

## PSYCHO-SOCIAL VARIABLES AND MOTIVATION AS PREDICTORS OF STUDENTS' PERFORMANCE IN G&C EXAMINATION (A CASE OF LAGOS STATE COLLEGE OF EDUCATION STUDENTS)

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### Abstract

*This study investigated Psycho-social variables and Motivation as Predictors of Students' Performance in Guidance and Counselling Examination. Survey type of research design using correlational approach. This approach was used in this study since it affords the opportunity to study the population by selecting and studying sample in order to discover the relative incidence, distribution and interrelations of sociological and psychological variables. Tertiary institution students formed population of the study while 300 level degree students in the Department of Guidance and Counselling in Faculty of Education, Olabisi Onabanjo University, OOU formed the target population. A sample of 120 degree students were selected through the use of simple random sampling technique. Questionnaire consisting of 15 items on 4-point scale titled, "Psycho-social variables and Motivation as Predictors of Students' Performance in Guidance and Counselling Examination" QPVMSPG and 2021/2022 Second Semester Guidance and Counselling examination result on EGC 302 (Group Dynamics) a compulsory departmental course was used to generate their academic performance in this work. The instruments were validated as content and construct validity was assured. Reliability index value  $r$  of 0.893 and 0.808 were obtained using Split-half reliability method. Sourced data was analysed using correlation matrix and correlation analysis tested at 0.05 significant level. The study revealed that self-efficacy, attitude, student-lecturer interaction and motivation are good predictors of students' achievement especially at the tertiary level. It then concluded that Psycho-social factors and motivation are core predictors of students' academic performance in Guidance and Counselling.*

**Keywords:** Psycho-social, Predictors, Motivation, Guidance and Counselling, Performance

### Introduction

Professional counsellors in Nigeria's tertiary institution are faced with diverse degrees of challenges which students encounter prominent among them include cultism, examination malpractice, low self esteem, peer group pressure, emotional instability, phobia for the unexpected, demotivation, poor socio-economic background, poor nutrition among others may which if not well managed may likely affect students performance negatively. Hacieminoglu (2015) alluded that Counsellors have most times classified these factors as psycho-social factors. The use of Psycho-social variable is relative depending on the condition and prevalent study to be undertaken. Psycho-social variables are conditions that comprise of a range of factors relating to an individual's psychological state and social environment which potentially have either positive or negative consequences for health and behavioural outcomes. Psycho-social variables comprises of psychological risk factors, social and psychological resources. According to Singh-Manoux (2003), psycho-social variables can be categorised into two groups of psychological tributes like hostility, depression, hopelessness among others which exists at the individual level and are likely to be the process of socialization; the second category is more structural in nature and work conditioned; On the paradigm of teaching and learning, psycho-social variable include self esteem, emotional state of being, interaction level, attitude, disposition, behaviour, self discipline, self efficacy (Ali, Wan-Munira and Nobaya, 2017).

To justify psycho-social variables, interaction between teacher and student play an important factor in performance. Extent of interaction plays a very significant role in the measurement of productivity and performance. The level of interaction is a reciprocal process, once a teacher and student interacts during a classroom situation, their thoughts, feelings and behaviour begin to influence each other which would result

in behavioural changes. Interaction of teacher's with students in higher learning is considered an important factor at improving student's performance because its' an aspect that consist of communication processes where students exchange information of the course contents and socio-emotional information that help student's a lot and in turn contribute to their academic performance positively. Following interaction process, teachers listening skills, communication and professionalism becomes enhanced significantly in an effort to know the world of students, which can be envisaged in students' academic performance. A study conducted by Fan (2012), established that there exists a significant and positive relationship between teacher students interaction and student academic performance.

Wubbels, Hayman & Grints (2013) in their study found that teachers who exhibited more leadership, friendly and understanding behavior in their interaction with students' enhanced student's academic performance positively, while teachers who showed more uncertainty, dissatisfied and admonishing behaviours in their interaction with students affect academic performance negatively. Similarly, Fraser et al., (2010) suggested that, lecturers from management department displayed positive interaction to their student's in terms of leadership, helping/friendly and understanding behaviours that produce positive academic performance than their counterpart computer science department.

