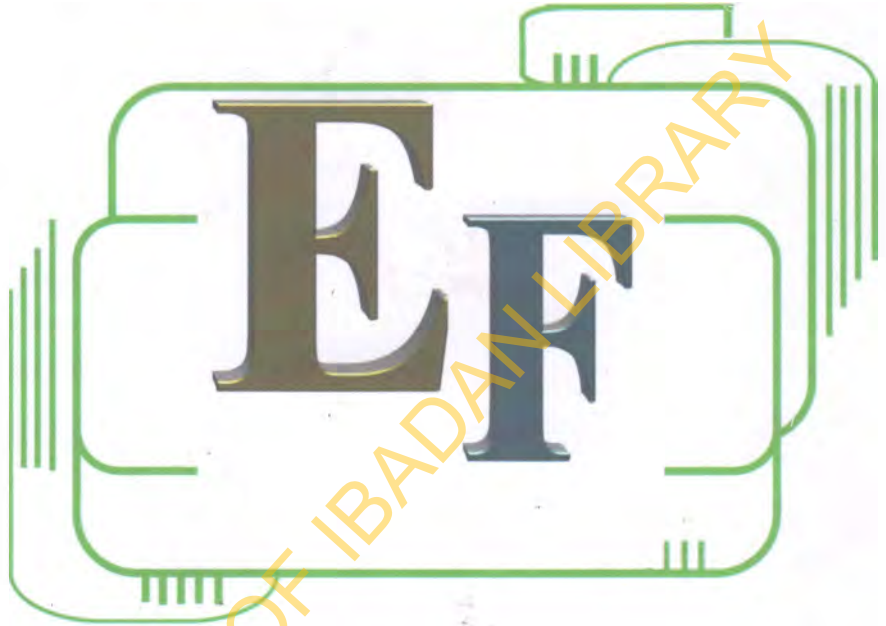


EDUCATIONAL FORUM

ISSN 0794 - 9030
VOLUME 11, NO. 1 (2022)



A Journal of
Educational
Studies

FACULTY OF EDUCATION, UNIVERSITY OF MAIDUGURI, NIGERIA

Table of Contents

Effect of Dialectical Behaviour Therapy on Generalised Anxiety Disorder of Internally Displaced Persons in Dalori II Internally Displaced Persons' Camp, Borno State, Nigeria

Audu Micheal Jimoh Ph.D.¹; Amos Audu² 1-12

Impact of Electronic Health Record Utilization by Medical Personnel on Cost and Patients Access to Health Care Services at the General Hospitals Abuja

Oteikwu Solomon¹; Haruna Elizabeth Andrew Ph.D.²; Aliyu Mohammed Hadiza³; Priston Soma Williams⁴ 13-23

Academic Self Efficacy, Learning Styles and Motivational Factors as Correlates of Academic Achievement of High Ability Secondary School Students in Owerri, Imo State

Dr. Adelodun G.A¹; Glory Ifeyinwa Ibeabuchi² 24-36

Assessing the Vocational Needs of Adults of Internally Displaced Persons in Some Selected Camps in Maiduguri, Borno State, Nigeria

Oluremi Eytayo Oni Ph.D.¹; Paul Gadzama² 37-43

Assessment of Teaching Methods Used in the Implementation of Senior Secondary School History Curriculum in Plateau State

Yakubu Yusuf, Sanda Ph.D.¹; Luka Lazarus Maigoro Ph.D.²; Joel Danladi Badung³; Gregory Gotul, Gotom⁴ 44-53

Classroom Management for Children with Emotional and Behavior Disorders in Inclusive Settings in Nigeria

Naziru Muhammad Inuwa¹; Maimuna Musa²; Aisha Ibrahim Ahmad³; Aishatu Abubakar Tongo⁴ 54-60

Health Policies and Interventions across the World: A Review of the Achievement of the Millennium Development Goal Four (4) Across Different Income Countries.

