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<b>SOMMAIRE</b>	<b>i</b>
-Table des matières	i
-Avis aux auteurs	v
-Notice to contributors	vi
-Préface	vii

<b>LINGUISTIQUE / COMMUNICATION</b>	<b>00</b>
<b>LINGUISTICS / COMMUNICATION</b>	<b>00</b>

<b>La Notion d'Interférence et la Linguistique Contrastive dans l'Apprentissage du Français Langue Etrangère</b>	<b>01</b>
<b>Eunice Modupe FABIYI</b> Senior Lecturer Department of French Adeyemi College of Education Ondo / Nigeria. <a href="mailto:eunicemodupe1970@gmail.com">eunicemodupe1970@gmail.com</a>	
<b>La Science Grammaticale, entre Statisme et Dynamisme.</b>	<b>18</b>
<b>Kouadio N'GUESSAN</b> Enseignant-Chercheur Université Alassane OUATTARA <a href="mailto:lanzinard@yahoo.fr">lanzinard@yahoo.fr</a>	
<b>L'Adverbe en p<sup>h</sup>uê</b>	<b>33</b>
<b>Oumar MALO</b> Enseignant-Chercheur Université de Koudougou <a href="mailto:malooumar@yahoo.fr">malooumar@yahoo.fr</a>	
<b>La Prédication de Situation et d'Identification en djan</b>	<b>48</b>
<b>Oumar MALO</b> Enseignant-Chercheur Université de Koudougou <a href="mailto:malooumar@yahoo.fr">malooumar@yahoo.fr</a>	
<b>L'Engagement Comportemental comme Stratégie de Communication dans la Gestion des Déchets Ménagers en Cote d'Ivoire</b>	<b>61</b>
<b>Jean-Claude OULAI</b> Enseignant-Chercheur Département des Sciences du Langage & de la Communication Université Alassane Ouattara Bouaké / Côte d'Ivoire <a href="mailto:jan_cloddeoulai@yahoo.fr">jan_cloddeoulai@yahoo.fr</a>	

Les Contextes d'Usage du Français au Bénin Afusat SANNI-SULEIMAN Department of French University of Ilorin. <a href="mailto:sanniforsule@yahoo.com">sanniforsule@yahoo.com</a>	80
--	----

LITTERATURE / LITERATURE	96
--------------------------	----

Les Héros-Enfants, ces Diseurs de Traumatismes et de Cruautés : Parodie de Héros ou Héros par Effraction ? Désiré ANO BOADI Enseignant - Chercheur Université Alassane Ouattara de Bouaké Côte d'Ivoire <a href="mailto:anoboadi@yahoo.fr">anoboadi@yahoo.fr</a>	97
--	----

L'Esthétique des <i>Topoi</i> Littéraires dans <i>Poulet Bicyclette Et Cie</i> de Florent Couao-Zotti Mathieu Y. AYESSI Enseignant-Chercheur Laboratoire de Recherche sur le Fâ (LAREFA) Université d'Abomey-Calavi Bénin <a href="mailto:ayessimathieu@yahoo.fr">ayessimathieu@yahoo.fr</a>	117
---	-----

La <i>Variatio</i> en la Teoría de la Novela Aurea : las Novelas Picarescas de Alonso de Castillo Solórzano: <i>Aventuras del Bachiller Trapaza y</i> <i>La Garduña de Sevilla y Anzuelo de las Bolsas.</i> Djidiack FAYE Enseignant-Chercheur Université Gaston Berger de Saint-Louis Sénégal <a href="mailto:babadjidiack@gmail.com">babadjidiack@gmail.com</a>	134
--	-----

Les Techniques de Narration et les Eléments Esthétiques dans <i>Un Nègre a Violé Une Blonde à Dallas</i> de Ramonu Sanusi Rabiu Olayinka IYANDA Department of Languages and Linguistics College of Humanities and Culture Osun State University <a href="mailto:rabiu.iyanda@uniosun.edu.ng">rabiu.iyanda@uniosun.edu.ng</a>	147
--	-----