Meanwhile attitude of learners is another psycho-social variable captured in this work. Attitude a psychological construct can be said to be the emotional and mental entities that propel an individual to take any action towards an object or subject (Perloff, 2016). Attitude can also be seen as the way the mind is disposed of, feels, or conditioned towards an individual or object (Khan and Ali 2012). Attitude refers to the disposition to categorize objects and events, react to them with assessment consistency. Attitude consists of one's information, reverence, emotions, incitement, and self-esteem designing an individual's outlook on a certain discipline. Students exhibit a certain attitude towards a course by reacting according to their understanding rather than to its actual state. Students' attitude to a course of discipline is one's disposition towards the study which can be a positive or negative feeling about the specified course. Meanwhile Marcela and Mala (2016) revealed that learner's attitudes toward school, course or lecturer were a determinant factor that predicts their academic achievement. By extension a positive attitude gives rise to positive results while a negative attitude turns out a negative result. In a study conducted by Hacieminoglu (2015) on Students' Attitude toward Science, the findings showed that students who had a more positive attitude towards science had higher achievement scores. Students 'attitude towards a given discipline determines the extent of concentration to be accorded to the course, and when positive, it most times leads to positive academic performance as against a disposition to negative attitude.

Although self-efficacy another psycho-social variable is multidimensional in nature, meaning that it is domain specific or context dependent. This means that high sense of efficacy in a particular domain may not necessarily translate into having similar level in another domain. Even within the same domain, there may be different levels of self-efficacy beliefs occurring in various contexts. Meera (2015) see self-efficacy as beliefs in one's capabilities to organise and execute the courses of action required to produce given achievements. Self-efficacy can be used to determine whether a task will be initiated, the amount of effort that would be expended and the level of persistence to complete the task when faced with obstacles and aversive experiences. Once a person has acquired a high level of self-efficacy belief, he will become motivated to invest more effort in his life. In this paper the researcher decided to determine the degree of prediction of self-efficacy to academic performance of students in Guidance and Counselling courses. Given academic setting, studies have shown that there is a positive relationship between self-efficacy and academic performance of students. These studies noted that regardless of age, gender, domains, disciplines and countries, a student with higher sense of self-efficacy will most times achieve better academic performance. Louise and Mistele (2011) reported that although there were differences in level of self-efficacy by gender in young adolescents taking mathematics and science, self-efficacy was still found to be a good predictor of the achievement scores. Meanwhile Amil (2000) studied self-efficacy and self-regulated abilities of students taking economics at 'A' level and found that there was a positive significant correlation between self-efficacy and self regulated learning outcome in classrooms. Kurbanoglu and Akim (2010) claimed that learners with

high levels of self-efficacy attribute their failures to lower attempts rather than lower ability, while those with low self-efficacy attribute their failure to their low abilities. Therefore, self-efficacy can influence the choice of tasks and perseverance while doing them. In other words, students with low self-efficacy are more likely to be afraid of doing their tasks, avoiding, postponing, and give them up soon. Self-efficacy beliefs lead to the individuals' excellent performance through increasing commitment, endeavor and perseverance.

Moreso, in a realistic condition, students' performance is also influenced by the interference of motivation. Motivation is a fluid concept often used by psychologists and counsellors to mean a condition or state of acting or behaving in a given manner or way. It is that drive that conditions organisms to behave or act in a certain way. Makinde (2020) sees motivation from the perspective of intrinsic and extrinsic form. The role of intrinsic and extrinsic motivations facilitates people to achieve stated specific goals. He noted that meeting three psychological needs (competence, autonomy and relatedness) of people promotes intrinsic motivation, self-regulation, and mental health, whereas when they are not met, could result to decreased motivation and well-being. Makinde (2023) stated that certain antecedents such as the feeling of autonomy, competence, and relatedness/connection influence students' learning experiences which consequently affect their progress and academic performance. As such, the potential of these antecedents to effectively enhance student learning skills has been emphasized to show that when students learn different skills and gain mastery of tasks needed for specific goals, they would likely take actions that will lead them to achieve their goals. It was revealed that addressing students' need for autonomy, competence, and relatedness is likely to improve student engagement, course satisfaction and improve academic performance in an online educational system. Thus, students' social context, skills for a specific task and their ability to direct their action to complete the task has direct influence on learners' academic performance. Students with high intrinsic motivation sustain for longer time their participation in academic activities to achieve required learning objectives more than those with low intrinsic motivation. On the other hand, extrinsically motivated individuals perform activities because of the external rewards that they will gain from completing the activities. Studies of Areepattamannil, Freeman and Klinger (2011) & Vansteenkiste, et al. (2004) revealed that intrinsic motivation affects learning experience and academic performance of students. They were of the view that students with high intrinsic motivation have the tendency to sustain for long time their participation in academic activities to achieve required learning objectives more than those with low intrinsic motivation.

