



Classroom Participation and Study Habit as Predictors of Achievement in Literature-in-English

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Received 21 February 2013; accepted 16 April 2013

Abstract

Monovariate studies have confirmed the positive influence of classroom Participation and Study habit on students' academic achievement in general. However, the extent to which each of these variables could predict students' achievement in Literature in English has not being a focus of much research attention. Hence, this study attempted to investigate the extent to which classroom participation and study habits predicted students' academic achievement in Literature-in-English in selected senior secondary school in Ibadan North Local Government Area of Oyo State. Five research questions were raised to guide this study. The study adopted descriptive research design of ex-post facto type. The sample comprised 500 senior secondary school two (SSS2) students from ten selected secondary schools in Ibadan North Local Government Area of Oyo State. The three instruments used for data collection were students classroom participation scale (SCPS) ($r = 0.79$), students study habits questionnaire (SSHQ) ($r = 0.76$) and Literature-in-English achievement Test (LAT) ($r = 0.74$). Data collected were analyzed using Pearson Product Moment Correlation (PPMC) and Multiple Regression Analysis. The results were interpreted at $P < .05$. The results revealed that: there was a significant relationship between classroom participation and students' achievement in Literature in English ($r = .134$, $df = 498$; $p < .05$); there was no significant relationship between study habits and students' achievement in Literature in English ($r = .042$, $df = 498$; $P < .05$); there was a significant relative contribution of classroom participation on students' achievement in Literature in English ($\beta = .131$); there was no significant

relative contribution of study habits on students' achievement in Literature in English ($\beta = 0.21$); there was a significant composite effect of classroom participation and study habits on students' achievement in Literature in English ($\beta = .134$; $F_{1,498} = 4.663$; $P < .05$). The findings finally indicated that classroom participation was the only variable that predicted students' achievement in Literature in English. Based on the findings, it was commended that teachers should allow students to contribute and share ideas freely among their colleagues while Curriculum planners should suggest teaching and learning activities that could give room for students' active participation in class when designing Literature in English curriculum.

Key words: Classroom participation; Study habits; Predictors; Achievement; Literature-in-English

D. O. Fakeye, Temitayo A. Amao (2013). Classroom Participation and Study Habit as Predictors of Achievement in Literature-in-English. *Cross-Cultural Communication*, 9(3), 18-25. Available from: <http://www.cscanada.net/index.php/ccc/article/view/j.ccc.1923670020130903.2741> DOI: <http://dx.doi.org/10.3968/j.ccc.1923670020130903.2741>.

INTRODUCTION

Literature is an important aspect of culture and a means of communication among the members of the society. It is concerned with the literary aspect of communication using language for artistic and creative purposes with a view to creating beauty which is intellectual. Literature is a more elevated form of language, used in a more special and beautiful manner to express views, feelings, ideas, beliefs and emotions (Lawal, 2010). It may be described as an imaginative creation of human experiences expressed orally or in writing and it launches readers into a voyage of discovery, exploring ways of seeing and being as well as clarifying their own worlds. Therefore, proficiency in reading literature texts is as important as being proficient in the use of language. In fact, proficiency in the language

of any text is required for learners to enter into the imaginative world of the writer, understand the message and react to it (Bu, 2012). It is not surprising therefore that Karumi (2011) sees language proficiency as an ultimate goal of language learning.

There are three major genres of literature: prose, drama and poetry. Prose involves creating a sense of imagination and illusion of reality which literature is generally noted for. It is believed that prose is easier to read than poetry and drama. As such, it helps to develop a lifelong for reading as well as enhancing the cognitive and affective skill in literature and reading. Drama can simply be described as plays written to be acted. A play is best understood when it is acted on stage; it involves some casts or actors, use of costumes and various strategic actions (Maden, 2012). Poetry deals with personal emotion of the poet or with what is happening in the poet's society. It is usually written in a specially arranged line which is known as verse. It involves an expression of powerful feelings of the poet. It is of various types, such as lyric, elegy, ode, sonnet and ballad etc. (Aluko, 1990). In whatever genre that the author decides to relay his/her message, the centre point is that of teaching moral lessons, albeit entertaining an audience. In whatever genre a piece of work may feature the message, though sometimes claimed as fictions, the essence is to relate true life situations shrouded in fictitious characters and locations. Even when such writings are truly fictitious delivery of the authors that reflect experiences of somebody somewhere in the human existence.

