School-Related Factors and Achievement in Dramatic Literature-in-English among Senior Secondary School Students in Afijio Local Government Area, Oyo State

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Abstract

This study investigated senior secondary school students' achievement in dramatic Literature-in-English as predicted by classroom environment, use of instructional aids and library facilities in Afijio Local Government Area, Oyo State, using the survey research design. Ten senior secondary schools were randomly selected from fifteen public schools in Afijio Local Government Area of Oyo State, while 300 Literature-in-English students in intact classes participated in the study. Four instruments were used for data collection for the study: Classroom Environment Questionnaire (r=0.84), Instructional Aids Questionnaire (r=0.82); Dramatic Literature Achievement Test (r=0.81) and Use of Library Scale (r=0.78). Three research questions were answered. Data collected were analysed using Pearson Product Moment Correlation, and Multiple regression at 0.05 level of significance. Findings revealed that students' achievement in dramatic Literature-in-English had positive relationships with classroom environment (r = .144); instructional aids (r =.078) and use of library (r =.127). The three independent variables made a significant joint contributions to students' achievement in dramatic Literature-in-English ($F_{(3, 296)} = 5.151$, Adj. $R^2 = .040$, accounting for 40% of the variance. The relative contributions of the independent variables were classroom environment (β= .162), library usability (β= .148) and use of instructional aids (β= .094). It was, therefore, recommended that schools should provide conducive classroom environment, while teachers should be innovative in the use of instructional materials for effective teaching and learning of literature-in-English in general. Government should also provide well equipped libraries in each public secondary school.

Keywords: School environment, library facilities, Predictors, Achievement in literature, instructional materials

Introduction

Literature as an offshoot of literate generally means able to 'read and write'. Literature across ages and continents have functioned as the embodiment and interpreter of a peoples' culture, a conveyor of a people's language as well as their philosophy, politics, psychology and national character. Nwachukwu, (2005) noted that literature whether cast in the form of agitation, negotiation or based on historical reconstruction or mythological recreation has a touch of identity.

According to Iwabi, (2012) Literature is the study of worthwhile works of imagination with amplitude of language of either serious narrative, poetic and dramatic thought. It means literature involves the manipulation of language for creative purposes. Ayanniyi, (2009) defined literature as what a group of people or community create for their own use and which others consume or enjoy. It means in all its forms, literature can be seen as oral or written works of arts. This is to say that literature whether it is factual or fictional, is possible to decipher facts through things like character's actions and words or the author's way of writing which is the intent behind the words of the author.

Fakeye (2015), viewed literature as the real essence of what life is about and it takes care of all human activities and experiences in all its genres – poetry, drama and prose. In our secondary schools, literature is offered as literature-in-English meaning, different kinds of people's literature in English language. This is because of its numerous benefits; it is useful in teaching basic language skills such as oracy and literacy skills, vocabulary, grammar and pronunciation (Akinsulire, 2018). Literature is also creative or imaginative because the situations or experiences in it are created or imagined, it is not real but fictional. Even when real situations are involved, they are often recreated and not presented as they actually happened or occurred as can be found in the literature of history, religion or science and technology. The situations of experiences which creative or imaginative literature presents are often drawn from things, events and incidents that happened in the past or might happen in the future. This is to say that events and experiences in the present might be recreated and not reported as they happened in real life (Abugu, 2010). The creativity can be in different forms like fiction which can be prosaic, dramatic or poetic. The senior secondary certificate is regarded as the most important achievement in the life of any student and the opportunities offered to those who excel in it cannot be overemphasized (Ubahakwe, 2000). This is because literature-in-English is compulsory for students in arts class and it is also a prerequisite for admission into higher institutions of learning to study courses such as Law, Mass communication, International Relation, English and the likes. The National Policy on Education (2013) and the literature curriculum see literature creating in the individual the mental, physical and social abilities because of the effectiveness of its genres: prose, poetry and drama.

The rationale for studying literature-in-English is made clear in the National Curriculum on Literature-in-English for Senior Secondary School, (2009). Literature-in-English gives students a rich and

well-rounded humanistic education which can be achieved through broadening the cultural horizon of students by exposing them to works that are varied in perspective and yet universal in application. It reinforces the English language skill already acquired by the students by exposing them to language in action in literary texts and works. (Federal Ministry of Education, 2009).

