STUDENT-RELATED VARIABLES AS PREDICTORS OF ATTITUDE TO AND ACHIEVEMENT IN LITERATURE-IN-ENGLISH IN SOUTHWESTERN NIGERIA

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CERTIFICATION

I certify that this research work that culminated in the writing of this doctoral thesis was carried out by **Princess Omovrigho IDIALU,** under my supervision.

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DEDICATION

This work is dedicated to God almighty, for equipping me with His abundant grace with which this work was accomplished. May His name be glorified forever. Alleluia!

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ABSTRACT

The West African Examinations Council results between 2007 and 2013 revealed that students' performance in Literature-in-English was poor despite various innovative instructional strategies employed in the teaching of the subject. Efforts which aimed at improving students' attitude to and achievement in the subject had focused more on teacher-related than student-related variables. This study therefore investigated the extent to which student-related variables (English Language proficiency, locus of control, study habit, text utilisation and class participation) predict students' attitude to and achievement in Literature-in-English in Southwestern Nigeria.

The study adopted the survey research design. Stratified and simple random sampling techniques were adopted in selecting 1,486 SS II, Literature-in-English students from 10 randomly selected public secondary schools each from Ekiti (504), Osun (533) and Ogun (449) States. Literature-in-English Achievement Test (r=0.76), Attitude to Literature-in-English Questionnaire (r=0.74), English Language Proficiency Test (r=0.74), Locus of Control Scale (r=0.78), Study Habit Questionnaire (r=0.78), Text Utilisation Questionnaire (r=0.82) and Class Participation Observation Scale (r=0.79) were used for data collection. Four research questions were answered. Data were analysed using Pearson's product-moment correlation and multiple regression at 0.05 level of significance.

The composite contribution of all the independent variables was significant to achievement ($F_{5,1480}$ = 45.84) and attitude ($F_{5,1480}$ = 110.61). English Language Proficiency (β=.45), study habit (β = .15), text utilisation (β = .14) and locus of control (β=.18) made significant relative contributions to attitude, but class participation did not. English Language proficiency (β =.14), locus of control (β=.14), text utilisation (β=.10), and class participation (β=.16) had significant relative contributions to achievement but study habit did not. These variables accounted for 13.4% of the variation in achievement and 27.2% in attitude. English Language proficiency (r =.14), locus of control (r =.25), study habit (r =.31), text utilisation (r =-.21), class participation (r = .31) had significant positive relationship with achievement in Literature-in-English. English Language proficiency (r=.47) and text utilisation (r=.23) had significant positive relationships with attitude but locus of control, study habit and class participation did not. There was no significant effect of the variables in the three states on attitude to and achievement of students in Literature-in-English.

Student-related variables predicted attitude to and achievement in Literature-in-English in the states. Hence, teachers are expected to take cognizance of these student-related variables in order to improve students' attitude to and achievement in Literature-in-English.
Key words: Student-related variables, Class participation, Achievement in and attitude to Literature-in-English.
Word count: 368

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INTRODUCTION

1.1   Background to the Study

The use of literature as a vital instrument for moral and intellectual development of the individual and society dates back to ancient times when literature, in the forms of poetry, songs, drama or oral prose, served as an instrument of entertainment, relaxation and education. Literature also plays an important role as a subject in the curriculum of secondary and tertiary institutions. Tertiary institutions in Nigeria require that students get a credit pass in Literature-in-English to gain admission to study courses like Law, English, Theatre Arts, Mass Communication, Linguistics, Classics and other art courses (JAMB Brochure, 2014). Literature-in-English prepares learners for literacy and goes a long way to equip them with skills ranging from critical thinking, creative and life-long learning skills. It is therefore a subject that is crucial in enabling students come to full actualisation of their potentials. According to Agbakolo (2009), for the arts students, Literature-in-English has been one of the required subjects in the school curriculum since the advent of western formal education in Nigeria in the 1840s. Literature-in-English is one of the subjects stated in the 2004 edition of the National Policy on Education, which may be offered especially by the Arts students. The Federal Ministry of Education in Nigeria is proposing that, all students, irrespective of their areas of specialisation (Arts, Science or Commercial), should offer Literature-in-English. This is because it has been perceived that reading culture is waning among students, consequently they find it difficult to express themselves fluently in English, which is the language of instruction in institutions of learning in Nigeria. It is expected that Literature-in-English texts will afford the students the opportunity to experience the use of the English Language in its varied forms which is expected to positively influence their expression.

Literature-in-English is one of the subjects that could help in the actualisation of the following Nigerian philosophy of education (2004):

(a)   To live in unity and harmony as one indivisible, indissoluble, democratic and sovereign nation founded on the principles of freedom and justice.

(b) To promote inter-African solidarity and world peace through understanding.

To clarify the point that Literature-in-English is one of the subjects that could help in the actualisation of the stated aspects of the Nigerian philosophy on education; it is

obvious that literature not only helps to know more about a diversity of human cultures, it also helps to understand human nature itself. According to Obichukwu (2009), the different characters portrayed in literary works are reflections of people in true life situations. The experiences of these characters and the way they react to life's issues help learners to have a deeper understanding of human nature. Fatokun (2008) contends that Nigerians and Africans in general are multi-lingual and multi-cultural. Improvement in communication is also turning the world into a global village. The scope of literature covers works of art from different parts of Nigeria, Africa, Europe and other parts of the world, helping to build students to get acquainted with the lifestyle of a wide spectrum of societies. This will make them develop more understanding and be tolerant of people of different tribes, tongues and nationalities, leading to better world peace in line with the second part of the Nigerian philosophy of education. Again, Osisanlu (2012) points out that literature enables students to have an insight into human behaviour as mirrored by the events, characters and situations portrayed in literary works (different from how psychology presents it) and therefore helps students to become well-adjusted people who are able to interact freely with different manners of people, thus enabling good social interaction. This will lead to the actualisation of the Nigerian philosophy of education which is for citizens to live in unity and harmony as one indivisible, indissoluble, democratic and sovereign nation founded on the principles of freedom and justice.

The current West African Senior School Certificate Examination (WASSCE) Literature-in-English syllabus (2011-2015) is designed to enrich students with literary appreciation skills as an important part of their overall educational process. This is to enable students cultivate critical skills as tools for independent assessment of human issues and develop their competence in understanding literary texts at different levels of meaning, such as, surface and implied meaning. This is because its objective is to make students generally enjoy the study of any literature. It is also intended to help in moulding and forming students' character morally and intellectually. Another objective of the syllabus is to enable students to learn genres of literature, their distinctive characteristics, composition, techniques and mode of appeal.

Despite the invaluable contributions of literature to the overall development of human beings, evidence from the Nigerian educational scene shows that students' performance in Literature-in-English at public examinations is poor. Besides, the security of lives and property as well as peaceful coexistence of different ethnic

groups that make up the Nigerian nation have come under severe threats as exemplified by boundary disputes and all forms of altercations being currently witnessed in Nigeria. The poor performance of students in Literature-in-English is affirmed by the statistics of students' performance in Literature-in-English at WASSCE from 2007-2013.

Table 1.1

Statistics of Students' Performance in Literature-in-English at WASSCE from 2007-2012

Year	Total Entry	Total who sat for exam	Credit Pass A1 – C6	Pass D7 –E8	Fail F9
2007	381425	357511 93.73	133122 37.23	130103 36.39	82114 22.96
2008	406165	384129 94.57	160664 41.82	140620 36.60	72818 18.95
2009	421848	401890 95.27	160788 40.01	154547 38.46	618115 38.00
2010	399095	376134 94.25	1389482 36.94	145176 38.60	75488 20.07
2011	462266	440295 95.25	184224 41.84	180301 40.95	73140 16.61
2012	504343	481888 95.54	194542 40.37	153139 31.77	114509 23.76
2013	510778	493348 96.58	98349 19.93	199506 40.43	175453 35.56

Source: Research Library, Test Development Division. The West African Examinations Council Headquarters Office, Yaba, Lagos.

The results in Table 1.1 reveal that in the seven consecutive years, only about 42% of Literature-in-English students who sat for the West African Senior School Certificate Examination passed at credit level, 33% had a bare pass, while the failure

rate is 25%. The small number of students who got credit scores throughout the seven years under consideration, necessitates that teachers and other stakeholders in the teaching and learning of the subject to intervene in order to curb the trend of poor academic performance.

The implications of such poor results are that, if the negative trend continues, the nation will lack students who will possess the required knowledge and skill in Literature-in-English that will qualify them for admission for courses where credit pass in Literature-in-English is demanded. The skills such students are expected to acquire are suppressed and this portends not only a problem for the Nigerian educational system, but it also deprives the nation of its much needed manpower in some important socio-economic sectors such as the Judiciary, the Performing Arts, Mass Communication, Journalism and losing potential educators and scholars in Literature-in-English. Moreover, students will lose the intrinsic values in literature, like being exposed to cultural values of the people portrayed in the texts and enhancement of their language proficiency.

Factors that have been identified as being responsible for students' failure in Literature-in-English, according to scholars such as Adegoke (2005), Ademola (2005) and Amokeodo (2012) include lack of individual motivation on the part of students, and large class size. Some other factors identified by Nsubuga (2013) are lack of proper instructional techniques and inconducive school learning environment. Obiero (2013), on the other hand, attributes students' failure to lack of positive attitude on the part of both teachers and students, lack of effective communication skills and lack of text possession on the part of learners. Anang (2013) stresses that factors such as inability of students to go beyond the literal to implied meaning of texts, cultural, linguistic, and racial disparity between the lives of the students and what is contained in the texts, lack of appropriate strategies for studying the texts and teacher-dominated classes where students are not given the opportunity to interact with the texts, are reasons for students' failure in Literature-in-English. The identified factors by scholars on students' poor performance in and attitude to Literature-in-English have provided bases for scholars to introduce teaching strategies to enhance Literature-in-English learning.

Though scholars (Okoro 2007; Gunning 2010; Stack and McCloskey 2010; Anyachebelu, Anyamene, Obumneke-Okeke, Adebola 2011 and Osisanlu, 2012) have introduced different strategies of teaching and learning Literature-in-English, like

small group discussion method, readers' theatre, talking display/tape dialogues, novel court technique and creation of film strips, results from these findings have not translated to significant improvement in students' performance in and attitude to the subject. This has led scholars to shift their searchlights to student-related variables. Some of the student-related variables that have been identified in studies as influencing students' attitude to and achievement in Literature-in-English are age, gender, level of motivation, self-concept, self-efficacy, scholastic aptitudes, anxiety level, class participation, locus of control, study habits, language proficiency, text possession and utilisation (Abdu, 2006; Tella, 2009; Fatemi and Elahi, 2010; and Yilmaz 2012). Many of the stated student-related variables have been relatively well researched into while the last five (class participation, locus of control, study habit, language proficiency, text possession and utilisation) especially in relation to Literature-in-English, have not been sufficiently researched into in this part of the world, necessitating further studies to be carried out on them especially when they are combined to predict students' learning outcomes in Literature-in-English.

Attitude is an important construct in the teaching-learning situation. One's attitude towards an object can be deduced from one's behaviour in situations involving that object. It may be inferred from one's agreement, or disagreement with statements and subsequent actions, expressing belief and/or feelings about that object. Thus Siregar (2010) views attitudes as acquired behaviour disposition such as habit, motive and trait in that they also represent a person's knowledge of world view. The quality of one's attitude is judged by the observable, evaluating responses one tends to make either negatively or positively. Some researchers (Smita and Mujumdar 2010) are of the opinion that students' attitude is an integral part of learning and that it should, therefore become an essential component of second language teaching and by implication its literature.

Students' attitude towards Literature-in-English is crucial to their learning and academic achievement in the subject. This has to do with emotional reactions, behavioural tendencies and beliefs about that particular subject, which could be positive or negative. According to Ghazali (2008), negative attitude to Literature-in-English could be changed or corrected if the sources of the negative attitude are identified. Realising the relationship between attitude and learning, Choy (2002), investigates the relationship between students' perception and their attitude to English

and finds no significant positive relationship between students' perception and their attitude to English.

There are studies that examine students' attitude to only particular aspects of Literature-in-English rather than the subject as a whole. For instance, Olaniran (2008) investigates students' academic achievement and attitude to Non-African Literature, while Osisanlu (2012) investigates the extent to which method of teaching influences students' attitude to poetry. Merisou-storm (2007) reports students' positive attitude to the development of literary skills, and Ezenandu (2011) examines the influence of teaching methods on attitude to prose Literature-in-English. This reveals that only selected aspects or genres of Literature-in-English have been looked into. Again, none of the studies examines the extent to which the student-related variables in this study would predict attitude to Literature-in-English. This necessitates further investigation of these student-related variables with a view to finding out the extent to which they could predict their attitude to and achievement in Literature-in-English.

Some research works (Mohammad, 2001; Clark and Graves, 2008; Siregar, 2010; Yilmaz, 2012) examine students' attitude to Literature-in-English generally but their results are conflicting. Again, while some scholars report what students' attitude to the subject is, others further adduce reasons that influence students' attitude to Literature-in-English. For instance, Mohammad reports that students' attitude to the subject is negative but Siregar discovers that students have a positive attitude to learning Literature-in-English. Apart from the conflicting reports which these studies give, they are not correlational.

Cark and Graves (2008) and Yilmaz (2012) investigate factors that influence students' attitude to Literature-in-English. While Yilmaz emphasises that teachers' instructional method has a positive influence on students' attitude to Literature-in-English, Clark and Graves stress that text mediation is a major determinant of students' attitude to Literature-in-English. Though these studies investigate students' attitude to Literature-in-English, they are not predictive, neither have they linked the student-related variables investigated in this study to students' attitude to or achievement in Literature-in-English.

Achievement as measured by Proficiency in English, another variable of interest in this study, has been strongly associated with students' academic success. Language proficiency can be defined as the ability to use language accurately and appropriately in its oral and graphic forms in a variety of settings and situations.

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Iroegbu (2002), commenting on chief examiners' reports on students' academic performance, expresses the view that deficiency in English is the problem of most students in their academics. This implies that lack of proficiency in English could contribute to students' failure in and or attitude to Literature-in-English, especially as English Language is the subject of instruction and examination in Literature-in-English. Also, Adesoji (2002) explains that the complexity of language and terminologies of science, technology and Mathematics contribute to students' learning difficulties. Olamide (2008) and Fakeye and Ogunsiji (2009), report that English Language proficiency is a strong predictor of students' achievement in core school subjects. This may be as a result of the fact that students are taught the contents of school subjects at all levels in Nigeria through the English Language. However, these studies did not relate English Language proficiency to students' attitude to academic subjects. With specific reference to Literature-in-English, proficiency in English plays a pivotal role. Studies (Ellis, 1993; John, 2006) report that learners' ability to understand what is required in a question depends on whether or not they comprehend the language in which the questions are couched. The literature of a language is usually written in the same language. This is perhaps why Wallace (2003) posits that students should be proficient in the target language before undertaking to study its literature. Onukaogu (2002) asserts that English Language proficiency is bound to enhance the recognition of metaphors, analogies, figures of speech, connotation and denotation and facilitate how to distinguish between humour, satire and straightforward author strategies and tone.

This assertion points to the unmistakable vital role of English Language proficiency on students' achievement in Literature-in-English. Suleiman (2011) reports a positive relationship between students' proficiency in reading comprehension and their achievement in Literature-in-English. Manyike (2007), reports that students' English language proficiency determine their ability to respond to questions or how adequately they meet the demands of a task in academic subjects. However, the study does not relate English language proficiency to students' achievement in and attitude to Literature-in-English neither is it used to predict the dependent variables in this study. Kolade (2012) determines students' language proficiency and their achievement in poetry and finds a positive correlation between them. Olopoenia (2006) and Adegoke and Ibode (2011) who report a significant positive relationship between students' English Language proficiency and academic

achievement in Economics and Mathematics respectively, find no positive significant relationship between students' English Language proficiency and their attitude to the subjects.

Although some studies (John 2006; Olopoenia 2006) and Adegoke and Ibode 2011) have established the link between English Language proficiency and academic achievement in different subjects, there are conflicting results from these research findings which necessitate further investigation. Again, most of the cited studies have not been particularly related to Literature-in-English, neither have they combined English Language proficiency with the other variables in this study to predict achievement in and attitude to Literature-in-English.

Another variable of interest in this study is students' locus of control, which is the belief that an individual's destiny could be controlled by that person, fate, God or powerful others. Rotter (1966) describes the concept as 'locus of control of reinforcement'. He divides locus of control into two units - internal locus of control and external locus of control. A student who has an internal locus of control orientation believes that his or her behaviour is guided by his or her personal decisions and efforts, while a student with an external locus of control orientation believes that his or her behaviour is guided by fate, luck or external circumstances. Locus of control is a variable that could influence learners' success in Literature-in-English. Mamlin, Harris, and Case (2001) stress that having an internal locus of control could also be regarded as having personal control and self determination. In the study of Literature-in-English, for example, learners who have internal locus of control must be able to demonstrate high level of competence and intelligence in order to do well in the subject. Daum and Wiebe (2003) and Araromi (2012) describe locus of control as a construct related to attribution which refers to people's control beliefs. Amadi (2010) and Cochran, McCallum, and Bell (2010) find significant relationship between students' locus of control and their attitude to academic subjects. However, Rastegar, Heidari and Akbarzadeh (2012) report no positive relationship between students' locus of control and their attitude to school subjects. Bozorgi (2009), Ghonsoly and Elahi (2010), Araromi (2012), Rastegar (2012), and Heidari (2013) report a positive significant relationship between students' locus of control and their academic achievement, but Fatemi and Elahi (2010) report that there is no positive significant relationship between students' locus of control and their academic achievement. It is evident from the cited studies that findings of scholars on locus of

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control are contradictory necessitating further investigation in this study. These studies have also centred on the contribution of learners' locus of control to subjects such as foreign language learning (Cochran, McCallum and Bell 2010); French Language (Araromi, 2012); Reading proficiency (Fatemi and Elahi 2010) but its actual impact on achievement in and attitude to Literature-in-English has not enjoyed much research attention.

Students' study habit which is another variable considered in this study is the reading behaviour students adopt in their academic work. This has been an important subject of research over the years. According to Norris and Hudson (2010), study habit is a major determinant of students' academic achievement. This is corroborated by Seebach (2012) who also reports that students' study habit positively influences students' academic achievement. Tamblin and Ward (2006), Landrum, Turrisi and Brandel (2006), Pauk and Owens (2007), Regan, Gurung and McCann (2011) and Grohol (2012) all emphasise the importance of study habit, showing significant positive relationship between study habit and academic achievement particularly among university students.

On the other hand, Amokeodo (2012), who reports students' study habit and academic achievement, finds no significant contribution of study habit to senior secondary students' achievement in Literature-in-English. Though some other scholars find significant contributions of study habit on students' academic success (Hussain, 2006; Felipe, 2008; Omotere, 2011 and Ossai, 2012), there are others who do not find any significant contribution of study habit on academic success (Aluja and Blanch, 2004; Bagongon and Edpalina, 2009; Powell 2011). Gurung, Weidert and Jeske, (2010) discover significant positive relationship between students' study habit and their academic achievement but no significant positive relationship between students' study habit and their attitude to academic subjects. Again, many studies do not investigate study habit as a predictor of attitude to or achievement in particular school subjects but relate study habit to academic success in general.

Since results from studies on study habit are inconclusive, this research investigated the extent to which study habit predict students' attitude to and achievement in Literature-in-English. Morever, many of the studies on study habit have mostly been carried out by scholars outside Nigeria (Tamblin and Ward 2006; Landrum, Turrisi and Brandel 2006; Pauk and Owens 2007; Regan, Gurung and McCann 2011; Seebach 2012; and Grohol 2012, Strafords 2012) and they do not

combine study habit with the other variables in this study to predict students' attitude to and achievement in Literature-in-English.

Textbook utilisation, one of the independent variables in this study, has to do with the extent to which students make use of recommended texts within and outside the Literature-in-English classroom. Studies on students' textbook utilisation reveal it as having a strong link with academic performance, and attitude to academic subjects. Ogunyinka (2011) reports that most students who offer Literature-in-English do not possess prescribed texts and hardly read or engage with the texts. This re-echoes the Chief Examiners' reports of 2005-2009 which assert that the texts are not read by most of the candidates and few candidates who are able to glean a few facts on the contents are not able to do justice to the questions because they do not have the ability to put their points across in concise English. Haggarty and Pepin (2002), Johansson (2006), and Rezat (2010) report that adequate textbook utilisation enhances academic achievement in Mathematics. However, Nwangawu (2008), reports that there is no significant relationship between text utilisation and academic achievement in Biology. Oyedele (2007) who determines the relationship between students' text utilisation and their attitude to History stresses that there is no significant relationship between them. Ademola (2005), Olajimbiti (2005) and Ogunyinka (2011) investigate the extent to which students utilise literary texts and find that students do not read prescribed texts but rely on study notes on the texts. Ogunyinka (2011), quoting from Chief Examiners' reports of (2005-2009) he states:

> The texts were not read by most of the candidates. It was evident in their answers that they relied on notes and other summaries. This resulted in their presentation of inappropriate answers to questions since they lacked full comprehension of the contents of the texts. It was very glaring that candidates merely registered for the subject without actually possessing any interest in it. A few candidates who were able to glean a few facts on the contents were not able to do justice to the questions because they did not have the ability to put their points across in concise English. (Page 7)

However, the studies do not investigate students' text utilisation as a predictor of students' achievement in Literature-in-English, neither are these studies related to students' attitude to Literature-in-English. Oduwole (2011) investigates text utilisation as a predictor of students' academic achievement, but in English Language and finds it a good predictor, but does not examine it as a predictor of students'

attitude. Van,Van, and Kanselaar, (2000) and Odetokun (2008) discover a significant positive relationship between students' text utilisation and their academic achievement but no significant relationship between students' textbook utilisation and their attitude to Physics and Chemistry respectively. However, Clark and Graves (2008) emphasise that though there is no significant positive relationship between utilisation of Literature-in-English texts and students' achievement, there is significant positive relationship between students' utilisation of Literature-in-English texts and their attitude to Literature-in-English. Adegbile (2013) find that text utilisation has a significant relationship with students' learning outcomes in Literature-in-English, but the research was based on Literature-in-English students from Ondo State alone.

