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Influence of Transfer of Learning on Students' Affective Competencies in Writing in English

By

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Abstract

The purpose of this study was to find the influence of transfer of learning on university students' affective competencies, specifically attitude, interest, motivation and self-efficacy, in writing skills in English. Purposive, cluster, convenience and simple random sampling techniques were employed in this study. It involved nine private universities within the Western region of Kenya that had students learning Writing Skills in English. A total of 323 students and 9 instructors participated in the study. Students' perceptions of affective competencies were collected by use of a questionnaire. In this study, the data collected was analyzed using the Statistical Package for Social Sciences (SPSS). Inferential and descriptive statistics were used. The level of significance used in the study was 0.05. The students rated their affective competencies as average. The results also indicate that there is a significant positive relationship between the extent of transfer of learning practices and the university students'. In conclusion, lecturers who complement their instruction in writing skills with transfer of learning are generally more likely to appeal to the attitude towards English writing skills and self-efficacy. The lecturers are also more likely to motivate the students towards learning English writing skills and the interest of students in learning.

Keywords: Transfer of learning, Affective competencies, Attitude, Interest, Motivation, Self efficacy

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Introduction

The English language classroom has always been associated with competencies, grammar, tasks, exercises, and drill activities that position teaching and learning a language as an educational activity that is multifaceted (Umar & Rathakrishnan, 2012). The teaching of the whole concept of writing skills is curbed to classroom learning and falls only within a limited scope of knowledge (Abu Bakar, 2009). Yet, because of the complexity that is attached to teaching and learning of English writing skills at all levels of learning, students tend to be unmotivated and uninterested in learning the language skill, according to Allum (as cited in Bakar and Ismail, 2010). It is clear that there is lack of interest and motivation to learn writing skills and therefore, new paradigms in language teaching and learning are needed to encourage students to acquire and improve their English language proficiency in writing.

Writing is not an ability one acquires naturally; even writing in our first language has to be taught to us. The way individuals spell words, use the grammar there in, analyse the context and discourse and even apply their cognitive and lexical knowledge affect their development of writing skills (Gonca, 2016). Many researchers stress the importance of writing skills; for instance, Olaneshad (2015); Li and Choi (as cited in Mohammed, 2017) reassure of the crucial role that writing has played since the earliest known civilizations. These researchers assert that writing provides people with a means to communicate their feelings, achievements, dreams, and opinions. Writing also bridges the gap and connects people from different backgrounds and across borders due to its ability to unite people mentally, socially and emotionally.

At the academia, writing is of supreme significance for learners. It is a survival skill as students are obliged to use it as a medium for learning other courses of study, to write assignments and projects and, eventually, to communicate with their instructors. According to Condon and Kelly-Riley (as cited in Lo, 2011), writing is a prerequisite for success in all academic fields and in the workplace as well. However, writing is the most challenging language skill to master for both first and foreign language students (Umar & Rathakrishnan, 2012). It is an extremely complex process that requires a control over a wide variety of tasks ranging from letter formation and spelling to effective use of rhetorical patterns. Gonca (2016) adds that what makes writing a challenging task is that it involves many elements such as drafting ideas, content, vocabulary, organization, cohesion, revising and editing. The difficulty of writing is increased when students are required to write business documents such as letters, memos, proposals and reports (Killeen, 2013) which continue to make part of the writing skills course requirements, alongside the writing of a complete research paper.

Without question, a well-educated person should be able to write in a clear, coherent and comprehensible manner. However, students often have very poorly developed writing skills even in their native language. Most of the students produce unclear and incoherent writings including misspellings, grammar mistakes and insufficient vocabulary usage (Gonca, 2016). This is due to the fact that the complexity of writing activity requires systematic and well-ordered thinking that must be mastered by students and which finally will be the way of their behavior (Gonye, Mareva, Dudu & Sibanda, (as cited in Sibanda, 2014). Therefore,

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rather than to teach writing theory, writing instruction should be focused on writing activity. Teaching only focused on writing theory will cause passivity and unproductivity, even though students have retained knowledge of various techniques of writing (Amogne, 2013). It means that mastery of writing theory is not sufficient condition for someone to be active and productive in writing, thus the important role of writing skills.

