



KWARA STATE UNIVERSITY, MALETE, NIGERIA
SCHOOL OF POSTGRADUATE STUDIES (SPGS)

**EFFECT OF LITERATURE CIRCLE ON PUPILS LEARNING OUTCOME IN
LITERACY IN ILORIN SOUTH LOCAL GOVERNMENT AREA OF KWARA STATE**

Omodolapo, Abigeal ADAGUNODO

MATRIC NO 20/37Med/ 00024

NOVEMBER, 2022



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A M.Ed. THESIS SUBMITTED AND PRESENTED

BY

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DECLARATION

I hereby declare that this thesis titled “Effect of Literature Circle on Pupils Learning outcome in Ilorin South Local Government” is a record of my research. It has neither been presented nor accepted in any previous application for higher degree.

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APPROVAL

This is to certify that this thesis was carried out by Omodolapo Abigeal ADAGUNODO and has been read and approved as meeting the requirements of the Department of Early Childhood and Primary Education, Faculty of Education, Kwara State University, Malete, Nigeria for the award of Master's degree (M.Ed) in Early Childhood and Primary Education

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I dedicate this project to Almighty God

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Abstract

Poor Performance in literacy at the primary school level of education, might be as a result of inappropriate use of teaching methods by the teachers. Based on this reason, the researcher investigated the effect of literature circle on pupils' learning outcome in literacy in Ilorin South Local Government Area of Kwara State. This study adopted pre-test, post-test, control group quasi-experimental design. Multistage sampling techniques were used, purposive sampling technique was also used to select 4 mixed primary schools. Schools were classified into two strata from which 4 schools were randomly selected. Three instruments developed by the researcher were used which include Pupil's literacy Academic learning outcome Test (PLAT) with using test re-test as method of reliability and the reliability coefficient of 0.85 and 2 instructional guides viz, Instructional Guide for Literature circle (IGLC) and Instructional Guide for conventional Method (IGCM). Hypotheses were tested using the Analysis of Covariance (ANCOVA), all at 0.05 level of significance. Some of the results of the study revealed that, there was a significant main effect of treatment on pupils' academic performance in literacy ($F_{(1,43)} = 14.16$; $p < 0.05$; $\eta^2 = 0.248$), there was no significant main effect of treatment on pupils' attitude in Literacy ($F_{(1,43)} = 0.58$; $p > 0.05$; $\eta^2 = 0.013$), there was no significant main effect of school location on pupils' academic performance in literacy ($F_{(1,43)} = 0.023$; $p > 0.05$; $\eta^2 = 0.001$), there was a significant main effect of school location on pupils' attitude in literacy ($F_{(1,43)} = 4.28$; $p < 0.05$; $\eta^2 = 0.091$), and there was no significant main effect of school type on pupils' academic performance in literacy ($F_{(1,43)} = 0.49$; $p > 0.05$; $\eta^2 = 0.011$). Based on these findings, it was concluded that, there was a significant main effect of treatment on pupils' academic performance in Literacy in Ilorin South Local Government Area of Kwara State. It was recommended among others, that teachers should attend workshops and seminars on how to use literature circle effectively in the classroom.

Word Count: 329

CHAPTER ONE

INTRODUCTION

Background to the Study

The intended goal to be attained in a children's academic performance and attitude is called a learning outcome. It refers to what a learner will be able to achieve, how they will be able to do it, and the standard of performance they need to be able to meet. Hence, the target to be attained can be measured by looking at the academic performance and attitude of the pupils, as well as, what is seen before the learning activities begin, and what is expected, following the completion of all learning activities.

Academic performance can be defined as the degree to which a pupil achieves his or her educational goals, acquires the knowledge, skills, and abilities necessary to do well in school, and makes the most of college opportunities, while maintaining academic focus. Academic performance, goal attainment and skill development are the three most frequently cited indicators of a successful educational experience. How pupils' learn and how well they do in school is measured by their academic performance (Ricarda, Anja & Linda, 2017). Pupils, teachers, and schools perform on standardised tests which measures the effectiveness of an institution's educational approach. The most common methods of monitoring academic development include exams and other forms of ongoing evaluation (Benedict, 2010). Assessments such as standardised tests, performance assessment, and portfolio assessment are commonly used to measure pupils' academic performance, which can be defined as what pupils have learned (Ahn & Beak, 2013)

In the words of Fareo (2013), pupils academic performance is "the desired change in outcomes in pupils' behaviours following a period of effective and efficient teaching and learning". This method is frequently used to evaluate the accomplishment of educational goals and objectives, especially those having to do with the teaching of reading and writing. This is supported by the findings of Adeyemi and Adeyemi (2014), who stated that pupils' poor performance in school is largely due to their pessimistic attitude in examinations.