Hadiza Mohammed Aliyu¹; Professor Ruoling Chen²; Professor Yusufu G.Balami³ 61-76

E-Learning Facilities and Education Students' Performance in Online Delivered Courses at University of Ilorin, Ilorin, Nigeria

Atolagbe, Adedapo Adetiba, Ph.D.¹; Oparinde, Olayiwola Raheef² 77-89

Knowledge of Menopausal Changes among Women in Sagamu Local Government Area of Ogun State, Nigeria

Nofiu O. Daniel Ph.D.¹; Olofu, Emmanuel Eche²; Abubakar Shaibu Dauda³; Ajibola F. Olushola⁴ 90-99

Post Covid-19 Era: Effects and Transformation of Secondary Education in Nigeria

Wahab S. Kolawole¹; Bello, A.A. Ph.D.²; Arubuo Ezinne Favour³ 100-109

Relationship between Skills Training as Job Satisfaction and Service Delivery among Nurses in University of Maiduguri Teaching Hospital, Borno State, Nigeria

Baba Ali Bulus¹; Haruna Elizabeth Andrew²; Ibrahim Mudugu Isah³ 110-121

Management of School Security through School Administrators in Public Secondary Schools in Sokoto State, Nigeria

Dr. Muhammad Saratu Mera¹; Dr. Abdulrafiu Omotayo Bolaito² 122-132

Inclusion of Gender in Technical, Vocational Education, and Training Policy and Practices in Nigeria: Implication for National Development

Jiddere Musa Kaibo¹ 133-144

Relationship between Student-Athletes' Collective Efficacy and Sports Performance in Universities in the North-East Zone, Nigeria

Nashshon H. Likki¹, Baba N. Gurama²; John Z. Vurho³; Bulus Tikon⁴ & Stephen S. Hamafyelto⁵ 145-155

Students' Perception of Corrupt Academic Practice among Lecturers in University of Maiduguri, Borno State Nigeria

Dr. Muhammad Babagana¹; Prof. Abubakar Hamman-Tukur²; Prof. Ibrahim BulamaBukar³ 156-165

School Librarians' Promotional Strategies of Reading Culture in Public Secondary Schools in Nigeria

Ailakhu, Ugonna V. 166-178

Effect of Self-Directed Learning Instructional Strategy on Students' Interest in Senior Secondary Physics in Gwagwalada Area Council of FCT Abuja

Dr. N.O. Orji¹; Madu Samuel²; F.A. Adigun (PhD)³ 179-190

Environmental Determinants of Nutritional Status of Children in Northern States, Nigeria

Deborah K. Magaji Ph.D.¹; Waziri BalaKwata Ph.D.² 191-202

Impact of Teachers Absenteeism and Careless Attitudes on Students Academic Performance in Borno State Public Primary Schools: Implications for Counselling

Dr. Umar Goni¹; and Dr. Iya Aliyu Gana² 203-209

Imperative of Continuing Education for Academic Librarians in Ramat Library, University of Maiduguri, Nigeria: Challenges for the 21st Century

Abdulrahman Yusuf Ph.D¹; Peter Yohanna Mshelia² 210-217

Incidence of Tobacco (Nicotiana Tobacum) Consumption among Students in Colleges of Education in Borno State, Nigeria

Garba, Hussaini¹; Kaka Gana Mohammed²; Abdulkadir Kamar³; Garba Paul⁴ 218-226

Influence of Autocratic and Laissez-Faire Parenting Style on Conformity to School Rules

Prof. Musa Ruwa (FPEAN)¹; Yakana Wali S. Abba²; Akpan, Ubon Richard³ 227-238

Influence of Health Education in Prevention and Control of Indiscriminate Waste Disposal by Residents of Nguru, Yobe State

Mohammed Kaka Gana¹; Kamar Abdulkadir²; Hussaini Garba³; Tasiu Danhausu⁴ 239-252

Library Security Systemas Correlates of Information Delivery Services in Federal University Libraries in North-East Nigeria

Anthonia PeaceJoel¹; Abdulganiyu Oluwadamilare Harazeem² and PeterYohanna Mshelia³ 253-264

Socioeconomic Determinants of Malnutrition among Adolescents in Post Primary Schools in Borno State, Nigeria

Sumayya A. Tijjani Ph.D¹; Prof. Amina Kaidal²; Victor Agba³ 265-275

Relevance of Imagery and Imitation in Contemporary Sports

Ibrahim Isah Budah¹; John Zodo Vurho Ph.D.²; Garba Hassan³; Nasiru Muh'd⁴ 276-283