The activity and productivity in writing skills calls for transfer and continuity of learning experiences at all the levels of learning. Mestre (2002) provides the definition of transfer of learning as the ability to apply knowledge or procedures learned in one context to new contexts. Marini and Genereux (as cited by Lightner, Benander, Kramer, 2008) define transfer of learning as prior knowledge affecting new learning or performance.

While writing continues to be emphasized and is learnt at various stages of students’ schooling, research into the process of transfer, for example those done by DeCorte, 2003; Case & Gunstone, (as cited in Lightner, Benander, Kramer, 2008) shows that is quite problematic to assume that transfer happens automatically. It does not, and there are quite a number of barriers in traditional teaching that may actually inhibit such transfer, barriers such as assessments that emphasize recall of discrete facts rather than application in various contexts, lack of practice in applying concepts to different situations, or lack of interdisciplinary references in lectures. These researches into the transfer of learning have, thus, presented a complex picture. These same relevant areas of study include the processes involved in transfer and awareness of transfer (‘hows’ ‘wheres’ and ‘whens’) as well as the transfer of skills and concepts (Mestre, 2002).

Theoretically, instruction designed to meet the needs of learners in culturally diverse writing classes would incorporate the features of culturally responsive teaching. This kind of instruction has two attributes of which include incorporation of students’ resources and making what is implicit or assumed explicit and able to be controlled (Lee, 2009). Such instruction may require an explicit focus, to value and incorporate the resources that students bring with them as poly-contextual participants in classrooms according to Bishop, O’Sullivan & Berryman (as cited in Jesson, McNaughton & Parr, 2011).

Combined, “building on the familiar” and “unlocking the unfamiliar” have been identified as ways of making connections for students in learning contexts (McNaughton, 2002). Supporting the notion of building on the familiar is an acknowledgment that, when learning, students necessarily draw from their prior knowledge. In their reconceptualization of transfer ‘preparation for future learning,’ Bransford and Schwartz (1999) point out that in order for learners to build on their prior knowledge, they need to “know with” their existing knowledge. At issue is transfer of learning. When calling on their prior knowledge, students need to “transfer in”, or call upon previous learning that will facilitate success in the current context according to Schwartz and Martin (as cited in Lobato, 2006). Conversely “transfer out” of a learning context is also crucial. This is the situation that makes learning purposeful: when students use current learning to make sense of future learning. When students write, they draw on skills, strategies, knowledge and experience of previous reading and writing, that is, they transfer in their existing textual knowledge.

Statement of the Problem

The complexity attached to teaching and learning of English writing skills at all levels of learning leaves students unmotivated and uninterested in learning the language skills, yet the existing literature on English teaching does not offer deep understanding on how effectively transfer of learning has been incorporated at the different levels of lesson preparation, delivery and assessment to tackle the issues of motivation and interest. This study, thus, was

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an attempt to seek to find out the role that transfer of learning plays in nurturing the affective competencies in writing in the English language for university students. Consequently, it explored the correlation between transfer of learning and university students' affective competencies in learning writing skills in the English language.

Research Questions

The researcher's analysis of the data collected addressed two main questions:

1. What are the affective competencies of university students in writing of English in terms of:
 - a) Attitude towards learning English writing
 - b) Self-efficacy in English writing?
 - c) Motivation to learn English writing?
 - d) Interest in learning English writing?
2. Is there a significant relationship between the extent of transfer of learning practices and the ratings of affective competencies of university students in the writing of English?

Method

This study aimed at exploring the degree of correlation between two variables – the independent variable, which is the transfer of learning practices in the teaching of writing skills in English, and the students' rating of their affective competencies which were seen in attitude towards learning English writing, self-efficacy and interest in English writing and motivation to learn English writing. It was an attempt to explain whether or not there is an association between the two phenomena. Therefore, the research design employed was correlational in nature since it allows one to make predictions of one variable trait from the others (Creswell, 2005; Ary, 2002). The researcher was further enabled to give a report on the relationship that existed between the independent variable, which is transfer of learning practices and the identified dependent variables and make prediction of the dependent.