### Statement of Problem

Students who find themselves studying Educational Guidance and Counselling in our citadel of knowledge often times feel dejected and inferior to students from other faculties and disciplines. This could be associated to the fact that Faculty of Education is often regarded as the faulty for the low classed students who missed out on choiced disciplines. Due to the course given to them, they most times begin to feel inferior to their counterparts in other faculties they naturally develop poor interaction with their teachers, attitudinal problem, low self esteem, low self-efficacy, demotivation among others. These variables are most times influenced by social, economic, psychological and even certain dynamic conditions that are attributed to factors outside the academic system but would unavoidably take its turn on the academic environment. Lately it has been observed that students' performance in institutions have taken a downward trend perhaps owed to various conditions and surprisingly students in faculty of Education are always the great recipient of these menace. Despite intervention by academics through timely attendance to classes and continuous exposure of students to various e-contents for them to learn at their own time and frame, it becomes evident that teachers (lecturers) factors are insignificant contributors but students related. It is envisaged that failure to manage the surge in poor academic performance of students' may possibly lead to under achievement in the long-run. Hence the researcher is poised to investigate how self efficacy, students' attitude, student- teacher interaction and motivational predict students' performance in Guidance and Counselling courses.

### Objective of the study

- Determine how lecturers–students interaction, self-efficacy and attitude predict students' Performance in Guidance and Counselling Examination.
- Justify how motivation predicts students' Performance in Guidance and Counselling Examination.

### Hypotheses

H0<sub>1</sub>: Lecturer-student interaction, self-efficacy and attitude do not significantly predict students' Performance in Guidance and Counselling Examination

H0<sub>2</sub>: Student motivation do not significantly predict their performance in Guidance and Counselling Examination

### Significance of this study

The outcome of this work would be beneficial to stakeholders in both academics and other works of life. Prominent among them include, Guidance and Counselling practitioners, researchers, students, government among others.

- Guidance and Counselling practitioners would find this work useful as it would expose them to the role played by psycho-social variables like teacher-student interaction, self-efficacy, attitude and motivation as predictors of students' performance.
- Students too would also find the outcome of this work useful as it would lead to knowledge acquisition and expansion through schema.
- To the Researchers, this study would aid to update literatures on contemporary issues surrounding psycho-social variables and Motivation as Predictors of Students' Performance in G&C Examination.