The studies on text utilisation have not come out with conclusive findings on the extent to which text utilisation influences students' achievement in and attitude to academic subjects, and most of these studies have been carried out in subjects other than Literature-in-English. Apart from Clark and Graves (2008) and Adegbile (2013), the few other cited studies on students' text utilisation in Literature-in-English are not correlational and they have not investigated text utilisation as a predictor of academic achievement in and attitude to Literature-in-English. This then necessitated finding out the extent to which text utilisation could predict attitude to and achievement in Literature-in-English.

Class participation, also a variable of interest in this study, is the involvement of students in teaching/learning process. Students' active involvement in learning could be a demonstration of adequate preparation for lessons. When students do not participate well in class they may not be motivated to learn or retain knowledge and this may negatively influence their attitude to and achievement in the subject. The importance of class participation in the teaching/learning process has lead to research works in this area. Scholars (Auster and Wylie, 2006; Ikoh, 2007; Green, 2008; Ezenandu, 2011) have noted that students' class participation positively influences their learning outcomes. Sesan (2011), and Yilmaz (2012) for instance, report that classroom management leading to students' active involvement in learning activities is one of the factors that influence students' attitude, to Literature-in-English. Ziaping, (2003), argues that three factors – engaging students in meaningful class activity, making learners enjoy the lesson and effectiveness in explaining facts to learners help

to boost their grades and improve attitude to a subject. Green (2008), reports that learners who raise their hands and respond to the teacher's questions do better than others who do not overtly participate in classroom activities. This means that class participation could be well organised to help learners interact more with learning material and to aid assimilation of facts presented in a subject. Abdulraheem (2011), who studies students' class participation in social studies, maintains that students who are allowed to express and exchange their opinions in class through interaction with the teacher and other learners, show improvement in academic achievement and attitude to the subject. Onwunde (2005) and Ogunsola (2008) report students' class participation as helping teachers to determine students' learning interests, developing students' oral skills and their feeling of confidence. Amokeodo (2012) reports a positive influence of classroom participation on students' achievement in Literature-in-English, but does not include its influence on their attitude to Literature-in-English.

Javaria (2008), Ogaboh, Ikoh and Ashibi (2010) and Olaoluwa (2012) report that class participation positively influences students' success in academics. This concurs with the research findings of Orji (2004) who reports a significant positive relationship between students' class participation and their learning outcomes in Chemistry. Ugbodovon (2003), Okusaga (2004), Oyekoya (2005), and Ogar (2005) all agree that patterns of interaction in English classroom determine students' outcome in English Language. These studies however, do not link students' class participation with their attitude to academics. Brew (2011) reports a significant positive relationship between students' class participation and their attitude to Mathematics. However, Sidihu (2003) and Baurain, 2007, report that there is no significant relationship between students' class participation and their attitude to Literature-in-English.

The studies on class participation are more on other school subjects than Literature-in-English and only few are linked specifically to Literature-in-English. Some of these studies are not correlational and the few that link class participation with Literature-in-English do not use class participation as a predictor of students' achievement in and attitude to Literature-in-English. Again, the available studies cover geographical areas other than or not as wide in scope as Southwestern Nigeria.

1.2   Statement of the Problem

Literature-in-English is an important subject in the Senior Secondary School Curriculum, which is offered for its numerous benefits to learners. In addition to being a pre-requisite subject for studying courses like Law, English, Linguistics, Mass Communication and other humanities courses at tertiary institutions, literature also contributes to moral and social development of society. However, reports from public examination bodies point to the fact that students' performance in Literature-in-English is poor, despite various innovative instructional strategies employed in the teaching of the subject. This has also led to students' poor attitude to the subject. Efforts to improve students' learning outcomes in the subject has led researchers to focus on teaching strategies the trend of performance of students in Literature-in-English has not improved as expected. There is therefore the need to investigate the contribution of student-related variables such as English Language proficiency, locus of control, study habit, textbook utilisation and class participation to students' attitude to and achievement in Literature-in-English. Studies have shown that these variables are strongly linked to students' general academic success but the extent to which they would predict their attitude to and achievement in Literature-in-English in Southwestern Nigeria has not been adequately researched. Therefore, this study investigated the extent to which student-related variables (English Language proficiency, locus of control, study habit, textbook utilisation and class participation) could predict attitude to and academic achievement in Literature-in-English.

1.3   Research Questions

The following are the research questions formulated for this study:

1. What relationship exists among the independent variables (students' English Language proficiency, locus of control, study habit, textbook utilisation and class participation) and the dependent variables:

(a) Students' attitude to Literature-in-English

(b) Students' achievement in Literature-in-English.

2. What are the relative contributions of each of the independent variables (students' English Language proficiency, locus of control, study habit, textbook utilisation and class participation) to the prediction of the dependent variables:

 (a) Attitude to Literature-in-English?

(b) Achievement in Literature-in-English?

3. What is the composite contribution of the independent variables (students' English Language proficiency, locus of control, class participation, study habit and textbook utilisation) to the prediction of the dependent variables:

(a) Attitude to Literature-in-English?

(b) Achievement in Literature-in-English?

4. Which of the independent variables predict most the dependent variables:

(a) Attitude to Literature-in-English?

(b) Achievement in Literature-in-English?

1.4   Scope of the Study

This study investigated the extent to which student-related variables (English Language Proficiency, Locus of Control, Study Habit, Text Utilisation and Class Participation) could predict students' achievement in and attitude towards Literature-in-English. The research work was carried out among SSII Arts students in 30 selected senior secondary schools in three Southwestern States - Ogun and Osun and Ekiti States.

1.5   Significance of the Study

The study investigated the extent to which student-related variables (English Language proficiency, locus of control, study habit, text utilisation and class participation) would predict students' achievement in and attitude to Literature-in-English. Findings from this research would be significant in many respects.

Results from this study would enable stakeholders in education to get insight into the extent to which the independent variables in this study could predict students' attitude to and achievement in Literature-in-English. Such insight would motivate them to take measures that would help to ensure that these student-related variables are taken into consideration in curriculum planning and in teaching/learning situations, thereby providing a way out of the perennial problem of students' failure in the subject.

Empirical information on variables other than teaching strategies will provide government, researchers, and policy makers in the educational sector and especially school counsellors with other areas to address, as they proffer solutions to students' difficulties in Literature-in-English. This study will add to the existing body of research that is geared towards solving the problems of poor performance in and lack of enthusiasm for the study of Literature-in-English.

It is expected that this work will also encourage curriculum planners, textbook writers and teachers to think of an integrated presentation of the English Language and Literature-in-English syllabi; so that textbooks will be presented as materials for teaching and learning of English Language and Literature-in-English. This could improve students' attitude to the learning of both subjects; realising that English Language and Literature-in-English complement each other.

Examining locus of control and looking into the attitude of learners will help stakeholders in education to understand the feelings, expectations and prejudices of learners to Literature-in-English, thus making them see the necessity of changing negative attitudes and promoting positive attitudes to Literature-in-English learning to make them better.

It is also expected that the study will provide a basis for awareness and better understanding of the importance of variables like class participation, study habit and textbook utilisation as to the extent they influence students' learning outcomes in Literature-in-English. As results from the work are made available to stakeholders through published materials and presentations in seminar papers, it is expected that concerted efforts will be made to address the student-related variables for the improvement of students' learning outcomes in Literature-in-English.

1.6   Operational Definitions of Terms

English Language Proficiency: This refers to students' level of competence as measured by the English Language proficiency test in all the aspects of English Language (listening, speaking, reading and writing).

Locus of Control: This refers to the extent of students' belief as to whether their level of success depends on factors internal to themselves or external factors beyond their control.

Students' Study Habit: This is students' reading behaviour as explained by time of reading, frequency and types of material read.

Students' Textbook Utilisation: This is the extent to which students use or read the recommended Literature-in-English materials.

Students' Class Participation: This is the degree of students' involvement in the Literature-in-English lessons; how they ask and answer questions, put forward ideas, and interact with the teacher and other students in the course of Literature-in-English lessons.

Attitude to Literature-in-English: This is the students' disposition to Literature-in-English as a subject.

Achievement in Literature-in-English: This is indicated by the scores of students in Literature-in-English Achievement Test used as a criterion variable in this study.

Predictors: In this study, this means variables that are used to forecast achievement in and attitude to Literature-in-English.

CHAPTER TWO
LITERATURE REVIEW`

This chapter reviews the literature relevant to this study, under the following headings:

1 Theoretical Framework

2 Theoretical Literature Review

2.1 The Concept of Literature

2.2 Values of Literature

2.3 The Link between Language and Literature

2.4 The Evolving Scope of Literature-in-English Syllabus

2.5 Factors Affecting Teaching and Learning of Literature-in-English

3. Empirical Literature Review

3.1 English Language Proficiency and Students' Attitude to and Achievement in Literature-in-English

3.2 Locus of Control and Students' Attitude to and Achievement in Literature-in-English

3.3 Study Habit and Students' Attitude to and Achievement in Literature-in-English

3.4 Textbook Utilisation and Students' Attitude to and Achievement in Literature-in-English

3.5 Class Participation and Students' Attitude to and Achievement in Literature-in-English

3.6 Attitude and Literature-in-English Learning

3.7 Appraisal of Literature

1   Theoretical Framework

This work is based on three learning theories namely:

Transfer of learning theory, Attribution theory and Facilitation theory.

Transfer of Learning Theory

Transfer of Learning theory was propounded by Ernest Hilgard in 1956 and he further developed it in 1974. This theory states that a learner confronted with a new problem is able to solve it by the use of the knowledge gained in solving a past problem that has similarities with it. The similarities in both problems provide solutions to the new problem. Supporting this theory, Mayer and Withrock (1996) and Gentile (2000) argue that transfer of learning occurs when learning one thing in one situation or location influences the learning of something in another situation or

location. Thus, transfer is said to occur when connection is made between items of similar learning.

Further expounding the theory of transfer of learning, Goel (2011), opines that transfer of learning is positive if initial learning helps in the solution of the present problem. It is however negative if it inhibits, retards, or interferes negatively with the possibility of solving subsequent problems. This theory presupposes that if a student learns a concept in Mathematics and then uses it to solve a problem in Science; transfer of learning has taken place. Referring to Schunk, (2004), Goel also stresses that the complete mastery of facts, concepts, skills, rules and principles in one subject or situation makes them easily available for transfer to new subjects or situations. This theory is germane to this work because if it is well applied in Literature-in-English, students who have difficulties in some areas in Literature-in-English could do well if they apply the knowledge that they have gained especially in English Language and in other areas to resolve difficulties encountered in learning different aspects of Literature-in-English.

The whole concept of transfer of learning is how students can make learning useful in real life situations and in future learning at school. When learners possess knowledge, facts, and concepts that they cannot apply in new situations that they face in school or in life, such learning is tantamount to unnecessary waste of time and resources. Transfer of learning Haskell (2000) declares, can take place through identical elements, generalisation and transportation of insights. The principles derived from these transfer theories stress the importance of similarities between learning tasks and situations, the mastery of learning tasks and understanding of principles and general rules.

In order to ensure that positive transfer of learning takes place therefore, the teacher should make school learning purposeful. That is, learning materials that can be meaningful in solving life issues or other academic problems should be carefully selected. For example, students should know how addition could aid the understanding of multiplication, or how the learning of figures of speech can lead to ease in literary appreciation. The teacher should call students' attention to similarities between concepts taught in one subject or topic with another, or relate what they teach to life situations. He should encourage step by step mastery of concepts and emphasise the understanding of such concept. The teacher should also give a variety of tasks and examples; help students to learn how to learn through self discovery, and

help them to develop and transfer positive attitude to learning. This research therefore seeks to establish whether students' English language proficiency creates the possibility of positive transfer of knowledge to make them participate and perform well in Literature-in-English or if their lack of language mastery interferes with good performance in and attitude to Literature-in-English.

Attribution Theory

Attribution theory was initially propounded by Heifer in 1958 but was further developed by Bernard Weiner, a prominent cognitive psychologist in 1972. Attribution theory addresses the causes of human motivation. It deals with how the social perceiver uses information to arrive at casual explanations for events, the behaviour of others and of themselves. It examines what information people get and how such information is combined to make a casual judgement, thus making sense out of their world. Generally, situations are analysed by making inferences which are usually beyond the information gathered. Attributions are made to achieve cognitive control over life by showing understanding of the reasons behind behaviours and environmental occurrences. This gives order and predictability and enables people cope with their occurrences.

Attribution theory is related to locus of control which is a variable of interest in this study. Locus of control could be internal or external. Students with internal locus of control believe that what leads to their success or otherwise is in them and not in external factors. Such students are likely to look inwards to discover what they can do to ensure academic success. Students with external locus of control, on the other hand, believe that their success or otherwise depends on occurrences outside them. Such students blame their poor academic achievement on prevailing circumstances around them. According to McLeod (2010), this could be attitude of the teacher, the classroom learning environment, inadequate textbooks and other factors. For example, some students say that the teacher "failed them" when they do not perform well.

The theory of attribution provides the bedrock for this study as it helps to investigate what can be attributed as influencing learning outcomes and how these perceptions influence their achievement in and attitude to Literature-in-English. It is also related as the study investigated variables that could predict students' learning outcomes in Literature-in-English.

Facilitation Theory

Facilitation theory is a humanist theory propounded by Carl Rogers in 1961. It is based on the premise that learning will occur by the facilitator establishing an atmosphere in which learners feel comfortable to consider new ideas and are not threatened by external factors. It is characterised by the belief that human beings have a natural eagerness to learn. This is made easier when teachers listen more to learners; consider their feelings and pay attention to their relationship with other learners as much as to the course content. Learners are encouraged to take responsibility of their learning which mostly occur through their insight and experiences. Knowledge is believed to be something created afresh by each student on tasks in a social environment. The mental ability of individual learners determines what they learn; so students learn in groups, on projects discussing how best to solve problems.

The theory of facilitative learning relates to class participation because it addresses the problem of the teacher-centred class, where he acts as sole repertoire of knowledge, dishing out facts to learners who are supposed to imbibe such knowledge hook, line and sinker and regurgitate same to the teacher during examinations. The facilitation theory is linked to class participation which is encouraged in educational circles in recent times. Wink (2002) referring to the psychologist, Vygotsky, states that individual learners engage in legitimate peripheral participation when they engage in group learning before they become integrated in group activities. This according to Wells (2007), expands in a new context the socio-cognitive theory that people learn by observing others. Though learning occurs in individuals, it is distributed among other individuals and the environmental affordances - that is, materials like textbooks, computers and other learning materials. Learning therefore occurs by the individual taking advantage of the human and environmental affordances. The emphasise on learning being facilitated by the use of learning materials, makes facilitation theory germane to textbook utilisation which is a variable in this study. This is because textbooks are the expected materials through which learners can access knowledge in Literature-in-English.

Facilitation theory emphasises the natural eagerness for humans to learn. This need for learning, coupled with the fact that learners would like to take responsibility for their learning, prompts the learner to adopt different study styles to make learning effective. As learners experiment with different learning methods, they tend to stick to those that give better learning outcomes, thus forming their study habits. Good study

habits further motivates students to improve in their attitude to and achievement in their academics. When this happens, the natural eagerness to learn, which the Facilitation theory emphasises, will be better stimulated. This therefore shows the relationship between facilitation theory and students' study habit which is another variable of interest in this study.

2.   Theoretical Literature Review

2.1   The Concept of Literature

Different people have ascribed different definitions to literature. This could be as a result of the fact that literature is a polysemous word. The word "literature" according to Ayebola (2006), is derived from two Latin words "litera", meaning written and "orature" which means oral expression. As an oral art, it is transmitted by words of mouth from one generation to another. Most oral forms of literature were the earliest forms of literature by which communities sought to preserve their identities as groups. The important elements of their culture were handed down from one generation to the other in verbal art such as myths, through which they explained natural events like earth's creation; legends, which are exaggerated stories of past heroes; proverbs, which are sayings conveying moral lessons, warning and advice; and folktales which are popular stories. Other forms of oral literature are riddles, chants, recitations, tongue twisters, ritual performance and festival dramas.

The written expression refers to literature as whole texts which include the conventional literary genres and all kinds of printed material that provide information on different subjects. Thus, we have Christian literature, Computer literature, Science literature and so on. Hence, Ajimuda (2008), sees literature as collective writings of any language or nation. This definition is too generalised because it does not distinguish literature from other subjects. Again, Owoeye (2009) views literature as, "the entire body of writings of a specific language, period and people and the writings dealing with a particular subject." This definition does not present literature as a school subject, neither does it portray the artistic and aesthetic nature of literature or how it uses language to present its themes.

Another definition of literature is that by Windowson (2005), who declares that literature is a storyteller communicating and sharing deeply felt emotions with his audience. This definition however, does not take into cognisance the written aspect of literature as it only concentrates on the oral presentation to an audience. The definition also presumes that storytelling is the only aspect of literature and the

emotions shared are specific to the storyteller alone. Thus, this definition cannot be regarded as broad or complete. Again, Cooke (2005) sees literature as merely "pouring one's thoughts on page". This definition is rather shallow and does not distinguish literature from other forms of writing as other subjects are also presented as thoughts on pages. Moreover, the definition touches on only the written form of literature.

Bamisaiye (2000), however, looks at literature more as a school subject in her definition of the concept, looking at literature as a valuable subject which depicts the human conditions in real terms, whether it is in fact or fiction, and portrays life as it has actually been. She argues that it can be productions of the author's imagination that can be prophetic. This definition portrays literature as a work of art which could be fiction or non-fiction and which mirrors the human conditions in a given society. Lye (2003), presents a functional form of literature when he argues that Literature explores the human experience in a complex, compelling way. It creates 'possible worlds' which allows the artist to explore basic 'rules' of human nature, represents 'reality', or 'nature' through its aesthetic devices and powers. It tells us a great deal about how the world is actually understood by the society to which the artist belongs, understood, not only intellectually but symbolically and emotionally. (p. 5)

The definitions given by different scholars show that literature cannot be pinned to a single definition. It encompasses a range of activities and it is distinct from other fields of study. In this work, literature will be considered as a school subject. In this wise, it could be viewed as an imaginative art through which one could view the real and imagined lives and experiences of people within the societies of the works presented. These creative works of art reflect different historical periods, and portray the life style and views of various races and cultures. Thus, literature can be said to be a recreation of human experiences in poetry, drama and prose.

Literature as a subject has some distinctive features that mark it out from other subjects in the school curriculum. What then are these qualities? It is generally seen as a work of art that is a living expression of special realities. Literature reflects the valuable literary standards of the country or period that it discusses. "True literature" should portray the culture, values and civilisations of the group of people it talks about. It reflects the idiosyncrasies of the people of the age, and the geographical location that it portrays. It is this "mirror characteristic" of literature that Adebile (2012) refers to, when he describes literature as, "the articulate identity of a people."

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In other words, there are components of a nation's literature which portray the group's consciousness of itself. Hence Ayanniyi (2009) says, "When we teach literature we teach about ourselves." No matter how imaginary a literary work is, it must have some resemblance of what has happened, is happening or may happen in real life, if it is to have an appeal to its audience.

Literature can be seen from two perspectives which are: as a work of art and a subject of study. Savvidon (2004), labels the former aspect as a creative activity, and the latter as a species of knowledge. Literature as a creative activity refers to the art of producing literary works while literature as a species of knowledge refers to the study (appreciation/criticism) of literary works. Sanusi (2010), also maintains that literature is an art that can appeal to all our sense organs. It involves imaginative participation in experience created by the writer because of its ability to appeal to the senses. The author can exploit this nature of literature by combination of choice of words that can make us "see, hear, feel, taste and smell" the things he is describing. This makes literary works come alive, in some cases even better than a painting; for the author presents not only outward pictures, but goes as it were, into the minds and thoughts of the characters to "dig out" the contents for us to see. It is this advantage of the nature of literature that Bamigboye (2007) highlights when he says,

Literature is an art which depends on more than one medium and can exploit a multiplicity of media if it requires doing so. This is not true merely of the creation of literature but also of its appreciation and transmission. (p.11)

Another characteristic of literature is its openness to various interpretations. The creator of a literary work may not be aware of the scope of meaning and significance his or her work may have on those who analyse it as a species of knowledge. This is why interpretation of various incidents and characters in works of art evoke differing comments from critics who view them. Literature uses words as a major means of expression; hence diction is one of the most essential aspects of literature. Foyewa (2007) sees literature as an artistic use of words in the selecting, ordering and interpreting of life experiences. This is probably because of the value attached to the aesthetic use of words and presentation of facts in literature.

Literature has two aspects – the denotative and the connotative. The former refers to the outward and direct story or plot of the work, while the latter refers to the underlying meaning or general significance. The imaginative allure of literature makes it possible for readers to experience vicarious pleasure as they take a mental

flight to the scenes where the incidents occur and are able to feel what the characters feel.

One feature of literature is its involvement in exaggerations, distortions of real events and sometimes falsification of actions. The writer exaggerates to expose clearly or in detail the aspects of things that he wants to portray. Distortions and falsifications come in order to make the piece of literary work more interesting, to add humour, to show the author's creative ability and in some cases to hide the true identity of the characters if the author is describing an event that really happened.

The use of language in literature is distinct from other subjects because of its aesthetic worth and its values in the power of persuasion and the conscious creation of the illusion of reality. According to Wellek and Warren (1949), Literature gives the author the freedom to use language, sometimes in a way that is different from the norm. Sometimes spellings and word order are consciously distorted in order to communicate a message. For instance, Ayi Kwei Armah spells "beautiful" as "beautyful" in the title of his novel, T*he beautyful ones are not yet born* in order to emphasise the message in his title. Again, Macduff in Shakespeare's *Macbeth* says "Macduff was from his mother's womb untimely ripped", instead of Macduff was untimely ripped from his mother's womb. This freedom to use language in a way that is different from the normal form for specific effect is called poetic licence.