The target population of this study comprised of all the 3472 new students enrolled in the 23 private universities or university campuses in the western region of Kenya at the time of data collection. Writing skills being a first level course, the population comprised mainly of first year students in the universities. From this population, the sample used in the study was determined. The sampling techniques that were used in this study included purposive, cluster, convenience and simple random sampling techniques. Purposive sampling was used when students enrolled in the English writing classes (or the equivalent) were selected for the study. Also private universities formed a sample of entire university students. The individual universities chosen were purposively selected for the study based on the cooperation and willingness from the university administration and the English language instructors to participate in the study. Cluster sampling was used in the study since the researcher involved private university students registered for the writing skills classes and these were clusters that pre-existed even before the study.

The researcher employed a questionnaire for measuring students' attitudes, self-concept, motivation and interest. This was self-developed instrument used for data collection that was formulated after extensive literature review. The questionnaire contains questions that elicited information from students about the extent to which their instructors engage transfer of learning at different levels of instruction, their attitude, motivation, self-concept and interest towards writing skills in English. The questionnaire had a four point scale with the following levels: Agree (4), Tend to Agree (3), Tend to Disagree (2) and Disagree (1).

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This instrument was administered when instruction in the course, writing skills, was ongoing and before the students wrote their final research paper in the course, Writing Skills.

The consistency reliability of the research instruments was determined by the use of Cronbach's Coefficient Alpha that is used to test internal consistency (Cronbach, 1984). The alpha provides a coefficient to estimate consistency of scores on an instrument if the items are scored as continuous variables (i.e. Poor to excellent or Disagree to Agree). While the reliability coefficient of 0.7 should be acceptable (Borg, 1989), all the sections had a reliability ranging from 0.753 to 0.904 were thus within the acceptable range.

To collect data, the researcher visited the participating institutions. In all the institutions, the researcher was given an appointment of a week or two later to administer the questionnaire personally upon the advice of the course instructor. The subjects were asked to respond to the questionnaires on the spot after a brief introduction. The return rate for the students was 100%. Pearson Product Moment Correlation Coefficient was applied to determine the relationship between the independent and dependent variables. The Mean and Standard Deviation were used to give a description of the independent and dependent variables.

Results and Discussion

The first research question asked the rating of students' affective competencies in writing skills in English. The respondents (the students themselves) were required to respond to items on a scale ranging from 1 – 4 (Disagree – agree). The scale of interpretation used was as follows: Agree (High/Positive) = 3.50 – 4.00, Tend to Agree (Average/Tend to be positive) = 2.50 – 3.49, Tend to Disagree (Below average/Tend to be negative) = 1.50 – 2.49, Disagree (Low/Negative) = 1.00 – 1.49.

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Students' Attitude towards Learning English Writing

There were fifteen (15) items in the students' questionnaire that addressed the aspect of their attitude towards writing skills in English.

Table 1: Students' Mean Rating of their Attitude towards Learning English Writing

Descriptive Statistics	Mean	Std. Deviation
I like the English Writing Skills classes	2.81	1.051
English Writing Skills is one of my favorite subjects	2.59	1.009
When the English Writing Skills class ends, I often wish it could continue	2.42	.986
I want to work hard in English Writing Skills to make myself happy	2.79	1.069
My instructor in the English Writing Skills classes pitches his/her teaching at the right level	2.79	1.115
In the English Writing Skills, we are learning important skills that will be useful in the future	2.93	1.072
*I would rather spend time on other subjects other than the English Writing Skills classes	2.40	1.020
*Learning the English Writing Skills is a burden for me	2.58	1.029
I believe I will receive a good grade in English Writing Skills	2.89	.969
I often experience a feeling of success in my English Writing Skills classes	2.76	1.118
I am sure that one day I will be able to write a good academic paper	2.95	1.023
In the English Writing Skills class, I usually understand what to do and how to do it	2.60	.977
*I am worried about my ability to do well in the English Writing Skills final paper	2.67	.993
I get very worried if I make mistakes during the English Writing Skills classes	2.49	.930
*I feel more nervous in the English Writing Skills than in my other classes	2.56	1.018
Attitude towards learning English writing	2.6547	.72374
N = 323		

* Negative statement – recorded in the computation of the mean

Source: Field data 2019

Students responded to each of these items by placing a mark on any of the following responses: Scores in items number 7, 8, 13 and 15 were recorded in the computation of the mean since they were negative statements. The item that had the highest rating was the students' certainty that one day they would be able to write good academic papers ($\bar{x} = 2.95$; $SD = 1.023$). This is the whole essence of writing skills in English course and it is therefore encouraging to note that students can rate their conviction of their ability to write good academic paper in the future averagely.