### Methodology

The researcher used survey research design using correlational approach. This design type is one whereby it gives the opportunity to study large and small populations (universe) by selecting and studying samples chosen from the population in order to discover the relative incidence, distribution and interrelations of sociological and psychological variables; The researcher identified the composition of tertiary institution students as its population, while the target population was the use of 2021/2022 session 300 degree students. Using purposive sampling, one hundred and twenty (120) students were selected based on their willingness and acceptance to participate in the study. The samples were selected through the use of simple random sampling technique, a technique type that affords every participant an equal opportunity to be captured for the study. Two instruments were used to generate data for this work. The first instrument was a self designed titled, "Questionnaire on Psycho-social variables and Motivation as Predictors of Students' Performance in Guidance and Counselling Examination" QPVMPSPGC. This Questionnaire instrument was divided into two sections A and B. Section A generated items on students bio-data while Section B generated statement items from Psycho-social variables and motivation as predictors of students performance in G&C. 15 items was self-constructed on 4-Likert scale type of SA, A, D and SD respectively. The second instrument was the raw score of their 2021/2022 Second Semester Guidance and Counselling examination result. EGC 302 (Group Dynamics) one of the departmental course that students dread the most was designed in objective format. This tool was a 60 item Objective test (Teacher made) on a 4-option format of A, B, C and D was administered to derive students' performance in the department of Guidance and Counselling. Other courses in the department were not used because they were either tilted towards psychology, special education and even test and non-test techniques. It should be noted that this instrument is suitable because it remains the only true source that would bring about data on students performance. The instrument was validated by 3 academics in the department of Guidance and Counselling of Olabisi Onabanjo University and they claimed the instrument meets content and construct validity after removal and modification of items. However, the GCE 302 examination items were validated by external moderators. The reliability of self-designed Questionnaire and Examination Questions was determined on 15 students not part of this work through split-half reliability method. r- value of 0.893 and 0.808 was obtained showing positively high correlation

showing the instruments are reliable and suitable for use. The researcher analysed the data generated for this work using correlation matrix and correlation analysis tested at 0.05 significant level

**Results**

**H0<sub>1</sub>: Lecturer-student interaction, self-efficacy and attitude do not significantly predict students' Performance in Guidance and Counselling Examination**

**Table 1: Correlation matrix of the Variables**

Variables	Analysis	Student-Learner interaction	Self-efficacy	Attitude	Performance
Student-Lecturer interaction	Pearson Corr.	1	0.057	<b>0.231</b>	<b>0.224(*)</b>
	Sig.(2-tailed)		0.145	0.001	0.673
	N		0.342	0.342	0.324
Self-efficacy	Pearson Corr.		1	0.163	<b>0.481(**)</b>
	Sig.(2-tailed)			0.761	0.369
	N			0.324	0.324
Attitude	Pearson Corr.			1	<b>0.731(***)</b>
	Sig.(2-tailed)				0.003
	N				0.324
Performance	Pearson Corr.				1
	Sig.(2-tailed)				
	N				

\*\*Correlation is significant at 0.05 (2-tailed)

Table 1 reveal positive significant relationship between students attitude and their performance in Guidance and Counselling examination ( $r=0.731, p<0.05$ ) which can be interpreted that the higher the positive attitude of students the better their academic performance; there exists a positive relationship between students - learner interaction and their performance in Guidance and Counselling examination. ( $r= 0.224, p<0.05$ ) which can be interpreted that the more student-lecturer interaction exists, the better and improved academic achievement for the students; there exists a positive relationship between students self-efficacy and academic performance ( $r=0.481, p<0.05$ ) which can be interpreted that the more building of self-efficacy the more improvement in students academic performance in Guidance and Counselling.

**Table 2: Estimate of the relative Contributions of the Predictor Variables to students performance in G&C**

Source	Dependent Variable: Performance in G&C				
	Type III Sum of Squares	Df	Mean Square	F	Sig.
Corrected Model	8.624 <sup>a</sup>	5	1.725	2.851	.017
Intercept	33.399	1	33.399	55.201	.000
Socialization	3.123	1	3.123	5.162	.024
Chronological	4.869	1	4.869	8.047	.005
Interaction S-L	.433	1	.433	.716	.039
Attitude	.278	1	.278	.459	.040
Self-efficacy	.003	1	.003	.692	.009
Error	117.376	117	1.003		
Total	1808.000	120			
Corrected Total	116.000	119			

R Squared= 0.472 (Adjusted R Squared = 0.289)

From the table 2 above it shows that of the following psycho-social variables, Interaction relationship between student-lecturer, students’ attitude and self-efficacy are good predictors of students’ academic performance in Guidance and Counselling Examination in tertiary institutions. (Interaction of student- lecturer:  $F_{(1,120)}= 0.713$ ,  $p=0.039$ , partial eta=0.090; Students’ attitude  $F_{(1,120)}= 0.459$ ,  $p=0.040$ , partial eta=0.122; Self-efficacy  $F_{(1,120)}= 0.692$ ,  $p=0.09$ , partial eta=0.160; This implies that interaction between student-lecturer, Attitude and self-efficacy accounted for 9%, 12.2%, 16% which amounted to 37.2% for the variance in this work while 62.8% can be accounted for by variables outside this study.