Women Leadership Aspiration in Sports Organization

Kaidal Amina, Ph.D¹; Myfriend Bulus Kpame, Ph.D² 284-300

Determinants of Healthy Practices among Pregnant Women in Rivers State, Nigeria

Balami, P.A.¹; Dr. Andy Anyalewachi Ukah.²; Thomas. C.E.³; Bitrus, Audu⁴ 301-309

Principals' Gender and Managerial Effectiveness in Kwara State Secondary Schools

Dr. Etejere, Patricia Agnes O.¹; Shittu, Afeez Adeshina²; Ibrahim Falilat³ 310-318

Availability and Accessibility of Recreational Sport Facilities and Equipment/activities at Ecotourism Centres in Nigeria

M. A. Mukhtar Ph.D.¹; Myfriend B.K Ph.D.² 319-326

Users' perception, Accessibility and Utilization of Electronic Information Resources in Academic Libraries in Maiduguri: A Case Study of Ramat Library, University of Maiduguri.

Samaila Inuwa¹ and Abdulganiyu OluwadamilareHarazeem² 327-339

Use of Electronic Information Resources by Students in University Libraries in Adamawa State, Nigeria

Hilari Edward¹; Dr. (Mrs.) Fatima Lasisi Ibrahim²; Ayuba Yakubu³ ... 340-348

Students' Preference between the use of Libraries and Search Engines in accessing Information Resources in Ramat Library, University of Maiduguri. Borno State

Ibrahim Wada¹; Fatima Lasisi Ibrahim² 349-363

Assessment of the Utilization of Herbal Medicine among Pregnant Women Attending Antenatal in Shani Local Government Area

Waziri Bala Kwata Ph.D.¹; Musa Paul Hammatu² 364-373

Knowledge and Practice of Exclusive Breastfeeding among Internally Displaced Persons in Selected Camps in Maiduguri, Borno State

Hebron K. Jime¹; Abu Adamu Yahaya² 374-380

Emotional Intelligence as a Correlate of Primary School Teachers' Job Satisfaction in Benue State

Ortisa Gabriel Mhenbee Ph.D.¹; Akwam Jane Ndidiamaka²; Ibrahim Hauwa Kuku³ 381-392

Determinant of the Effectiveness of Teaching of Physical and Health Education in Zaria Local Government Area of Kaduna State

*Oluwatobi Daniel Nofiu Ph.D.¹; Abdulfatah Hajara Aminu Ph.D.²;
John Zodo Vurho Ph.D.³; Bello Abubakar Sokoto⁴; Ibrahim Isah Budah⁵;
John Oyikoicho Alapa⁶; Fatima Muhammed Rasheed⁷* 393-401



Academic Self Efficacy, Learning Styles and Motivational Factors as Correlates of Academic Achievement of High Ability Secondary School Students in Owerri, Imo State

Dr. Adelodun G.A¹; Glory Ifeyinwa Ibeabuchi²

1: Department of Special Education, University of Ibadan Oyo State.

2: Department of Special Needs Education, School of General Education Alvan Ikoku Federal College of Education, Owerri, Imo State

Abstract

The academic achievement of students is an important indicator of the academic success in school. Some high-ability students exhibit a discrepancy between their potential and achievement thereby demonstrating negative abilities and low achievement in their academic pursuit. It has however been noted that some cognitive and psychological factors such as academic self-efficacy, learning styles and motivational factor contribute to superlative performance of high-ability students. This study, therefore, investigated the relationship among academic self-efficacy, learning style, motivational factor and academic achievement of high-ability students in senior secondary schools Owerri, Imo State, Nigeria. This study adopted a descriptive survey research design of correlational type. Multi-stage sampling technique was used to select 240 respondents with high-ability from the sampled schools in Owerri, Imo State. Inferential Statistics of Multiple Regression Analysis (MRA) and Pearson Product Moment Correlation, (PPMC) were used for data analysis. The instruments used in the study are Slosson Intelligence Test (SIT), English Language and Mathematics Achievement Test (ELMA), Student's Academic Record (STAR), Motivational factor Scale (MAS), Academic Self-efficacy Scale (ASS) and Learning Style Scale (LSS). The result showed that there is a significant relationship among academic achievement of high-ability students and academic self-efficacy ($r=.554, p(.000)<.05$), motivational factor ($r=.720, p(.000)<.05$), and learning styles ($r=.717, p(.000)<.05$) respectively and are related to academic achievement among high-ability students in Owerri. Hence, there is a positive significant relationship between the independent variables and the dependent variable. This implies that academic self-efficacy, motivational factor, and learning styles improve academic achievement. Therefore, it was recommended that teachers of high-ability students should expose their students to the relevance of academic self-efficacy, learning styles and motivational factor to the academic achievement of high-ability students.