The objectives and aims of teaching poetry in school are succinctly described by Ogunniyi and Olaogun (1985), when they insist that the objectives of teaching poetry cannot be separated from the whole purpose of education that is, it exposes pupils to various aspects of life, hereby equipping them for the challenges of living in the society.

Studies (Aluko, 1990; Ogunsiyi, 2002; Ayanniyi, 2009; Anthony, 2011) have found that the study of literature enhances not only the development of language skills; it also gives readers insight into man and his social experiences. It is in line with this submission that the study of literature is of utmost importance at both the junior and senior secondary schools. Teaching literature at junior level aims at promoting a systematic development of both the language skills and literary knowledge considered essential ingredient for effective use of English in oral and written communication and in learning other school subjects. At the senior secondary level, literature is taught for a comprehensive literary experience i.e. for literary knowledge and understanding; in addition to other vicarious experiences acquired through the study of prose, poetry and drama (Lawal, 2010).

According to Owioye (2003), the primary aim of literature is to give pleasure, to entertain those who voluntarily attend to it. It also brings us back to the

realities of human situations, problems, feelings and relationship. She further states that the importance of literature in the school curriculum cannot be underestimated. It plays an important role in the achievement of the goal that education aims at: the complete development of the individual.

Literature helps towards training the learner in the skills of reading, listening, speaking and writing as observed by Moody. He holds the view that literature is concerned with all aspects of man and the universe. It is therefore not surprising that literature plays important role in improving the learner's language and enlarging his awareness of life at home and school. It is also informative thereby helping the understanding of different culture (Owoeye, 2003). In the affective domain, it is used for the expression of feelings and emotions. It purges the mind of prejudices and pre conceived ideas and makes it free and active. This is perhaps why Moody says it "touches the moral life". Udeani (1992) affirms that literature is a piece of writing with dual roles – entertainment and education. These significant roles are derived from the stories it is related. The stories themselves came from experiences that the author seeks to elucidate. In other words, literature teaches and entertains through the experiences that such pieces of writing convey.

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

Reports from the West Africa Examinations Council (WAEC) literature chief examiners indicate the need for improvement in students' performance in Literature-in-English. For instance the WAEC Chief Examiners' report for May/June 2007 states that:

The performance of candidates was poor..... but it was obvious from the answers of the candidates that, texts were not studied for the examination as is expected.... The poor knowledge and usage of the English Language was exhibited by most of the candidates (p.48).

Many student-related factors may have accounted for the poor state of students' performance in literature which includes lack of teaching and reading materials, students' poor linguistics background or low language proficiency, negative attitude to reading, lack of interest in the use of library resources and poor orientation on co-curriculum activities that can enhance improvement in reading literary texts.

In frantic efforts to address these problems, researches have been carried out to solve problems of students' poor performance in Literature-in-English. For instance, Fakeye (2010) finds that the poor performance of

students in Literature-in-English has resulted in declining enrolment in the subject because the subject has been perceived as a difficult one from which students run away. Fakeye, (2010), in his own study finds that the declining performance of students in Literature-in-English was due to poor self esteem and self efficacy on the part of the students. Also, Aboderin (1991) discovers that non-availability and utilization of reading texts are responsible for poor performance of students in Literature-in-English in recent times. Anthony, (2011) reports that preference of students for a particular genre of literature explained accounts for academic performance in Literature-in-English. Despite the significant contributions of all these researches to the teaching and learning of Literature-in-English, the level of students' performance in the subject has not remarkably improved.