The author uses characters as facades, hiding behind them to make philosophical and sometimes poignant statements about the state of his society. Actions, characters and settings are the basic elements of literature and language expresses these larger entities, which combine to form a literary work. Literature is narrative in nature because of the story it tells. Its plots comprise an ordering of events that unfold as the reader reads. It is associated with themes which form the central message of literary texts.

There are three main genres of literature. These are poetry, drama and prose. Poetry makes use of imagination, portrays emotions and uses language in a peculiar and concise manner because of its brevity. The structural arrangement of poetry also distinguishes this genre from others especially prose. Prose runs from margin to margin down the pages and it is written in the pattern of ordinary everyday speech while in poetry, each line stops at a particular spot for effect. Its use of rhyme, rhythm, verse and stanza also distinguishes it from other genres of literature. Wordsworth defines poetry as, "an overflow of spontaneous emotions recaptured in

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tranquillity." This means that poetry expresses intense feelings clearly spelt out in appropriate diction. According to Stockwell (2007), Poetry is a literary composition which expresses intense feelings and thoughts written in lines that form stanzas. It is characterised by imagination, emotion, sense of impression and written in concrete language, often rhythmically expressed and arranged in an orderly manner. Ambiguity is more pronounced in poetry than in drama and prose because poetry is more capable of different interpretations than the other two genres. There are different forms of poetry. Some of these are ballad, lyric, ode, epic sonnet, elegy, dirge, dramatic poem, narrative poem, descriptive poem, pastoral, mock-heroic poem, didactic poem, satiric poem and limerick.

Drama is meant to be acted. It is the representation of real life experiences played out for people to see and experience. Ogunsiji (2003) describes drama as "a recreation or invention of action on stage," p. 7. This definition reveals three important characteristics of drama which are; first, that drama recreates what happens in society, showing the fictional aspect of drama which is a combination of reality and the author's imagination, hence the use of the word "recreation" or "invention". Second, the word "action", reveals the presence of actors and actresses to act out the story, and third, "stage", implies the presence of an audience. However, the definition is a bit vague because it does not state what is being recreated or what the action is all about. A more expressive or a fuller definition could have been, "drama is a recreation or representation of life, which is acted out by actors and actresses on stage, before an audience," P. 13. There are various forms of drama like tragedy, comedy, tragi-comedy, melodrama, history/chronicle play, farce, opera and pantomime. Drama serves as a means of entertainment, satirising and correcting societal ills, bringing out its didactic function. Drama is a more public art than poetry and prose because it is primarily written to be performed by actors and actresses on stage before an audience. It is usually a representation of a real event or an imagined event that is a close reflection of the real event. It is taught in order to study the motives behind human actions.

Prose is distinguished from other literary genres by its irregularity and variety of rhythm. It is close to the patterns of everyday speech. It is longer in form than poetry and drama because of its more detailed exposition of ideas and situations. Prose is divided into fiction and non-fiction. Owoeye (2004) sees fiction as being about imagined characters, places, events and situations. Fiction stimulates and

communicates the author's perception of the world view of the people he represents in his work. It is presented mostly in short stories, novellas and in novels. The differences between each of these sub-genres are the length and the level of development of the characters and themes. Non-fiction involves real characters, their perceptions and lives and times. It is presented mostly in biographies and autobiographies. Non-fiction could be presented in exciting essays that may be informative, argumentative or may employ other variety of styles. Ezenandu (2011) describes prose as a long narrative work of art which is a product of the author's creativity and meant to tell a story. This definition reveals the narrative and fictional aspects of literature because it mentions the author's creativity but does not overtly reveal the non-fictional aspect of literature. Again, short stories may not be long though they are prose. Prose then can be seen as a creative, narrative work of art that tells either a real or imaginary story. Relatively, the prose genre has a remarkable feature of length above the other two genres, that is, poetry and drama.

2.2 Values of Literature

Literature (whether poetry, prose or drama) portrays definite values that are closely linked with the purpose or aim of the author at the time of creation of the work. Lawal (2010) is of the view that the values of literary works are to foster greater awareness of the nature and role of language; to offer the pupils growing pleasure in the use of words as a means of broadening the pupils' horizons and encouraging a tolerant and understanding attitude to other cultures. It is of instrumental value for example, its usefulness for communication with foreigners and for travel abroad.

The above stated opinion about the values of literature shows the usefulness of literature in vocabulary development and the acquisition of reading skills, the expansion of the learner's knowledge about the world outside his immediate environment and the ability of literature to facilitate communication, interaction and socialisation in learners. That literature vitalises language is one of the values pointed out here. Literature reflects the valuable literary standards of the country or period it discusses. It portrays culture, values and civilisations of the group of people it talks about. It involves the imaginative participation in experience created by the writer because of its ability to appeal to the senses. Its openness to various interpretations makes it a subject that enables students to think critically and argue logically based on the experiences and events in the work.

According to Adedokun (2001), literature demonstrates that human experiences are universal, that is, in every part of the globe, man feels almost in the same way. The utilitarian function of literature is seen in the fact that the experiences encountered by students in literary works are relevant to their day-to-day life experiences. It is an accessible art relevant to everyday life, and not as a specialised academic subject to be forgotten at the end of a course because most of the events and experiences recorded in literature texts mirror what happens in real life. Learners relate it to their individual perception of life, thus making them more aware of contrasting values in the different cultures and perhaps they will be able not only to look at their own conventions more objectively, but above all to recognise the universal elements contained in literature.

Again, Foyewa (2007) asserts that literature provides the opportunity for learners to express views, feelings, ideas, emotions and cultural beliefs and compare cultures and outlooks on life issues in order for them to develop the skill of making better choices in terms of adopting moral values. It is hoped that this could make literature students, people with sound moral judgment, yet tolerant of other cultures because most literary texts are presented in such a way that learners can view the experiences recorded from the eyes of the characters in the texts.

Literature is an instrument that may help to facilitate change from a wrong to right attitude, if texts that have didactic themes are chosen as academic texts for students. This is likely to make students learn from the experiences of characters in their literary works to solve their own problems. This quality according to Smita and Mujumdar (2010), makes literature also therapeutic in that when people exhibit good moral character, society is being healed by being rid of moral rot or corruption. This function of aiding students to change for the better is corroborated in Bamisaiye's statement that literature serves both as a mirror of society as well as a catalyst for change, Bamisaiye (2000). This means literature does not mirror society just for the fun of it but to make the mirrored society better when people view the negative aspects of society through literature and are motivated to change. It is also implied that literature stimulates critical thinking among learners. It is this critical thinking that poses the challenge in them to positive change.

Literature encourages learners to be creative and critical in their evaluation of literary texts. According to Adeagbo (2005), Literature increases students' ability to comprehend, analyse, compare, synthesise and make deductions and generalisations.

It provides the opportunity for students to experience and justify their personal opinions, thus helping to develop their good sense of judgment of people, events and situations. This is because the events, situations and actions, reactions and inactions of characters in literary texts can be interpreted in different ways depending on how different individuals view them. Sanusi (2010), argues that students' ability to appreciate texts by convincing readers of their views with evidence from the texts sharpens their sense of critical thinking.

Literature helps to improve the literary tastes of students and acquaints them with literary cultural heritage. It therefore helps to propagate the rich cultural traditions of societies. In this wise, literature also helps to preserve the history of the people and places portrayed in literary texts, but does not teach history in the plain matter of fact way it is usually presented in most history books. Ajimuoda (2008) asserts that literature makes use of appropriate language in presenting history in such a way that it touches our emotions and psychology, thus leaving a lasting impression of what is presented in such a dramatic way that is not even possible in history.

Literature serves as a means of entertainment. When people watch a play, or listen to a poem being recited or read a novel, they get entertained, thus indulging our sense of humour. So literature provides an excellent means of relaxation and a good means of people enjoying their leisure time. Its ability to distract the mind from the monotony and strain of everyday concerns according to Olusola (2012), also makes it therapeutic.

David (1998) contends that literature could also be predictive especially in works of authors that have prophetic undertone. Examples of such works are George Orwell's *Animal Farm* and Chinua Achebe's *A man of the People.* Examples of literary works that mirror society with a view to depicting the social problems of the day sometimes have a satiric quality in them because of the social relevance of their themes. The works of Defoe, *Robinson Crusoe*; Charles Dickens, *Oliver Twist*; Wole Soyinka, *Trials of Brother Jero;* and Ngugi wa Thiong'o, *Devil on the Cross*; Thomas Hardy, *Tess of the D'Urbervilles* and James Joyce *Ulysses* are satiric in tone.

2.3   The Link between Language and Literature

Literature generally, is known to be the application of language - that is, putting language to use. Studying a language without its literature could be a disservice. Therefore, this research is aimed at finding out the relationship between English Language proficiency and students' achievement in Literature-in-English. It

is therefore necessary to establish the link between literature and language as a proof of the worthiness of this study. Literature offers a pleasurable and absorbing reading experience that makes it easy for learners to acquire language skills. Engaging in the four language skills (listening, speaking, reading and writing) is engaging in literature of some sort as literature expresses itself in language.

Literature is full of examples of real-life language in different situations. This makes it easy for it to present a variety of models for communication practice in language for learners. Commenting on the link between language and literature, Ngeow (2004) states that language, which is embedded in literature, is present in all people; we all at times take part in any of these activities; narration, monologue, dialogue, speaking, writing and reading. When we read novels, poems, magazines and newspapers and take part in conversations, we are using language to fit the external world into our own world. The story is a very powerful vehicle through which we channel and come to terms with feelings. Buckton (1983) also asserts that for him to encourage precision in the use of language, he would ask his students to think of, for instance adjectives they would apply to certain characters and introduction of words to improve vocabulary as well as self-expression in critical writing.

Literature helps to enrich and preserve language especially because of the aesthetic quality of the use of language in literature which makes expressions memorable. Seaton (1997) says that in literature, the things that people talk about are the things which their language is best at expressing. The history of language resides in its literature. To those who claim that they do not study English for the sake of literature, he says that we are bound to study some literature in order to master English in its written form. It is difficult to fully understand why English is as it is unless people have some idea of how it was. Literature provides one with the opportunity to make the study pleasurable. Those who teach English need to be equipped to teach its literature too, never forgetting what literature is and how it is related to the other parts of mankind. Ganakumaran (2002) posits that exposure to literature helps learners to comprehend language faster and students that are well grounded in English Language are more likely to find Literature-in-English more interesting.

From the foregoing, we can say that the major link between language and literature is the fact that learners' acquisition of language skills gives them a better understanding of literature. Literature enables learners to understand ways in which

language is used to create impressions and meanings in readers. Owoeye (2004) argues that language and literature both have communication as their motive. However, while language may be more explicit and direct, literature may be more ambiguous and connotative in its mode of communication and this makes a literary work more capable of different interpretations.

Language skills could be developed through literature and learners' achievement in literature could be enhanced if they had been able to develop language skills. The level of development of learners' language skills may influence their level of achievement in the literature of that language because literature provides learners with the opportunity of experiencing language being used in different ways. This is probably why Ophrah (2007), argues that Literature is language in action. It reflects the various possibilities of using language to express human feelings, ideas, and thoughts and so on. Literature encompasses all the possible ways in which one can use language. Literature and language make use of imagery which include metaphor, simile, personification and so on, though literature makes use of them more than language does.

A learners' possession of adequate vocabulary of a language is likely to make it easier for him to comprehend the vocabulary used in the literature of the language. Berns (2006), states that for proficiency in language, we need to have adequate knowledge of words. It is the ability to process word power that also makes for successful appreciation of literature. The possession and appropriate manipulation and use of vocabulary make it easy for the expression of all human situations, both in language and in literature. Baba (2008) contends that though language and literature are related, language is efferent. That is, it is often expressed to pass information to readers and it is literal. However, literature is a form or an art of expression and thus it concerns itself with not just what is expressed, but also the manner of its expression. Thus, literature places emphasis on aesthetics or elegance of expression and it has an artistic significance. Thus, in literature as well as in language, words, structures and events are created with the purpose of passing messages, information and knowledge to readers but in different styles.

Literature does not possess a single right meaning. Tasks in literary works provide opportunities for discussion and problem solving activities. Language provides the basic procedure for interpreting literary texts. When learners observe language peculiarities in literary works it enables them to examine closely its features

and intricacies of language involved, and that promotes their knowledge of language in the texts. The skills they acquire in interacting with the texts could be used in their daily communication and facilitate their language proficiency. This is perhaps why Sanusi (2010), asserts that learners' possession of language rules enables them to note the ambiguities or layers of possible meanings and irregular patterns in literary works and the knowledge of language features constrains students from inferring unreasonable meanings into texts and prompts them towards reasonable ones.

According to Adegoke (2005), reading literature texts helps people to develop a reading culture. The interesting nature of literature books gets one involved in other language skills with greater ease than getting involved in them through the medium of language itself. In the opinion of Kammelu (2005), literature helps us to develop speaking skills, which is one of the major skills of language. In performing a play (except in miming), one most times speak aloud. The speaking skill is also exercised in the recitation of poems. This could help to train people in speech production, intonation, and stress through literature. Listening skill is also improved because when a play or poem is read to the class, we listen to the words of the teacher, actors or actresses.

Literature and language help to develop students' style of writing according to Olopoenia (2006). Very good writers write novels, short stories, essays, poems and drama. We can borrow from them as models as those who want to master language skills. The English language teacher not only presents literature but also uses it in generating language and exemplifying the various ways language is used. Thus language is the raw material for literature. Language is used to select human experiences and to present them in literature. The analysis of the language of literary texts helps students to make meaningful interpretation and increases their general awareness and understanding of language.

The link between language and literature is recognised in our institutions of learning. At the Junior Secondary level, English and Literature-in-English are taken as a single Paper and called English Studies. Again, in tertiary institutions, the language student is also made to study literature. The reason for this may not be far from the fact that, in reading literary texts students also have to cope with language intended for native speakers and thus they gain additional familiarity with many different linguistic forms and conventions of the written mode. For instance, we come across irony, argument, exposition and narration. This makes for language enrichment as

literature provides a rich context in which individual lexical items are made more memorable. In relating drama to communication Olusola (2012) establishes that in reading a substantial and contextualised body of texts, students gain familiarity in the formation of sentences, varieties of simple structures and formation and connection of ideas. This helps students to develop the ability to make inferences from linguistic clues and to deduce meaning from context, which are both useful tools in reading other materials and texts.

Perhaps a scholar's opinion that helps to point out the connection between literature and language very lucidly is that of Amoloye (1999). While commenting on the teaching of language in the mother tongue, she states that Literature plays an important role in the achievement of proficiency in the language. She believes that if the two could not be taught as an integrated curriculum, it would be better to make the literature in the mother tongue the core subject while the language is elective.

In an interview in English Language Teaching Journal (1998), David, a prominent language scholar, states that he was the product of the English Department at University College London which at the time that he was a student, was one of the few departments in the country giving equal balance to language and literature, and focusing very much on the link between them. David's comment shows that in building language proficiency in students, language and literature should both be taught equally while showing the correlation between them. Hence proficiency in language is likely to give students an edge over their colleagues who have poor language skill in their achievement in literature.

2.4 The Evolving Scope of Literature-in-English Syllabus at Senior Secondary School Level

Literature-in-English has been one of the major subjects in the schools' curriculum since the establishment of western formal education in Nigeria in the 1840s. However, what we have as Literature-in-English today was initially more of English Literature because most of the texts introduced to schools were Shakespearean texts, and the works of classical Greek writers and other European scholars whose backgrounds, settings and experiences were far-removed from those of the African contexts. Thus, the teaching and learning of Literature then was regarded as a study in abstraction (Osokoya, 1989).

However, as African writers like Chinua Achebe and others came to the fore, Literature books by African writers in the three main genres of plays, poems and

novels were gradually introduced into the syllabus. The implementation of this took place after a meeting of African teachers of Literature in about the middle of the 20th century (Moody, 1991). This blend of African and non-African Literature gives it the present nomenclature − Literature-in-English, meaning, literature that is written in English Language.

The Literature-in-English SSCE syllabus is divided into three papers: Paper 1 which is mainly objective is based on general literary principles, literary appreciation and a Shakespearean text. Paper 2 covers African and non-African drama and African and non-African poetry and Paper 3 covers African and non-African prose. Before 1999, students had been asked to answer four essay questions in the prose section of literature, which is Literature III. Two questions were from African and two others from non-African novels. In 1999, WAEC decided to reduce them to two questions - One from African and the other from a non-African novel, making two questions in all. There are four essay questions in Literature Paper 11 − a question for each aspect of the paper. That is African and non-African drama and African and non-African poetry. There are fifty questions for Literature-in-English Paper1instead of the initial one hundred questions. The reduction in the number of questions set could be as a result of students' poor attitude to Literature-in-English and a way of encouraging candidates to participate better in the study of the subject.

2.5   Factors Affecting Teaching and Learning of Literature-in-English at the Senior Secondary School Level

Factors that have been identified as responsible for students' failure in Literature-in-English according to scholars such as Chambers and Gregory (2006), include lack of individual motivation on the part of students, and large class size. Some other factors identified by Nsubuga (2013), are lack of proper instructional techniques and school learning environment. Obiero (2013), on the other hand, attributed students' failure to lack of positive attitude on the part of both teachers and students, lack of effective communication skills and lack of text possession on the part of learners. Anang (2013) stresses that factors such as inability of students to go beyond the literal to implied meaning of texts, cultural, linguistic, and racial disparity between the life of the students and what is contained in the texts, lack of appropriate strategies for studying the texts and a teacher-dominated class where students are not given the opportunity to interact with the texts are the reasons for students failure in Literature-in-English.   The suggested factors by scholars for students' poor

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performance in and attitude to Literature-in-English has provided bases for scholars to introduce teaching strategies to enhance Literature-in-English learning. However, studies on student-related variables that could predict academic achievement and attitude to Literature-in-English have not enjoyed much research attention.

Smita (2010) opines that cultural, racial and linguistic differences are factors which affect the teaching and learning of Literature-in-English in non-native contexts. He explained further that students who are not familiar to British or English cultural references may not understand the subject matter as viewed by authors. Jegede (2010) attributes students' poor performance in Literature-in-English to poor reading culture. She is of the view that many students prefer reading the teacher's notes to reading literary texts.

It has also been seen that literature classrooms lack literary programme which include reading, writing, negotiating and constructing meaning from literary texts (Jegede 2010). Obafemi (2010) corroborating Jegede (2010) and Igwe (2011) on poor reading culture opines that poor reading culture among Nigerian students is a result of poor economy which has made reading very expensive. Also, poverty, illiteracy and high cost of books have been attributed as factors which cause poor reading culture and has been seen as major problem of teaching and learning of Literature-in-English.

Dawson (2004) notes that with the introduction of free education in our schools, buying of textbooks have become a thing of the past. Most parents do not buy books because education is free so the government must provide textbooks for the students and even lockers too. This is a problem in the teaching and learning of Literature-in-English. Rassol (1999) states that when a student has all the problems of reading like poor visual perception, vocalisation, sub-vocalisation, regression, acquired defects-fluency of expression, word-by-word reading, excessive eye-fixation, and poor mastery of the content of Literature-in-English, they will definitely affect the learning of the students in Literature-in-English.

Adeyinka (2001) observes that relevant instructional materials are absent in Nigerian schools. There are no functional libraries; those that exist are stocked with obsolete books. Language laboratories and research centres exist only in theory. Simple aids like flannel graph, tapes, cardboards; even pieces of chalk are not freely available. In some schools, the commonest aid, which is the blackboard, cannot be written on, thus, illustration is made difficult. When all these aids are not available they affect the mastery of the target language. Another problem that affects

comprehension and learning of Literature-in-English in Nigerian schools is "vision and hearing defects." Where either of these two senses is impaired it might inhibit adequate liking for reading generally as well as reduce the power of concentration on the subject. Where the ability to concentrate is low, the student tends to find it almost impossible to comprehend objectively whatever he or she is reading (Anne 1983).

Literature-in-English is a skilled subject and as such it requires extensive practice, but this is not practicable in a large class, which is a common phenomenon in Nigerian schools. It does not allow the teacher to take care of individual differences and different students have different problems and different solutions (Ogunnaike 2002). Another factor is the myriads of essays submitted for marking each week. Many teacher stagger under the load of marking or looking for a way out by concentrating on grammar hoping that the mastery of grammar will aid students composition. Poor teaching is another problem in Nigerian schools in learning Literature-in-English. It refers to the poor teaching of literature that affects the ability of the students to comprehend effectively. It is so because unless the student is carefully trained to decode as precisely as possible, the student's ability to evaluate critically might be impaired. This careful training starts with selecting suitable materials from the student with conscious effort, improving his reading ability, asking the right type of questions to tax the right recourse in the student, and making deliberate effort to guide the child to correct answers. But unfortunately, these correct trainings of students are lacking in our schools (Ajayi 1994).

There is the problem of time allocation to the teaching of Literature-in-English in the school time table. The number of periods allocated to it is fewer compared to other subjects on the time table because it is viewed as not too important. When teachers have to rush through a text, naturally, they would tend to overlook some salient points and the students may miss out on these especially when they do not carry out their own personal reading of the text. This situation in turn may negatively affect the students' understanding of the text and their performance in examinations. Onukaogu (2002) warns that de-emphasising the use of fiction in our schools and colleges because we claim to be only concerned about the promotion of science and mathematics will be at our own peril. Onukaogu contends that it is time to think about the harm that we do to ourselves by de-emphasising the role of Literature-in-English in the English language curriculum before it is too late.