Key words: High-ability students, academic self-efficacy, learning styles, motivational factor and academic achievement

Introduction

Every student in academic task is expected to achieve from teachers' instructional objectives for the lesson. In addition, students attend schools in order to receive the knowledge that would lead to their academic achievement. Academic achievement is the extent to which students have mastered the learning outcomes set out by their teachers. It results in the cognitive, psycho-motor and affective domain of the students. Academic achievement can be described as the major purpose of schooling from the primary to the tertiary level. It is not only a pointer to the effectiveness or otherwise of schools but one of the determinants of the activities outside academic tasks.

Academic achievement can be seen as the outcome of instruction. Schools and teachers are generally graded qualitatively by achievement based on the performance of their students (Abidin, Rezaee, Abdullah & Singh, 2011). Academic achievement is generally regarded as the display of knowledge attained, or skills developed in the school subject (Bandura & Cervone, 2006). It is the level of performance in school subjects as exhibited by an individual. In the school setting, it is referred to as the exhibition of knowledge attained or skills developed in school subjects. Test scores or marks assigned by teachers are indicators of this achievement. It is the school's evaluation of the pupils' class work as quantified on the basis of marks or grades. It is the expectation of every society and school that their high-ability students make significant and outstanding positive contributions to their society. This is the reason why most countries of the world (Nigeria inclusive) deliberately identify and nurture their high-ability students with the aim of making them positive contributors and agents of development. The Nigerian government's major objective in respect of the education for all students is to provide opportunities for them to learn and become patriotic citizens and particularly for high-ability students to develop their talents, and natural endowments in the interest of the nation's economic and technological development (FGN, 2014).

High-ability students are students who possess a minimum of intelligent quotient (IQ) of one hundred and twenty or above average. In most cases, they demonstrate high potential in virtually all school subjects. Therefore, it can be concluded that high-ability is multidimensional and that high academic aptitude and intelligence are facets of it. However, some high-ability students fall below expectations in their academic achievement, thus failing to fulfill their potential. This poor academic achievement can be referred to as academic underachievement which is generally conceptualized as a severe discrepancy between a student's expected achievement and his or her actual achievement,



which: not attributable to any diagnosed high-ability (Reis & McCoach, 2000). Finkbonner (2011) confirmed that a gifted underachiever is a student who demonstrates high-ability in his or her area of identification, but does not perform at that level in the classroom- an underachiever falls short of fulfilling their potential. He further stated that a non-gifted underachiever will not likely have high-ability, high intelligence or high achievement test scores.

Delisle (2008) and Galbraith (2002) argued that different reasons underlie the poor academic achievement of some high-ability students. The display of poor academic achievement by high-ability students could be as a result of boredom, lack of focus, poor future orientation and lack of goal setting which comes from low motivation, negative academic self-concept and an inefficient learning style. These factors could in turn lead to truancy, criminal tendencies, personality problems and finally dropping out of school by high-ability students. Low academic self-efficacy, inefficient learning styles and low motivation could be attributed to be major causes of poor academic achievement in some high-ability students.

Academic self-efficacy is defined as people's beliefs about their capabilities to produce designated levels of performance that exercise influence over events that affect their lives. Academic self-efficacy beliefs determine how people feel, think, motivate themselves and behave. It is the affective component of learning domain that corresponds respectively to high-ability students' belief to perform brilliantly and gain from the contents of the academic task. Such beliefs produce these diverse effects through four major processes. They include cognitive, motivational, affective and selection processes. A strong sense of efficacy enhances human accomplishment and personal well-being in many ways. Students with high assurance in their capabilities approach difficult tasks as challenges to be mastered rather than as threats to be avoided (Pritchard & Wilson, 2003).

Within the context of academic achievement, an individual's academic self-efficacy beliefs will impact goal setting, motivation, persistence, academic course choices, determination, and resiliency in the face of difficult tasks (Hen & Goroshit, 2012). Therefore, high academic self-efficacy beliefs are argued by researchers to support an individual to approach and persist through a challenging task while lower academic self-efficacy beliefs tend to contribute towards avoidance of difficult tasks or a lack of persistence in achieving identified goals (Bandura, 1977; Klassen, 2010). Thus, students' beliefs in their efficacy to engage in self-regulation as learners and master curricula may subsequently impact their academic goal setting and attainment (Bandura, 1977). Zimmerman (1995) summarized high academic self-efficacy beliefs as positively impacting student engagement, persistence in learning tasks, and level of effort. Efficacy beliefs directly contribute towards an individual's academic achievement (May & Stone,



2010). For the majority of students identified with high-ability, academic self-efficacy can be high which positively impact their academic achievement (Klassen, 2010).