H0<sub>2</sub>: Students motivation do not significantly predict students’ Performance

**Table 3: Correlation showing relationship between motivation and Students Performance**

Variable	Variable	N	X	SD	DF	P	P-cal.	P-tab.	Decision
	Motivation	120	2.452	0.74					
<b>Students</b>	Performance	120	1.951	0.45	118	0.05	0.874	0.195	<b>Reject H0<sub>1</sub></b>
	<b>Total</b>	<b>120</b>							

Source: Research work, (2023)

From table 3 above it shows the mean and standard deviation values of 2.452 and 0.74 for motivation is higher than that of students’ performance with 1.951 and 0.45 respectively. The correlation r-cal. value of 0.674 was obtained with r-tab value as 0.195; The correlation r-value depicts a positively strong relationship between students’ motivation and their performance. By extension, the null hypothesis is not retained while the alternative which states that there is a significant relationship between motivation and students’ academic performance is retained.

### Discussion of Findings

For hypothesis one, it reveals that learner-student interaction, self-efficacy and attitude are significant predictors of students’ performance; From table 2, it was discovered that self-efficacy, students’ attitude and interaction between student- lecturer in this order predicted significantly to academic performance of students. These variables directly predict students’ performance in the department of Guidance and Counselling. This result conforms to studies conducted by Aderogba and Michael (2020) claimed that teacher-student relationship is one germane predictor of students’ academic performance. Through this relationship the students develop listening skills and communication a value expected to navigate them to an improved academic performance; Marcela and Mala (2016) revealed that learner's attitudes toward schools, course or lecturer was also another predictor factor that facilitates students’ academic performance. They were of the notion that students who develop a positive attitude to learning would certainly have a positive response with respect to their academic performance; Kurbanoglu and Akim (2010) claimed that learners with high levels of self-efficacy attribute their failures to lower attempts rather than lower ability, while those with low self-efficacy attribute their failure to their low abilities. Therefore, self-efficacy can influence the choice of tasks and perseverance while doing them. In other words, students with low self- efficacy are more likely to be afraid of doing their tasks, avoiding, postponing, and give them up soon. Self-efficacy beliefs lead to the individuals’ excellent performance through increasing commitment, endeavor and perseverance.

From hypothesis two above it shows that motivation plays a very significant role in the improvement of students’ performance. Motivation remains one of the predictive variables that can predict students’ performance in tertiary institution. This result is in agreement with studies of Areepattamannil, et al. (2011) & Vansteenkiste, et al. (2004) who revealed that intrinsic motivation affects learning experience and academic performance of students. They were of the view that students with high intrinsic motivation have the tendency to sustain for long time their participation in academic activities to achieve required learning

objectives more than those with low intrinsic motivation. Motivation as a construct item drives individuals to engage in activity that promotes their psychomotor, affective and cognitive domains. Academic performance of students is better enhanced when they are intrinsically motivated to learn and engage in productive academic activities over time.

### Conclusion

From this work it is very obvious that psycho-social factors of lecturer-student relationship, self-efficacy, students' attitude and motivation are predictors of students' academic performance in Guidance and Counselling. The researcher concluded among others that:

- Psycho-social factors of lecturer-student relationship, self-efficacy, and student attitude are core predictors of their academic performance in Guidance and Counselling.
- A good psychological variable have a very high predictive contributor to students' academic performance Motivation in Guidance and Counselling.
- Teachers/lecturers role plays a significant relationship with academic performance of students in tertiary institutions.

### Recommendations

The study investigated Psycho-social variables and Motivation as Predictors of Students' Performance in Guidance and Counselling. Among others the study then recommended that:

- Other psycho-social and psychological factors should be considered in subsequent studies.
- Psycho-social variables and motivation as correlates of students' performance in Public Senior Secondary School in Lagos.
- Self-efficacy and discipline as determinants of students learning in public secondary schools in Lagos state.

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