The term "attitude" is used to describe a person's consistent evaluations of various situations and things. Also, attitude is an individual way of thinking, acting and behaviour. Attitudes are developed as a result of learning experiences; if the experience is positive, a positive attitude is developed, and if the experience is negative, a negative attitude is developed (Orunaboka, 2011). The way people feel has a substantial impact on their behaviour in real life. Managers, psychologists, and sociologists study the genesis of attitudes, and how they influence and shape subsequent behaviour. Dislikes, biases, and prejudices all fall under the umbrella of "attitude," as well as negative emotions.

One's attitude can be thought of as a set of convictions, whose emotional content informs one's worldview. Positive and negative attitudes can be taught and people's points of view can be influenced in two ways: by their own experiences and by the information they receive from others. One's mood almost never stays the same from one day to the next. Over the course of several repetitions, it gradually shifts in a number of subtle ways (Olasheinde & Olatoye, 2014). Like one's attitude toward anything else in one's environment, one's attitude toward literacy can be either positive or negative (Heng & Karpudewan, 2015)

Literacy can be defined as the ability to read and write, a reflecting understanding about everyday life and a language well enough to apply it to the task of interpreting one's environment.

The term reading literacy is not intended to imply only basic or functional literacy, rather, the term connotes a broader sense of reading, including when to read, how to read, and how to reflect on what has been read. Literacy is the process of learning, whereby the pupils gain ability to and convey written information for the benefit of the society. Literacy provides the structures and patterns, the engineering that enable literature to exist. Literacy is the foundation for all word-based communication (Alber-Morgan, 2006).

Literacy is fundamental for people of all backgrounds and locations. To give just a few examples, literacy helps children get ahead in and out of the classroom by letting them read the required and supplementary materials, navigate their environment using road signs, pick up on cultural norms and nuances, and expand their horizons beyond their own community (National Literacy Trust, 2017). Literacy helps children get ready for the real world and guarantee them a job when they grow up. Research shows that children who learn to read and write at a young age have a head start on their peers who do not (Clack & Teravainen-Goff, 2018).

One may be aware that literacy encourage pupils to experience different material, assist in discovery of more concept individually and the language of education, The principle that guides the teaching and learning of literacy in the national curriculum statement is that language development is a gradual process of improvement, increasing learners' language will become more accurate as they are offered more opportunities to use and develop their language knowledge and skills. With this principle in mind, the balanced approach to literacy begins with pupil's emergent understanding of literacy, their involvement to the approach of reading for real life purpose but teacher related factors appear to be the most reverberating (Rog, 2007; Boscolo & Gelati, 2007; Dyson & Freedman, 2003). It could therefore be deduced that the poor academic performance recorded by pupils in Literacy language is traceable to inappropriate methodology

used by the teachers (Mabekoje 2013). Pupils should be helped by using appropriate techniques and strategies to unlock the ‘code’ of literacy, such as developing word recognition and comprehension skills by means of phonemic awareness, knowledge of letter-sound correspondence and knowledge of blending, which is described as the ability to put two or three letters together to make a sound. The need for innovative strategies becomes inevitable, hence there is a need for the adoption of literature circle for an improvement in literacy.

There has been drastical decrease in the recent record of the learning outcome in the Literacy which might be due to several factors ranging from teachers’ poor skills to effectively handle the subject , to the use of archaic methods of teaching. Report of the vision 2020 National Technical Working Group on Education Sector recorded a literacy rate of 69.1% for Nigerian, which is interpreted that Nigerian is lagging behind among other countries, within two years interval (FGN, 2015), it has dropped to 59.6%, this is a sharp drop of 9.5%, yet the country population keeps increasing. The Adult and Non-Formal education sector that caters to youths outside the normal school system also show a negative decline from 57% to 49% literacy rate (Park & Lombardino, 2013). This was because educators were not properly applying classroom best practices. In order to raise pupils' reading comprehension and proficiency levels, finding effective methods of communicating, the importance of reading, writing, and the arts to pupils is essential. It must be pointed out that the main variable considered in this study is literature circle

