulation is the students' ability to understand and control their learning. It is very important that students of all ages control their learning through productive motivation and beliefs as well as use of cognitive learning strategies.

The task of the present research is an examination of self-efficacy and self-conceptas

determinants of students' achievement in Senior Secondary School English Comprehension in South Western States. The following research questions are introduced to guide the study:

1. To what extent will the self-efficacy contribute to variance in the students' performance in English comprehension?
2. To what extent will the self-concept contribute to variance in the students' performance in English comprehension?
3. What is the relative contribution of self-concept and self-efficacy to students' performance in English comprehension?

METHOD OF STUDY

This study adopted an ex-post -facto design approach. The target group for the study was Senior Secondary School students in Ogun State, Nigeria. The samples were drawn from four geo-political zones in Ogun State of Nigeria (Ijebu, Remo, Yewa and Egba).Multi stage stratified sampling technique was used to select the sampled schools. Proportionate-sampling technique was used to select five Public Senior Secondary Schools from each zone. From each School, fifty S.S.3 students were selected using the simple random sampling. In all, 1000 students participated in the study. The data was collected within a period of one month.

INSTRUMENTS

The instrument for the study was questionnaires on Self Concept Scale (SCS) and Self Efficacy Scale (SES). The questionnaires consisted of fifteen items and have a modified four point Likert Rating Scale from SA – SD. The instrument has two sections – Section A is basically on the demographic information of the English language teachers like age, sex, level of education, etc. Section B of the instruments contains items eliciting information from the students on the theme of the study. The validity and reliability of the instrument were determined by trial testing the instrument on the similar set of the sample and the Kurder- Richardson 21 formula was used to obtain the inter-item reliability coefficient of 0.80 and 0.75 for self-efficacy and self-concept respectively.

**DISCUSSIONS**

One: To what extent do self-efficacy factors contribute to the variance in students' performance in English Comprehension?

Table 1: Self efficacy as a predator of student's performance in English Comprehension

Parameter	Coefficient	Standard Error	T-cal	Probability
Constant	8.483	1.794	4.727	0.000
Self-Efficacy	0.703	0.073	9.616	0.000

R^2 0.485

Adjusted R^2 0.480

F-Statistic 92.466

In table 1 above, self-efficacy as the only independent variable accounts for 48.5% of the total variation in students' performance in English Comprehension ($R^2 = 0.485$, $P < 0.05$). This is significant. Therefore, self-efficacy plays a significant role in students' performance in English Comprehension.

Two: To what extent does self-concept contribute to the variance in students' performance in English Comprehension?

Table 2: Self-concept as a predator of student's performance in English Comprehension

Parameter	Coefficient	Standard Error	T-cal	Probability
Constant	14.387	4.634	3.104	0.000
Self-Concept	1.911	0.222	8.597	0.000

R^2 0.430

Adjusted R^2 0.424

R^2

F-Statistic 73.902

Statistic

In table 2 above, self-concept as the only independent variable accounts for 43.0% of the total variation in students' performance in English Comprehension ($R^2 = 0.430$, $P < 0.05$). This is significant. Therefore, self-concept plays a significant role in students' performance in English Comprehension. Therefore will conclude that there is a significant positive impact of self-concept on students' performance in English Comprehension.

Three: What is the relative contribution of self-concept and self-efficacy to students' performance in English Comprehension?

Table 3: Self-efficacy and Self-concept as a predator of students' performance in English comprehension

Parameter	Coefficient	Standard Error	T-cal	Probability
Constant	14.38	3.622	3.971	0.000
Self-Concept	1.309	0.189	6.913	0.000
Self-Efficacy	0.522	0.066	7.694	0.000

R^2 0.655

Adjusted R^2 0.648

F-Statistic 92.196

Statistic

In table 3 above, self-concept and self-efficacy as the independent variables accounts for 65.5% of the total variation in students' performance in English comprehension ($R^2 = 0.655$, $P < 0.05$). This is significant. Therefore, both self-efficacy and self-concept play a significant role in students' performance in English comprehension. Therefore



we conclude that there is a significant relative composite influence of self-efficacy and self-concept on students' performance in English comprehension.

FINDINGS

The result of the findings of this study indicated that there is a significant relative contribution of self-concept and self-efficacy in the prediction of students' achievement in English comprehension. This finding corroborates that of Owoyele & Ojo (2011) asserted that self-efficacy is a very important concept that must be considered in designing courses. Results of their study suggest that, training of students in self-efficacy is another important issue that must be taken carefully into consideration in conducting such courses. Also according to Akinala (2013), for students to perform better they need to have self-confidence and belief that they that make it excellently in their study. The findings also corroborate with the findings of Amezcua. & Pichardo (2000) opined that students' self-concepts are positively associated with academic performances which is often reflected in compliments and praise given to students in an attempt to enhance self-concepts. Also, Owoyele & Ojo (2011) found that self-efficacy is related to academic achievement and to other motivation constructs across domains. Numerous studies have shown a positive correlation between the self-factors and academic achievement (Bouffard-Bouchard Parent & Larivee 1991), (Banderols, Yates & Thorndike-Christ 1995) & (Okubanjo 2007) shown that self- factors is a better predictor of academic success than measured intelligence as they influences academic performance. Owoyele & Ojo (2011) asserted that successful academic performance enhances self-factors while poor academic performance tends to erode students levels of self-factors. (National policy 2004) & (Awoyemi 2003) also found out that self-concept is related to academic achievement to other motivation construct across domains. (Jiboku 2003) Have explored relationships among self-efficacy self-concept, and academic performance and result are inconsistent.

CONCLUSION

Based on the findings of this study, it could be concluded that there is a great level of interaction among the determinant. They have a greater influence on the academic achievement of English Language comprehension Self-concept and self-efficacy is very important in the academic achievement of student. Therefore to obtained a better performance in English comprehension, this factors must adequately take care of in the teaching and learning of English comprehension.

RECOMMENDATIONS

Based on the above, it is thus recommend that wherever possible, students should be encouraged so that they develop self confidence in their studies. No matter how poor a student performance may be, the aim must be to find those features which seem successful and to build on them. However, students are not stupid: they will quickly detect when supposedly positive comments from teachers are not really deserved. They should also have positive thinking and belief that they that effect positive change in their domain.

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