As a radical departure from the focus of these researches, scholars (Amao, 2009; Fakeye, 2008; Abdulahi, 1996) have identified the extent of involvement of students in teaching and learning as a strong factor that has the potential of the quality and quantity of learning that takes place and eventual performance of students in examinations. The dynamics of teaching is a crucial factor in how much students learn (Kalu 2010; Safadi & Rababah, 2012). Though students' performance may not be a simple direct consequence of the teachers teaching act, the latter has a lot to do with classroom learning. Teachers establish the pattern of general conduct during a lesson, while on their part students establish certain types of behavior to coincide with this pattern. Consequently the students participate to varying degrees in different classes and react differently to different teachers. This combined instructional pattern and student participation lead to a specific classroom environment characterized by specific interaction patterns.

In Nigeria, the few interaction studies (Ajayelami, 1983; Akuezilo, 1987; Domike, 2002; Emah, 1998; Iyewarum, 1983; Mani, 1986; Okafor, 1993; Okebukola, 1985; Okebukola & Ogunniyi, 1984; Ogunkola, 1999; Udeani, 1992) have indicated that some relationship exists between classroom interaction pattern and students' achievement. Okebukola (1986) reports that classroom participation had the greatest independent contribution (22%) to the variance in achievement scores while Udeani (1992) reports that classroom interaction accounted for about 74% and 71% of the variation in students cognitive achievement and process skill acquisition respectively. Also, Okafor (1993) found a positive relationship between classroom interaction behavior and students' level of achievement. Incidentally, these few studies on interaction patterns in Nigerian Classrooms were mostly in Biology Classrooms. Not much has been done in the subject matter of Literature-in-English.

Another important variable of interest in this study is Study Habit. Research on the correlation between study

habit and students academic achievement has for long received attention from scholars and educational agencies. For instance, Ansari (1994) conducted a study to find out the relationship between study habits and academic performance of the students. Findings of the study revealed a positive correlation between study habit and academic achievement. Similarly, Nneji (2002) conducted a series of studies to find out the relationship between academic success and study habit and reported positive relationship between the two variables.

Study habits are learning tendencies that enable students to work privately. Azikiwe (1998) describes the study habit as the adopted way and manner a student plans his private readings, after classroom learning so as to attain mastery of the subject. According to her, good study habits are good assets to learners because they (habits) assist students to attain mastery in areas of specialization and consequent excellent performance, while opposite constitute constraints to learning and achievement leading to failure. Good (1998) defines the term study habits as the students' way of study whether systematic, efficient or inefficient. Going by this definition, it literally means that good study habit produces positive academic performance while inefficient study habit leads to academic failure.

STATEMENT OF THE PROBLEM

The role of student-related variables in academic achievement have been the focus of major researches with the exception of classroom participation and study habits which have not enjoyed much research attention. Again, the few researches on each of them have been inconclusive as to their influence on students' academic achievement. Besides, their influence on various schools subjects like Physics, Biology and Social Studies had been widely investigated but the extent to which they would predict students' achievement in Literature has not been given much attention. Therefore, the study investigates the extent to which students' classroom participation and study habits would predict the achievement in Literature in English in selected secondary school in Ibadan North Local Government area of Oyo State.

RESEARCH QUESTIONS

The study attempted to provide answers to the following research questions:

Is there any significant relationship between students' classroom participation and their academic achievement in Literature-in-English?

1st. Is there any significant relationship between students' study habits and their achievement in Literature-in-English?

2nd. What are the relative contributions of students' classroom participation and study habits to their

achievement in Literature-in-English?

3rd. What is the joint contribution of students' classroom participation and study habits to their achievement in Literature-in-English?

4th. Which of the two variables will predict students' achievement in Literature-in-English?