Literature circles are a reading instruction method that increase reading fluency in pupils (Ajayi, 2022). Literature circles are discussion groups of pupils who have chosen to read the same text” where pupils are “provided with prompts called roles” (Calmer & Straits, 2014). The length and type of text selected does not matter as much as the pupils interest level, and the text can stimulate meaningful discussion (Blanton, Wood, & Taylor, 2007). Literature circle is an

activity in which members meet to discuss and respond to a book that they are all reading (Daniels 2002). As Cameron, Murray, Hull and Cameron (2012) explain, literature circles are led mostly by pupils, while the teacher remains in the background and performs only basic control functions. Roles are usually assigned to members of the literature circle to allow the group to function productively and to help members remain focused on the chosen book. The recent research on the effectiveness of Literature Circles indicated that pupils can increase vocabulary, promote inferring, build concepts, develop many reading skills and comprehension strategies as well as help improve scores on state assessment tests (Atwell, 2008).

Teachers' responsibilities in a literature circle classroom differ greatly from those in a conventional reading class. Teachers in conventional classrooms are typically responsible for introducing pupils to the subject matter at hand, facilitating class discussion, planning and executing various forms of reinforcement. If pupils are the focus, then it is easy to tailor lessons to the specific requirements of an individual or small group. Pupils in Literature Circles, which are peer-led book clubs, read widely, engage in critical analysis, and have in-depth conversations about the texts they have read (Daniels, 2002).

Different researchers have worked on the impact of literature circle as a strategy used to promote pupils' understanding especially in literacy. In public library programme it has been documented and reported all-round the globe. For instance, Okika, Anyamene, and Faith (2021) investigated the impact of Literature Circles and Peer Tutoring on Primary School Literacy Achievement. The literature circle resulted in the highest mean gain, followed closely by the peer tutoring group. Another study on the impact of the literature circle method on second-year pupils' ability to write effectively about complex topics was conducted by Rahmad (2014), there was a statistically significant improvement in reading comprehension. A study on literature circle

and gifted pupils' showed that literature-circle group exhibited more positive reading attitudes and made more reading progress when compared to the skill-based group (Andrea & Jay, 2018). Also, lack of classroom participation is a common problem in education classes with English language learners.

Despite the fact that numerous researchers have studied literature circles in various disciplines, none have examined the effect that literature circles have on the academic performance of pupils' in urban and rural as well as public and private primary schools like the ones this study examined. As a result, this study aims to address this knowledge gap. Among many variable such as gender, parental factor and more, the researcher used school location and school type as her moderating variable to check awareness and effect of school type and location on pupils academic performance, attitude and raise awareness of the effect of literature circle in the learning outcome.

School location is used to describe the physical location of an educational institution (Urban or Rural). Urban centres have more resources at their disposal to guarantee a high-quality education than their rural counterparts do. Studies have established a link between a pupils' environment and their academic success. Everyone, from pupils' to educators to business owners to workers, is profoundly affected by their surroundings (Chukwuemake, 2013). According to Akpan (2001), pupils are influenced greatly by their schools' locations. Issues like shortage of teachers in schools, poor communication, and unqualified staffs are common in rural schools. Several studies including Adesoji and Olatunbosun (2008) have found a correlation between a pupils' home address and their academic performance. Pupils in urban areas may outperform their rural counterparts. According to research by Alokun and Ariyusuyo (2013), pupils' academic performance was worse in rural schools compared to those in urban areas.

Private schools in Nigeria are owned by individuals, groups, or businesses, as opposed to the public ones which are owned by federal, state, or local governments in Nigeria. Parents' involvement varies greatly from one private institution to the next (Olatoyo & Olasehinde 2014). A parents' top priority should be finding a private school with qualities that are important to them. Since private school parents are footing the bill, they have a vested interest in the educational opportunities their children receive, more so than those of public school parents (Olatoye & Agbatogun, 2009). A deeper investigation into the relationship between school variables and pupils achievement is warranted. According to Abia (2005) school location affects teaching and learning of pupils and by extension and pupils' academic performance just as much as the educational materials supplied to school. Therefore, what is taught, how it is taught, and what resources are available are all determined by the type of school.

Abia (2005) further argued that pupils' academic performance and emotional well-being suffer when they lack access to adequate educational resources. When a teacher connects well with their pupils, education becomes a priority for the pupils. It was concluded that through effective management, improved academic quality can be achieved. Another research work by Bedi and Garg (2009) claimed that pupils who schooled at private secondary schools enjoyed a wage premium of at most 75 percent over public schooled pupils'. With the above view, there are differences in quality of education based on school type this will be determined to further confirm what has been done by previous related research which revealed that there was significant relationship between school, population and pupils' academic outcome. In this study, the researcher seeks to determine the effects of literature circle on pupils' academic learning outcome in Ilorin South Local government area of Kwara state.