There is also the problem of inadequate material resourses in the Literature-in-English classroom such as the prescribed text, and students' failure to read the text. The novel is the actual text used in prose teaching and learning. However, the question is, do students actually possess the recommended novels? Ogunnaike (2002) observes that that most students in Literature-in-English classes surprisingly could not purchase the recommended texts. Where some of them even had the text, they find it extremely difficult to read them at their leisure. Ogunnaike adds that they depended mostly on the teacher's lessons, thus leading to their poor performance. Olutoyin (2010) observes that an average student in the Nigerian university does not want to read selected literary texts even when he or she realises that to a large extent, his or her knowledge and understanding of the text will determine success in the examination. Olutoyin adds that many students prefer reading of the teacher's notes to reading of the text itself partly because the average Nigerian student, if he or she reads at all, is a not a spontaneous lover of books. The negative attitude of students towards text or towards reading might be traceable to our culture. In Chukwuemeka's (1998) view, as cited by Olutoyin (2010), Nigeria does not have a reading culture. This could probably be attributed to our having a dominant oral tradition. A change from the oral culture to the book culture, Chukwuemeka maintains, would require a process of sustained conditioning to open up the consciousness to appreciate the indispensability of books to our overall well-being and turn us into book lovers.

Another factor affecting the teaching and learning of Literature-in-English is the attitude of teachers and especially, students to the subject. According to Oxford Advanced Learners' Dictionary (2006), attitude is a way someone feels and thinks about something, or the way one behaves towards something especially when it shows how one feels. Attitudes are effective variables of paramount importance for the well-being of individuals and society. Individuals have to acquire the right types of attitudes towards self, work, other people and objects. The word attitude has been defined in various ways by psychologists and educationists for the implication it has on teaching and learning.

Scholars have proffered different definitions for the concept 'attitude'. Adebiyi (2006) defines attitude as the positive or negative feelings that an individual holds about objects or ideas. In the opinion of Fakeye (2010) attitude is one of the most important factors that may determine students' achievement in language learning. Positive attitude will enhance students' performance in the learning of a

second language. Adegoke (2005) point out that it is necessary to study students' attitude towards language learning because attitude influences in no small measure students' language learning behaviours. Kolade (2012) points out that students with positive attitudes spend more effort to learn the language by using strategies such as asking questions, volunteering information and answering questions.

Ghazali (2008) submits that attitude affects the rate of development and the final proficiency achieved in the target language. Attitudes are shaped and influenced by the social context such as an individuals' home and community. Attitudes in turn, determine the type and amount of learner motivation. Both motivation and personal characteristics influence how an individual makes use of the learning opportunities in formal and informal contexts. The final outcomes are the linguistic proficiency of a learner and also non-linguistic outcomes such as attitudes which might change after the learning process.

There are high achieving and low achieving students who are seen in the response to the learning process, their disposition to the teaching process, their disposition to the teacher and his assignment and the environment. In which case, the high achieving students have positive attitude towards study. They detect and react positively to the favourable aspects of the situation that they find themselves in while the low achieving students tend to be fault finders, reacting to the negative aspects of study such as distractions and things that they find irritating. In terms of attitude towards teachers, the high achievers generally have positive attitude towards teachers as they do not blame anybody for their shortcomings, and as a result, are positively disposed to academic work. With this revelation, Ogunyemi (2014) agrees that academic success requires not only high cognitive ability but also sound attitude which will give rise to their commendable performance. It then behoves on all educationists to promote the quality of education through the promotion of positive – study habits and positive attitude of students to their work. There exists a strong relationship between students' attitudes and Literature-in-English achievement levels. One of the most important factors that affect language learning and the literature of that language and achievement in it is attitude.

According to Adebiyi (2006) and cited in Fakeye (2010) attitudes are positive or negative feelings that an individual holds about objects or ideas. Students' attitude to a subject is their disposition towards it. Attitude to a subject can be shaped by different factors according to investigations by scholars. Sidhu (2003), finds that

students' attitude especially to a foreign language is determined by their motives of learning the language, such as passing exams, participating in the cultural activities of the owners of the language or simply to get a better job. He states that the level of determination of the learner to achieve any of the listed goals will also shape that learner's attitude to the language. A large body of research on students' attitude to general foreign language study has developed but few studies focus on students' attitude to literature. Hirvela and Boyle (2004) argue that eliciting information on students having different perceptions of literature helps people to understand better students' attitudes to literature. Their study and that of Yilmaz (2012), portray that learners' positive attitude to the study of literature is sometimes determined by selecting appropriate literary texts appealing to students' tastes and needs in order to sustain their interest in the subject.

Some scholars are of the view that learners prefer some aspects of literature to others, and may therefore have more positive attitude to aspects of literature. Researchers that have investigated students' attitude to some genres of literature are: Ayanniyi (2009), who determines students' attitude to poetry and finds it to be negative. This position about students' aversion for poetry is supported by Siregar (2010) and Suleiman (2011). Kolade (2012), who investigates whether the teaching of stylistics could help learners to do better in poetry found a significant correlation between learning stylistic skills and achievement in Literature in English. There are other scholars however, who worked on other literary genres. Adegbile (2012), contends that learners are better predisposed towards drama and determines whether drama could help to bridge perceived cultural declination and reports a significant correlation. Adegoke (2005), on the other hand, determines students' perception of prescribed prose texts and finds that most learners are better disposed towards African than non-African prose. This is corroborated by Ezeandu (2011), who determines students' attitude to and achievement in prose literature. In addition, Ezeandu asserts that size of prescribed texts and pedagogical skills displayed in classroom management are other factors that could influence students' attitudes to Literature in English.

Some other studies that investigate learners' attitudes to the study of literature explore a range of factors likely to affect their opinions along with the teacher's practical methods relating to literature instruction and to elicit students' reflections on literature instruction given by the teacher. Hismanoglu (2005), for instance, reports

that some students' enjoy literature because they think it enhances their proficiency in language. Again, Stockwell (2007), who also asserts that integrated teaching of language and literature is beneficial to learners as it gives their language proficiency a boost, determines how the teaching of stylistics in the literature class could help influence their achievement and attitude to the subject and discovers a significant influence.

Merisou-sterm (2007), on the other hand contends that learners' attitudes to language are shaped by their background or previous knowledge. Thus, a learner who has poor background knowledge in the language in which the literature studied is written is likely to be less enthusiastic towards learning, than one who is already well grounded in it. Again, Kirkpatrick (2009), points out that learners' attitude to language or literature could be enhanced by socio-economic factors. He reports that the social status, and or economic strength of parents often determine the language used in the home. While those from a high socio-economic class encourage the use of the language of academics at home, people from the low socio-economic stratum may not and this also limits opportunity for language use of their wards/children and negatively influences their attitude to the language. These assertions however, could be refuted as Fafunwa, Macaulay and Sokoya's (1989) report of the research on education in mother tongue, in which pupils who were taught all subjects in the mother tongue performed well in their external examination, thus contradicting these views.

Students' negative attitude to Literature in English has been linked to some problems militating against the learning of Literature in English in secondary schools. Some of these problems according to Smita and Mujumdar (2010) are cultural, racial and linguistic differences in the prescribed texts which make it difficult for some teachers let alone learners to understand themes as viewed by the authors. According to them, the huge size of some prescribed texts and the obscurity and clumsiness of expressions in them may hamper easy teaching and learning of literature.

Again, students' attitude to Literature in English could be influenced by their ability to comprehend the recommended texts according to Ojo (2007), who reports that the inability of teachers to handle prescribed texts is a hindrance to comprehension and makes Literature in English learning a challenge. Still on pedagogy and its influence on students' attitude to Literature in English, Agboola

(2004) stresses that students' attitude to Literature in English depends on how the subject is presented to them and what they are guided to make of it. He points out that using one teaching method for students with divergent abilities and individual differences makes teaching monotonous and ineffective. Corroborating this view, Preston (2002), and Siregar (2010) stress the importance of integrated approach to language teaching as there seems to be a significant relationship in the scores of students in English language and Literature in English. Hence a poor attitude in one can lead to a poor attitude in the other.

Also commenting on pedagogy in the literature classroom and its influence on students' attitude towards the subject, Baurain (2007), reports that poor attitude to language and literature learning is connected with the monotony of a teacher centred class. This is supported by Clark and Graves (2008) who found that when students are passive in class, just listening to teachers as they expound their views about the texts or poems without being actively involved in the thinking process, knowledge is not easily internalised. It is therefore necessary that students should be given tasks that will make them participate more in literature classes rather than being passive listeners. This according to him will make for livelier classes and improve students' attitude to literature learning.

Still emphasising the influence of the teaching of the literature on students' attitude to the subject, Mohammad (2001), stresses that there is a positive correlation between the attitude of Literature in English teachers and those of the learners of the subject. He observes that teachers who exhibit a great confidence and knowledge of the texts and poems recommended and teach with much enthusiasm produce students who are also enthusiastic about learning, and such students also do well in Literature in English and thus have a positive attitude to the subject. Ganakumaran (2003) like Too (2006), however, does not agree that teachers' enthusiasm alone is responsible for successful teaching and learning of literature but emphasises that different strategies should be employed by teachers in order to take care of individual differences among students.

Garrett, Coupland and Williams (2003) report that language attitude studies contribute to understanding language learners' feelings, stereotypes and expectations and prejudices of the target language and as a result studies in learners' and users'

attitudes to language in which literature is a part is necessary in order to motivate learners not only to participate fully in language and literature but also to attain high academic standards.

Again, Hismanoglu (2005) and Foyewa (2007) stress that lack of preparation in the area of Literature teaching, absence of clear-cut objectives, defining the role of Literature in English in language skills development, teachers not having the background and training in Literature and lack of pedagogically designed appropriate materials that can be used by language teachers in classroom contexts make English Language and Literature teaching an uphill task and this makes literature students negatively predisposed towards the subject.

A lot of factors contribute to influence students' attitude to literature according to some scholars. Ogar (2005) corroborated by Ogunyemi (2007) reports that there is population explosion in school enrolment without appropriate corresponding increase in the number of schools and classrooms. Large class size results in regimented sitting arrangement that makes it difficult for teachers to organise students to engage in active participation in learning tasks. The time-table in most secondary schools, according to Okusaga (2004), is not adequate to cover the syllabus judging by the large number of recommended texts and poems that students have to read. Generally, there are forty minutes per period and about three days per week for Literature in English teaching in most schools. The resultant effect is that teachers rush to cover the vast syllabus because of time constraints, and the students find it difficult to fully understand what they are taught. Olasunkanmi (2002) and Ojo (2007) state that lack of learning tools in our schools is a strong impediment to the teaching and learning of Literature in English. In most public schools, many students do not have the recommended Literature in English texts. These schools also either lack libraries or even if they have, they are so ill-equipped that they are less than glorified reading rooms. Apart from lack of adequate textbooks, there are no materials like bulletin boards, charts, illustration pictures and audio-visual materials to enhance the teaching and learning of Literature in English.

Again, many students, particularly in public schools, have parents from low socio-economic and educational levels, all these impact negatively on students' acquisition of language skills to enable them possess inferential comprehension skills

necessary for a good performance in Literature. While discussing the role of the teacher in literature teaching, Smita and Mujumdar (2010) suggest that teachers should jettison their method of one-sided discourse and passive response or blind acceptance by students in which much is left to the imagination and the interpretive ability of students. Instead, they emphasise that teachers should embrace methods that will make learners feel the experience of writers in content and language oriented aspects. Teachers are advised to train the minds of students to grasp the writer's vision, approaches and beauty of language, as well as the use of new words. They suggest the use of audio-visual materials, participation in seminars, live interactions, preparing students for diverse sources of information and developing the skills of synthesis of knowledge among students. The advanced information on the internet enriches the teacher and learner to be well equipped before dealing with the topics treated. Since attitude has been found to be generally important in academics, this study therefore investigated the extent to which student-related variables predict achievement in and attitude to Literature in English.

3.   Empirical Literature Review

3.1   English Language Proficiency and Students' Attitude to and Achievement in Literature–in-English

Language Proficiency refers to students' level of competence in the four English Language skills (listening, speaking, reading and writing). A learner's proficiency in English Language is speculated to affect his or her performance in other school subjects.   Undoubtedly, language is the major vehicle of transmitting ideas from one person to another. Accordingly, Smith (2002), Adegoke and Ibode (2011), point out that unless a student acquires sufficient ability in the second language (that is, English Language in Anglophone countries such as Nigeria) such a student is likely to be retarded in reasoning as well as in attainment tested in English Language and by implication Literature-in-English.

Smith (2002) classifies language proficiency into two categories, which are basic interpersonal and cognitive academic language proficiency. He defines basic interpersonal proficiency as the first level of proficiency which deals with face to face conversations where meaning is derived by a range of contextual cues provided by concrete situations, intonations and facial expressions. This type of proficiency enables students to function in everyday life. Cognitive academic proficiency on the other hand, is the second level of language proficiency which occurs in context like

specific academic situations requiring higher order thinking skills such as analysis and synthesis. Cognitive academic proficiency is less visible in its semantic and functional aspect and relates to skills that are requires outside the immediate everyday common situations. This indicates the language skills learners are supposed to have to cope with academic tasks. The cognitive academic proficiency is what most students are deficient in, probably because the medium of instruction – English Language, is different from the students' L_1. Low cognitive academic proficiency leads to negative attitude to and low achievement in academic subjects of which Literature-in-English is a part.

Olopoenia (2006) also asserts that low proficiency in, and inability to think, read and write rapidly in English Language could contribute to learners' poor performance in school subjects such as mathematics, economics, government, physics and chemistry among others. It is possible that if either the teacher or the learner or both have problem with language proficiency, there may be communication breakdown which could adversely affect learners' cognitive achievement making them linguistically disqualified from playing a full part in academics. According Suzman (2002) lack of proficiency leads to failure to understand instruction, which means students' responses to task demands are rendered inadequate. Some identified profane errors according to Suleiman (2011), include inappropriate use of register, spelling errors, incorrect use of punctuation and verb tenses, not being original, inability to employ emotive and figurative language, not giving a correct and apt response to a given assignment, as well as inability in demonstrating richness in and logical flow of thought. Students' poor language proficiency makes them incapable in handling the requirements of a curriculum and in a subject like Literature-in-English where proficiency is crucial, a lack of it will likely hinder positive attitude and high academic achievement.

The importance of English Language proficiency in Nigeria cannot be over-emphasised as students are taught the contents of school subjects at all levels in Nigeria via the English Language. This has made researchers to investigate the influence of language proficiency on academic achievement. Fakeye and Ogunsiji (2009), for instance, report that there is a positive relationship between English Language proficiency and core subjects like Mathematics and English Language. Since the language of Literature-in-English is English Language, the influence of English Language Proficiency on students' attitude to and achievement in the subject

need to be established. English Language proficiency according to Arkoudis, Hawthorne, Loughlin, Leach and Bexley (2009) makes a positive impact in easy social interaction among students and builds them to perform better in their workplaces after graduation from school. They point out that those who are proficient in English Language have better chances of getting jobs as they are thought to have better chances of doing well at work. Thus it is obvious that English Language proficiency gives one an edge over those who are poor in the language in nearly all aspects of life.

Realising the importance of language as an important communicative skill, a number of scholars have carried out researches on how language proficiency affects students' achievement in or their attitude to academics. Ellis (1993) determines the relationship between language contacts made outside of the classroom by Japanese foreign students and reports that those contacts affect their participation within the classroom and their overall academic performance.

Ezeokoli (1986) in his work establishes the nature and degree of interrelationships between style with other teacher related characteristics and students' cognitive and affective outcomes in Literature. John (2006), states that language difficulty stems from the fact that the full identification of the information transmitted both explicitly, by the statements and implicitly, by the choice of the individual words, becomes more laborious when these words belong to a language different from the mother-tongue. Again, Adesoji, (2002) emphasises that language enables the child to acquire world concepts, both scientific and non-scientific. He corroborates Adeyegbe (1994) who reports that the complexity of language and terminologies of science, technology and Mathematics contribute to students' learning difficulties thereby leading to poor acquisition of practical skills.

English Language proficiency has been correlated with some variables such as multiple intelligences, Razmjoo (2008); language learning strategies, Fewell (2010) and it was reported that though English language proficiency has a positive correlation with multiple intelligences, there is no positive correlation between it and language learning strategies. However, Manyike (2007), who determines the relationship between English Language proficiency and academic subjects, reports a significant positive correlation between them. Itsuokor (1992) maintains that tests of intelligence conducted in English Language have been a matter of concern for Nigerian psychologists/educators. He states that comprehension was the biggest

problem associated with English Language and that performance in intelligence tests would greatly improve if reading comprehension improved. Again, Yerima (2001) and Suleiman (2011), emphasise the importance of learners possessing comprehension skills in order to enable them handle academic tasks with ease. Suleiman for instance, reports that learners' ability to comprehend text positively influences their scores in Literature-in-English.

There seems to be a general consensus from these reports from researchers that language proficiency or the acquisition of language skills has a positive influence on students' academic achievement. However, most of these studies relate language proficiency to academic achievement in subjects like Economics, Mathematics and Science subjects, and have not combined language proficiency with locus of control, class participation, study habits and text utilisation in a single study to predict students' attitude to and academic achievement in Literature-in-English as has been investigated in this study.

3.2 Locus of Control and Students' Attitude to and Achievement in Literature-in-English

The search for means of improving performance and consequently ameliorating declining achievement at public examinations have made it imperative for researchers to explore the psychological bases of success in academics and attitude to school subjects, prominent among which is locus of control of learners.

Ability, effort, luck, and task difficulty are four attributional factors to which people ascribe their successes and failures (Hans 2000, Neil 2006). Weiner (2006) adds to these causal attributions three properties of locus, stability, and control. Locus, firstly introduced by Rotter (1966), is concerned with whether the causes of events are perceived as internal or external by individuals. For example, while luck and task difficulty are external attributions, ability and effort are internal factors. The stability dimension refers to the extent to which the cause of an event is fixed and stable, or unstable, over time. Ability, for instance, is regarded as stable; effort, on the other hand, is considered to be an unstable dimension. Finally, control examines how much control an individual has over a cause. In the case of the four attribution dimensions proposed by Weiner (1986), effort is controllable and the other three properties, that is, ability, task difficulty, and luck are uncontrollable. Multiple comparisons of causal factors and properties are summarized in Table 1 adapted from Vispoel and Austin (1995) based on Weiner (1979).

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TABLE 2.1   Dimensional Classification Scheme for Casual Attributions

Attributional Factors	Dimensions		
	Locus	Stability	Controllability
Ability	Internal	Stable	Uncontrollable
Effort	Internal	Unstable	Controllable
Task difficulty	External	Stable	Uncontrollable
Luck	External	Unstable	Uncontrollable

Locus of control has been viewed by many researchers as a determinant of peoples' action. This is because it is considered as what people perceive as attributive or contributory to their success or otherwise. The way an individual learner perceives failure has a strong influence on his or her future performance. Ability, effort, luck and task are four attributional factors to which people ascribe their successes and failures. Locus of control refers to individuals' perception about the underlying main causes of events in their lives. According to Neil (2006), locus of control is either internal or external. External locus of control is when an individual believes that his or her behaviour is controlled by external forces and sees events in his or her life as being predetermined by fate or circumstances. The individual with an internal locus of control believes that his behaviour is guided by personal efforts and decisions.

Learners' locus of control is often attributed as a factor that determines learners' grades. Corroborating this view, Hans (2000) and Mamilin, Harris and Case (2001) and Matricardi (2006) argue that individuals with internal locus of control have self confidence in examining their learning situations and look inward to find out what they can do to attain maximum success; while individuals with external locus of control are less likely to change their behaviour in order to experience better results since they do not believe that change in behaviour has any benefit in positively influencing their academic achievements. Alton (2006) posits that socio-economic status of people determine their locus of control to a great extent as families from low economic background and educational level are more prone to believe that there are external factors controlling their lives than those from high economic and academic pedestal.

Learners who have internal locus of control are more likely to think of ways to ensure that they are academically successful than those who have external locus of

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control. This, as Daum and Wiebe (2003) point out is so because they reason that their success or failure depend on what they do, unlike those with external locus of control who do not think that their efforts at success could amount to anything. Araromi (2012), states that locus of control whether internal or external is a determinant of academic success. He sees locus of control as individuals' (by extension students') belief systems as regards their experiences and the factors to which they attribute success or failure. That is, a person's generalised expectations concerning where control over subsequent events resides.

Research on locus of control has focused more on Mathematics, some aspects of English language and academic subjects other than Literature-in-English. Bolorgi (2009) and Lei (2009) determine university students' locus of control on their general academic performance and find a strong relationship. Scholars such as Borucholvitch (2004), and Basturk and Yavuz (2010), correlate learners' locus of control with achievement in Mathematics; while Borucholvitch finds a strong relevance between students' locus of control and their scores in Mathematics, Basturk and Yavuz do not find any. Scalgia (2011), referring to Schultz and Schultz (2005), reiterate that parental influence has a lot to do with children's locus of control. They are of the view that supportive and self disciplined parents produce more children with internal locus of control than parents who do not possess these qualities. These studies on students' locus of control emphasise the benefits of students making personal efforts in order to improve on their academic standard. The discussed literature of researchers on locus of control all point to the fact that the kind of belief students have about themselves and their academic work has a lot do with how well they may be able to perform academically.

Most studies on locus of control (Cochran, McCallum, and Bell 2010; Rastegar, Heidari and Akbarzadeh 2012) are often combined with students' social or psychological factors in relation to other subjects other than Literature-in-English. Cochran et al combine learners' locus of control with attitude, and aptitude reporting their contribution to foreign language learning while Heidari and Khorasaniha (2013), combine locus of control with multiple intelligences and determine how they influence reading proficiency. Rastegar, Heidari and Akbarzadeh (2012) determine the relationship between locus of control, sense of well-being and language proficiency.

It is evident from the research that locus of control has been combined with variables different from the ones in this study. The researchers have also determined the contribution of learners' locus of control to subjects such as French, foreign language learning, reading proficiency and language proficiency. This research therefore focused on locus of control and student-related variables (English Language proficiency, class participation, study habits and textbook utilisation) other than the ones investigated in literature and determined the extent to which these variables predict students' attitude to and academic achievement in Literature-in-English.

3.3   Study Habit and Students' Attitude to and Achievement in Literature-in-English

Students' study habits are students' reading behaviour. Study habits are learning tendencies that enable students to work privately. Norris and Hudson (2010) describe 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 them, good study habits are good assets to learners because they (habits) assist students to attain mastery in areas of specialisation and consequent excellent performance, while the opposite constitute constraints to learning and achievement leading to failure. Omotere (2011) views study habit as the student's way of study whether systematic, efficient or inefficient. Going by this definition, good study habit produces positive academic performance while inefficient study habit leads to academic failure.