The students tend to disagree that when the English Writing Skills class ended they wished they could continue ($\bar{x} = 2.42$; $SD = .986$) and that they got very worried when they made mistakes during the English Writing Skills classes ($\bar{x} = 2.49$; $SD = .930$). All the items that the students used to rate their attitude towards learning English writing had great disparities in the

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way students rated them, with the item which checked if the students got worried if they made mistakes during the English Writing Skills classes recording the least standard deviation score of .930, which is still high.

Overall, the students in the nine private universities reported that they tend have a positive attitude towards English writing skills, recording an overall mean of 2.65 for this indicator of affective competence.

Students' Self-efficacy in English Writing Skills

10 items in the students' questionnaire addressed the aspect of their self-efficacy writing skills in English.

Table 2: Students' Rating of their Self-efficacy in Learning English Writing Skills

Descriptive Statistics	Mean	Std. Deviation
In relation to the instructor's expected learning outcomes in this class, I expect to do well	2.81	1.020
I'm certain I can understand the ideas related to the English writing skills course	2.65	1.082
I expect to do well in the English writing skills course in this study system	2.91	.972
In relation to the instructor's expected learning outcomes, I think I'm a good student	2.74	1.076
I am sure I can do an excellent job on the problems and tasks assigned in the English writing skills course so far	2.80	.996
I think I will receive a good grade for the final project in the English writing skills course	2.79	1.049
My study skills in the English writing skills course are excellent compared to the instructor's expected learning outcomes	2.54	.969
Equated to the instructor's expected learning outcomes I think I know a great deal about the course, writing skills in English	2.50	.986
I know I will be able to learn the material for this course, writing skills in English	2.69	.928
I know I will be able to handle any new task in this course, writing skills in English	2.70	1.008
Self-Efficacy in English writing	2.7127	.82239
N = 323		

Source: Field data 2019

At the time of data collection, students tended to be positive about their ability to handle any new task in the course, writing skills in English ($\bar{x} = 2.70$; $SD = 1.008$). They thought they would receive a good grade for the final project in the English writing skills course ($\bar{x} = 2.79$; $SD = 1.049$). In relation to the instructor's expected learning outcomes, the students thought of themselves as good students ($\bar{x} = 2.74$; $SD = 1.076$). The students were sure they would do an excellent job on the problems and tasks assigned in the English writing skills course that far ($\bar{x} = 2.80$; $SD = .996$). They also felt that in relation to the instructor's expected learning outcomes in the class, they would do well ($\bar{x} = 2.81$; $SD = 1.020$). However, the item that students rated highest was the one which checked if they expected to

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do well in the English writing skills course in the study system they were in, an item that they also rated average (\bar{x} = 2.91; SD = .972).

Students' Rating of their Motivation to Learn English Writing Skills

Table 3 shows the mean ratings of the students' motivation to learn writing skills in English, as an indicator of their affective competence in the same, as perceived by the students themselves in all the nine private universities and university campuses covered by the study.

Table 3: Students' Mean Rating of their Motivation to Learn English Writing Skills

Descriptive Statistics	Mean	Std. Deviation
I put a lot of effort into tasks involving writing skills in English	2.76	.968
I try hard to do well in assignments in writing skills in English	2.70	.984
Going through instruction in writing skills in English, I feel pretty competent	2.73	.976
It is important for me to do well in writing skills in English	2.80	.973
I believe working hard will help me maintain good performance in writing skills in English	2.78	.972
Writing skills in English teaches me lots of skills that will be relevant to me in many areas of my studies	2.74	1.010
I believe that good writing skills in English will help me maintain good academic standards	2.79	1.010
I must have good writing skills in English to feel good about myself	2.65	.954
I would like the prestige of being good at writing skills in English	2.66	1.040
I like the satisfaction I experience while I perfect my competence in writing skills in English	2.73	.989
I believe that good writing skills in English comes with social and material benefits	2.75	1.016
I want only the best grade in writing skills in English	2.62	1.057
Motivation to learn English writing	2.7262	.82523
N = 323		

Source: Field data 2019

There were 12 items in the students' questionnaire that addressed the aspect of their motivation to learn writing skills in English. Students responded to each of these items by marking on any of the following responses: Agree (High/Positive) = 3.50 – 4.00, Tend to Agree (Average/Tend to be positive) = 2.50 – 3.49, Tend to Disagree (Below average/Tend to be negative) = 1.50 – 2.49, Disagree (Low/Negative) = 1.00 – 1.49.