Statement of the Problem

Over the decade, numerous studies have confirmed the benefit and importance of literacy as a subject and an essential key factor in our daily lives. It is the ability to decode written and spoken words. Learning involves an active process in which learner construct meaning by linking various idea with existing knowledge which can be measure with change in behavior. The low academic performance of pupils in literacy particularly in the recent years has not been encouraging. According to 2021/2022 common entrance examination report, kwara state literacy rate is 49.3%. It was also revealed that 63.53% of the pupils that sat for the common entrance examination failed and 36.47% of the pupils that sat for the exam passed.

Rahmad (2014) claimed that the strategies adopted by teachers do not allow for pupils' active participation, and one of the strategies that can encourage active participation of pupils in the classroom may be literature circle strategy. Recent records of literacy learning outcomes have dropped drastically; this may be due to a number of factors, including teachers' lack of ability to effectively manage the course and the use of outdated teaching techniques. Literacy being the primary focus of elementary education, this has caused concern among all stakeholders involved.. Stakeholder in education has injected different resources in school curriculum particularly literacy by developing lesson plan for the schools to follow and training the teachers on the method and activities to put in place for the pupils so as to successfully achieve the learning objectives and to ensure the objectives of the lesson is achieved.

Also, different researcher has such as (Daniels, 2002) tried to solve the problem of poor learning outcome in literacy among primary school pupils which can be measure in their attitude and performance , using different independent variables to help close the gap, the researcher

intend to employ literature circle strategy to check the effect on the learning outcome of pupils in Ilorin South Local Government Area of Kwara State because an increase in effective learning outcome in literacy improve fundamental personal and academic life which is the research gap this study aims to fill. One can infer from the foregoing that, to improve pupils' academic learning outcome in Literacy there is a need to explore strategies that can captivate the interest of the pupils towards literacy skill development. The 2022 common entrance result for ilorin south shows there are 74,695 pupils registered for the exam but result shown 25,573 passed while 49695 failed which serves young people outside of the traditional school system. This was because educators were not properly applying classroom best practices and strategies to enhance the pupils to take active participation.

Therefore, the researcher investigated effect of literature circle on pupils' learning outcome in literacy in Ilorin South Local Government Area of Kwara State. Literature circle appears to have no documented empirical evidence on its effects on learning outcome of pupils in Literacy in the Ilorin South Local Government Area of Kwara State, Nigeria. This opens up a new area for investigation. This study aims to close this knowledge gap by analysing how pupil in Ilorin South Local Government Area of Kwara State can benefit from participating in literature circle.

Purpose of the Study

The main purpose of this study was to examine the effect of literature circle on pupils' learning outcome in literacy in Ilorin South Local Government Area of Kwara State. Specifically, the purposes are to determine;

- 1 Main effect of school location on pupils' academic performance in Literacy and attitude to Literacy
- 2 Main effect of school type on pupils' academic performance in Literacy and attitude to Literacy
- 3 Interaction effect of treatment and school location on pupils' academic performance in Literacy and attitude to Literacy
- 4 Interaction effect of treatment and school type on pupils' academic performance in Literacy and attitude to Literacy
- 5 Interaction effect of school location and school type on pupils' academic performance in Literacy and attitude to Literacy
- 6 Interaction effect of treatment, school location and school type on pupils' academic performance in Literacy and attitude to Literacy

Research Hypotheses

The following research hypotheses were formulated and tested at 0.05 level of significance:

H₀₁: There is no significant main effect of treatment on pupils' academic performance in Literacy and attitude to Literacy.

H₀₂: There is no significant main effect of school location on pupils' academic performance in Literacy and attitude to Literacy.

H₀₃: There is no significant main effect of school type on pupils' academic performance in Literacy and attitude to Literacy.

H₀₄: There is no significant interaction effect of treatment and school location on pupils' academic performance in Literacy and attitude to Literacy.

H₀₅: There is no significant interaction effect of treatment and school type on pupils' academic performance in Literacy and attitude to Literacy.

H₀₆: There is no significant interaction effect of school location and school type on pupils' academic performance in Literacy and attitude to Literacy.

H₀₇: There is no significant interaction effect of treatment, school location and school type on pupils' academic performance in Literacy and attitude to Literacy.

Significance of the Study

The findings of this study would be beneficial to primary school teachers, primary school pupils, school administrators, government, and curriculum planners and fellow researchers, with a keen interest in literature circle that may be needed by primary school pupils for effective and quality mastering of the lesson, once the finding of this study has been published.