Relating study habit to achievement Landrum, Turrisi, and Brandel (2006) identified two stages to achievement. The first stage includes the behind the scenes behaviour involving studying, time management, and avoidance of actions that are counterproductive for classroom success. This stage of achievement determines the amount of knowledge and skill acquired. Successful performance at this stage involves effectively engaging in actions related to knowledge and skill acquisition, such as studying, communicating with peers, choosing to read at the library to avoid distractions, and so on. In the second stage, the accumulated knowledge and skill is assessed on exams, during presentations, and in written papers. Performance at the second stage determines grades and is the most observable aspect of student performance.

Studies on students' study habit reveal that it strongly influences academic achievement. Studies of school achievement indicate that most students are under

achievers (Seibert 2002 , Crete and Kuncel 2008). A major reason for students' under developed potentialities may be in their lack of learning strategies. Yahaya (2005) posits that it is not an infrequent occurrence that students, who spend a long time memorizing study materials, still do not perform well. Therefore, students need to develop good study habits like devoting enough time to reading the assigned chapters before lessons and tests, taking good notes during lessons and reviewing notes after class to correct obvious errors, comparing notes with those of other students and studying with others.

Ossai (2012) states other good study habits such as scheduling daily studying and homework time, making lists of things to accomplish during studying, putting off pleasurable events until work is completed, reading the recommended textbooks, creating mnemonics and vivid mental images to aid learning, memorize the material through repetition, generate examples to apply the learning material, recording information relating to study tasks (for example, keeping a study log), self-verbalising the steps to complete a given task, using chapter review questions to self test, having a study partner, reviewing the items missed on the exam, including items guessed at, making an outline before writing a paper, and checking work before handing in an assignment. However, students are to avoid listening to music, watching television, text messaging, or surfing the Internet while studying.

Ezeokoli (1998) states that study habit determine to a certain extent students' possession of knowledge, information, their acquisition of skill and attitude to the subject that is studied. Popoola (2007) reports that students who have variety of study styles and make out time for breaks in-between intensive study periods perform better in their academics than those who study for long periods at a stretch without break. Bamigboye (2007) reports that students' procrastination of intensive study time till close to examination time is a major cause of students' poor performance in academics.

Study habit is often thought to influence academic achievement in the way learners respond to or perceive academic subjects. Research on the relationship between study habit and students' academic achievement has for long received attention from scholars. For instance, Cox (2001) in his research determines the relationship between study habit and academic performance of the students in Mathematics. Findings from the study reveal a positive correlation between study habit and academic achievement in Mathematics. Similarly, Yahaya (2005) and Ossai

(2012), in their studies determine the relationship between academic achievement and study habit for effective counselling and report a positive relationship between the two variables.

A major reason for learners' under developed potentialities may be in their lack of learning strategies. Gettinger and Seibert (2002) posit that merely reading without employing the necessary strategies may not yield the required results as there are frequent cases of students who spend time memorising study materials but are still barely getting by. They maintain that such students' personal, emotional, and social development may suffer from the pressures created by the use of relatively inefficient learning strategies. Corroborating this study, Omotere (2011) who links students' study habit with academic achievement also report that students who merely read without employing the necessary reading strategies still record poor academic achievement. The research however, focuses on study habit and general academic subjects and does not focus on students' attitude.

There are many variables influencing the ability of students to cultivate effective and efficient study habit. Harms (2004) emphasises the importance of environmental influence as a major factor in the development of students' study habit. In the same vein, Heard (2002), submits that the environment of most learners is not conducive for studying; it is in the light of this that some parents prefer their children to go to boarding school for proper discipline and to inculcate better studying habits. According to Hussain (2006), secondary school students in public schools often come from economically poor and average income families. These families face various problems causing emotional disturbance among their children. They have poor academic performance. This singular factor has caused serious damage to the academic achievement status of secondary school students. Norris and Hudson (2010) report that students get into habit like taking caffeine to keep awake, memorisation, and students avoid reading difficult aspects of their work till close to examination time. The study reveals that those who take caffeine or memorise chunks of material do not perform better than their counterparts who do not; while those who have the habit of leaving off study of difficult assignments perform worse than their mates who face study of difficult aspects early.

Studies abound (Crede and Kuncel, 2008; Hussain, 2006; Powell, 2011; Felipe, 2008; Ossai, 2012; Aluja and Blanch, 2004; Bagongon and Edpalina, 2009 and Amokeodo 2012) on the causative factors that influence academic achievement. Some

scholars emphasise that study habit can influence students' academic achievement. Crede and Kuncel (2008) relate students' study habit, skills and attitudes to their academic performance in some subjects and report a significant relationship. Though some scholars find significant contribution of study habit on students' achievement in some subjects (Hussain, 2006; Powell, 2011; Felipe, 2008; and Ossai, 2012), there are others who do not find any significant contribution of study habit on academic achievement (Aluja and Blanch, 2004; Bagongon and Edpalina, 2009). Amokeodo (2012) also reports no significant relationship between study habit and students' achievement in Literature-in-English.

Though it is obvious that development of good study habit will enhance positive attitude to and better academic achievement, not much work have been done in students' study habit and their attitude to and achievement in Literature-in-English. The results of most research studies on students' study habit are conflicting, and this necessitated further study in this area. They have also mostly focused on general academic subjects and not specifically on Literature-in-English. Researches on study habit have mostly been carried out by scholars outside the shores of Nigeria (Tamblin and Ward 2006; Landrum, Turrisi and Brandel 2006; Pauk and Owens 2007; Regan, Gurung and McCann 2011 Seebach 2012; and Grohol 2012) and they have not determined the extent to which the variables in this study: English Language proficiency, locus of control, class participation, study habit and text utilisation predict students' attitude to and academic achievement in Literature-in-English in a combined study as this.

3.4 Textbook Utilisation and Students' Attitude to and Achievement in Literature-in-English

Textbook utilisation has to do with how well students make use of textbooks, especially recommended ones in specific subjects. The benefits of school textbooks as classroom resources are hardly queried and a study in the United Kingdom has confirmed the direct relationship between expenditure on textbooks and learners' achievement (Watson, 2000). Linked to this, Haggarty & Pepin (2002) have raised a concern about the restricted access that pupils in England have to mathematics textbooks and the resultant impact on learning outcomes. For the developing world, international surveys show that the provision of textbooks ranks amongst the five most cost-effective ways of improving achievement of learners (Verspoor, 1991).

Consequently, Verpoor reiterates that considerable donor and government investment are put into the provision of pupil textbooks for schools in some developing countries. No wonder then that even in Nigeria, parents want to support politicians who promise to provide free books for students, Oyedele (2007).

Textbooks are very important in the study of Literature-in-English because examination questions are based on recommended textbooks. Textbook availability and utilisation are therefore likely to lead to high academic achievement in the subject. Despite the importance attached to textbooks, and the large investments made in their production and purchase, few empirical studies have been reported on the use of textbooks in class situations and their mediation by teachers (Haggarty & Pepin, 2002). In a questionnaire-based study Saravi (2012), determines the relationship between the use of textbooks and the academic achievement of 100 Iranian secondary school learners and finds it to have a strong influence on academics.

Proper utilisation of recommended texts in given subjects may contribute to the amount of learning that could take place in the subjects. This could help to motivate interest, maintain concentration and make learning more meaningful. The need for the use of instructional materials by the subject teacher cannot be overemphasised; the traditional method of talk and chalk approach can no longer improve the performance of students in secondary schools academically. Lubben, Campbell, Gaoseb and Kandjeo-Marenga (2003) report that students who make use of recommended texts, not only do better than their counterparts who do not, but are better motivated to learn, develop more interest, concentration and learn more meaningfully than those who do not use textbooks in class, do assignment from them, or use them for personal study. Odetokun (2008), maintains that books are usually published to cover the syllabus. They are valuable resources to both teachers and students and thus they are a major influence on academic performance. However, Chief examiners' reports confirm that the language level used in prescribed texts is often higher than most students can grapple with. Thus, learners find it difficult switching from their everyday English to the more figurative genres used in Literature-in-English, most especially in poetry.

Scholars like Ogunyinka (2011) and Stranfords (2012) find a positive relationship between text utilisation and academic achievement and agree that apart from being valuable information resource, textbooks are good reference materials as the teachers cannot say everything at the period of teaching as a result of limited time.

Supporting the utilisation of textbooks as great influence of academic achievement, Oyedele (2007) report that instructors and teachers that study available textbooks get more organised in class lessons and that they are used to referring to textbooks to point out topics or areas they need more elaboration on. Olajimbiti (2005) reports that textbooks utilisation is enhanced if enough time is made available for students to work on textbooks both in class and after class. Similarly, Ahmed and Asraf (2004) maintain that teachers should guide students to read literature texts with a specific purpose such that assignments could be given to students regularly to fish out information about certain aspects of the texts. Corroborating this, Ademola (2005) states that teachers should devise tasks and activities to exploit literature texts; like showing a film on a novel, recording of play or poem, getting library materials, giving information about the life of the author and other resource materials and activities that will make students motivated to better utilise literature texts.

There is literature proclaiming the value of textbooks and providing theoretical perspectives on their use. In spite of the importance attached to textbooks, and the large investments made in their production and purchase however, few empirical studies have been reported on the use of textbooks in class situations and their mediation by teachers particularly in Literature-in-English. Ademola (2005), Olajimbiti (2005) and Ogunyinka (2011) who worked on text utilisation in Literature-in-English did only linear studies on it and did not relate text utilisation to students' attitude to Literature-in-English. Other researches on text utilisation and academics are on subjects like Mathematics, (Rezat 2010) and Chemistry (Odedokun 2008). To fill the gap of dearth of researches on text utlisation in Literature-in-English, especially combining it with other variables, this research therefore focused on what extent text utilisation and other student-related variables such as English Language proficiency, locus of control, class participation, study habit and text utilisation predict students' attitude to and achievement in Literature-in-English.

3.5 Class Participation and Students' Attitude to and Achievement in Literature-in-English

Class participation means different things to different researchers. To some, it means students giving their opinions or answering questions in class. According to Agboade (2008), spontaneous unsolicited contribution, asking questions in class, dialogue among students and between the teacher and the student(s) are some forms of class participation. Fakeye (2008) maintains that students' attitude of being

involved in class by following the class with rapt attention, listening to others, talking about a topic, showing interest in class activities, reading from a text or other sources when called upon to do so are aspects of class participation. He states that class participation could mean making a thought public or making an intervention.

Ensuring students' class participation is essential in encouraging students to prepare for classes and to do background reading and to think and reflect on issues and problems. According to Ogunsola (2008), the value of class participation to learning cannot be over-emphasised as it helps in fostering the development of communication and presentation skills, the development of oral and language skills and encouraging social interaction and the sharing of ideas. Class participation could help in developing group and team skills as it provides students with the opportunity to develop the communication skills that are not just part of everyday working life, but which will help to enhance better attitude to and achievement levels in academic success.

The possible influence of class participation on students' attitude to and achievement in academics necessitates that teaching strategies that ensure active class participation are used. However, this is not the case in some schools as Marks (2000) maintains that there are classrooms that are characterised by high-pitched tension where the teachers behave like commanders, putting the students together through their acts with military precision and this often negatively influences students' learning outcomes. Physical setting, rules, classroom routine, interpersonal judgment and mode of communication both verbal and non-verbal are all factors which influence the nature of interaction between students and fellow learners and between students and their teachers (Dornyei 2001). Facial expression, gesture and bodily postures are all important tools that help to carry meaning, ideas and information implicitly to others and could have either positive or negative effect on students' academic performance (Dornyei 2003).

Since the instructional process involves teachers and students, meaningful learning is therefore achieved when teachers and students interactions are in harmony. Green (2008), points out that factors that determine class participation include knowledge of the topic which creates self confidence or a sense of security for the learner. Other factors are class size, fear of negative evaluation, task type, attitude to topic, L2 competence, and perceived value of participation, learning style, class procedures (group work, and nomination). Oyewale (2004) asserts that comparison

with peers, self concept, knowledge of peers, the teacher's attitude, sensitivity to others; that is letting others speak, risk taking, physical and emotional state of the student are the features that make class participation a wholesome exercise. Orji (2004) reports that students that are made to work in pairs, groups or nominated by the teacher to make contributions are better academic achievers than their colleagues who are not as involved in class activities. Amokeodo (2012) corroborates Orji's study because the study also submits that class participation has a significant relationship with students' achievement in Literature-in-English, but the study is limited to Ibadan North and does not determine the relationship between class participation and students' attitude to Literature in English. Other scholars do not relate class participation to attitude to or achievement in Literature-in-English.

The studies on class participation are more on academic subjects in general and only few are linked specifically to Literature-in-English. Some of these studies are not correlational and the few that link class participation with Literature-in-English do not use class participation as a predictor of students' achievement in and attitude to Literature-in-English. Again, the available studies covered geographical areas other than or not as wide in scope as Southwestern Nigeria. This study therefore determined to what extent language proficiency, class participation and other student-related variables predict students' attitude to and achievement in Literature-in-English as these have not been combined in a study.

3.6   Appraisal of Literature Review

The review of literature reveals that some studies examine student-related variables (English Language proficiency, locus of control, study habit, text utilisation and class participation) investigated in this study. It has been observed that the majority of the studies are conducted in disciplines other than Literature-in-English. Studies where all these variables are examined together as predictors of students' achievement in and attitude to Literature-in-English have not been carried out to the best of the knowledge of the researcher. This makes an empirical study in this area germane.

Studies on learners' attitude to academic subjects reveal that different learning conditions and different variables combine to influence students' attitude to a subject. Studies on students' English language proficiency and academic achievement reveal its strong relevance to general subjects or aspects of English Language (comprehension, essay writing, knowledge of linguistics and stylistics) and not

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Literature-in-English, neither have they been related to students' attitude to Literature-in-English. Research findings of the scholars on locus of control are contradictory. While some researchers find a significant positive relationship between locus of control and students' achievement in and or attitude to Literature-in-English, others do not. This necessitated further investigation in this area. The researchers also determine the contribution of learners' locus of control to subjects such as foreign language learning, French Language, and Mathematics, revealing that studies on locus of control in relation to Literature-in-English have not enjoyed much research attention.

Researches on students' study habit confirm that there are conflicting results on the relationship between students' study habit and their academic achievement. While some scholars find a positive correlation between students' study habit and their academic success, there are others who do not find any significant relationship between them. Again, most of the studies on students' habit are not linked to students' attitude to academic subjects. The importance of study habit which these studies emphasise and the inconclusive reports prompts the inclusion of study habit as one of the possible predictors of academic achievement in and attitude to Literature-in-English.

Studies on text utilisation have not come out with conclusive findings and most of these studies have been carried out in subjects other than Literature-in-English. There are studies on textbook utilisation and academic achievement in other subjects like history and Mathematics, reporting a strong influence on them. Apart from Clark and Graves, the few other cited studies on students' text utilisation in Literature-in-English are not correlational and do not investigate text utilisation as a predictor of academic achievement in and attitude to Literature-in-English. This then necessitates finding out the extent to which text utilisation could predict achievement in, and or attitude to Literature-in-English.

Most reports on students' classroom participation and achievement or attitude have been on subjects like Chemistry, Mathematics and Integrated Science and not in Literature-in-English. Few available studies on class participation and achievement in Literature-in-English are not linked with students' attitude to the subject. Students' classroom participation and the other student-related variables investigated in this research have not been previously considered together as predictors of academic achievement in and attitude to Literature-in-English.

The studies on class participation are more on other school subjects, and only few are linked specifically to Literature-in-English. Some of these studies are not correlational, and the few that link class participation with Literature-in-English do not use class participation as a predictor of students' achievement in and attitude to Literature-in-English. Again, the available studies covered geographical areas other than or not as wide in scope as Southwestern Nigeria.

The reviewed literature shows that though the student-related variables have been shown to have a link with the dependent variables in this study, they have not been used to predict them. Many of the studies relate the student-related variables with academic achievement alone while few relate them to attitude alone and even fewer studies relate the reviewed student-related variables to both academic achievement and attitude. This calls for a research in these variables (English Language proficiency, locus of control, study habit, text utilisation and class participation) as predictors of attitude to and achievement in Literature-in-English.

CHAPTER THREE

METHODOLOGY

This chapter presents the methodology employed in carrying out the study. It specifically discusses the research design, population, sample and sampling procedure, research instruments, validation and reliability of the instruments, procedure for data collection and methods of data analysis.

3.1   Research Design

The study adopted the survey research design of correlational type as it sought to determine the relationships between the different independent variables on the one hand and students' attitude to and achievement in Literature-in-English on the other.

3.2   Variables of the Study

Two categories of variables were used in the study, namely:

a.   Independent variables

b.   Dependent variables

3.2.1   Independent Variables

There were five independent variables in this study, namely:

i.   English language Proficiency

ii.   Locus of Control

iii.   Study habit

iv.   Textbook utilisation

v.   Class participation

Dependent Variables

The dependent variables in this study are:

Students' attitude to Literature-in-English

Students' achievement in Literature-in-English

3.3   Population

The population of the study comprised all senior secondary school SS two students offering Literature-in-English in Southwest Nigeria (Oyo, Ogun, Ekiti, Osun, Ondo and Lagos States).

3.4   Sample and Sampling Procedure

The participants in this research were drawn from public senior secondary schools in Southwestern Nigeria. The six southwestern states were first stratified into three. Lagos and Ogun States were grouped together because of their proximity. Ondo and Ekiti States were grouped together because they were one State before 1996. For

the same reason, Osun and Oyo States were also grouped together. Through purposive sampling, three states – Ogun, Ekiti and Osun States were selected. Each of the three states was stratified into senatorial districts, and a senatorial district was picked from each of the states using simple random sampling technique. From Osun State, Ife/Ijesa Senatorial District was selected; from Ogun State, Ogun East Central Senatorial District was selected; and from Ekiti State, Ekiti South Senatorial District was randomly selected. Ten schools were randomly selected from each of the senatorial districts. The researcher used intact classes of Literature-in-English students from each of the schools selected using simple random technique. SS two students were used as participants because SS three students, being finalists, were too occupied with thoughts of their external examinations to be readily available for the study, while SS one students had not gained enough mastery of the subject to give meaningful results.

3.5   Research Instruments

Seven research instruments were used in the collection of data. These are:

1.   English Language Proficiency Test – (ELPT)

2.   Questionnaire on Locus of Control - (QLC)

3.   Questionnaire on Students' Study Habit in Literature-in-English – (QSSHL)

4.   Questionnaire on Students' Utilisation of Literature-in-English Textbooks – (QSULT)

5.   Observation Scale Measuring Students' Participation in Literature-in-English Classes- (OSMSPLC)

6.   Questionnaire on Students' Attitude to Literature-in-English – (QSATL)

7.   Literature-in-English Achievement Test – (LEAT)

3.5.1   English Language Proficiency Test (ELPT)

The English Language Proficiency test was designed to measure students' proficiency in English Language. It was adapted from Fakeye and Ogunsiji (2009). It is made up of listening, speaking, reading, comprehension, grammar, vocabulary and writing exercises. The test of listening skill was administered with a recorded audio material that was played by the researcher, while respondents listened and chose the right answers to the questions on the conversations that they had listened to. The speaking skill was based on oral composition where respondents gave oral talks on given topics. They were also made to read a paragraph aloud and there were exercises on oral skill. For test of comprehension, students were given comprehension and summary passages to answer questions from. The comprehension passage had

questions on vocabulary. For test of writing skill, students took a short dictation, developed a paragraph on a given topic and answered questions on structure by filling the gaps with appropriate answers.

Validation of ELPT

The English Language Proficiency Test was validated by lecturers in the Department of Teacher Education, University of Ibadan, and feedback from them was used to improve the quality of the items. The instrument was revalidated because the original one was administered on students offering core courses subjects in the curriculum and not Literature-in-English. Moreover, there is a time lag between then and now. The instrument was administered on 40 SSII students in Sagamu in Ogun State who were not part of the participants of this study, to determine the discriminatory and difficulty levels of the items. Some items were reworded while others were removed. The reliability of the English Language Proficiency Test – (ELPT) was determined using the Test Re-test Reliability method. Pearson's Product Moment Correlation (PPMC) was used to establish a reliability estimate and a coefficient of 0.74 was obtained for the test. Therefore the test was considered reliable for the study. Details of this instrument are found in Appendix I.

3.5.2   Questionnaire on Locus of Control (QLC)

The questionnaire on Locus of Control was designed to elicit responses on Literature-in-English students' internal and external Locus of Control. The questionnaire was adapted from Araromi (2012). It was divided into two sections – A and B. Section A was designed to get demographic information like name of school, class and age from respondents. Section B comprised 15 items structured along a four-point Likert scale of Strongly Agree, Agree, Disagree and Strongly Disagree to elicit responses of students on their locus of control.

Validation of QLC

The researcher gave the instrument to lecturers in the Faculty of Education, University of Ibadan, who helped to establish its content and face validity. The instrument was revalidated because the original one was administered on students offering French Language and not Literature-in-English. It was subjected to field testing to determine its reliability to determine its reliability by administering it to 50 SSII students from Iperu in Ogun State who were the same level with, but were not part of the participants in this study. The Cronbach value of 0.78 was obtained and it

was considered reliable for the study. Details of this instrument are found in Appendix III.

3.5.3 Questionnaire on Students' Study Habit in Literature-in-English (QSSHL)

The questionnaire on students' study habit in Literature-in-English was specifically designed to elicit students' responses on their study habit. The questionnaire was adopted from Norris and Hudson (2010). It was divided into two parts. The first part was aimed at obtaining information on preliminary data, while the second part elicited students' responses on their study habit in Literature-in-English. It consists 25 items placed on a four-point Likert-scale of Strongly Agree (SA), Agree (A), Disagree (D) and Strongly Disagree (SD).