Of all the items that checked the students' motivation to learn English writing skills, the students rated highest the fact that they thought it is important for them to do well in writing skills in English (\bar{x} = 2.80; SD = .973). There was relative disparity in the response to this item, as seen in the standard deviation score. On average, the students feel that they put a lot of effort into tasks involving writing skills in English (\bar{x} = 2.76; SD = .968). They also rate themselves on average as trying hard to do well in assignments in writing skills in English (\bar{x} = 2.70; SD = .984). Going through instruction in writing skills in English, they felt pretty competent (\bar{x} = 2.73; SD = .976). The students believe, on average that working hard would

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help them maintain good performance in writing skills in English ($\bar{x} = 2.78$; $SD = .972$), that good writing skills in English comes with social and material benefits ($\bar{x} = 2.75$; $SD = 1.016$) and that good writing skills in English would help them maintain good academic standards ($\bar{x} = 2.79$; $SD = 1.010$). The students, on average also agreed that writing skills in English was teaching them lots of skills that would be relevant to them in many areas of their studies ($\bar{x} = 2.74$; $SD = 1.010$). The students tend to agree that they like the satisfaction they experience while they perfect their competence in writing skills in English ($\bar{x} = 2.73$; $SD = .989$).

Students' Rating of their Interest in Learning English Writing Skills

There were 11 items in the students' questionnaire addressed the aspect of their interest in learning writing skills in English. The students rated highest the item which sought to see if they felt a lot of personal satisfaction learning new writing skills in English ($\bar{x}=2.63$; $SD = .960$), though it also still had an average rating. They also tended to agree that they never wanted to miss a session of the writing skills in English class ($\bar{x}=2.62$; $SD = .975$), they tried their best to understand all the concepts taught in the English writing skills class ($\bar{x} = 2.60$; $SD = .996$), they, on average, felt a lot of excitement when they engaged in class activities involving writing skills in English ($\bar{x} = 2.55$; $SD = .962$) and, on average, always looked forward to the next writing skills in English class ($\bar{x} = 2.55$; $SD = 1.000$). Feelings of comfort in the English writing skills class ($\bar{x} = 2.56$; $SD = .948$) and liking the idea of being picked to answer questions in the English writing skills classes ($\bar{x} = 2.54$; $SD = .969$) were also given average ratings. Students expressed a tendency to disagree that they liked it when they got exercises and assignments on writing skills in English ($\bar{x} = 2.42$; $SD = .854$) and that they did not need to set reminders for English writing skills assignments ($\bar{x} = 2.35$; $SD = .957$).

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Table 4: Students' Mean Rating of their Interest in Learning English Writing Skills

Descriptive Statistics	Mean	Std. Deviation
		1.000
I always look forward to the next writing skills in English class	2.55	
I read extra material to discover new skills involved in writing in English	2.53	.969
I try my best to understand all the concepts taught in the English writing skills class	2.60	.996
I feel a lot of personal satisfaction learning new writing skills in English	2.63	.960
Writing skills in English is an extension of me	2.52	.896
I feel a lot of excitement when I engage in class activities involving writing skills in English	2.55	.962
I feel comfortable in the English writing skills class	2.56	.948
I like it when we get exercises and assignments on writing skills in English	2.42	.854
I don't need to set reminders for English writing skills assignments	2.35	.957
I like being picked to answer questions in the writing skills in English class	2.54	.969
I never want to miss a session of the writing skills in English class	2.62	.975
Interest in learning English writing	2.5345	.76280
N = 323		

Source: Field data 2019

All in all, the students gave their interest in learning writing skills in English an average rating ($\bar{x} = 2.53$; $SD = .76280$). The researcher, therefore, concludes that students tend to be positive about their interest in learning writing skills in English as an indicator of their students' affective competence.