Existing theory and research of Deci and Ryan (in Mnyandu, 2001) have shown that self-determination (intrinsic motivation, extrinsic motivation and amotivation) plays a prominent role in the academic achievement of high-ability students. Kushman, Sieber and Harold in Broussard (2002) declared that a higher level of motivation in learning has consistently been linked to a reduction in the number of dropouts, and to increased levels of students' success. In an academic setting (primary, secondary or tertiary education), student's motivation for learning is generally regarded as the most common determinants of academic achievement among high-ability students (McCoach & Siegle, 2001). Mnyandu (2001) evinced that both intrinsic and extrinsic motivations are prerequisites to academic achievement. Consequently, educators acquire a broad understanding of these different forms of motivation in order to help high-ability learners to make use of the specific type of motivation that will facilitate his or her success in achieving the set goals.

Statement of the problem

The academic achievement of students is an important indicator of the academic success in school. Some high-ability students exhibit a discrepancy between their potential (or ability) and performance (or achievement) thereby demonstrating negative abilities and low achievement in their academic pursuit. It has however been noted that some cognitive and psychological factors contribute to superlative performance of high-ability students. Factors commonly associated with academic achievements among high-ability students include academic self-efficacy, learning styles and motivational factor.

Some high-ability students possess low academic self-efficacy, inefficient learning style and low motivational factor. In some instances, they exhibit negative attitudes towards school resulting in truancy or even involvement in criminal activities. Truancy and criminal activities occurs when the ability of such students are under-utilized as a result of low academic self-efficacy, inefficient learning style and low motivational factor. Many researchers in the field of gifted education have conducted both quasi-experimental and survey studies on factors influencing academic achievement of high-ability students. However, there is a need to investigate the relationship of academic self-efficacy, learning style and motivation. Low academic self-efficacy of high-ability students makes them to see inability in their ability. An inefficient learning style contributes to the low performance of the students. The high-ability students need to develop high motivation to be able to attain an optimum achievement in their academic pursuits.



Purpose of the Study

The study mainly investigated academic self-efficacy, learning styles and motivational factor as correlates of academic achievement among high-ability secondary school students in Owerri. The secondary objectives include:

1. to determine the relationship that exists among the independent variables (academic self-efficacy, learning styles and motivational factor) and dependent variable (academic achievement) of high-ability students.
2. to investigate the relative contribution of the independent variables (academic self-efficacy, learning styles and motivational factor) to dependent variable (academic achievement) of high-ability students.
3. to identify the composite contribution of the independent variables (academic self-efficacy, learning styles and motivational factor) to dependent variable (academic achievement) of high-ability students.

Research Questions

The following research questions were raised and answered in the study:

- i. What relationship exists among independent variables (academic self-efficacy, learning styles and motivational factor) and dependent variable (academic achievement) of high-ability students?
- ii. What is the relative contribution of independent variables (academic self-efficacy, learning styles and motivational factor) and dependent variable (academic achievement) of high-ability students?
- iii. What is the composite contribution of independent variables (academic self-efficacy, learning styles and motivational factor) and dependent variable (academic achievement) of high-ability students?

Research Design

This study adopted a descriptive survey research design of correlational type. This design was used because no variable was manipulated in the study.

Population

The population of this study consisted of all Senior Secondary Schools one and two with high-ability students in the selected public schools in Owerri, Imo State. They were believed to have recorded good academic achievement in academic tasks.



Sample and Sampling Techniques

Purposive sampling technique was adopted in selecting schools for this study based on certain criteria. Eight senior secondary schools were selected from Owerri, Imo State. The researcher adopted a multi-stage sampling technique to select the respondents for the study. A total of four hundred (400) students were subjected to English Language and Mathematics Achievement Test (ELMA) and two hundred and forty(240) students who made sixty-five (65) and above were considered as respondents.