Access to the values of literature-in-English is made possible through the study of its genres; prose, poetry and drama. These forms make unique contributions to overall benefits derived from exposure to literary texts. Prose is a long narrative writing with a wide range of characters, events, and experiences which reflects human experiences. It does not have regular rhythmic pattern, but it is most often meant to designate a conscious, cultivated writing not merely bringing together of vocabularies, a listing of ideas or a catalogue of objects (Amaechi, 2005). Poetry on its own is related to man's deepest concerns. It has to do with composition which is characterized by the presence of imagination, emotion, truth, sense of impression and concrete language expressed rhythmically and with an orderly arrangement of parts and possessing within itself a unity (Amaechi, 2005). Drama is a genre of literature that is seen as a work of art which delineates human life and activity through the presentation of actions by means of dialogue between groups of characters (Nwabueze, 2011). Drama represents people in action that is why it is described as a play written to be acted. It is different from other forms in that, it is composed to be performed. A playwright may exaggerate a point to allow the audience to see how ridiculous an idea or experience really is. This is in line with what Akinsulire, (2018) pointed out that drama has a unique characteristic of being composed to be performed.

Drama is the major concern of this study. The reason is not farfetched as drama is one of the genres of literature that has its ability inherent in engaging students emotionally, intellectually, physically, aesthetically and socially. Drama is seen as a way of creating a learner centered approach to the curriculum (Akinsulire, 2018). Dramatic literature-in-English is an important means of stimulating creativity in problem solving. This is because it moulds students' characters. This is perhaps the most important reason for dramatic arts in schools because through the study of drama, students can be exposed to life situations which can be applied to their real lives (Akinsulire, 2018).

Drama also provides training in the very practical way of communication so necessary in today's increasingly information centered world. Students who have participated in dramatic activities are less likely to have difficulty in speaking in public. They will be more persuasive in their communication, both written and oral, the students will be better able to put themselves into other people's shoes and relate to them, and will have a more positive, confident self-image. (Byaruhanga, 2017). Drama is an important tool for preparing students to live and work in a world that is increasingly team-oriented rather than hierarchical.

In spite of the importance attached to the teaching and learning of dramatic Literature-in-English in senior secondary schools, it is discouraging to note that students' performance is consistently poor. This poor performance cuts across the three genres. The evidence of their poor performance can be confirmed from 2014-2017 WASSCE results which showed that students' performance in Literature in English in these years is not encouraging. This is because, less than 50% of the candidates had credit in the subject. By implication, it means that the percentage of students that could probably use the result to gain admission into higher institution of learning within these years would not be up to 50%. If the failure persists, our nation is at the risk of having shortage of students studying Law, Mass Communication, Journalism, English language; Theatre Arts and even English Education because the admission requirement for these courses is at least a credit pass in Literature-in-English. The reports reveal the weaknesses of students that contributed to their poor performance as: misinterpretation of questions, violation of instructions, writing of irrelevance answers and failure to express answers in good English. Pritchard (2002) also testified to the fact that students fail literature in English especially drama aspect of the subject due to poor teaching method and non-availability of suitable textbooks for students in whose environment English is a second language.

As a way of addressing the problem of students' poor performance in Literature in English, scholars have carried out varieties of research ranging from effective strategies to method of teaching Literature in English. Although most of these studies came up with good contributions to the teaching and learning of Literature in English but they have not translated to students' improved performance in public examinations. Therefore, it means there are more to be done to the problems of teaching and learning Literature in English than improving teaching methods and strategies. Obemeata (1995) stressed that improving teaching methods and strategies alone cannot solve the problem of poor performance in school.

Fakeye (2015) viewed that teaching aids assist students in learning. This is important because teaching aids create a visual and interactive experience for the students. They engage students' other senses since they are not limited to whatever aids can be utilized when supplementing the lesson. Not only that, as they become more engaged, they are more likely to understand the topic they are taught (Nwagbo, 2012). Teaching and learning materials in schools are important variables because no educational effort or reform can be complete without recognizing the importance of these teaching aids and instructional materials. Among such teaching and learning resources in secondary schools are images, maps, photographs, sketches, diagrams, films, written materials like newspaper clippings or articles from scientific and

technical literature. In this sense, the teacher is in the best position to make his/her class interesting and participatory by using audio-visual aids to bring out pictures and some films that are related to the text they are studying.