SCOPE OF THE STUDY

The study investigated the extent to which students' classroom participation and study habits would predict their academic achievement in Literature-in-English. The study covered 500 literature students from ten selected senior secondary schools in Ibadan North Local Government Area of Oyo State.

SIGNIFICANCE OF THE STUDY

The study will contribute to the existing body of researches towards solving the problem of poor performance in Literature-in-English. Furthermore, findings from the study would provide empirical information on the contribution of students' classroom participation and study habits to effective teaching and learning of Literature-in-English. Finally, the study would be an eye opener to teachers, parents and even the students about the contribution of these student related variables to their achievement in Literature-in-English, thereby ultimately helping to improve their performance in Literature-in-English.

METHODS

This study adopted research design of ex-post facto type which has been considered appropriate as the researcher did not manipulate but only described variables as they occur naturally. The population of the study comprised all senior secondary school II students in Ibadan North Local Government Area of Oyo State who were offering Literature-in-English as a subject. There are 35 senior secondary schools in Ibadan North Local Government out of which 10 were randomly selected using simple random sampling. In each of the selected senior secondary schools, SS2 Literature-in-English class was purposively selected based on the following reasons;

a)The SS3 Literature students were busy preparing for their May/June 2012 WASSCE and in other not to disrupt their preparation, the SS2 Literature students were selected.

b)The SS2 students have been exposed reasonably to prescribed Literature-in-English texts to enable them attempt the Literature-in-English achievement test designed for the study.

c)SS2 students have already formed study habits with which they can be characterized. Proportionate random sampling was used to select 50 SS2 Literature-in-English students from each school, making a total of 500 students who participated in the study.

Three research instruments were designed and used for the study namely,

- Students Classroom Participation Scale (SCPS)
- Students' Study Habits Questionnaire (SSHQ)
- Literature-in-English Achievement Test (LAT.)
- Students' Classroom Participation Scale

This was adopted from Javaria R, et al 2008. It contains items arranged from 0-20 scale. Each of the scale contains different manner and degree of classroom participation. Details of SCPS can be found in the appendix.

Students' Study Habits Questionnaire

The SSHQ is adapted from <http://en.wikipedia.org/w/index.php?title=study-habit-survey=4781693>. It contains two Sections A and B. Section A sought demographic information of the participants such as name, class, school. Section B contained 25 items specifically designed to elicit students' responses on their study habits. It is structured along 4 point Likert Scale

Literature-in-English Achievement Test

The LAT is a 25 item select-response objective test. It was administered to obtain students' achievement in Literature-in-English. In order to validate the SCPS and the SSHQ, they were given to experts in the faculty of education, University of Ibadan and the feedbacks gotten from them were used to improve the quality of the items in the two questionnaires for face and content validity. The content validity of the LAT was ensured through a table of specification which was prepared to distribute the items across the six levels of the cognitive objective as shown in Table 1.

Table 1
Table of Specification of Achievement Test in Literature-in-English

Content	Know ledge	Comprehension	Applica tion	Analysis	Synthesis	Evaluation	Total
Literary Appreciation/Terms	4	2	2	-	1	1	10
Poetry	1	1	1	1	-	1	5
Prose	1	2	-	1	-	1	5
Drama	1	1	1	-	1	1	5
Total	7	6	4	2	2	4	25

The three instruments were trial- tested on SS2 students of two secondary schools that are not part of the schools used for the study. Cronbach alpha was used to determine the reliability of SCPS and SSHQ yielding a co-efficient of 0.79 and 0.76 respectively. The reliability of the LAT was determined using test re-test and a co-efficient of 0.74 was obtained. The researcher visited the selected senior secondary schools in Ibadan North Local Government to distribute the Study Habit Questionnaires (SHQ) to the selected students. The researcher watched two live lessons on Literature-in-English per week in each school and used the Classroom Participation Scale (CPS) to grade the involvement of the students in the Classroom watched. The five items on the CPS attracted the grades of 0, 5, 10, 15 and 20 respectively. The average CP score

of the two lessons watched in each school were used to determine the overall CP grade of the class. Two classes were watched per week making a total of five weeks spent for observing the classes. Data collected from the study were analyzed using descriptive statistics of frequency counts and simple percentage. Also, Multiple Regression Analysis was used to determine relative and joint contributions of the independent and dependent variables. The result were interpreted at $P < .05$.