**La Circonscrite de But ou l'Expression de la Quête d'un Idéal** 158  
 dans *Climbié* de Bernard Dadié

**Ehouman René KOFFI**

Enseignant - Chercheur

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Côte-d'Ivoire

[reneehouman@gmail.com](mailto:reneehouman@gmail.com)

**Les Fables de Jean de La Fontaine : Valeurs Esthétiques et Ethiques.** 168

**N'guessan Antoine KOUADIO**

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Université Alassane Ouattara

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**Le Message du Non-Dit dans *La Jalousie* d'Alain Robbe-Grillet** 183

**Austin Stephen MOYE**

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**En Famille sans Famille ou la Quête d'Identité Illusoire dans** 192

*En Famille* de Marie Ndiaye

**Austin Stephen MOYÉ et Solomon Babarinde OJO-AWO**

Nigeria French Language Village

Ajara / Badagry

[austinejime@gmail.com](mailto:austinejime@gmail.com)

**Dérivation Régressive ou Recatégorisation du Mot dans** 200

*Allah n'est pas Obligé* de Ahmadou Kourouma

**Jean YAO**

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**ENVIRONNEMENT / GEOGRAPHIE** 220

**ENVIRONMENT / GEOGRAPHY**

**La Structuration du Monde Rural en Côte d'Ivoire : Cas des Coopératives** 221

*Agricoles de la Filière Café-Cacao : 1926-2011*

**Mohamed KEITA**

Attaché de recherches

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SOCIOLOGIE / CIVILISATION / HISTOIRE / SCIENCE POLITIQUE	236
SOCIOLOGY / CIVILIZATION / HISTORY / POLITICAL SCIENCE	

<b>An Insight into the Positive Impacts and Time Honoured Influence of Arabic and Arabic Qur'an on Science as a Field of Study</b>	237
--	-----

**Abdur – Raheem Aliyyu ADEBAYO**

Department of Arabic

School of Languages

Emmanuel Alayande Colege of Education

Oyo / Oyo State.

<b>Problématique de la Transhumance Politique au Bénin</b>	259
--	-----

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Bénin

[mastazakou5@yahoo.fr](mailto:mastazakou5@yahoo.fr)

<b>Hymnes Sacrés du Vodun SAKPATA : entre Figures Parémiques et Paroles Fragmentaires</b>	269
---	-----

**Blanche Baï LALI**

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Laboratoire de Reherche sur le Fâ (LAREFA)

Université d'Abomey-Calavi

Bénin

<b>Cultural Pluralism: Critique and Application to The Study and Analysis of Nigerian Government and Politics</b>	298
---	-----

**Adebayo Tajudeen SALAMI (Ph.D)**

Department of Political Science

Olabisi Onabanjo University

Ago-Iwoye / Nigeria

<b>Banks Recapitalization, Economic Recovery and Sustainable Development in Nigeria (1999-2007) : the Fallacy of Assumptions</b>	314
--	-----

**Adebayo Tajudeen SALAMI (Ph.D)**

Department of Political Science

Olabisi Onabanjo University

Ago-Iwoye / NIGERIA

<b>Les Relations des Peuples à la Frontière bénino - togolaise après la Conférence de Berlin de novembre 1884 à février 1885</b>	325
--	-----

**Rogatien M. TOSSOU et Issa IDRISOU BIO BOUBARI**

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<b>PSYCHOLOGIE / SCIENCE DE L'EDUCATION</b> <b>PSYCHOLOGY / EDUCATION</b>	<b>344</b>
--	------------

**A la Recherche d'une Identité : un Vain Espoir, une Douleur Accrue  
et Nécessité d'une Education Conséquente** **345**