Validation of QSSHL

QSSHL was given to lecturers in the Faculty of Education, University of Ibadan, who helped to establish its content and face validity. The instrument was revalidated because the original one was administered on students in a different geographical area. It was then subjected to field testing by administering it to 48 SSII students in Ode Remo in Ogun State, who were not part of the participants of this study. Cronbach Alpha was used and a co-efficient of 0.78 was obtained, showing that the instrument is reliable. Details of this instrument are found in Appendix VI.

3.5.4 Questionnaire on Students' Utilisation of Literature-in-English Textbooks (QSULT)

The questionnaire on students' utilisation of Literature-in-English textbooks was designed to establish the attitudinal disposition of the learners to textbook utilisation in Literature-in-English. It was adapted from Stranfords (2012). It was divided into two parts. The first part was aimed at obtaining information on students' demographic data, while the second part addressed students' level of textbook utilisation in Literature-in-English. It consists of 30 items placed on a four-point Likert-scale of Strongly Agree (SA), Agree (A), Disagree (D) and Strongly Disagree (SD).

Validation of QSULT

The researcher gave the instrument to lecturers in the Faculty of Education, University of Ibadan, who helped to establish its content and face validity. The instrument was revalidated because the original one was administered on students from a different geographical area and offering subjects other than Literature-in-English. The instrument was trial-tested on 47 SSII students at Ogere, in Ogun State,

who were not part of the participants in this study. A reliability estimate of 0.82 was obtained using Cronbach Alpha measure. Thus, the instrument was considered reliable for the study. Details of this instrument are found in Appendix VII.

3.5.5 Observation Scale Measuring Students' Participation in Literature-in-English Classes (OSMSPLC)

The observation scale measuring students' participation in Literature-in-English classes was adapted by the researcher to collect information on how students participate in Literature-in-English classes. The observation schedule was adapted from Amokeodo (2012). It is graded on a scale from 0 (lowest) through 20 (highest), using certain criteria which focus on what the students demonstrate. It was used to observe live classroom performances in the Literature-in-English classrooms. It was divided into two sections – A and B. Section A was designed to get personal information like name of school, teacher in charge of the class, subject, topic, and the date of observation from respondents. Section B comprised items arranged from 0-20 scales. Each of the scales consisted of different manners and degrees of classroom participation.

Validation of OSMSPLC

Classes were graded on a scale of 0 (lowest) to 20 (highest). The researcher gave the instrument to lecturers in the Faculty of Education, University of Ibadan, who helped to establish its content and face validity. It was trial-tested on 50 SSII, students in Ikenne in Ogun State, who were not part of the participants in this study. Inter-rater reliability was carried out using Scott Pie and a value of 0.79 was obtained showing that it is reliable Details of this instrument are found in Appendix V.

3.5.6 Questionnaire on Students' Attitude to Literature-in-English (QSATL)

The questionnaire on students' attitude to Literature-in-English was adapted from Osikomaya (2012) and it was designed to measure the disposition of the learners towards Literature-in-English. It was divided into two parts. The first part was aimed at obtaining information concerning the respondents' demographic information such as their school, class and sex while the second part addressed students' attitude to Literature-in-English. It consisted of 31 items placed on a four-point Likert-scale of Strongly Agree (SA), Agree (A), Disagree (D) and Strongly Disagree (SD) where students indicated their attitude to Literature-in-English.

Validation of QSATL

The researcher gave the - QSALT instrument to lecturers in the Faculty of Education, University of Ibadan, who helped to establish its content and face validity. The instrument was given to 45 SSII students in Ibadan, who were not part of the participants in this study. Using Cronbach Alpha reliability, the coefficient of the items was established at 0.74. Details of this instrument are found in Appendix IV.

3.5.7 Literature-in-English Achievement Test (LEAT)

The Literature-in-English test was designed by the researcher as parallel questions to what obtains in previous WASSCE questions using SSII Literature-in-English syllabus as a guide. For Paper One, there were twenty objective questions on general literary principles. The Literature-in-English Papers 2 and 3 are essay questions. The Literature-in-English Paper 2 was divided into two sections. Section one was on drama, while section 2 had poetry questions. Students wrote four essays; one on an African play and another on a non-African play. A third essay was on an African poem, and the fourth on a non-African poem. Paper 3 was on prose. This was divided into two sections- African and non-African prose. Participants were required to answer an essay question on an African prose text and another on a non-African prose.

Validation of LEAT

The **LEAT** was given to lecturers in the Faculty of Education, University of Ibadan, who helped to establish its content and face validity. Effort was made to ensure that the Literature in English Achievement Test (LEAT) that was administered to the students was both appropriate for their level and comprehensive enough to cover many areas of the syllabus to ensure that different aspects of proficiency were tested. The content validity was ensured through the table of specification which was prepared to distribute the items across the six levels of the cognitive objective as shown in Table.3.1

TABLE 3.1 Table of specification for Literature-in- English Achievement Test

Content	Knowledge	Comprehension	Application	Analysis	Synthesis	Evaluation	Total
Literary appreciation/Terms	8	4	4	-	2	2	20
Poetry	1	1	1	1	-	1	5
Prose	1	2	-	1	-	1	5
Drama	1	1	1	-	1	1	5
Total	11	8	6	2	3	5	35

To obtain reliability of **LEAT** was administered to 46 SSII students in Sagamu who were not part of the study. Using test re-test a co-efficient of 0.76 was obtained, establishing that the instrument is reliable. Details of this instrument are found in Appendix II.

3.6   Procedure for Data Collection

A letter of introduction was collected from the Head of Department to the schools where the research was carried out. The researcher then sought and obtained the consent of the principals, teachers and SSII students of the participating schools. They were informed of the purpose of the research and what it entailed. Briefing sessions were organised for students participating in the study. These preliminary activities took about three weeks.

Literature-in-English students from the 30 schools that were sampled were given the tests on different days to ensure full participation from students in each school. The researcher was assisted by the research assistants and some of the teachers from the schools to administer and supervise the tests. The researcher and some experienced teachers did the marking. The tests in both English Language Proficiency and Literature-in-English were administered to participants in each school on the same day to ensure that the same students who did one test were available for the other. The administration and collection of QLC, QSATL, OSMSPLC, QSSHL, QSULT and the administration of the tests ELPT and LEAT lasted for about three weeks in each of the states. English Language and Literature-in-English teachers of the selected schools were involved in the administration and collection of the questionnaires.

3.7 Methods of Data Analysis.

Data collected were analysed using Pearson's product-moment correlation and multiple regression which was used to find out the combined and relative contributions of the independent variables on the dependent variables; that is, students' English Language Proficiency, Locus of control, class participation, study habit and text utilisation on the one hand and academic achievement in and students' attitude to Literature-in-English on the other. The results were interpreted at $P < 0.05$.

CHAPTER FOUR

RESULTS

The results of the study are presented based on the research questions.

4.1 Answering the Research Questions

4.1.1   Research Question One

What relationship exists among the independent variables (students' English Language proficiency, locus of control, study habit, textbook utilisation and class participation) and students' attitude to Literature-in-English?

Table: 4.1.1 Correlation matrix of individual variables on attitude to Literature-in-English

Variables	Students' Attitude to Literature-in English	Students' Utilisation of Literature-in English texts	Students' Study Habit	Students' Locus of Control	Proficiency	Class Participation
Students' Attitude to Literature-in English	1					
Students' Utilisation of Literature-in English texts	.229*	1				
Students' Study Habit	.030	.023	1			
Students' Locus of Control	-.127*	-.016	.418*	1		
English Language Proficiency	.474*	.180*	.016	.024	1	
Students' Class Participation	.025	.024	.931*	.375*	.018	1
Mean	41.3486	62.4226	48.7059	43.5424	40.7443	63.7409
S.D	23.6258	22.3150	4.5890	4.4657	8.7135	4.6039

*Significant at .05 level

Table 4.1.1 shows that there is positive relationship between students' English Language Proficiency (r =.47), students' utilisation of Literature-in-English texts (r =.23), and Students' Attitude to Literature-in-English. There is also a negative significant relationship between students' locus of control (r =-.13) and students' attitude to Literature-in-English but no significant relationship between Students'

Study Habit (r =.03), Class Participation (r =.03) and students' attitude to Literature-in-English.

4.1.2 Research Question Two

What are the relative contributions of each of the independent variables (students' English Language proficiency, locus of control, study habit, textbook utilisation and class participation) to the prediction of students' attitude to Literature-in-English?

Table 4.1.2

Table showing the relative contributions of each of the independent variables to the prediction of students' attitude to Literature-in-English

Model	Unstandardised Coefficient		Standardised Coefficient	T	Sig.	Ranking
	B	Std. Error	B			
(Constant)	4.531	8.976		.505	.614	
Students' Utilisation of Literature-in-English Text	.151	.024	.143	6.326	.000	3
Students' Study Habit	.761	.320	.148	2.380	.017	2
Students' Locus of Control	-.928	.129	-.175	-7.178	.000	5
English Language Proficiency	1.224	.061	.451	20.013	.000	1
Class Participation	-.300	.312	-.058	-.961	.337	4

In Table 4.1.2 the result shows the relative contribution of each of the independent variables on students' attitude: students' utilisation of Literature-in-English Texts ($\beta = .14$, $p < .05$), students' study habit ($\beta = .15$, $p < .05$), students' locus of control ($\beta = -.18$, $p < .05$), English Language proficiency ($\beta = .45$, $p < .05$) and class participation ($\beta = -.06$, $p < .05$).

The result shows that while students' utilisation of Literature-in-English texts, students' study habit, students' locus of control and English Language proficiency are significant, class participation is not.

4.1.3 Research Question Three

What is the composite contribution of the independent variables (students' English Language proficiency, locus of control, study habit, textbook utilisation and class participation) to the prediction of students' attitude to Literature-in-English?

Table 4.1.3: Table showing the composite contributions of each of the independent variables to the prediction of students' attitude to Literature-in-English

Model	Sum of Squares	DF	Mean Square	F	Sig.
Regression	225481.68	5	45096.335	110.608	.000
Residual	603415.76	1480	407.713		
Total	828897.43	1485			
R = .522 R^2 = .272 Adj R^2 = .270					

It is shown in Table 4.1.3 that the composite contribution of the independent variables (class participation, English Language proficiency, and students' utilisation of Literature-in-English texts, students' locus of control and students' study habit) on students' attitude towards Literature-in-English is significant ($F_{(5,1480)}$ = 110.61; R = .52, R^2 = .27, Adj. R^2 =.27; p < .05). About 27% of the variation in students' attitude to Literature-in-English was accounted for by the independent variables. The result shows that class participation, English Language proficiency, and students' utilisation of Literature-in-English texts, students' locus of control and students' study habit are good predictors of students' attitude to Literature-in-English.

4.1.4 Research Question Four

Which of the independent variables predict most students' attitude to Literature-in-English?

From Table 4.1.2 on the relative contributions of each of the independent variables to the prediction of students' attitude to Literature-in-English, it is shown that English Language proficiency has the highest prediction rate (β = .45, p < .05), followed by students' study habit, (β = .15, p <.05) students' utilisation of Literature-

in-English texts, (β = .14, p <.05) class participation (β = -.06, p >.05) and lastly by students' locus of control (β = .18, p <.05).

4.1.5 Research Question Five

What relationship exists among the independent variables (students' English Language proficiency, locus of control, study habit, textbook utilisation and class participation) and students' achievement in Literature-in-English?

Table 4.1.5:

Correlation matrix of individual variables on students' achievement in

Literature-in-English

Variables	Students' Achievement in Literature-in-English	Students' Utilisation of Literature-in-English texts	Students' Study Habit	Students' Locus of Control	Students' English Language Proficiency	Students' Class Participation
Students' Achievement in Literature-in English	1					
Students' Utilisation of Literature-in English text	209	1				
Students' Study Habit	.307*	.023	1			
Students' Locus of Control	.246*	-.016	.418*	1		
Proficiency	.135*	.180*	.016	.024	1	
Class Participation	.306*	.024	.931*	.375*	.018	1
Mean	56.8748	62.4226	48.7059	43.5424	40.7443	63.7409
S.D	7.3769	22.3150	4.5890	4.4657	8.7135	4.6039

*Significant at .05 level

In Table 4.1.5, it is shown that there is significant positive relationship between, students' English Language proficiency (r =.14), students' locus of control (r =.25), students' study habit (r =.31) and class participation (r = .31) and students' achievement in Literature-in-English. There is also significant relationship between students' utilisation of Literature-in-English texts (r =-.21) and students' achievement in Literature-in-English.

4.1.6 Research Question Six

What are the relative contributions of each of the independent variables (students' English Language proficiency, locus of control, study habit, textbook utilisation and class participation) to the prediction of students' achievement in Literature-in-English?

Table 4.1.6: **Table showing the relative contributions of each of the independent variables to the prediction of students' achievement in Literature-in-English**

Model	Unstandardised Coefficient		Standardised Coefficient	T	Sig.	Ranking
	B	Std. Error	B			
(Constant)	19.188	3.057		6.278	.000	
Students' Utilisation of Literature-in-English texts	-1.908E-02	.008	-.058	-2.346	.019	5
Students' Study Habit,	.162	.109	.101	1.487	.137	4
Students' Locus of Control,	.231	.044	.140	5.253	.000	2
English Language Proficiency,	.117	.021	.138	5.595	.000	3
Class Participation	.254	.106	.158	2.385	.017	1

In Table 4.1.6, the result shows the relative contribution of each of the independent variables on the students' achievement: students' utilisation of Literature-in-English texts (β = -.06, p <.05), students' study habit (β = .10, p <.05), students' locus of control (β = .14, p <.05), English Language proficiency (β = .14, p <.05) and class participation (β = .16, p <.05) on students' achievement in Literature-in-English. The result shows that while students' utilisation of Literature-in-English texts, students' locus of control, English Language proficiency and class participation are significant, students' study habit is not.

4.7   Research Question Seven

What is the composite contribution of the independent variables (students' English Language proficiency, locus of control, study habit, textbook utilisation and class participation) to the prediction of students' achievement in Literature-in-English?

Table 4.1.7: Table showing the composite contributions of each of the independent variables to the prediction of students' achievement in Literature-in-English

DF	Model	Sum of Squares	Mean Square	F	Sig.
5	Regression	10835.579	2167.116	45.835	.000
1480	Residual	69975.140	47.280		
1485	Total	80810.719			
R = .366 R^2 = .134 Adj R^2 = .131					

It is shown in Table 4.1.7 that the composite contribution of independent variables: (Class Participation, English Language proficiency, and students' utilisation of Literature-in-English texts, students' locus of control and students' study habit) on students' achievement in Literature-in-English is significant ($F_{(5,1480)}$ = 45.84; R = .37, R^2 = .13, Adj. R^2 = .13; P < .05). About 13% of the variation in students' achievement in Literature-in-English is accounted for by the independent variables.

The result shows that class participation, English Language proficiency, and students' utilisation of Literature-in-English texts, students' locus of control and students' study habit are good predictors of students' achievement in Literature-in-English.

4.1.8   Research Question Eight

Which of the independent variables predict most students' achievement in Literature-in-English?

From Table 4.1.6 showing the relative contributions of each of the independent variables to the prediction of students' achievement in Literature-in-English, it is shown that class participation has the highest prediction rate at (β = .16, p <.05), followed by locus of control (β = .14, p < .05) then students' English Language

proficiency (β = .14, p >.05). This is followed by students' study habit (β = .10, p < .05) and lastly students' utilisation of Literature-in-English texts (β = -.06, p <.05) respectively.

The result shows that class participation, English Language proficiency, and students' utilisation of Literature-in-English texts, students' locus of control and students' study habit are good predictors of students' achievement in Literature-in-English.

MEAN AND STANDARD DEVIATION SCORES OF STUDENTS' ACHIEVEMENT IN LITERATURE-IN-ENGLISH

Ogun State – 56.8686

Ekiti State – 56.7302

Osun   State   –   56.8748

Fig. 1: Bar Chart showing the Achievement in Literature-in-English of the Students

MEAN AND STANDARD DEVIATION SCORES OF STUDENTS' ATTITUDE TO LITERATURE-IN-ENGLISH

Ogun State – 41.9955

Ekiti State – 41.3413

Osun State – 40.8105

The result shows that Class Participation, English Language Proficiency, and Students' Utilisation of Literature-in-English Texts, Students' Locus of Control and Students' Study Habit are good predictors of Students' attitude to Literature-in-English.

Fig. 2: Chart showing the Attitude to Literature-in-English of the Students

4.2   Discussion

4.2.1   English Language Proficiency and Learning Outcomes in Literature-in-English

The result of the study on students' English Language proficiency shows a significant positive relationship between students' English Language proficiency and their achievement in Literature-in-English on the one hand, and on the other hand, attitude to Literature-in-English. The outcome of this finding could not have

happened by chance. It could then be deduced that the positive relationship which exists between students' English Language proficiency, their achievement in and attitude to Literature-in-English could be as a result of the fact that Literature-in-English is written, taught and examined in English Language. The level of students' proficiency in the English Language could therefore determine their level of achievement in and attitude to the subject. The findings of this study therefore corroborate the findings of Adesoji (2002), Wallace (2003), Mankiye (2007) and Suleiman (2011).

However, the result is at variance with Olopoenia (2006) and Adegoke and Ibode (2011) who record a significant positive relationship between students' English Language proficiency and academic achievement but find no positive significant relationship between students' English Language proficiency and their attitude to Mathematics and Economics respectively. Since proficiency plays an important role in determining students' learning outcomes, it is important for second-language teachers to incorporate tactics into their teaching methods that build students' ability to express themselves both verbally and graphically.

4.2.2 Students' Locus of Control and Learning Outcomes in Literature-in-English

The second variable is students' locus of control. The result of the study shows a significant positive relationship between students' locus of control and their achievement in Literature-in-English, contradicting the findings of Fatemi and Elahi (2010) who report no positive significant relationship between students' locus of control and their academic achievement. The reason for this can be viewed in the light of the fact that locus of control plays an important role in human development. Therefore, the manner an individual appraises his/her locus of control would determine if it will have a positive or negative impact on the individuals' level of attainment. The result is in correlation with the research findings of Bozorgi (2009), Ghonsoly and Elahi (2010), Araromi (2012), Rastegar (2012), and Heidari (2013) who report a positive significant relationship between students' locus of control and their academic achievement.

However, there was a negative significant relationship between students' locus of control and their attitude to Literature-in-English. This might mean that other critical factors than locus of control influence students' attitude to Literature-in-

English. These factors might be teaching strategies adopted and interest of learners in the subject. This contradicts the findings of Cochran et al (2010) who report a positive significant relationship between students' locus of control and their attitude to academic achievement probably because they worked in a different geographical area and on academic subjects in general and not just Literature-in-English.

4.2.3 Students' Study Habit and Learning Outcomes in Literature-in-English

The third variable is students' study habit. There was significant positive relationship between students' study habit and their achievement in Literature-in-English but no significant relationship between students' study habit and their attitude to Literature-in-English. The assumption here is that students' study habit in Literature-in-English is as a result of their attitude to the subject, which in turn affects the achievement. Moreover, students' achievement in Literature-in-English mostly depends on their understanding of concepts and practical application of that knowledge in answering questions. So most students are not conscious of the fact that study habit influences their attitude to the subject. The result corroborates those of some scholars who find significant contribution of study habit on students' success. (Hussain, 2006; Felipe, 2008; Powell, 2011; Omotere, 2011 and Ossai, 2012). However, the findings are at variance with those who do not find any significant contribution of study habit on academic achievement (Aluja and Blanch, 2004; Bagongon and Edpalina, 2009).

Moreover, this finding contradicts the report of Amokeodo (2012) who reported no significant relationship between study habit and students' achievement in Literature-in-English. The findings are in line with that of Gurung, Weidert and Jeske, (2010) who discover significant positive relationship between students' achievement in but no significant positive relationship between students' study habit and their attitude to academic subjects.

4.2.4 Students' Textbook Utilisation and Learning Outcomes in Literature-in-English

Students' utilisation of Literature-in-English texts is the fourth predictor variable on students' achievement in and attitude to Literature-in-English. There was significant relationship between students' utilisation of Literature-in-English texts and their achievement in and attitude to Literature-in-English. This could have been as a result of the fact that examination questions are set from the recommended

Literature-in-English texts. It therefore follows that students that are made to adequately utilise the texts are likely to understand better and answer questions more accurately than those who are not and their level of achievement will also positively or negatively influence their attitude to the subject. The findings concur with the findings of Ademola (2005), Olajimbiti (2005) and Ogunyinka (2011) who report a positive relationship between students' utilisation of Literature-in-English texts and their achievement in the subject. Adegbile (2013) also report a significant relationship between text utilisation and students' learning outcomes in Literature-in-English. However, it contradicts that of Clark and Graves (2008), who report that there is no significant relationship between text utilisation and success in academics. It also contradicts that of Nwangawu (2008) who reports that there is no significant relationship between students' text utilisation and achievement in Biology and Oyedele (2007) who reports that there is no significant relationship between students' text utilisation and their attitude to History. This study is also in opposition to that of Van and Kanselaar (2000) who find no significant relationship between students' textbook utilisation and their attitude to Physics and Odetokun (2008) who finds no significant relationship between students' textbook utilisation and their attitude to Chemistry. This might be as a result of the fact that Chemistry and Physics being science are more of practical than reading subjects. However, in Literature-in-English, questions are always set from recommended texts and students who do not utilise the texts would likely be at a disadvantage.

4.2.5 Students' Class Participation and Learning Outcomes in Literature-in-English

The fifth variable is students' class participation. There was significant positive relationship between students' class participation and their achievement in Literature-in-English but no significant relationship between students' class participation and their attitude to Literature-in-English. There was also no significant relative contribution of students' class participation on their attitude to Literature-in-English. The probable reason for such an outcome could be that though students' level of class participation may not necessarily influence their attitude to the subject, allowing students to participate well in class could help students assimilate better and may also help to concretise knowledge, thus helping to bring about a positive relationship between students' class participation and their achievement in Literature-

in-English. The result of this study corroborates the findings of researchers such as Onwunde (2005) and Ogunsola (2008), Fakeye (2008) and Amokeodo (2012) who report a significant positive relationship between students' class participation and their academic achievement. However, it contradicts the findings of Ziaping (2003) and Sesan (2011) who report a positive significant relationship between students' class participation and their attitude to academic achievement.