The analysis of research question two called for the testing of the null hypothesis which was stated as follows: *There is no significant relationship between the extent of transfer of learning practices and the ratings of affective competencies of university students in the writing of English.* Pearson correlation was used to test and evaluate whether there is statistical evidence for a linear relationship among the listed transfer of learning practices and the listed affective competencies. It would show the presence of either a direct or inverse relationship. The following scale of interpretation of Pearson's correlation coefficient was used: $0 < |r| < .3$ weak correlation; $.3 < |r| < .7$ moderate correlation; $|r| \geq .80$ strong correlation

Table 5 presents the correlation coefficients showing the degree of relationship between the indicators of transfer of learning and the affective learning domains.

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Table 5: Correlation Coefficients between Transfer of Learning and Affective Competencies
Correlations

		Setting of Objectives	Setting of Tasks	Setting of Assessment and Feedback
Attitude towards learning English writing	Pearson Correlation	.685**	.670**	.744**
	Sig. (2-tailed)	.000	.000	.000
	N	323	323	323
Self-Efficacy in English writing	Pearson Correlation	.596**	.574**	.617**
	Sig. (2-tailed)	.000	.000	.000
	N	323	323	323
Motivation to learn English writing	Pearson Correlation	.594**	.593**	.604**
	Sig. (2-tailed)	.000	.000	.000
	N	323	323	323
Interest in learning English writing	Pearson Correlation	.630**	.572**	.652**
	Sig. (2-tailed)	.000	.000	.000
	N	323	323	323

** . Correlation is significant at the 0.01 level (2-tailed).

Source: Field data 2019

Relationship between Transfer of Learning Practices and Attitude towards Learning English Writing

The correlation coefficient results ($r = 0.685$, $n = 323$, $p = 0.00 < 0.01$) as shown in table 12 on the relationship between attitude towards learning English writing and setting of objectives revealed a significant, positive, moderate correlation between attitude towards learning English writing and setting of objectives. Correlation coefficient results ($r = 0.670$, $n = 323$, $p = 0.00 < 0.01$) on the relationship between attitude towards learning English writing and setting of tasks involving writing skills revealed a significant, positive moderate correlation between attitude towards learning English writing and setting of tasks. The relationship between attitude towards learning English writing and setting of assessment and feedback for writing skills in English revealed by the correlation coefficient results ($r = 0.744$, $n = 323$, $p = 0.00 < 0.01$) revealed a significant, moderate, positive correlation between attitude towards learning English writing and setting assessment and feedback. Students whose instructors practice transfer of learning in the setting of objectives, setting of tasks, and setting of assessment and feedback tend to have a more positive attitude towards English writing skills. The researcher, therefore, rejects the null hypothesis that 'there is no significant relationship between the extent of transfer of learning practices and the ratings of attitude of university students in the writing of English.'

Petric (2012) in a similar study has shown that development of attitudes towards writing is an integral part of the process of writing development. Attitudes are formed as a result of writing experiences that are guided by the instructors of the course.

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Relationship between Transfer of Learning Practices and Self-Efficacy in English Writing

The correlation coefficient results ($r = 0.596$, $n = 323$, $p = 0.00 < 0.01$) as shown in table 12 on the relationship between self-efficacy in English writing and setting of objectives revealed a significant, moderate, positive correlation between self-efficacy in English writing and setting of objectives. The correlation coefficient results ($r = 0.574$, $n = 323$, $p = 0.00 < 0.01$) on the relationship between self-efficacy in English writing and setting of tasks revealed a significant, moderate, positive correlation between self-efficacy in English writing and setting of objectives.

The correlation coefficient results ($r = 0.617$, $n = 323$, $p = 0.00 < 0.01$) as shown on the relationship between self-efficacy in English writing and setting of assessment and feedback revealed a significant, moderate, positive correlation between self-efficacy in English writing and setting of assessment and feedback. In general, students whose instructors practice transfer of learning in the setting of objectives, setting of tasks, and setting of assessment and feedback tend to have a high self-efficacy in English writing skills. Therefore, we reject the null hypothesis that 'there is no significant relationship between the extent of transfer of learning practices and the ratings of the self-efficacy of university students in the writing of English.'