Prof Josiane EZIN HOUNGBE\*, M. Florent ANATO\*, Dr Coomlan Justin AYELO\*, Dr Moïse DOSSA\*

Prof Magloire GANSOU\*, Pr Ass. Elvyre KLIKPO\* et Pr Ass. Guy-Gérard AZA-GNANDJI\*

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\*Hôpital d'Instruction des Armées / [azanardy@yahoo.fr](mailto:azanardy@yahoo.fr)

**Altérité Humaine et Développement Durable** **355**  
**Gnansa GNAGLIGA**

Enseignant - Chercheur

Institut National des Sciences de l'Education

Université de Lomé

Togo

<b>SCIENCE DE L'EDUCATION / DIDACTIQUE</b> <b>EDUCATION / DIDACTICS</b>	<b>368</b>
--	------------

**From Grammar Instruction to English Composition Writing:  
The Role of Direct and Indirect Explicit Grammar Instruction** **369**

**J.O. ADEDIGBA (Ph.D)**

Department of Teacher Education

University of Ibadan

Nigeria

**Pre-Service Teachers' Classroom Interaction Experience in  
an Instructional Technology Course** **388**

**Gloria ADEDOJA (Ph.D)**

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Educational Technology Unit

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**A Correlational Investigation of Psychological Wellbeing, Academic  
Self-Efficacy, School Climate and Academic Performance among** **402**

**Female Undergraduate Students of University of Ibadan, Nigeria**

**Adetola O. ADEYEMI (Ph.D)**

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- L'Enseignement de l'Anglais à l'Université et les Offres d'Emplois en Côte d'Ivoire : le Cas de l'anglais Juridique.** 418  
**Guézé Habraham Aimé DAHIGO**  
 Enseignant - Chercheur  
 Université Alassane Ouattara de Bouaké  
 Abidjan / Côte d'Ivoire
- Teacher Effectiveness Variables as Predictors of Students' Achievement in Poetic Literature in Ibadan** 425  
**D. O. FAKEYE (Ph.D) and I.N. OHIA (Ph.D)**  
 Department of Teacher Education  
 University of Ibadan  
 Nigeria
- Effects of Reflective teaching observations on Pre-Service Science Teachers' Teaching Skills and Attitude to Teaching in Southwestern, Nigeria** 442  
**T. A. IGE<sup>o</sup> and O. E. OGUNSEEMI<sup>+</sup>**  
<sup>o</sup>University of Ibadan Nigeria / [temige@yahoo.com](mailto:temige@yahoo.com)  
<sup>+</sup>College of Education Ikere-Ekiti Nigeria / [bosunfruit@yahoo.com](mailto:bosunfruit@yahoo.com)
- Emerging Predictors of Achievement in Government for Innovative and Dynamic Education in Lagos State** 457  
**Ikmat Olanrewaju JUNAID (Ph.D)**  
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## Emerging Predictors of Achievement in Government for Innovative and Dynamic Education in Lagos State

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### Abstract

Results released by examining bodies on Government over the year have not been encouraging. Several researches have attempted to identify factors responsible for the poor performances in Senior Secondary School Government. But, the problem still persist, The study therefore, investigated the extent to which teachers' style of teaching; students' study habits and classroom participation predict students' achievement in Government in Lagos State. The study used descriptive survey research design; forty (40) teachers and four hundred (400) SS II Government students were selected through multi-stage sampling techniques from two Education Districts in Lagos State. Three validated instruments were used to gather information in this study. These are: Teachers' Style of Teaching and Classroom Participation Questionnaire ( $r = .729$ ), Study Habits Rating Scale ( $r = .689$ ), Government Achievement Test (GAT). Five research questions were raised and answered in this study. The data obtained were analyzed using multiple regression and Pearson product moment correlational 0.05 level of significance. The papers submit that selection of appropriate style of teaching; exhibition of effective study habit by the students and encouragement of students in active classroom participation will lead to substantial improvement in students' achievement in Government. Therefore, teachers should employ the right teaching style in order to motivate students to learn; students should apply effective study habit that will make them discover new things themselves and boost their achievement.