Javaria (2008), Ogaboh, Ikoh, and Ashibi (2010) and Olaoluwa (2012) report class participation as a good predictor of achievement in academic subjects. This concurs with the research findings of Orji (2004) who reports a significant positive relationship between students' class participation and their learning outcomes in Chemistry. Ugbodovon (2003), Okusaga (2004), Oyekoya (2005), and Ogar (2005) all agree that patterns of interaction in English classroom determine students' outcome in English Language. While Brew (2011) reports a significant positive relationship between students' class participation and their attitude to Mathematics, Sidihu (2003) and Baurain, 2007, find no significant relationship between students' class participation and their attitude to Literature-in-English.

CHAPTER FIVE
SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Summary

The study investigated the extent to which student-related variables (English Language proficiency, locus of control, study habit, utilisation of Literature-in-English texts and class participation) could predict students' attitude to and achievement in Literature-in-English. The Findings of the study show that there was significant relationship between students' English Language proficiency, locus of control, study habit, students' utilisation of Literature-in-English texts, class participation and students' achievement in Literature-in-English. There was significant positive relationship between students' utilisation of Literature-in-English texts, English Language proficiency and students' attitude to Literature-in-English.

There was also a negative significant relationship between students' locus of control and students' attitude to Literature-in-English but no significant relationship between students' study habit, class participation and students' attitude to Literature-in-English. The result on relative contribution of the variables show that while students' utilisation of Literature-in-English texts, students' locus of control, English Language proficiency and class participation were significant, on students' achievement in Literature-in-English, students' study habit was not; and that while students' utilisation of Literature-in-English, students' study habit, students' locus of control and English Language proficiency were significant, class participation was not. All the independent variables are good predictors of students' achievement in and students' attitude to Literature-in-English. However, class participation was the highest predictor, followed by students' locus of control, English Language proficiency, students' study habit and lastly by students' utilisation of Literature-in-English texts on students' achievement respectively. English Language proficiency was the highest predictor of students' attitude to Literature-in-English, followed by students' study habit, students' utilisation of Literature-in-English texts, class participation and lastly by students' locus of control.

5.2 Conclusion

The study was conceived out of the need to provide better understanding of some of the variables that are responsible for students' poor achievement in and attitude to Literature-in-English. The independent variables (English Language proficiency, locus of control, study habit, utilisation of Literature-in-English texts and

class participation) were found to be good predictors of the dependent variables (students' achievement in and attitude to Literature-in-English). Therefore, it could be concluded from the study that student-related variables are as important as teacher-related and pedagogical variables when trying to solve the problem of poor performance in teaching and learning of Literature-in-English in general, as students are important stakeholders in the teaching and learning process. Stakeholders should therefore take cognisance of student-related variables in this study.

5.3 Implications

Based on the conclusion, the researcher provides the following implications for Literature-in-English teachers, the curriculum developers, policy makers, and the government in order to promote Literature-in-English learning efficacy and positive attitude to the subject. Findings from this study are of interest to teachers as they strive to improve their students' achievement in and attitude to Literature-in-English. Literature-in-English teachers are charged not only to be equipped with pedagogical skills but also to pay a keen attention to some predicting variables that could interfere with the achievement of and attitude of learners in the teaching-learning process in order not to jeopardise their efforts at developing literary skills into the learners. It is ideal that Literature-in-English teachers understudy the learners on periodical basis to ascertain their learning characteristics which cover areas of psychological, social and intellectual abilities. This will go a long way to complement the pedagogical approach employed by the teacher and thereby yield tremendous learning outcomes in the learners.

Students' task engagement, attitudes and skills are key factors for teachers' consideration when planning and teaching learning activities in Literature-in-English. Promoting positive student engagement in reading is related to study habit, and study habit is linked to study skill. With a positive attitude to reading engagement, students are more likely to engage fully in reading activities in a recreational or academic context that will also help in developing students' English Language proficiency.

English Language teachers should endeavour to engage their students in class activities that facilitate reading skill development, promote positive attitude to Literature-in-English learning, and thus improve their academic achievement. However, this needs to occur with the presentation of recommended texts in a way that evoke a significant level of students' interests (motivation) which will in turn help to develop students' internal locus of control. Meaningful student learning cannot

occur unless students personally invest time, effort and cognitive attention in the reading experience. In doing this, students develop the notion that reading is a purposeful and enjoyable activity in which they can engage.

Teachers can impact on and positively influence students' attitude to utilisation of Literature-in-English texts by regularly reflecting on and adjusting their teaching strategies and practices and by incorporating a wide range of appropriately levelled texts into class activities. Regular assessments of students' academic reading skill and attitudes to reading should occur to guide classroom activities. Students need to be aware that repetitive and routine reading tasks from texts do little to promote positive engagement with and attitudes towards reading. Thus, they should do more in-depth study of the texts by reading with a goal in mind. Students should therefore examine recommended texts as whole units to get the big picture and not looking at them piece meal. This is because, how students are taught to read influences their attitude towards reading engagement throughout their schooling years.

Reading culture among Nigerians is poor. Therefore, students need to acknowledge reading in today's society as not simply defined as an act involving interaction with printed texts, but rather it is the flexible and sustainable mastery of a repertoire of practices with the texts of traditional and new communications, technologies via spoken language, print and multimedia. Today's students can interact with many types of texts including print, online and multimodal texts. Students today may read the internet, emails, multimodal texts, electronic games, CD ROMs, word and data processing presentation packages, and digital photography/video applications. These types of texts are stimulating for students and can maintain their interest to read because they are enjoyable, interactive and current.

The challenge for students today is to learn good study habits, and do a kind of self assessment of the progress that they are making. Students' attitudes to studying Literature-in-English can be positively enhanced by teachers if they are given the opportunity to engage with 'real' texts (not just key points/commentaries) and present their learning in a mode of communication that aligns with their reality as students today.

Curriculum developers should put into consideration learner-variables such as students' English Language proficiency, locus of control, study habit, utilisation of Literature-in-English texts and class participation in the process of designing the Literature-in-English curriculum or formulating policies that regulate the teaching and

learning of the subject in schools. Therefore, the Literature-in-English curriculum should be flexible enough to accommodate individual learners' socio-psychological characteristics in the Literature-in-English class.

As discovered in this study, students' achievement in and attitude to Literature-in-English are poor. There is need for consulting experts to ensure that factors within students themselves are considered in the planning of the Literature-in-English curriculum.. Government should endeavour to make prescribed Literature-in-English textbooks available in school libraries so that students who may not have had access to the books or those that cannot afford them will be able to utilise the texts. There should also be organisation of seminars and workshops in the area of Literature-in-English that emphasise the importance of the student-related variables to the teaching and learning of the subject to help make a positive change in students' achievement in and attitude to Literature-in-English.

5.4   Contributions to Knowledge

This work is expected to make the following contributions to knowledge:

i.   It will add to the body of research on student-related variables that other researchers can further work on.

ii.   Teachers' attention will be geared to focus on variables within the students rather than teaching methods only.

iii.   Parents will be exposed to the need of ensuring that students do not only possess but that they read recommended Literature-in-English textbooks.

5.5   Recommendations

Based on the findings of the study the following recommendations are made:

i.   Teachers should improve the level of proficiency of students. Towards this end, supplementary readers that can help to boost students' language proficiency could be recommended to them.

ii.   Guidance counsellors should be provided for schools to help in the counselling of students on their locus of control to help them to realise that the extent of their success is based on their own efforts and determination to succeed rather than factors outside them.

iv.   When Literature-in-English instruction is activity-based and student-centred, the quality and quantity of learning are improved.

v.   Schools should include library time in their time-table to give students the opportunity to develop good study habit. School counsellors should help guide

students on developing their study habit. Parents should also ensure that students have compulsory study hours at home.

vi.   Students should be made to be adequately engaged with the prescribed Literature-in-English texts and not just teachers' notes or commentaries on the texts that will not give the students firsthand knowledge of what is in the recommended texts. When students are made to engage with the prescribed literary texts, the rate of learning is improved.

vii.   Improvement in teaching strategies alone may not stem the problem of students' underachievement in Literature-in-English, rather students' related variables should also be taken into cognisance for improved learning outcomes in Literature-in-English.

viii. Lessons should not be teacher-dominated, but students should be made to participate in the teaching-learning process. When students have the opportunity of interacting with one another in the teaching and learning process their interest and positive attitude are improved as learning is made permanent.

5.6   Limitations to the Study

The study did not go without some constraints. Of all the student-related factors listed, the study limited itself to only five. Moreover, only 30 public secondary schools and 1486 participants in Southwestern Nigeria were involved in the study. Despite these limitations, the study has provided significant insight into student-related factors that could predict students' achievement in and attitude to Literature-in-English, thereby providing sufficient ground for the generalisation of the findings of the study.

5.7   Suggestions for Further Study

This study could be replicated using more number of public schools and more participants. The five student-related variables used in this study could be used as moderator variables in experimental studies where efficacy of teaching methods and strategies on students' learning outcomes will be tested. The study could also be replicated in other geo-political zones in Nigeria using the same methodology.

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ENGLISH LANGUAGE PROFICIENCY TEST

SECTION A: LISTENING

1.   **Peter:** My car is broken down

Elizabeth: I will pick you up

Narrator: What does Elizabeth imply?

She'll give the man a ride.

She will take the car to a gas station.

She will look for a new car

She will ask for help

2.   **Grace**: Looks like it's going to be a nice day

Andy: Yes, it's about time. Spring is just around the corner

Narrator: What does Andy imply?

 Spring will come soon. He likes nice days.

He can't wait until Spring is here.

It's about time for the whether to change.

3.   **Sylvester**: Can you believe the science project is due in two days/

Sandra: That can't be so.

Narrator: What does Sandra mean?

She cares for the science project.

She doesn't know how to complete the project.

She can't believe the work is due so soon.

She doesn't like kidding.

4.   **Patrick**: Sam got the highest grade point average in the biology class.

Mary: No wonder he is at the library everyday.

Narrator: What does Mary suggest about Sam?

He doesn't come to biology class. He is studying all the time.

He loves doing research in the library.

He doesn't care about his grade point average.

5.   **Geoffrey**: You like tennis so much. Why not take some lessons? Hmm… they start next week.

Linda: How am I going to fit that into such a tight schedule?

Narrator: What does Linda mean?

She doesn't think he is a good tennis player.

She knows tennis will make her fit.

She has no time to play.

She won't start taking lessons next week

6.   **Margaret**: Would you mind going grocery shopping with me? We're out of everything.

Fred: I'd rather not. Can't you go yourself?

Narrator: What does Fred mean?

He doesn't need food.

He prefers eating out to grocery shopping.

He doesn't mind going with her later.

He wants her to go alone.

7.   **John**: It looks like they're getting ready to start the highway project again.

Doris: I'm not surprised.

Narrator: What does Doris imply about the project?

The project's been going on for some time.

She seems to need more time to get ready.

The high way project started not too long ago.

She wouldn't like to be surprised.

8.   **Betty**: He is crazy about the comics in the Sunday newspaper. He thinks they're the best.

Ben: I do too.

Narrator: What does the Ben imply about the comics?

He isn't sure they are that great.

They are very good.

It's crazy to read them.

He reads the Sunday newspaper just for them.

9.   **Tracy**: Did you take the dog for a walk? He's been in all day.

Gabriel: Was I supposed to?

Narrator: What does Gabriel mean?

He's not gone out yet.

He doesn't think it's his job to take the dog for a walk.

He didn't think the dog was supposed to be out.

He didn't care to be with the dog all day.

10. **Walter**: Why is the bookstore so crowded?

Lydia: The author's signing her book – everybody seems to be interested in her latest work.

Narrator: What does Lydia imply?

The author's latest book is not selling well.

The bookstore attracts large crowds during social events.

The author will be signing a contract with the bookstore later.

The author is autographing her book.

11. **Cynthia**: Could you take me to the baseball game?

Tom: I can't but Tim might. His game starts at 6.00.

Narrator: What does the man say about Tim?

Tim's game starts at the same time.

Tim may be able to take her to the game.

Tim will leave at 6.00. Tim's favourite game is not baseball.

12. **Harrison**: If Professor Thomas gave us a one week extension, we would complete the research.

Janet: Hmm…that would make a big difference.

Narrator: What does Janet imply?

They need extra time to complete the work.

Professor Thomas doesn't accept late work.

A week won't make much difference.

She'll have someone help her with the research.

13. **James**: Would you like to go boating and fishing with us?

Dorothy: You're asking me? No, I don't think so.

Narrator: What does Dorothy suggest?

She prefers fishing to boating.

She is not interested in going with them.

She doesn't think she should go.

She doesn't like to be invited at the last minute.

14. **Roger**: Could I give you a hand moving that piano?

Kate: That would be nice.

Narrator: What does Kate mean?

The piano is too heavy to move around alone.

She won't give him a hand.

She'd like him to help her.

It'd be nice if someone could help with the move.

15. **Helen**: Why did your university raise the tuition?

Stephen: Our school was not the only one.

Narrator: What does the man imply about the university?

Some other universities had to increase their tuition too.

His school didn't raise the tuition as much as others.

The decision was not praised.

Not enough students enrolled in the university. (1mark for each item = **15marks**)

LISTENING: DICTATION

SPELL THE FOLLOWING WORDS

Continuous, ambassador, calendar, forty, accommodation, genre, comparison, harass, February, condemn.   (1mark for each correctly spelt word = **10marks**)

SECTION B: SPEAKING

SPEAKING: ORAL COMPOSITION

Give a talk about the causes of stress among secondary school students. You could start with a sentence like: "It is amazing how researches have revealed that most secondary school students are passing through one form of stress or the other ...."

(**5marks**)

SPEAKING: READING ALOUD

Read the Following Paragraph

Researchers in the field of animal behaviour have long been interested in the ways animals and insects communicate. The most recent findings show that honey bees communicate mostly through "dances." By performing certain routines, the workers let the other members know of the location of a food source, its direction and its distance. If the workers spot pollen and nectar in the flowers near their hive, they do the circular dance. On the other hand, when a food site is remote, they perform a figure-eight waggle dance in which the slow and fast tempo movement will inform the other members of the distance to the food source. For instance, a slow waggle of the lower part of the abdomen signifies a far distance, demanding flight. Conversely, a rapid waggle indicates a within-reach trip. Variations of the dance form exist among different species. The bee's orientation on the comb is a key directional cue for other bees. In the absence of sun light on the comb, the bees waggle moving straight up. If

the sun's polarized light penetrates the hive, the bees can orient themselves toward the direction of the sun's rays.   (**5marks**)

SPEAKING: TEST OF ORALS (PRONUNCIATION)

VOWELS

Which vowel sound is common to the following?

1. Str**ai**ght r**ay**s var**ia**tion penetr**a**tes beh**a**viour a. /i/   b. /a:/   c. /ei/   d. /ai/ (**2marks**)

2. Which of the following has the vowel sound /u:/? a. instrument b. suffer c. medium d. result

(**2marks**)

CONSONANTS

3. **Which of the following <u>does not</u> have the consonant sound /j/?** a**.** amplitude b. human c. enjoy d. you

(**2marks**)

4. **Indentify and underline parts of the words that have consonant clusters in the following:** instrumental; epilepsy; respond

(**3marks**)

ENGLISH LANGUAGE PROFICIENCY TEST

SPEAKING: STRESS:

From the following choose the one that has the position of the primary stress correctly indicated in capitals

ABnormality; abNORmality; abnorMALity; abnormalITY

(**2marks**)

EMPHATIC STRESS

Read the following sentence and choose the answer that shows the correct emphatic stress

Four major **BRAIN** waves exist

Do five brain waves exist?

Do four minor brain waves exist?

Do four major sea waves exist?

Do four major brain cells exist?   (**2marks**)

RHYME

Write the words that rhyme in the following stanza.

Tell men of high condition,

That manage the estate,

Their purpose is ambition,

Their practice only hate:

And if they once reply,

Then give them all the lie.   (**2marks**)

SECTION D: READING

COMPREHENSION

Read the following paragraph and answer the questions at the bottom:

Electroencephalograph (EEG) is a tool used for gauging and recording brain waves. In 1929, Hans Berger, the German psychiatrist, published the results of his experiments using the electroencephalograph in recording the human brain waves. Four major brain waves exist: alpha has a frequency that ranges from 8 to 14 cycles per second (cps) and is found in the occipital part of the brain. Beta covers 14 to 30 cps. Delta wave includes frequencies that are below 5 cps. Theta wave covers the range between 5 and 8 cps. Alpha waves are more active during relaxation and light sleep. Nonetheless, their function is altered by deep mental activities. Beta waves, on the other hand, appear during mental concentration periods. In 1935, the findings of

collaborators: Frederic Gibbs, William Lennox, and Hallowell Davies from Harvard on the use of EEG in epilepsy were published. Since EEG poses no pain or side effects, it is broadly included as a medium for identifying brain irregularities. The EEG is instrumental in discovering a host of brain wave abnormalities. Persons who suffer from grand mal epilepsy have brain wave patterns that resemble spikes, while those with petit mal epilepsy have arch-shaped brain waves. Brain waves respond to physiological and chemical stimuli. For instance, the use of drugs will result in low-amplitude, high frequency brainwaves. When we are asleep, the wave pattern changes a few times. Dreaming frequently happens when the brain waves have high frequency but low amplitude.

What does the passage mainly discuss?

The use of EEG in recording brain waves.

The characteristics of four types of brain waves.

The psychological and drug-induced effects on brain waves.

The brain wave patterns of patients suffering from epilepsy.

The word "recording" in line 1 is closest in meaning to

Registering   Copying   Detecting   Marking

According to the passage, which of the following brain waves is the highest frequency range?

Beta waves   Delta waves   Theta waves

According to the passage, Beta waves are active during which of the following?

Sleeping   Mental concentration   Dreaming   Relaxation

In line 9, the word "altered" could best be replaced by which of the following?

Stopped   Crippled   Distorted   Changed

In line 14 "it" refers to which of the following?

Pain   Electroencephalograph   Medium   Epilepsy

How are the brain waves of the patient with grandma epilepsy different from that of a healthy person?

They look like domes.

They resemble spikes.

There is no significant difference between the two.

They do not change during sleep.   (2marks for each item = **14marks**)

READING 2

SUMMARY

Read the following paragraph and answer the questions at the bottom:

The leading causes of amnesia are either physical or psychological. Ante grade amnesia, the subject is unable to recall the events that occur after a shock or an injury to the brain; however, past memories will not be lost. Retrograde amnesia, the patient is able of recalling events that occur after the trauma; interestingly enough, information stored before the shock is lost and cannot be retrieved. In par amnesia, established memories are contorted. Psychogenic fugue, the subject may venture into a new lifestyle, trying to repress memories which lead to trepidation. The events happening during psychogenic fugue are non-retrievable. Nonetheless the experiences that happened before the onset can be recovered. Among the most popular treatments for psychologically related amnesia are psychotherapy, the use of drugs and hypnosis.

In four sentences one for each state and describe the effects of the different types of amnesia mentioned in the passage. (4marks for each correct sentence =**16marks**)

ENGLISH LANGUAGE PROFICIENCY TEST

SECTION: WRITING

PARAGRAPH DEVELOPMENT

Develop a paragraph of about seven to ten sentences with the topic sentence:

Cleanliness is the bedrock of healthy living.

(**10marks**)

WRITING 2

Structure

You look pale. You had better --- a doctor

Consult   consult to   consult with   consult by

New York is a large city, ---?

Aren't it   Doesn't it   Won't it   Isn't it

Do you enjoy ---?

Hike   To hiking   Hiking   To hike

Do you have --- to do this afternoon? If not, I'd like to take you to a movie.

Many works   Much work   Much works   Many work

Mary has trouble ---

Remember her homework   To remembering her homework   To remember her homework Remembering her home work

Our friends will --- for two nights.

Put us up   Put us in   Provide us in   Provide us up

Many people like my plan. Will you ---it?

Agree with   Agree to   Agree   Agree about

Tomorrow is Mary's birthday. Let's --- it.

Praise   Honour   Congratulate   Celebrate

It's snowing. Would you like to go --- this weekend?

Go skiing   Go ski   Go to ski   Go skiing

Our company didn't pay --- for that advertisement

Many money   many funds   much money   much funds

"You missed a good chance in your career."