Primary school pupils would benefit from the result of this study because the classroom teachers that has been trained on how to use literature circle to teach literacy in the classroom will implement the method which will inturn improve pupils academic performance in literacy.

It is hoped that the finding of the study would be of great help to the pupil's holistic development, the study may also help them to be better informed on the relevance of literature circle to their learning, it will help in their social life, which encourage interaction among their peer, thus help in their social development which foster academic interaction.

Furthermore the findings of the study is expected to be of benefit to teachers after teachers were trained on how to use the method at the primary school level, the primary school teacher by informing them of appropriate strategy to be used, so as to encourage the pupil in taking active participation in the classroom, rather than the method of teaching in the selected school. To aid the understanding of literacy as a subject among the pupil for a positive outcome in learning, this may also enable teachers to understand the skills they needed and their importance to learning. Primary school teachers would know the vacuums of technology skills they need to fill up in their academic lives and timely too, in other to remain relevant in their profession. Also, this may help to further equip them for better service delivery in teaching and coordinating the conduct of the pupils during the teaching and learning process.

Educational support services and the government will also benefit from the research study by providing necessary, updated materials that could help in-service and pre-service teachers plan age-appropriate literacy activities for pupils in the classroom. This research work will also help improve the educational achievement of the current generation, because the research will be providing data that may have not exist in the past, especially in Kwara state entirely.

Primary school teachers may know the vacuums of technology skills they need to fill up in their academic lives and timely too, to remain relevant in their profession. Also, this may help

to further equip them for better service delivery in teaching and coordinating the conduct of pupils during the teaching and learning process. The findings that would emanate from the study could provide a wealth of information needed by curriculum planners for curriculum review and update at teachers' preparation stage. It would help curriculum planners to be more comprehensive in scope, also, to give participatory opportunities for more learners' achievement. Finally, it could serve as a good starting point for any further meaningful research in this area of study.

Delimitation of the Study

This research examined the effect of literature circle on learning outcomes of primary school pupils in literacy in Ilorin South Local Government Area of Kwara State. Learning outcomes include both academic performance and attitude of pupils. All primary four pupils in the Ilorin South Local Government Area of Kwara State were included in the study. Moderator variables included school location and school type. Primary four pupils were selected because it is assumed that they would have a more functional reading level and because they are at a preparatory level that requires focus.

Operational Definition of Terms

The following are operational definitions of terms used by the researcher during the course of the study.

Literature Circle: is a strategy that aims to engage pupils in critical thinking and reflection as they read, discuss and respond to a text

Learning Outcome: Academic performance of the pupil in literacy and attitude toward literacy using literature circle

Academic Performance: An achievement of the pupils measure with pupils literacy test after learning experience in the classroom using literature circle

Attitude: The disposition of the pupils in literacy using literature circle

School Type: The public and private school where literature circle was used to teach pupils some concepts in literacy

School Location: is the school in urban and rural area where pupils learned literacy using literature circle

CHAPTER TWO

REVIEW OF RELATED LITERATURE

This chapter reviewed related literature on the effect of literature circle on pupils' academic learning outcome in literacy in Ilorin South Local Government Area. This study reviewed literature under the following subheadings:

Theoretical Review

Social Constructivism Theory by Lev Vygotsky (1968)

Constructivist Theory by Jean Piaget (1936)

Conceptual Review

Concept of Literacy

Concept of Academic Performance

Concept of Attitude

Concept of Literature Circle

Empirical Review

Literature Circle' Strategy and Pupils' learning Outcome

School Location and Learning Outcome

School Type and Learning outcome

Attitude and Learning Outcome

Appraisal of the Literature Reviewed

Theoretical Review

Generally, there are several approaches to language learning. Lev Vygotsky in (1968) propounded “Social constructivis learning theory or collaborative learning theory”, “Teun van Dijk’s Socio-Cognitive approach” “Constructivist Theory by Jean Piaget (1936)”. However, the approaches which are Lev Vygotsky in (1968) Social constructivis learning theory and Constructivist Theory by Jean Piaget (1936) are of particular interest to this study and succinctly discussed below:

Social Constructivism Learning Theory by Lev Vygotsky (1968)

Social constructivism is a learning theory propounded by Lev Vygotsky in 1968. The theory states that language and culture are the frameworks through which humans experience, communicate, and understand reality. According to this concept, the human mind constructs its own reality through the lenses of its language and culture. Vygotsky argues that language and culture are crucial to human intelligence and worldview development. language and culture play essential roles both in human intellectual development and in how humans perceive the world. This is to say that learning concepts are transmitted by means of language, interpreted and understood by experience and interactions within a cultural setting. To put it another way, ideas are communicated through language, interpreted and comprehended through experience and interactions within a cultural context, and then applied in new contexts. Knowledge is not only socially constructed, but co-constructed, since it takes a group of people to have language and culture to construct cognitive structures. The connection here is that while constructivists believe that pupils learn best when they construct their own knowledge independently based on their

observations of the world, social constructivists believe that pupils' learn best when they construct their knowledge in tandem with their classmates, teachers, and community members.