**Keywords:** teaching style, study habit, achievement, classroom participation, government.

### 1. Background

Every organized human society requires Government for its peaceful co-existence. In which case, a society without a Government will be in a state of anarchy. Government is therefore the machinery of the state designed for the general interest and well-being of the citizen of the state. It constitutes the totality of the people and the institutions within the state charged with the responsibilities of law making, law execution and the adjudication of law for the purpose of maintaining an orderly society. Political writers have divergent views on the purpose of government. Aristotle expressed the view that government exists "for the sake of the best life". In other words, the purpose of government is to serve man's best interest. John Locke (1632-1704) maintains that the purpose of Government is to preservation of men's lives, liberties and property. The purpose of Government according to Herbert Spencer is to prevent an individual from infringing upon the right of other individuals.

Therefore, the primary purpose of Government, notwithstanding its form, is the maintenance of social, political and economic welfare of citizens the protection of their lives and property and the promotion of social stability. Government performs some important functions for the progress and survival of the citizens in the society. These include: defence and security of the citizens, regulation of social life, maintenance of socio-economic welfare,

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provision of infrastructure, promotion of social integration and maintenance of national unity as well as good international relations.

Government as an academic subject occupies an important position in the school curriculum. It belongs to the category of subjects that constitute the formal curriculum. Government as a subject refers to a body of knowledge which describes the processes, institutions and behaviour as well as individual and group of people who relate together for the making of binding allocation of value or public policies for a given society. The value and importance of government as an academic field of study include the following:

- The study of government helps the partakers to know the system of government that is being practice in their country.
- It helps the partakers to develop the spirit of patriotism and contribute their part to the development of the society.
- They become an informed participant citizen, ready at all times to accept civic responsibilities and willing to contribute to the defence of the society.
- It helps the partakers in identifying the role of Nigeria as a member of the international community.
- It helps the partakers to recognize their roles as a citizen especially in relation to others and the society in general.

Teaching style is an important part of any instructional settings. Teacher provides a variety of instructional methods and techniques for helping learners construct their learning and develop a system for applying knowledge and theory. Teachers have been portrayed in a variety of ways in the media, ranging from detrimental images to beloved masters of their craft who inspire students to excel. Professional teachers can be seen, heard and sensed. The professional teacher engages in dialogue with students, colleagues, parents, and administrators and consistently demonstrates respect, accessibility, and expertise. Their job is to counsel students as they grow and mature, helping them integrate their social, emotional, and intellectual growth. How a teacher presents himself makes an impression on the students. Often a student links the preference of a particular subject to a teacher and the way the subject was taught. That is, the teaching style of the teacher. A teacher who exudes enthusiasm and

competence for a content area may transfer those feelings to the students. In addition, how the teacher relates to the students has an impact on the student's active participation in classroom. The teacher's teaching knowledge, both in the organization of the classroom students; allow the classroom to run itself amid the buzz of student and teacher interaction (Fritschner, 2000).

Moreover, to enhance effective classroom participation, the use of appropriate teaching style is a catalyst to achieve this from the students. The participatory teaching style is found to be very much effective in making all students interested in the lesson. A teaching style suitable for one topic may not be so for another. A good teacher knows the suitability of a style for a topic. Sometimes, students may be confused in the classroom due to inappropriate teaching style. The teachers need to take stock of the level of the students and the educational resources available at their disposal and decide the best teaching style suitable for teaching a topic that will enhance maximum student's classroom participation. The best teaching style make the teacher take the role of a guide and a helper (Evertson and Weinstein, 2006).