"Yes, I --- that job when Mr. Johnson offered

Shall take   Shall have taken   Should take   Should have taken (1mark for each item =

10marks) **TOTAL 100%**

LITERATURE-IN-ENGLISH ACHIEVEMENT TEST – (LEAT)

SECTION 1

ANSWER ALL QUESIONS FROM THIS SECTION AND TWO QUESTIONS FROM EACH OF THE OTHER SECTIONS 2-4

1. The three genres of literature are:

a. Poetry, festival and ritual b. prose, poetry and biography c. poetry, prose and drama d. prose, legend and myth

2. A play is not a tragedy when.... a. the author presents life as hopeless b. the main character dies before the play ends c. it is full of humorous scenes d. a weakness in the main character leads to his downfall

3. The arrangement of incidents in a story is: a. scene b. theme c. plot d. verse

4. Which of the following is not a kind of poetry? a. sonnet b. alliteration c. ode d. ballad

5. A short personal poem meant to be sung is called: a. comedy b. ballad c. ode d. lyric

6. A speech read before a play is: a. prologue b. catalogue c. epilogue d. monologue

7. A literary device used to arouse curiosity is: a. flashback b. stream of consciousness d. foreshadowing

8. The struggle of opposing forces in a drama or prose is called: a. conflict b. comedy c. concert d. climax

9. A period of laughter in a serious play is known as: a. laughter technique b. interlude c. comic relief d. denouement

10. The choice of appropriate words to convey the author's thoughts is known as: a. figure of speech d. diction c. setting d. idiomatic language

11. A poem that tells a story is known as: a. an epistolary b. narrative poem c. a spondaic poem d. a versification

12. The state of mind of a poet can be described as: mood b. mode c. tone d. theme

13. In drama one of the following gives additional information to the audience: a. prompter b. clown c. chorus d. villain

14. The major difference between a novel and a novella is the: a. theme b. length c. setting d. plot

15. Stories of imagery characters handed down through popular oral tradition are called: a. parables b. epitaph c. legends d. anecdotes

16. A poem which describes scenes of rural life is: a. a satire b. a pastoral c. an allegory d. a sestet

17. Pick out the odd item from the following list: a. simile b. characterisation c. metaphor d. personification

18. Tragic flaw in a character is: a. an error in a work of art b. a mistake in a drama c. the trait that leads the hero into a tragic end

19. A protagonist who comes to a sad end is a: a. comic character b. flat character c. tragic hero d. round character

20. Man proposes, God disposes is an example of: a. hyperbole b. an antithesis c. litotes d. metaphor   (1mark for each item = **20marks**)

LITERATURE-IN-ENGLISH ACHIEVEMENT TEST – (LEAT)
SECTION 2
ANSWER ONE QUESTION FROM EACH PART OF SECTION "A" AND "B"
DRAMA

SECTION A – AFRICAN DRAMA

1. With evidence from Femi Osofisan's *Women of Owu*, discuss the reasons for the Owu-Ife war.

2. Give an account of the encounter between Anlugbua and the women. What does it reveal about the gods in general?   (**13marks**)

SECTION B – NON-AFRICAN DRAMA

3. In Bernard Shaw's *Arm and the Man*, explain the circumstances that led to the entry into Raina's room by a Serbian soldier and comment on its significance in the life Raina.

4. Explain the circumstances surrounding the loss of Major Pertkoff's favourite coat and comment on its significance in the lives the lovers in the story.

5. Discuss the theme of the role of the gods in the affairs of men in Femi Osofisan's *Women of Owu.*   (**14marks**)

LITERATURE-IN-ENGLISH ACHIEVEMENT TEST – (LEAT)
SECTION 3
ANSWER ONE QUESTION FROM EACH PART OF THIS SECTION "A" AND "B"

POETRY

SECTION A – AFRICAN POERY

1. Discuss Jared Angira's "Expelled" as a poem dealing with the evil effects of colonialism in Kenya.

2. Discuss the experiences of Blacks in apartheid South Africa as revealed in Oswald Mtshali's "Boy on a swing".   (**13marks**)

SECTION B – NON-AFRICAN POETRY

3. What is ironical about the poem "The Soul's Errand" by Walter Raleigh.

4. Identify and discuss some of the themes depicted by William Wordsworth in "Daffodils".

5. Discuss the poetic devices used in John Donne's The Sun Rising.   (**14marks**)

SECTION 4

ANSWER ONE QUESTION FROM EACH PART OF THIS SECTION "A" AND "B"

PROSE

SECTION A – AFRICAN PROSE

1. What elements of African culture are portrayed in Asare Konadu's *A Woman in her prime?*

2. Using Pokuwaa's experiences as example, discuss the emotional and other traumas experienced by the barren woman in the Ghana. (**13marks**)

SECTION B – NON-AFRICAN PROSE

3. Discuss the major themes expressed in William Golding's *Lord of the Flies?*

4. The heart of man is Lord of the flies. Discuss this view with evidence from William Golding's *Lord of the Flies.*

5. Discuss the main themes expressed in Earnest Hemingway's *The Old Man and the Sea.* (**13marks**) **TOTAL 100%**

QUESTIONNAIRE ON LOCUS OF CONTROL - (QLC)
SECTION A

Kindly supply the information to the under-listed sentences sincerely.

Name of school ....

Class ....

Age ....

SECTION B

Dear Respondent,

Please respond to the following items as they apply to you by ticking (√) in the appropriate column, the level of your agreement or otherwise to them. There are no right or wrong answers, so feel free to respond to them sincerely. You are to tick "SA" when you strongly agree, "A" when you merely agree, "D" when you disagree and "SD" when you strongly disagree. Thank you.

S/N	ITEMS	SA	A	D	SD
1	I do not perform well in Literature because my teacher does not teach me well.				
2	My performance in Literature depends mainly on circumstances I cannot control.				
3	I will perform better in Literature if my parents provide me with the required learning materials.				
4	I do not perform well in Literature because of the hour at which it is taught.				
5	Using unqualified teachers to teach Literature can affect students' performance in the subject.				
6	I will perform better if extra assistance is given to me at home.				
7	I will perform better in Literature if I study it as much as I do other subjects.				
8	I perform well in Literature because I believe that success involves personal efforts of students.				
9	I will improve my performance in Literature if I work extra hard				
10	I will record improvement in Literature if I do not listen to my				

	friends discouraging me.				
11	I will perform well in Literature when I feel relaxed during examination.				
12	My inability to study Literature at home increases my poor performance in the subject.				
13	I believe that some people have the talent for academic work, while others find it difficult to cope no matter how they try.				
14	My scores in Literature reflect the effort I put into studying it.				
15	I get depressed sometimes, and this makes it difficult for me to accomplish my goals in learning Literature.				

QUESTIONNAIRE ON STUDENTS' ATTITUDE TO LITERATURE-IN-ENGLISH – (QSATL)

This questionnaire is intended to collect information on your attitude towards Literature-in-English at the Senior Secondary School Level. It is for research purpose. It is not meant to assess what you know. Your answers should therefore be given as honestly as possible. They will be treated confidentially. Thank you for your cooperation.

INSTRUCTION: You may not bother to write your name on the question paper

Present Class:

Sex   (a) Male   ( )   (b) Female   ( )

SECTION B

S/N	Items	SA	A	D	SD
1.	I like Literature as a subject				
2.	I see Literature-in-English as a difficult subject				
3.	I enjoy my lessons in Literature-in-English				
4.	Literature is one of my best subjects				
5.	I offer Literature because it is required for the course I want to study				
6.	I feel excited when I score highly in Literature-in-English				
7.	It does not bother me if my scores are poor in Literature				
8.	I read other texts apart from the ones recommended				
9.	I like the literature texts selected for our study				
10.	I read literature texts only for tests and examinations				
11.	I spend some hours per week reading Literature texts				
12.	I make sure I read prescribed literature texts				
13.	I do not restrict myself to the teacher's lessons and notes to prepare for examinations				
14.	I read literary materials in newspapers and magazines				
15.	I like discussing what I read in literature texts with my friends				
16.	I often try my hands on writing stories, poems and playlets				
17.	I find Literature in English questions often straightforward				
18.	I consider the workload in Literature too demanding				

19.	I will enjoy Literature if I can understand the prescribed texts					
20.	I have participated in literary quiz competitions					
21.	If I had a choice, I would offer another subject instead of Literature					
22.	I like the teaching strategies used in the literature classes					
23.	I have a reading room/desk at home					
24.	I have a mini-library and book shelf with Literature books at home					
25.	I have a lesson teacher who teaches me Literature at home					
26.	I am a member of drama/cultural group in my school					
27.	I often borrow literature texts to read from my school library					
28.	I participate in drama/cultural group in my school					
29.	I participate in the literary and debating society in my school					
30.	I always prepare for Literature tests and examinations					
31.	I am a member of literary and debating group in my school					

OBSERVATION SCALE MEASURING STUDENTS' PARTICIPATION IN LITERATURE-IN-ENGLISH CLASSES-(OSSMPLC)

SECTION A

Name of Teacher ....

School ....

Class ....

Subject ....

Topic ....

Date ....

SECTION B

Grade	Criteria
0	Quiet. Passive and not involved in the lesson
1	Present, not disruptive
2 3	Tries to respond when called on but does not offer much
4 5	Demonstrates very infrequent involvement in discussion
2	Demonstrates adequate preparation; knows basic case or reading facts, but does
4	not show evidence of trying to interpret or analyse them
	Offers straightforward information (e.g. straight from the case or reading)
6	without elaboration or very infrequent (perhaps once a class)
8	Does not offer or contribute to a moderate degree when called on
	Demonstrates sporadic involvement
10	
5	Demonstrates good preparation; knows case or reading facts well, has thought
	through implication of them
	Offers interpretation and analysis of case material (more than just facts) to class
10	Contributes well to discussion in an ongoing way: responds to other students'
	points; thinks through own point; questions others in constructive ways; offers
	and supports suggestions that may be counter to the majority opinion
15	Demonstrates consistent ongoing involvement
5	Demonstrates excellent preparation; has analysed case exceptionally well,
10	relating it to
15	reading and other material (e.g. reading, course material, discussion, experiences
20	etc.)

APPENDIX VI

QUESTIONNAIRE ON STUDENTS' STUDY HABITS IN LITERATURE-IN-ENGLISH – (QSSHL)

S/N	ITEMS	SA	A	D	SD
1.	I study in an environment with little or no distraction				
2.	I study Literature-in-English texts every day of the week				
3.	I have a study schedule				
4.	I stick to my study schedule				
5.	I review notes shortly after class				
6.	My notes contain main ideas and details of lessons				
7.	I stop reading periodically and check my understanding				
8.	I use memory boosters like mnemonics to help me recall points				
9.	I relate information with prior knowledge				
10.	I stop and list the points grasped so far as I read				
11.	I spend more time in studying difficult aspects of Literature-in-English				
12.	I create enough time to read everyday				
13.	I persist when study is boring and challenging				
14.	I spread out my study time to avoid cramming				
15.	I concentrate well when studying				
16.	I always summarise what I read				
17.	I make up and answer questions in texts during study				
18.	I review past questions and practise answering them				
19.	I study in group or with friends				
20.	I consult different textbooks to upgrade my knowledge				
21.	I use the school library regularly				
22.	I am easily distracted when studying				
23.	I organise materials to make them easier to remember				
24.	I highlight my Literature textbooks, and make notes in the margin				
25.	In studying for Literature tests, I distribute my time over several sections of the materials taught				

QUESTIONNAIRE ON STUDENTS' UTILISATION OF LITERATURE-IN-ENGLISH TEXTBOOKS – (QSULT)

S/N	ITEMS	SA	A	D	SD
1.	I have all the prescribed Literature-in-English texts				
2	I read the prescribed Literature-in-English texts				
3.	I do not have the textbooks, so I share with my mates in class				
4.	I read each recommended text at least twice before examination begins				
5.	I have never finished reading any of the prescribed text before examination begins				
6.	I think I can pass Literature with the notes I take in class alone				
7.	My teacher makes us dramatise literature texts				
8.	My parents say there is free education; that government will provide the books				
9.	I do not have time to read literature books because I do a lot of chores at home				
10.	Some of the textbooks are large and this discourages me from using them				
11.	I don't need to buy recommended texts; I have a book on key points on them				
12.	I borrow recommended texts from the school library to read				
13	I go to my school library to read recommended texts				
14.	I discuss what I read in literature texts with my friends				
15.	I borrow recommended texts to read from my friends ahead of a lesson				
16.	My teacher often gives me assignments to do from the Literature texts				
17.	My teacher marks and records assignments given from the Literature texts				
18.	I don't read the recommended Literature-in-English textbooks because our teacher tells us the stories and gives us notes				

19.	The only time I use literature texts is when we read it in class				
20.	My teacher does not guide me on what to look out for when I read the texts				
21	My teacher allows us to read prescribed literature texts from home and discuss them in class under his/her supervision				
22.	My teacher reads the prescribed literature texts with us in the class				
23	My teacher explains the texts to us after we have read them in class				
24.	My teacher relates the issues raised in the texts to real life experiences and encourages students to do so				
25.	My home is conducive for learning so I study literature texts at home				
26.	I prefer to read literature texts shortly before examination				
27.	I spend time watching T.V., so there is hardly time to read literature textbooks				
28.	I spend quality time studying recommended Literature-in-English textbooks				
29.	Most of the textbooks are not available in the market to buy				
30.	Most of literature texts have small prints that make them difficult to read				

PARTICIPANTS FOR THE STUDY

OGUN STATE SCHOOLS

1. Offin High School, Sagamu

2. Methodist Comprehensive High School, Sagamu

3. Remo Methodist High School, Sagamu

4. Muslim High School, Sagamu

5. Remo Divisional High School, Sagamu

6. Ajagbe High School, Ilisan

7. Ikenne Community High School, Ikenne

8. Irolu Community High School, Irolu

9. Odogbolu Grammar School, Odogbolu

10. Sapade Grammar School, Iperu

EKITI STATE SCHOOLS

1. Amunnu Comprehensive High School, Ekiti

2. Community Grammar School, Kota, Ekiti

3. Umuoke Grammar School, Ekiti

4. Eleye Community High School, Ipere-Ekiti

5. Ode High School, Ode Ekiti

6. Ifelodun Community Grammar School, Ikun/Araromi – Ekiti

7. Ise Comprehensive High School, Ise – Ekiti

8. Isedo Comprehensive High School, Ekiti

9. Ekamefa Community Commercial Grammar School, Ilesa – Ekiti

10. Eporo High School, Eporo – Ekota

OSUN STATE SCHOOLS

1. Ife City College, Ile Ife

2. Urban Day Secondary School

3. Modakeke High School

4. Oduduwa College, Ife

5. Ilesa Grammar School

6. Ijesa Muslim High School

7. Hope Grammar School, Ilesa

8. Methodist High School, Ilesa

9. African Church Grammar School, Ilesa

10. George Burton Memorial College, Ilesa

APPENDIX IX

Difference in Students' Achievement in Literature-in-English in Ogun, Ekiti and Osun States

Table 1a   Table of Mean and Standard Deviation scores

States	Mean	Std. Dev.	N
Ogun	56.8686	7.3353	449
Ekiti	56.7302	7.5417	504
Osun	57.0169	7.2645	533

Table 1a shows that Osun State had the highest mean score, followed by Ogun State and lastly by Ekiti State.

Table 1b   ANOVA table showing the differences in Achievement in Literature-in-English in Ogun, Ekiti and Osun states

Source	Sum of Squares	DF	Mean Square	F	Sig.	Eta Square
Corrected	21.322	2	10.661	.196	.822	.000
Model(Explained)	21.322	12	10.661	.196	.822	.000
States	80789.397	1483	54.477			
Error	80810.719	1485				
Total						

Table 1b shows that there was no significant difference in Achievement in Literature in English in Ogun, Ekiti and Osun states ($F(2,1483) = .822$ $P > .05$).

Difference in Students' Attitude to Literature-in-English in Ogun, Ekiti and Osun states

Table 2a   Table of Mean and Standard Deviation scores

States	Mean	Std. Dev.	N
Ogun	41.9955	23.4004	449
Ekiti	41.3413	23.7001	504
Osun	40.8105	23.7747	533

Table 2a shows that Ogun state had the highest mean score, followed by Ekiti State and lastly by Osun State.

Table 2b   ANOVA table showing the differences in Attitude to Literature-in-English in Ogun, Ekiti and Osun states

Source	Sum of Squares	DF	Mean Square	F	Sig.	Eta Square
Corrected	342.278	2	171.139	.306	.736	.000
Model(Explained)	342.278	12	171.139	.306	.736	.000
States	828555.154	1483	558.702			
Error	828897.432	1485				
Total						

Table 2b shows that there was no significant difference in Attitude to Literature in English in Ogun, Ekiti and Osun States $(F_{(2,1483)} = .736, P > .05)$.

Descriptive analysis of the Attitude of the respondents to Literature-in-English

S\N	Items	SD	D	A	SA	Mean	S.D
1	I like Literature as a subject	73 4.9%	69 4.6%	574 38.6%	770 51.8%	3.37	.79
2	I enjoy my lessons in Literature in English	78 5.2%	128 8.6%	602 40.5%	678 45.6%	3.27	.83
3	I offer literature because it is required for the course I want to study	108 7.3%	160 10.8%	531 35.7%	687 46.2%	3.21	.90
4	I always prepare for literature tests and examinations	127 8.5%	135 9.1%	548 36.9%	676 45.5%	3.19	.92
5	I feel excited when I score highly in Literature in English	144 9.7%	174 11.7%	475 32.0%	693 46.6%	3.16	.97
6	I like discussing what I read in literature texts with my friends	114 7.7%	157 10.6%	597 40.2%	618 41.6%	3.16	.90
7	Literature is one of my best subjects	138 9.3%	192 12.9%	526 35.4%	630 42.4%	3.11	.96
8	I like the literature texts selected for our study	136 9.2%	178 12.0%	578 38.9%	594 40.0%	3.10	.94
9	I make sure I read prescribed literature texts	139 9.4%	167 11.2%	612 41.2%	568 38.2%	3.08	.93
10	I like the teaching strategies used in the literature classes	158 10.6%	169 11.4%	571 38.4%	588 39.6%	3.07	.96
11	I often try my hands on writing	145	199	578	564	3.05	.95

	stories, poems and playlets		9.8%	13.4%	38.9%	38.0%	
12	I will enjoy literature if I can understand the prescribed texts	164 11.0%	183 12.3%	557 37.5%	582 39.2%	3.05	.98
13	I read other texts apart from the ones recommended	129 8.7%	259 17.4%	565 38.0%	533 35.9%	3.01	.94
14	I spend some hours per week reading literature texts	126 8.5%	252 17.0%	618 41.6%	490 33.0%	2.99	.92
15	I read literary materials in newspapers and magazines	163 11.0%	215 14.5%	596 40.1%	512 34.5%	2.98	.96
16	I find Literature in English questions often straight forward	155 10.4%	245 16.5%	599 40.3%	487 32.8%	2.95	.95
17	I participate in the literacy and debating society in my school	178 12.0%	262 17.6%	502 33.8%	544 36.6%	2.95	1.01
18	I have a reading room, desk at home	204 13.7%	243 16.4%	544 36.6%	495 33.3%	2.90	1.02
19	I am a member of literacy and debating group in my school	227 15.3%	223 15.0%	505 34.0%	531 35.7%	2.90	1.05
20	I participate in drama, cultural group in my school	212 14.3%	302 20.3%	492 33.1%	480 32.3%	2.83	1.03
21	I have a mini-library and book shelf with literature books at home	223 15.0%	332 22.3%	505 34.0%	426 28.7%	2.76	1.03
22	I often borrow literature texts to read from my school library	263 17.7%	294 19.8%	501 33.7%	428 28.8%	2.74	1.06
23	I consider the workload in literature too demanding	222 14.9%	350 23.6%	537 36.1%	377 25.4%	2.72	1.00

24	I am a member of drama, cultural group in my school	265 17.8%	332 22.3%	461 31.0%	428 28.8%	2.71	1.07
25	I have participated in literacy qui competitions	281 18.9%	320 21.5%	483 32.5%	402 27.1%	2.68	1.07
26	I do not restrict myself to the teacher lessons and notes to prepare for examinations	310 20.9%	294 19.8%	466 31.4%	416 28.0%	2.66	1.10
27	I have a lesion teacher who teaches me literature at home	310 20.9%	360 24.2%	427 28.7%	389 26.2%	2.60	1.09
28	If I had a choice, I would offer another subject instead of literature	398 26.8%	330 22.2%	387 26.0%	371 25.0%	2.49	1.13
29	I read literature texts only for tests and examinations	430 28.9%	403 27.1%	367 24.7%	286 19.2%	2.34	1.09
30	I see Literature in English as a difficult subject	486 32.7%	540 36.3%	262 17.6%	198 13.3%	2.12	1.01
31	It does not bother me if my scores are poor in literature	590 39.7%	385 25.9%	279 18.8%	232 15.6%	2.10	1.10

The researcher looks on as the students are tested in Writing Proficiency

Students being tested on Writing Proficiency

APPENDIX XIII

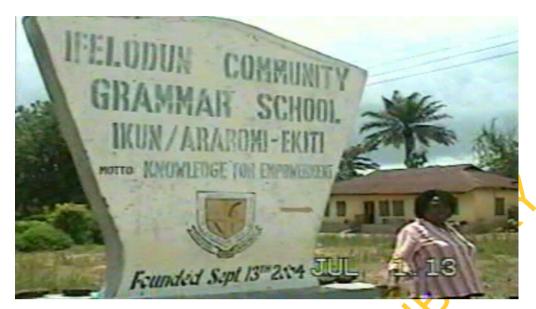**The researcher at Modakeke High School in Osun State**

The researcher at Hope Grammar School Ilesa, Osun State

The researcher at Ilesa Grammar School Ilesa, Osun State

The researcher at Methodist High School Ilesa, Osun State

The researcher at Ifelodun Community Grammar School Ikun/Araromi, Ekiti State

The researcher at Ekamefa Community Commercial Grammar School Ilasa, Ekiti State

The researcher at Isedo Comprehensive High School Omuo Ekiti, Ekiti State

The researcher at Omuooke Grammar School, Ekiti State

A teacher teaching during a classroom participation exercise

Students being tested on reading proficiency

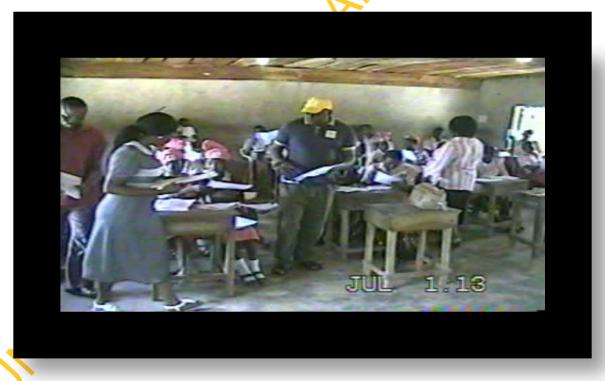**Classroom Participation by Some of the Students**

APPENDIX XV

A Research Assistant Addressing the Students

Distribution and collection of questionnaire by the researcher and research assistants

Distribution and collection of questionnaire by the researcher and research assistants

Distribution and Collection of Questionnaires by the Researcher and Research Assistants

APPENDIX XVII

Research assistant supervising the Literature-in-English test

cxxResearch Assistants Supervising Literature-in-English Test

APPENDIX XVIII

A Research Assistant Addressing Students