The focus of social constructivism is a variety of cognitive constructivism that emphasizes the collaborative nature of learning under the guidance of a facilitator or in collaboration with other pupils. In social constructivism children's understanding is shaped not only through adaptive encounters with the physical world but through interactions between people in relation to the world that is not merely physical and apprehended by the senses, but cultural, meaningful and significant, and made so primarily by language. Pupils learning together with the help of a teacher or teacher-aide, or with the assistance of other pupils'. Children's understanding is formed not only by their experiences with the world and their ability to adapt to them. According to Hein (1991), a student's "potential development" (academic performance) is the maximum level of development that he or she is capable of attaining with the help of teachers and classmates. From his perspective, learning is inherently a communal endeavour shared with one's contemporaries, relatives, and even the long-gone.

In order to achieve learning goals, Social Constructivism emphasises the importance of conversation, social interaction, and the practical application of knowledge as means to achieving learning objectives. Vygotsky believed that life long process of development is dependent on social interaction and that social learning actually leads to cognitive development. In other words, all learning tasks (irrespective of the level of difficulty), can be performed by learners under adult guidance or with peer collaboration. This theory helps to give a backup to the establishment of opportunities for pupils to collaborate with the teacher and peers in constructing knowledge and understanding. Kapur (2018), observed that social construction of knowledge takes place in various ways and at different locations. It could be achieved through

group discussion Vygotsky argued that social learning actually leads to cognitive development and noted that there are many contexts and methods for the social construction of knowledge. This could be accomplished through participation in a group discussion, working together on a project, or any other form of instructional interaction in a classroom, training facility, online forum, religious gathering, or marketplace. Pupils acquire the knowledge and skills necessary for functional adulthood through their experiences with other people and with the material and immaterial worlds.

It emphasises pupils' participation in a learning community through dialogue and exchange, social constructivism is often referred to as "collaborative learning." This method of instruction lends itself to a variety of class configurations and hands-on activities. Pupils' may work in pairs on assigned projects or participate in whole-class discussions. The theory rests on the premise that the best learning takes place when pupils' work together in small groups to discuss and analyse a topic, generate potential solutions to a problem, or simply come up with something new to add to their existing body of knowledge. Literature circles are grounded in the constructivist theory of learning, which emphasises the importance of pupils' drawing on their personal experiences to form new understandings. By using literature circles, pupils' are able to bring their own perspectives to the table, read at their own pace, and determine how actively they want to engage in class discussions. Pupils' in literature circles work on their reading skills while reading books that are both challenging and engaging to them.

Learning, according to the social constructivist perspective, takes place in the context of meaningful relationships. There are a number of indicators of learning in socially interactive settings. The zone of proximal development (ZPD), semiotic mediation, concept development, and internalisation are the four main aspects or principles of learning identified by Vygotsky

(1978). When a child is supported by an expert or confronted with a particularly difficult task, they are learning in the zone of proximal development (ZPD). According to this principle, learning is impossible without the presence of a knowledgeable other, so teachers must take this into account when designing lessons if they want their classes to be both interesting and challenging for their pupils'. When introducing literature circles, teachers frequently play the role of the "expert" and show pupils' how to interact with each other, through mini-lessons and other demonstrations. Later, the pupils'' own discussion is influenced by these modelled interactions, and they play the role of knowledgeable other for one another in their discussions (Dixon-Krauss, 1996). Pupils' engage in these modelled interactions and "book-talk" with one another, where they predict, clarify, make connections, analyse, and evaluate the objects and materials in their discussion, thereby engaging in a constructive meaning-making process.