Study habit is a powerful behaviour pattern directed towards learning, perceiving, questioning, reading, reciting and reviewing in an attempt to master a task. Okonkwo, (2007) asserted that several components make up students study habits. These components include time allocation to home-work, assignment or project, reading, note taking, study period procedure, concentration, written examination, teacher consultation, underlining fact in note taking, summarizing and generating self-questions which are sometimes germane to the improvement of learning outcome not only in a particular subject but also in general learning experience. Almost all researchers have used study habit interchangeably with study skills, study method/technique or study behaviour. Likewise, Abdullahi, (1996) explain study habits as "the science of reading" meaning the "verb to read" which implies to study as in reading Government or English or apprehending meaning through the study of the written characters. Reading in this instance demands a greater degree of competence and an exact knowledge of what to do when we read. According to him a good reader, therefore is an active, creative thinker and he/she is critical of the author's idea. The verb to read using this concept, therefore, can be explained to mean "Study Habit".

Moreover, active classroom participation and effective study habit played an important role in the success of education and students' personal development in the future (Tatar, 2005). Likewise, (Fritschner, 2000) described student participation as any comments or questions that students offer or raise in class. Furthermore, Wambach and Brothen (1997)

explained classroom participation in terms of specific behaviours, such as asking and answering questions, participating in class discussion, and refraining from negative behaviours. Some researchers have carried out researches on classroom participation, some of them are; Zainal Abidin Sayadi (2007) carried out an investigation into Malaysian students' oral classroom participation with the participants being 146 first year Engineering students. The study found that students who were more proficient in the English Language showed more tendencies to dominate the discussions.

Five factors were found to influence students' classroom participation: linguistic, pedagogical, cognitive, affective, and socio-cultural factors. These factors were inter-related. Physical problems have been seen among the factors that are affecting classroom participation. Moreover, Oldfather (2008) describes that a child may suffer from some ailment which has led to child non-participation in class or which renders it difficult for him or her to perform certain of the motor skills associated with learning. Ailments in the second category e.g., poor sight, poor hearing, bronchial problems, mild brain damage affecting motor co-ordination may have gone unrecognized for some fear, even by the child him/herself alternatively. In the case of stuttering for example, they may be all too painfully obvious and may hold the unfortunate child up to ridicule from teachers themselves. Classroom participation is essential for successful learning outcome; therefore creating the best learning environment possible should be the main focus of the classroom teacher. (Adeyemi, 2008).

However, results released by examining bodies on Government over the year have not been encouraging. This poor performances have generated a great deal of concern among the stakeholders in education sub-sector in Nigeria, resulting from the fact that Government as a school subject is very important to the survival of the society in general and to an individual in particular. It exposes students to know the system of government that is being practice in the country and contribute their part to the development of the society. Several researches have attempted to identify factors responsible for the poor students' performances in senior secondary school Government. Researches yield inconsistent results as many variables, mainly cognitive, were used. The study therefore, investigated the emerging predictors of achievement in government for innovative and dynamic education in Lagos State.

## 2. Research Questions

Consequently, the following questions were answered.

1. What is the relationship between teachers' style of teaching and students' achievement in Government in Lagos state?
2. What is the relationship between students' study habit and students' achievement in Government in Lagos state?
3. What is the relationship between classroom participation and students' achievement in Government in Lagos state?
4. To what extent do teachers' style of teaching, students' study habit and classroom participation jointly correlate with students' achievement in Government in Lagos state?
5. What are the relative contributions of teachers' style of teaching, students' study habit and classroom participation on students' achievement in Government in Lagos state?