RESULTS

Research Question 1 – Is there any significant relationship between student's classroom participation and their academic achievement in Literature-in-English?

Table 2
Pearson Product Moment Correlation of students' Classroom Participation and Their Literature-in-English Achievement

Variable	Mean	Std deviation	N	r	Df	Sig	Remarks
CLASPART	21.4960	6.7300	498	-.134	498	.003*	Significant
ACHIEVT	11.4509	4.2245	499				

* Significant at $P < .05$

The result on Pearson Product Moment Correlation Table 2 shows that classroom participation has a significant relationship with students Literature-in-English achievement ($r = -.134$, $df = 498$; $P < .05$).

Research Question 2 – Is there any significant relationship between students' study habits and their achievement in Literature-in-English? The result is presented in Table 3 below.

Table 3
Pearson Product Moment Correlation of Student Study Habit and Literature-in-English Achievement

	Mean	Std deviation	N	r	Df	Sig	Remarks
STUDY HAB	55.6080	8.9388	500	-.042	498	.335	Not Significant
ACHIVT	11.4509	4.2245	499				

n.s = not significant at $P < .05$

The result on Table 3 reveals that student study habit has no significant relationship with their achievement in Literature-in-English ($r = -.042$, $df = 498$; $P < .05$).

contributions of students' classroom participation and study habits to their achievement in Literature-in-English? The result is presented in Table 4.

Research Question 3 – What are the relative

Table 4
Multiple Regression Analysis Showing Relative Contributions of Classroom Participation and Study Habits to Students' Achievement in Literature-in-English

Factors	Unstandardized coefficients		Standardized coefficients		Remark	T	Sig.
	B	Std. Error	Beta				
(Constant)	13.800	1.274				10.833	.000
CLASPART	-8.215E-02	.028	.131			-2.908	.004*
STUDYHAB	-1.025E-02	.022	.021			-.475	.635

*Significant at $P < .05$

The result on Table 4 shows that the relative contribution of classroom participation to students' achievement in Literature-in-English is significant ($\beta = .131$) while the relative contribution of study habit is not significant ($\beta = .021$). This implies that classroom

participation accounted for 13.01% of variation in students' scores while study habits accounted for 0.2% of variation in students' scores.

Research Question 4 – What is the joint contribution of students' classroom participation and study habits to

their achievement in Literature-in-English? The result is presented in Table 5 while the Analysis of Variance (ANOVA) table for the Regression is presented in Table 6.

Table 5
Multiple Regression Analysis of Composite Effect of Classroom Participation and Study Habit on Students' Achievement in Literature-in-English? ($\beta = .136$)

R.	R Square	adjusted R square	Std Error of the estimate
.136 ^a	.018	.015	4.1881

Table 6
Analysis of Variance (ANOVA) for the Regression

Model	Sum of squares	Df	Mean square	F	Sig.
Regression	163.580	2	81.790	4.663	.010*
Residual	8682.269	495	17.540		
Total	8845.849	497			

* Significant at $P < .05$

The result in Table 5 shows that the composite effect of classroom participation and study habit on student achievement in Literature-in-English is significant ($\beta = .134$; $F_{1,498} = 4.663$; $P < .035$). This implies that classroom participation and study habit together accounted for 13.6% of the total variation in Literature-in-English scores of the

Research Question 5 – Which of the two variables will predict students' achievement in Literature-in-English?