Names of Schools Selected for the Study

The following schools were selected in Owerri Municipal Area, Owerri North and Owerri West:

| Name of School | Frequency | Percentage (%) |
|--|------------|----------------|
| Government Secondary School, Ikenegbu | 14 | 6.36 |
| Methodist College, Ikenegbu | 23 | 10.45 |
| Imo Model Secondary, Ikenegbu | 30 | 13.64 |
| Living Word Academy Secondary School, Amakohia | 28 | 12.73 |
| Comprehensive Secondary School, Amakohia | 32 | 14.55 |
| Assumpta Secondary School, Ikenegbu | 35 | 15.91 |
| Alvana Model Secondary School, Amakohia | 24 | 10.91 |
| Government Secondary School, Egbu | 34 | 15.45 |
| Total | 240 | 100 |

Fig. II: Distribution of Schools

Instruments

The following instruments were used for data collection in this study. The instruments are:

1. Slosson Intelligence Test (SIT) Revised (2005)
2. English Language and Mathematics Achievement Test (ELMA)
3. Student's Academic Record (STAR)
4. Motivational factor Scale (MAS)
5. Academic self-efficacy Scale (ASS)
6. Learning Style Scale (LSS)



Validation of Instruments

All the instruments used in this study were adapted but the researcher revalidated the instruments. This helped the researcher to validate the instruments which used to establish the content validity of the instrument.

Data Analysis

The data collected and analyzed using Inferential Statistics of Multiple Regression Analysis (MRA) and Pearson Product Moment Correlation, (PPMC). MRA was used to determine the joint and relative contributions of the independent variables (motivational variable, academic self-efficacy and learning styles) to the dependent variable (academic achievement) among High-ability students. In addition, Pearson product moment correlation (PPMC) was used to show relationship between the independent variables and the dependent variable.

Analysis of Research Questions

Research question one: What relationship exists among independent variables (Academic self-efficacy, Learning styles and Motivational factor) and dependent variable (Academic achievement) of high-ability students?

Table one: Zero Order Correlation showing the relationship between Academic achievement of high-ability students and Academic self-efficacy, Learning styles and Motivational factor

| | Academic achievement | Academic self-efficacy | Motivational factor | Learning styles |
|------------------------|----------------------|------------------------|---------------------|-----------------|
| Academic achievement | 1 | | | |
| Academic self-efficacy | .554* (.000) | 1 | | |
| Motivational factor | .720* (.000) | .198* (.008) | 1 | |
| Learning styles | .717* (.000) | .190* (.010) | .558* (.000) | 1 |
| Mean (\bar{x}) | 56.7333 | 30.2444 | 96.0556 | 55.9056 |
| S.D | 5.95101 | 7.54104 | 15.53325 | 12.25415 |

* Correlation is significant at the 0.05 level



Table one showed that there is a significant relationship between academic achievement of high-ability students and academic self-efficacy ($r=.554$, $p(.000)<.05$), Motivational factor ($r=.720$, $p(.000)<.05$), and Learning styles ($r=.717$, $p(.000)<.05$) respectively.

Hence, there is a positive significant relationship between the independent variables and the dependent variable. This implies that academic self-efficacy, motivational factor, and learning styles improve academic achievement.

Research question two: What is joint contribution of independent variables (Academic self-efficacy, Learning styles and Motivational factor) on dependent variable (Academic achievement) of high-ability students?

Table two: Summary of Regression analysis showing joint contribution of academic self-efficacy, learning styles, and motivational factor on academic achievement of high-ability students.

| R | R Square | Adjusted R Square | Std. Error of the Estimate | | | |
|------------|----------------|-------------------|----------------------------|---------|------|--------|
| .900 | .810 | .807 | 2.61488 | | | |
| A N O V A | | | | | | |
| Model | Sum of Squares | DF | Mean Square | F | Sig. | Remark |
| Regression | 5135.785 | 3 | 1711.928 | 250.370 | .000 | Sig. |
| Residual | 1203.415 | 176 | 6.838 | | | |
| Total | 6339.200 | 179 | | | | |

Table two showed the joint contribution of the three independent variables (academic self-efficacy, learning styles and motivational factor) to the prediction of the dependent variable (academic achievement). The table also shows a coefficient of multiple correlation $R = .900$ and a multiple R^2 of .810. This means that 81.0% of the variance was accounted for by three predictor variables when taken together. The significance of the composite contribution was tested at $\alpha = 0.05$. The table also shows that the analysis of variance for the regression yielded F-ratio of 250.370 (significant at 0.05 level). This implies that the joint contribution of the independent variables to the dependent variable was significant and that other variables not included in this model may have accounted for the remaining variance.