### 3. Methodology

The Design: The study adopted a Descriptive survey research method. The target population for this study comprised all teachers and SS II students of Government from two Education Districts in Lagos State. The reason for this choice was that, they are not under pressure of any external examination, as this will help them to give their full attention to the research work. Multi stage sampling technique was adopted in this study. Lagos state is clustered into eight Education Districts. Simple random sampling technique was employed to select two Education Districts out of the existing eight Education Districts. Five schools were selected in each of these Education Districts with simple random sampling technique. From each of these schools, a total of forty (40) teachers were selected using purposive sampling technique and forty (40) students were selected using systematic random sampling technique to assess their study habits, classroom participation and achievement in Government. In all a total sample of forty (40) teachers and four hundred (400) Government students were randomly selected for the study. Three validated instruments were used to gather information in this study. These are: Teachers' Style of Teaching and Classroom Participation Questionnaire ( $r = .729$ ), Study Habits Rating Scale ( $r = .689$ ), Government Achievement Test (GAT). These instruments were administered on the participants with the assistance of six research assistance, over a period of four weeks.

#### 4. Result

- **Research Question One:** *What is the relationship between teacher style of teaching and students' achievement in Government in Lagos state?*

**Table 1: Correlation between Teacher's Style of Teaching and Students' Achievement in Government**

Variables	Teacher's Style of Teaching	Students' Achievement in Government
<b>Teacher's Style of Teaching</b>		
Pearson Correlation	1	.150
Sig.(2tailed)		.089
<b>Students' Achievement in Government</b>		
Pearson Correlation	.150	
Sig. (2-tailed)	.089	

*Significant at 0.05*

Table1 presents the Pearson product moment correlation result of the relationships between teacher's style of teaching and students' achievement in Government. The table reveals positive low insignificant relationship between the variables at ( $r = .150$ ,  $p > 0.05$ ). This is an indication that teacher's style of teaching does not solely determine students' achievement in Government. In other words, it was discovered from the study that an insignificant relationship exists between teachers' style of teaching and students' achievement in Government.

- **Research Question Two:** *What is the relationship between students' study habit and students' achievement in Government in Lagos state?*

**Table 2: Correlation between Study Habit and Students' Achievement in Government**

Variables	Study Habit	Students' Achievement in Government
<b>Study Habit</b>		
Pearson Correlation	1	.235*
Sig. (2-tailed)		.007
<b>Students' Achievement in Government</b>		
Pearson Correlation	.235*	1
Sig. (2-tailed)	.007	

*Significant at 0.05*

Table 2 presents the Pearson product moment correlation result of the relationships between students' study habit and their achievement in Government. The table reveals positive moderate significant relationship between the variables at ( $r = .235$ ,  $p < 0.05$ ). This is an indication that students' study habit is one of the major determinants of students' achievement

in Government. In other words, it was discovered from the study that significant relationship exists between students' study habit and students' achievement in Government.

- **Research Question Three:** *What is the relationship between classroom participation and students' achievement in Government in Lagos state?*

**Table 3: Correlation between Classroom Participation and Students' Achievement in Government**

Variables	Classroom Participation	Students' Achievement in Government
<b>Classroom Participation</b>		
Pearson Correlation	1	.316 **
Sig. (2-tailed)		.000
<b>Students' Achievement in Government</b>		
Pearson Correlation	.316 **	1
Sig. (2-tailed)	.000	

*Significant at 0.05*

Table 3 presents the Pearson product moment correlation result of the relationships between classroom participation and their achievement in Government. The table reveals positive moderate significant relationship between the variables at ( $r = .316$ ,  $p < 0.05$ ). This is an indication that students' classroom participation is one of the major determinants of students' achievement in Government. In other words, it was discovered from the study that significant relationship exists between students' classroom participation and their achievement in Government.