Vygotsky's second principle, semiotic mediation, concerns the construction of meaning through the shared use of signs and symbols. Semiotic mediation refers to the way in which language facilitates human understanding of the external world. In most literature circle formats, pupils' write questions, make connections, or use some other comprehension strategy before the group meets to discuss the text. Discussion is scaffolded by pupils'' notes and response journals, which serve as signs and symbols for their understandings of the text. Participants' initial insights should serve as a springboard into self- and social-directed semiotic mediation of meaning (Shotter, 2003). These cues prompt a mental shift and subsequent interpretation. A student's interpretation of a text can develop through conversation with another person. Pupils' should be provided with ample opportunities to use language as a learning tool because it can be a powerful signal that aids in developing an understanding of a concept.

McMahon (2006) describes two boys as they talk about and represent their understandings of the topic "war," and this is a perfect example of pupils' engaging in semiotic mediation in a literature discussion. In the early stages of their literature circle discussions, the pupils' symbols reflect a more comical discernment of war, depicted through drawings of small stick figures being pounded by heavy artillery. After four weeks of literature circles and deep discussions, pupils' showed a deeper comprehension of the aftereffects of war, specifically how language functions as a sign and symbol of that conflict. The pupils' began with their own nebulous ideas about war, but through group discussion and investigation, their ideas evolved from the literal to the complex as they interacted with and integrated different semiotic resources (language, images) exhibited across different modalities (visual, tactile, oral).

The third tenet of the social constructivist stance is concept formation, which is the result of this semiotic mediation. The pupils' in the aforementioned storey about the two boys did not have an accurate conception of war at first. Indicators of this included their lighthearted drawings and spontaneous hilarity during the discussion. When the topic of war came up in their reading and subsequent conversation, the tone of their exchanges changed from lighthearted to serious. Pupils' understanding of war was deepened as they read, talked to each other, came up with creative ideas, and recorded those ideas in a variety of ways (journaling, drawing, and presentations). The first three tenets of social constructivism provide insight into how pupils' can progress from a basic comprehension of texts to an advanced level of comprehension with the aid of group work.

The final tenet incorporates the learned ideas into one's own worldview. Vygotsky posits two methods by which pupils' can internalise ideas (Vygotsky, 1978). He divides mental activity into two categories: inter- and intra-psychological. When people interact in groups, they often

draw parallels between the current situation and things they've experienced in the past. Instead of blindly accepting the socially constructed reality, pupils' construct a meaningful interpretation that can coexist with their own experiences. Social interaction and collaboration plays a significant role in the construction of personal knowledge, even if the internalisation does not mirror the individual understandings of other group members. Thus, the discussion aids in the internalisation of the textual material among the pupils' (McMahon, 2006).

This theory is related to this study based on the fact that lev vygotsky explained that learning takes place in a social environment before it is been internalized so pupils are palce in different groups while using literature circle as a method of teaching in which the group comprise of different pupils from same classroom which is a form of social group in the classroom because as pupils interact with peers, the material and immaterial environment, they gain understanding and gather experience which is needed to live successful and functional lives. Social constructivism is also called collaborative learning because it is based on interaction, discussion and sharing among pupils. This teaching strategy allows for a range of groupings and interactive methods. These may include total class discussions, small group discussions or pupils working in pairs on given projects or assignments. The underlying factor to the theory is that learners work in groups sharing ideas, brainstorming trying to discover cause and effect, answers to problems or just creating something new to add to existing knowledge. Based on this constructivist theory, literature circles require pupils' to draw upon their past experiences in order to construct knowledge. Implementing literature circles allows each student to bring his or her own reading experience to the discussion table, self-pace his or her own reading and decide how much to read and how much to participate in the discussions. In literature circles, pupils'

practice literacy strategies while reading books that are at their reading level and are of interest to them.

Constructivist Theory by Jean Piaget (1936)

Constructivist theory was propounded by Jean Piaget in the year 1936. Piaget (1936) was the first psychologist to make a systematic study of cognitive development. His contribution includes a stage theory of child cognitive development, detailed observational study of cognition in children, and series of simple but ingenious tests to reveal different cognitive abilities. The theory of constructivists has influenced a number of disciplines, including psychology, sociology, education and history of science, his theory indicates that humans create knowledge through interaction between their experiences and ideas. Piaget believed that humans learn through the construction of one logical structure after another. By using Piaget's theory in the classroom, teachers and pupils' benefit in several ways.