Research question three: What is the relative contribution of independent variables (academic self-efficacy, learning styles and motivational factor) on dependent variable (academic achievement) of high-ability students?

Table three: Summary of regression analysis showing relative contribution of academic self-efficacy, learning styles, and motivational factor on academic achievement of high-ability students

| Model | Unstandardized Coefficient | | Standardized Coefficient | T | Sig. |
|------------------------|----------------------------|------------|--------------------------|--------|------|
| | B | Std. Error | Beta Contribution | | |
| (Constant) | 20.993 | 1.360 | | 15.432 | .000 |
| Academic self-efficacy | .311 | .027 | .394 | 11.692 | .000 |
| Motivational factor | .158 | .015 | .411 | 10.328 | .000 |
| Learning styles | .200 | .019 | .413 | 10.380 | .000 |

Table three revealed the relative contribution of the three independent variables to the dependent variable, expressed as beta weights, viz: academic self-efficacy ($\beta = .394$, $p < .05$), motivational factor ($\beta = .411$, $p < .05$), and learning styles ($\beta = .413$, $p < .05$) respectively. Hence, academic self-efficacy, motivational factor, and learning styles were significant as each independent variable of the study independently and significantly predict academic achievement of high-ability students.

Discussion of Findings

Relationship among academic self-efficacy, learning styles and motivational factor to academic achievement of high-ability students

The findings of this study based on research question one revealed that there was significant relationship between academic self-efficacy and academic achievement of high ability students. From the results of correlation analysis, the academic self-efficacy and academic achievement apparently have a significant relationship. This is in line with previous studies which confirm that academic self-efficacy has a significant relationship with academic achievement (Klassen, 2010; Delisle, 2008).

The finding of this study corroborates the finding of Zimmerman (1995) who reported significant contribution of high academic self-efficacy as positively impacting student engagement, persistence in learning tasks, and level of effort and that higher levels of academic self-efficacy are positively related to academic achievement.

The finding also revealed that there is relationship between learning style and academic achievement of high-ability students. This finding is in line with the finding of Broussard (2003) who found that dramatic improvement in students' achievement in cases



where learning styles have been taken into account shows that the way things are taught had a greater impact than the content covered in a course of study. Consequently, the relationship between learning style and academic achievement of high-ability students is strong.

The finding of this study also showed that learning problem is not only because of the level of difficulty of the subject but more to the learning styles and learning process that are needed in order to study. This is in line with May and Stone (2010) who found that the effectiveness of learning styles is seen also as a factor towards success in the learning process besides effort and hard work.

Motivational factor is also found to have significant relationship with academic achievement of high-ability students in the study. The finding of this study corroborates Galbraith (2002) who found that motivation is correlated to academic achievement. The results indicated that high-ability students who persisted and finished their courses had higher initial levels of intrinsic motivation toward the academic activities than students who dropped out of the class. It was also found that motivation is associated with a range of behaviours that are beneficial and conducive to the academic achievement of high-ability students.

Joint contribution of academic self-efficacy, learning styles and motivational factor to academic achievement in of high-ability students

The finding on research question two revealed that academic self-efficacy, learning styles and motivational factor jointly contributed to the academic achievement of high-ability students. This meant that when these factors were combined considerably, they produced effects on academic achievement of high-ability students. This indicated that these variables were good contributors to the academic achievement of high-ability students. The finding of this study corroborates the findings of Delisle (2008) and Galbraith (2002) who reported that high-ability students have definite learning style preference, which has a considerable effect on their motivation to engage with school. Their high academic self-efficacy and high motivation makes them to select apt learning style during academic tasks. Hence, there is strong nexus among academic self-efficacy, learning styles, motivational factor and academic achievement among high-ability students.

Relative contribution of academic self-efficacy, learning styles and motivational factor to academic achievement in of high-ability students

The finding based on research question three revealed that academic self-efficacy as a construct was the most potent contributor to academic achievement of high-ability students out of the three variables. Learning styles and motivational factors also had



significant contribution on academic achievement of high-ability students in reading comprehension but not as potent as academic self-efficacy. This indicated that high-ability students have strong confidence and belief in their ability to succeed in academic tasks. This finding is in unison with the finding of Abidin, Rezaee, Abdullah & Singh (2011) that the students who are confident in their ability to solve the learning problems will always be ready to participate more in completing the learning tasks, work harder, and have longer persistence when facing difficulties than those who doubt their own abilities. In short, academic self-efficacy is more potent factor that contributes to the students' academic achievement than learning style and motivational factor because it influences choices and the act.