The result on Table 4 shows that only classroom participation has a significant relative contribution to students' achievement in Literature-in-English ($\beta = .131$) and therefore is the only factor that predicts students' achievement in Literature-in-English. This implies that classroom participation and study habit together accounted for 13.6% of the total variation in Literature-in-English scores of the students.

DISCUSSION

The result on Pearson Product Moment Correlation Table 2 shows that classroom participation has a significant relationship with students Literature-in-English achievement ($r = -.134$, $df = 498$; $P < .05$). This finding agrees with the findings of Okafor (1993), Emah (1998), Ogunkola (1999) and Domike (2002) who all found a significant relationship between classroom participation and students' level of academic achievement.

The result on Table 3 reveals that student study habit has no significant relationship with their achievement in Literature-in-English ($r = -.042$, $df = 498$; $P < .05$). This findings negates the findings of Amokeodo (2012) who reported a significant relationship between students' study habits and academic achievement.

The result on Table 4 shows that the relative contribution of classroom participation to students' achievement in Literature-in-English is significant ($\beta = .131$) while the relative contribution of study habit is

not significant ($\beta = .021$). This implies that classroom participation accounted for 13.01% of variation in students' scores while study habits accounted for 0.2% of variation in students' scores. The findings revealed that only classroom participation has a significant relative contribution to students' achievement in Literature -in- English and therefore is the only factor that that predicts students' achievement in Literature - in - English. This supports Javaria, Nazia, and Sadaf (2008) and Bordbar (2010) in their views that classroom participation helps students to perform better in school and engenders positive attitude toward school subject and negates the view of Azikiwe (1998) that study habit assists students to attain mastery in areas of specialization and consequent excellent performance.

The result in Table 5 shows that the composite effect of classroom participation and study habit on student achievement in Literature-in-English is significant ($\beta = .134$; $F_{1,498} = 4.663$; $P < .035$). This implies that classroom participation and study habit together accounted for 13.6% of the total variation in Literature-in-English scores of the students. This supports Javaria, Nazia, and Sadaf (2008) and Amokeodo (2012) in their submissions that classroom participation and study habit help students to perform better in school.

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CONCLUSION

This study investigated classroom participation and study habits as predictors of students' achievement in Literature - in- English in some selected secondary schools in Ibadan North Local Government Area of Oyo state. It can therefore be concluded from the study that classroom participation is very important and vital for academic success in Literature -in- English.

RECOMMENDATIONS

Based on the research findings, the following recommendations have been made in the study:

Teachers should make Literature -in- English lessons student centered. They should allow and encourage students to contribute freely in class, share their views among their colleagues. Teachers should device effective strategies that will encourage students to participate

in class. For instance, in large classes that we have in our schools, teachers should adopt different methods like discussion method, dramatization method, role playing method, project method, etc. Teachers should attend conferences organized by professional bodies like Nigerian English Studies Association (NESA). This will keep them abreast the current development in the teaching of Literature –in- English. Teachers should also attend workshops and seminars where strategies of teaching Literature-in- English will be taught and discussed extensively. The school authority should allot time for studying on the time table. This will give the students the opportunity to study during the school hours. Parents should create time for their wards to read for at least one to two hours every day. This should be during examination period only. Parents should also endeavor to buy all the prescribed texts for their wards. Government should sponsor conferences and periodic training for teachers where research findings on strategies and approaches to the teaching of Literature -in- English are discussed. Curriculum planners should suggest teaching and learning activities that will give room for students' active participation in the class when designing Literature-in-English curriculum.

ACKNOWLEDGEMENT

I am highly indebted to all authors whose works were cited in this research work. I also thank all the research assistants who helped in data collection for this study. Finally, I express my profound appreciation to the principals of the sampled schools for availing me the opportunity to use their schools and their students participate in this study.

Dedication: This academic piece is dedicated to God Almighty who led me successfully from the conception through the implementation and the end of this research.

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