- **Research Question Four:** *To what extents do teacher style of teaching, students' study habit and classroom participation jointly to correlate with students' achievement in Government in Lagos state?*

**Table 4a: Model Summary and ANOVA of the Association between Teacher Style of Teaching, Students' Study Habit, Classroom Participation and Students' Achievement in Government**

R = .421 <sup>a</sup>						
R square = .178						
Adjusted R square = .158						
Standard error of the estimate = 6.307						
Model	Sum of squares	df	Mean Square	F	Sig.	
Regression	1082.565	3	360.855	9.071	.000 <sup>a</sup>	
Residual	5012.212	397	39.779			
Total	6094.777	400				

*Significant at 0.05*

Looking at table 4a above, the combination of the three independent variables, that is: teacher style of teaching, students' study habit and classroom participation are jointly related with

students' achievement in Government, with positive moderate correlation of  $R=.421$ , a multiple R square of .178 with Adjusted R square of .158. The multiple correlation of .421 indicates a moderate relationship among the three independent variables (teacher style of teaching, students' study habit and classroom participation) and students' achievement in Government. Moreover, as shown in table 4.1.4a the combination of the three independent variables explains 15.8% of the variance observed in students' achievement in Government. The observed R value was statistically significant with  $F(df = 3, 397) = 9.071, P < 0.05$ . This implies that the three variables actually predict students' achievement in Government.

**Research Question Five:** *What are the relative contributions of teacher style of teaching, students' study habit and classroom participation on students' achievement in Government in Lagos state?*

**Table 4b: Relative Contribution of Teacher Style of Teaching, Students' Study Habit and Classroom Participation to Students' Achievement in Government**

Model	Unstandardized Coefficients		Standardized Coefficients	t	Rank	Sig
	B	Std. Error	Beta			
( Constant)	27.620	2.213		12.480		.000
Teacher Teaching Style	.354	.169	.172	2.093	3 <sup>rd</sup>	.038
Students' Study Habit	1.383	.567	.199	2.436	2 <sup>nd</sup>	.016
Classroom Participation	2.316	.570	.332	4.065	1 <sup>st</sup>	.000

*Significant at 0.05.*

From the above table, it is obvious that these variables contributed significantly in the prediction of students' achievement in Government. Classroom participation ( $\beta = .332, t 4.065, p < 0.05$ ) is the most influential among the predictor variables. This is followed by Teacher style of teaching ( $\beta = .172, t 2.093, p < 0.05$ ) and Students' study habit ( $\beta = .199, t 2.436, p < 0.05$ ). This implies that students' active involvement in classroom activities is a major predictor of students' achievement in Government.

## 5. Discussion

The negative insignificant result of the relationship between teacher style of teaching and students' achievement in Government negate the assertion of Bonwel and Eisen (2000). That importance of teacher related factors to effective teaching and learning cannot be underestimated. A good teacher must be able to adopt a style that among other things will motivate students to learn (Nwosu and Nzewi, 1997).



The positive significant result of the relationship between students' study habit and students' achievement in Government buttresses the assertion of Okonkwo (2007) who asserted that study habits is "the student's way of study whether systematically, or efficiently or inefficiently etc" Going by this definition, it literally means that good study habits produces positive academic performance while inefficient study habit leads to academic failure. likewise the present result support Igwesi (2008) assertion where he argues that although, parents are the first socializing agents for the child, many of the more complex academic skills like cultivating a serious study habit are learned when the child becomes a member of the peer group. He further posited that peer influence each other by serving not only as reinforce but also as social models. Students acquire a wide range for knowledge and a variety of responses by observing one behaviour of their peers towards reading and private studies, if the peer group which he belong take interest in a competitive study habit, it will definitely influence the student and might involve himself in private studies so as to measure up to the level of his peers. But if the peer group detests reading or private studies it will negatively affect the study habit of such student.

Moreover, Emily and Betty (1984) claim that teachers and school administrators are largely responsible for building the study habit of the students. In their study, they found out that most students do not know whether their study habits and attitudes are effective, or whether there are other techniques that would yield better achievement. Azikiwe (1998) support this present study by his assertion that "good study habits are good assets to learners because they (habits) assist students to attain mastery in areas of specialization and consequent excellent performance, while poor study habit constitutes a constraint to learning and achievement leading to failure". Bakare, (1975) in a survey of some psychological correlates of academic success and failure found a correlation coefficient of .44 and .56 between study habit and academic performance of 43 males and 19 females secondary school students in the urban and rural areas respectively.