Educational Implication of the Study

Based on the findings of the study, the combination of academic self-efficacy, learning styles and motivational factor are potent contributors to academic achievement among students with high ability. Therefore, all stakeholders involved in education of high ability students need to realize this and ensure effective use of academic self-efficacy and learning styles and motivational factor during academic tasks so as to foster their academic achievement.

Contribution to Knowledge

The findings of this study have provided useful tools for both regular teachers and teachers of high-ability students on how to foster academic achievement of their students via academic self-efficacy, learning styles and motivational factor. It also informs the curriculum planners, policy makers, educational researchers, parents and professionals working with high-ability students the importance of academic self-efficacy, learning styles and motivational factor as determinants in fostering academic achievement of high ability students.

Recommendations

- The following recommendations were made based on the findings of this study:
- (1) Teachers of high ability students should expose their students to the relevance of academic self-efficacy, learning styles and motivational factor to the academic achievement of such students.
 - (2) Teachers of high ability students should acknowledge that high academic self-efficacy learning styles and motivational factor of high ability students triggers high academic achievement.



(3) School authorities should ensure that teachers of high ability students allow the students to explore the relevance of academic self-efficacy, learning styles and motivational factor during academic tasks.

(4) Stakeholders in the education of students with learning disabilities (Federal, State and Local governments) should organize a seminar for both regular and special educators on the requisite roles of academic self-efficacy, learning styles and motivational factor in academic achievement.

References

- Abidin, M.J.Z., Rezaee, A.R., Abdullah, H.N. & Singh, K.K.B. 2011. Learning styles and overall academic achievement in specific educational system. *International Journal of Humanities and social science*, 1(1), 9.
- Bandura, A. & Cervone, D. 2006. Differential engagement of self-reactive influences in cognitive motivation. *Organizational Behaviour and Human Decision Processes*, 38 (1): 91-113.
- Bandura, A. 1977. *Self-efficacy: The exercise of control*. New York; Freeman.
- Broussard, J. 2002. A psychometric investigation of the academic motivation scale using a United States sample. *Measurement and Evaluation in Counselling and Development*. 34: 109-119.
- Delisle, J. 2008. Comfortably number: A new view of under achievement. *Education Communicator*, 35(4): 17-20.
- Finkbonner, G. 2011. *Frequently asked questions - Gifted and Talented underachievement*. Frankfort U.S: Kentucky Department of Education.
- Galbraith, G. E. 2002. *Psychology*. United States of America: Prentice-Hall.
- Hen, M.H. & Goroshit, C. A. 2012. Examining relationships between academic motivation and personality among college students. *Learning and Individual Differences*, 20:19-24.
- Klassen, S. 2010. Examining male classroom: Research insights and suggestions. AFDL Bulletin. [Online] Available: classroom.
- Kornhaber, M., Fierros, E. & Veenema, S. 2004. *Multiple intelligences: Best ideas from research to practice*. Boston: Allyn and Bacon.
- May, A. & Stone, A. 2010. Updated report on state policies related to the identification of gifted students. Chapel Hill: University of North Carolina. *Congress of Education Sciences Proceedings*, 7:413-423, Gazi University, Ankara.
- MeCoach, D.B. & Siegle, D. 2001. A comparison of high achievers' and low achievers' attitudes, perceptions, and motivations. *Academic Exchange Quarterly*, 5(2):71-76.



- Mnyandu, L. J. 2001. Is consensus on a definition in the field possible, desirable, necessary? *Roepers Review*, 27:10-11,
- Princhar, M. & Wilson, B. 2003. *Growing up gifted: Developing the potential of children at home and school (6th ed)*. Upper Saddle River, NJ: Prentice-Hall.
- Reis, M. & McCoach, C. (2000). Classrooms: Goals, structures, and student motivation. *Journal of Educational Psychology*, 84:261-271.
- Zimmerman, A. 1995. *Como desarrollar la autoestima en adolescentes. (How to develop self-esteem in adolescents)*. Madrid: Editorial Debate.

UNIVERSITY OF IBADAN LIBRARY