Also, use of library is another important variable that should be considered in addressing the influence of school related factors on the teaching and learning of dramatic literature. The library is a physical, quiet and serene place in the school where students can read and borrow books and periodicals for use. The school library is available for students as a motivation for them to imbibe reading culture. It means it will enhance students' good performance. The importance of library to school is commendable and immeasurable. Several studies have been done on the use of school libraries. Studies (Clabo,2002; Daniel, 2004; Agyekum and Filson, 2012) on the use of library resources by students found that most of the students use library resources and services to supplement their class notes, assignments and helped them in examination preparation. In the same vein, students use school library information resources for recreational readings, for reference purposes, doing their school homework, teacher requirements and reading news from newspapers.

Another important variable is the classroom environment. The classroom is a basic structural unit of our educational system (Talton and Simpson 2007). It is a miniature community in which members' interest influences the behaviour of others. In the Nigeria setting, the classroom environment appears to be static not changing with changes in time. The classroom environment of a school is an embodiment of physical, sociological and psychological conditions. The physical environment has to do with the age of the classroom building, colour, level of available furniture, desks and seats, ventilation, lighting, roof, ceiling and floor (Akubue, 2001). The sociological classroom environment or climate refers to the feeling, which the teachers and the learners are able to generate in making the classroom morale high or low. The psychological classroom environment refers to the level of the speed of teaching, cohesiveness, distractions, interests, motivations, anxieties, confusion and difficulty of the classroom learning activities (Hartel and Walbey, 2002). Therefore, a well-ventilated classroom is of a great health value and makes students learn without hindrance. Previous studies were largely interventions to improve students performance, but much attention has not been given to these school related factors.

Statement of the Problem

Pursuant to the identified gap in research, this study investigated school-related factors (classroom environment, instructional aids, and use of library) as predictors of Senior Secondary School achievement in dramatic literature in Afijio Local Government Area of Oyo state.

Research Questions

This study answered the following research questions**:**

1. What relationship exists between classroom environment, Instructional aids, use of library and students achievement in dramatic literature in English?
2. What is the composite contribution of classroom environment, instructional aids and use of library to students' achievement in dramatic literature in English?
3. What is the relative contribution of the classroom environment, instructional aids and use of library to students' achievement in dramatic literature in English?

Methodology

This study adopted the descriptive survey research design of the correlational type was adopted for the study in a bid to investigating the extent to which school related factors predicted achievement of students in dramatic literature. The population of the study consisted senior secondary school II students in Afijio Local Government Area, Oyo state. Ten public Senior Secondary Schools were randomly selected from fifteen (15) public Senior Secondary Schools in Afijio Local Government area of Oyo State. Thirty students were randomly selected from each school and a total number of three hundred (300) Literature-in-English students in intact SSII classes participated in the study. Four instruments used were Classroom Environment Questionnaire,(r=0.74),'Instructional Aids Questionnaire' (r=0.78)), 'Use of Library Scale' (r=0.82) and Dramatic Literature- in-English Achievement Test' (r=0.76). Data collected were analysed using Pearson Product Moment Correlation (PPMC) and Multiple regression at 0.05 level of significance.

Results

Research Question 1: What relationship exists between the independent variables (Classroom Environment, Instructional Aids and Use of Library) and students' achievement in dramatic Literature-in-English?

Table 1: Showing the Correlation Matrix of the Independent Variables and Students' Achievement in Dramatic Literature in English

Variables	N	Mean	S.D	1	2	3	4
Shakespeare's Othello Achievement Test (1)	300	4.98	1.993	1.000			
Classroom Environment (2)	300	10.51	6.853	.144 (.012)	1.000		
Instructional Aids (3)	300	9.04	6.575	.078 (.177)	-.040 (.489)	1.000	
Use of Library (4)	300	7.92	4.646	.127 (.027)	-.092 (.111)	-.063 (.274)	1.000

Table 1 shows the pattern of relationship between the independent variables (Classroom Environment, Instructional Aids and Use of Library) and students' achievement in dramatic Literature-in-English. The results reveal that students' achievement in dramatic Literature-in-English had positive relationships with classroom environment (r = .14); instructional aids (r =.08) and use of library (r =.13). This pattern of relationship implies that students' achievement in dramatic Literature-in-English is moving in the same direction with classroom environment, instructional aids and Use of library, such that when an increase in such independent variables also caused an increase in students' achievement in dramatic Literature-in-English.