The positive significant relationship of classroom participation and students' achievement in Government supports the assertion of Adeyemi (2008) that Classroom participation is essential for successful learning outcome; therefore creating the best learning environment possible should be the main focus of the classroom teacher. However, in Nigeria, the increasing problems of over-populated classrooms, inadequate instructional materials, non-conducive school climate, negative attitudes of students towards school and inadequate

amount of basic materials such as seats for teachers and students present complexities for teachers working to manage classroom behaviour and enhance students' active participation.

Likewise, (Dunn & Baker, 2002) asserted that Classroom participation is the essential factor that deeply affects effective teaching-learning environments and students' performance. The specialists in the field of education, school and classroom participation aims at encouraging and establishing student self-control through a process of promoting positive student achievement and behaviour. Thus academic achievement, teacher efficacy, and teacher and student behaviour are directly linked with the concept of school and classroom management. A class environment that supports student learning and creative thinking can be created in a classroom where successful classroom management takes place. Education today has taken a shift toward being focused on student success, which causes teachers to be held more accountable for their students' performance on state tests. Because of this shift, teachers must be able to curb undesired behaviour in the classroom and direct all students toward academic success. Katharina, (2008) observed that there is a definite and direct correlation between classroom participation style and academic achievement. He went further to say that if a teacher is having problems with classroom management, then his/her students will certainly record low academic achievement scores.

Moreover, Everton and Harris (1999), 'the meaning of the term classroom participation has change from describing discipline practices and behavioural intervention to serving as a more holistic description of teachers' action in orchestrating supportive learning environments and building community. Brophy (2006) echoes those sentiments as he declares that the most successful teachers approach participation as a process of establishing and maintaining effective learning environments. Also, Olatoye, (2004) notes that classroom participation is a critical ingredient in the three-ay mix of effective teaching strategies which includes meaningful content, powerful teaching strategies, and an organizational structure to support productive learning. Successful secondary schools teachers employ strategies or establishing rules and procedures, organizing groups, monitoring and pacing classroom events, a reacting to mis-behaviour (Dunn & Baker, 2002).

Classroom participation is the essential factor that deeply affects effective teaching-learning environments and students' performance. The specialists in the field of education, school and classroom participation aims at encouraging and establishing student self-control through a process of promoting positive student achievement and behaviour. Thus academic

achievement, teacher efficacy, and teacher and student participation in classroom are directly linked with the concept of school and classroom management. Classroom management focuses on three major components: content management, conduct management, and Covenant management. Each of these concepts is defined and presented with details in a list of observable elements in effective teaching practices. Research shows that a high incidence of classroom disciplinary problems has a significant impact on the effectiveness of teaching and learning. In this respect, it has been found that teachers facing such issues fail to plan and design appropriate instructional tasks. They also tend to neglect variety in lesson plans and rarely prompt students to discuss or evaluate the materials that they are learning. In addition, student comprehension or seat work is not monitored on a regular basis.

### **Conclusion**

Attempt has been made to explore emerging predictors of achievement in government for innovative and dynamic education in Lagos state. It was observed that there are positive significant relationships among teacher style of teaching, students' study habit and classroom participation and students' achievement in Government.

### **Recommendations**

On the basis of these findings therefore, it was recommended that;

- Teachers should employ the right teaching style in order to motivate students to learn;
- Students should utilize effective study habit that will make them discover new thing by themselves and boost their achievement.
- Students should be motivated to fully involved in teaching-learning process in order to enhance their classroom participation.
- Teachers should attend seminars, workshops and conferences periodically, to improve their teaching skills and classroom control; government should improve on the provision of adequate on-the-job training for the teachers for them to be more effective.
- Government should improve in the supply of Government teachers in various senior secondary schools to avoid the handling of the subject by non-experts.

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