Relationship between Transfer of Learning Practices and Motivation to Learn English Writing

The correlation coefficient results ($r = 0.594$, $n = 323$, $p = 0.00 < 0.01$) as shown in table 12 on the relationship between motivation to learn English writing and setting of objectives revealed a moderate, positive correlation between motivation to learn English writing and setting of objectives. The correlation coefficient results ($r = 0.593$, $n = 323$, $p = 0.00 < 0.01$) on the relationship between motivation to learn English writing and setting of tasks revealed a significant, moderate, positive correlation between motivation to learn English writing and setting of tasks involving writing skills in English. The correlation coefficient results ($r = 0.604$, $n = 323$, $p = 0.00 < 0.01$) on the relationship between motivation to learn English writing and setting of assessment and feedback for writing skills in English revealed a significant, moderate, positive correlation between motivation to learn English writing and setting of tasks involving writing skills in English. In general, students whose instructors practice transfer of learning in the setting of objectives, setting of tasks, and setting of assessment and feedback tend to be highly motivated to learn English writing skills. Therefore, we reject the null hypothesis that 'there is no significant relationship between the extent of transfer of learning practices and the ratings of motivation of university students to learn writing skills in English.' It is evident in this study that there is a significant correlation between transfer of learning practices which emanate in the teachers' setting of objectives, setting of tasks and setting of assessment and feedback in the teaching-learning experience.

Relationship between Transfer of Learning Practices and Interest in Learning English Writing

The correlation coefficient results ($r = 0.630$, $n = 323$, $p = 0.00 < 0.01$) as shown in table 12 on the relationship between interest in learning English writing and setting of objectives revealed a moderate, positive correlation between interest in learning English writing and setting of objectives. The correlation coefficient results ($r = 0.572$, $n = 323$, $p = 0.00 < 0.01$) on the relationship between interest in learning English writing skills and setting of tasks revealed a moderate, positive correlation between interest in learning English writing and

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setting of tasks involving writing skills in English. The correlation coefficient results ($r = 0.652$, $n = 323$, $p = 0.00 < 0.01$) on the relationship between interest in learning English writing skills and setting of assessment and feedback for writing skills in English revealed a moderate, positive correlation between interest in learning English writing skills and setting of assessment and feedback in English. In general, students whose instructors practice transfer of learning in the setting of objectives, setting of tasks, and setting of assessment and feedback tend to have a higher interest in English writing skills. The researcher consequently, rejects the null hypothesis that 'there is no significant relationship between the extent of transfer of learning practices and the ratings of interest of university students in the learning of writing skills in English.'

Conclusions and Recommendations

On the basis of the findings of this study, the following conclusions were drawn : 1) There is a favorable amount of learning transferred in the instruction of writing skills in English in private universities 2) To an average degree, the students that take the course in writing skills at the university feel affectively competent. 3) There is a significant positive relationship between the extent of transfer of learning practices and the university students' attitude towards learning English writing skills, self-efficacy of students in English writing skills, motivation of students to learn English writing skills and their interest in learning English writing skills in that: a) Students whose instructors ensure to incorporate transfer of learning in instruction tend to be more motivated, interested in learning and have a more positive attitude towards writing skills in English.

The role of transfer of learning in the influence of students' affective competencies in the learning of writing skills in English is truly multifaceted and thus requires examination and analysis from a variety of perspectives. A great deal of research has been conducted in the area of general pedagogical effects of transfer of learning on affective variables in the generic classroom. Despite some uncertainty concerning the degree to which transfer benefits the classroom, the great majority of literature and experimental evidence in this area has generally acknowledged significant benefits to the pedagogical employment of transfer of learning. The results of the present study confirm such perceived benefit. Thus, given the integral part played by transfer of learning within all facets of human behavior, pedagogical researchers and planners have an obligation to its inclusion as both a pedagogical tool and a natural component to include in all other facets of life. The largely supportive perceptions of student participants in the present study only serve as further emphasis for such a need—as well as the impetus for further research in order to clarify the scope of such a requisite. Further study may also be conducted to determine whether teachers' transfer of learning practices appears to reduce student anxiety and stress in the classroom thus likely to enhance student learning, retention, and student-teacher relationships. It is noteworthy that since a small number of subjects was involved in this study, the results may not necessarily be extended to make a prediction about the entire population

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