Research Question 2: What is the composite contribution of the independent variables (Classroom Environment, Instructional Aids and Use of Library) to students' achievement in dramatic Literature-in-English?

Table 2: Summary of Regression Analysis of the composite Independent Variables to Dependent Variable

R =.223
R Square= .050
R Square(Adjusted)= .040
Standard Error of Estimate= 1.953

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	58.934	3	19.645	5.151	.002[b]
	Residual	1128.946	296	3.814		
	Total	**1187.880**	**299**			

Table 2 indicates the joint contribution of the independent variables (Classroom Environment, Instructional Aids and Use of Library) to the prediction of students' achievement in dramatic Literature-in-English. The result reveals that when pulled together, the three independent variables had a significant contribution to the prediction of students' achievement in dramatic Literature-in-English ($F_{(3, 296)} = 5.151$, Adj. $R^2 = .040$). This implies that 40% of the variance in students' achievement in dramatic Literature-in-English was predicted by the joint contribution of the independent variables and that other factors and residuals not included in this model may have accounted for the remaining 60% variance.

Research Question 3: What is the relative contribution of the independent variables (Classroom Environment, Instructional Aids and Use of Library) to students' achievement in dramatic Literature-in-English?

Table 3: Regression Analysis of the Relative Contribution of Independent Variables to Students' Achievement in Dramatic Literature-in-English

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	3.723	.343		10.844	.000
	Classroom Environment	.047	.017	.162	2.842	.005
	Instructional Aids	.029	.017	.094	1.655	.099
	Library Usability	.064	.024	.148	2.599	.010

Table 3 shows the relative contribution of the independent variables (Classroom Environment, Instructional Aids and Use of Library) to the prediction of students' achievement in dramatic Literature-in-English, as expressed in Beta weight. The relative contributions were classroom environment (β= .162), use of library (β= .148) and instructional aids (β= .094).

Discussion of Findings

The first research question revealed that students' achievement in Dramatic Literature-in-English had low positive relationships with classroom environment, instructional aids and use of library. This pattern of relationship implies that students' achievement in dramatic Literature-in-English is moving in the same direction with classroom environment, instructional aids and use of library, such that an improvement in such independent variables would also cause an increase in students' achievement in Dramatic Literature-in-English. This finding might be due to the fact that if the classroom environment is conducive, students will be able to learn, instructional aids make students to understand easily without stress and use of library makes the students study on their own. This finding corroborates Fakeye and Amao (2013)

On joint contribution of the independent variables, it was found that they made a significant joint contribution to achievement in dramatic. This finding agrees with that of Fakeye (2015) who found significant joint contribution of the independent variable to learning outcomes in Literature-in-English.

On relative influence of the independent variables. the study showed that they made relative contributions to achievement in dramatic literature. This is in line with Oni (1996), Famade (2000) and Adefarati (2002) who found that classroom environment, use of instructional materials and library use made relative contribution to achievement in dramatic Literature-in-English.

Conclusion

From the findings, it has shown that the variable that best predicts students' achievement in dramatic literature-in-English is the classroom environment, the use of library. It could be conclude from the study that dramatic literature-in-English could be enhanced by classroom environment. When a classroom is peaceful, well ventilated, well structured and there are enough sets of furniture, the students will perform well. Even if the students are taking away from the walls of the classroom but there are not many students, there is cool breeze, the students will grasp easily the topic of the lesson and be able to perform excellently in their examinations. Efforts should be made to bring about good classroom environment, library should be equipped with relevant books and the students should be taught the benefit of the use of the library. Instructional aids should be provided by the teachers. This is necessary because dramatic literature could be best taught by using instructional aids such as projector to show different pictures and if need be get a film of the particular text the students are reading. This will allow them to remember the storyline and be able to answer questions correctly in their examination. Based on these findings, efforts should be made to address these school related factors so as to maximize the achievement of the students in dramatic literature-in-English in Afijio local government area of Oyo state.

Recommendations

Based on the findings, it is recommended that schools should provide conducive classroom environment. Dramatic literature teachers should be innovative in the use of instructional materials for effective teaching and learning. Government should provide well equipped libraries in all the public secondary schools.

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