Constructivist theory of Piaget helps Teachers develop a better understanding of their pupils' 'thinking. It helps in aligning their teaching strategies with their pupils' cognitive level, motivational set, and modeling). Liu & Matthews (2005) explain that Piaget emphasizes learner-centered and discovery-oriented learning processes, and the process of learning where social environment and social interaction work merely as stimulus for individual cognitive conflict. His theory on assimilation and accommodation all have to do with the children's ability to construct cognitively their new knowledge within their stages and resolve conflicts; Recognizing that this process occurs within each individual pupil at a different rate which helps the teacher facilitate constructivist learning. Shunk (2010), provides the following from Piaget theory as benefits: Teachers will benefit when they understand at what levels their pupils are functioning, it helps in

keeping pupils Active. Piaget decried passive learning. Children need rich environments that allow for active exploration and hands-on activities. This arrangement facilitates active construction of knowledge. Jean piaget posits that individuals construct knowledge through the integration of preexisting information and new information gained from their own experiences. Piaget theorised that children and adults alike learn by progressively erecting increasingly complex cognitive structures. There are numerous gains for both educators and pupils' when Piaget's theory is implemented in the classroom. Piaget's constructivist theory provides educators with a framework for better comprehending their pupils' ways of thinking. It aids in adjusting instructional methods to meet the needs of individual pupils' based on their knowledge, interest, and ability to learn, as well as the role models they have been exposed to. His theory of assimilation and accommodation centres on children's cognitive construction of new knowledge within developmental stages and conflict resolution, and the teacher's recognition that this process occurs at a different pace in each student. To paraphrase Piaget, passive learning was something he strongly opposed. The best learning conditions for kids are those that encourage movement and play. This setup allows for the collaborative creation of knowledge.

The learning process is influenced by one's prior knowledge, according to constructivists. Perceptual or conceptual similarities between existing knowledge and a new problem can remind people of what they already know; this aids in organising knowledge via hierarchies and categories, which is necessary when attempting to solve novel problems. When faced with a problem for the first time, this is usually the method that comes to mind first. Because new information is easily forgotten if it is not integrated into the learner's existing mental framework, thinking maps are an important tool for helping pupils' actively construct new information into their existing mental framework. Learners in a constructivist classroom are encouraged to think

critically and creatively about real-world problems. In a constructivist classroom, the role of the teacher is less about lecturing at pupils' and more about acting as an expert learner who can guide pupils' into adopting cognitive strategies like self-testing, articulating understanding, asking probing questions, and reflection as they work to solve a fictional problem in a simulated real-world setting. In constructivist classrooms, the teacher's job is to help pupils' make sense of the world around them by focusing on broad concepts that pique their interest; they must also help pupils' gain new insights and make connections to what they have already learned.

According to Piaget, one of the primary aims of education is to produce original thinkers and doers who can break new ground rather than merely reiterating the successes of previous generations. On top of that, Piaget's theory is a rallying cry for the next generation to develop a healthy scepticism and seek out answers for themselves rather than blindly accepting authority. Teachers need to create a welcoming space for pupils' to explore new topics at the outset of their education. They should incorporate engaging materials to motivate pupils' to take an active role in their learning and become knowledge architects through the integration and modification of their own experiences. The assimilation and accommodation process occurs repeatedly throughout the learning process, allowing each student to make use of new information. Pupils' should be pushed to engage with multiple sources and helped to both independently discover and construct their own understanding.

Piaget's constructivist theory is applicable to this investigation because it encourages pupils' to take initiative in their own education and fosters an environment conducive to the development of their learning and the generation of new ideas; pupils' are not merely observers but participants in the learning process, which encourages them to engage in critical thinking and the development of original concepts as they construct and revise their own ideas. The cognitive

processes that Thinking Maps have adapted have been shown to be the key to developing long-term memory and the ability to improve learning in the classroom, according to cognitive research

Conceptual Review

It is critical to have a strong grasp of the definitions of the terminology used in this study. Given the assumptions made above, it is necessary to define the meaning of specific terminology on the one hand, and the ideas that support the present study on the other.

Concept of Literacy

Understanding how to read and write is the first step in any learning process. The ability to read, understand, and write is essential in every subject a student will study (Stutz, Schaffner & Schiefele, 2016). Literacy is more vital than ever because reading and writing are now more heavily weighted than ever before in the math sections of standardised testing. It is common practise to focus on helping pupils' who are having difficulty reading to increase their reading comprehension and fluency, but this can mean that talented pupils' are overlooked (Rambo-Hernandez & McCoach, 2015). These pupils' typically do not require a lot of extra help in class because they perform well on their own. Data suggests that these pupils' will improve their reading skills even without direct instruction from teachers. According to one study, advanced readers make just as much progress over the summer as they do during the school year, while average readers make barely any progress (Rambo-Hernandez & McCoach, 2015).

The future reading and writing abilities of children depend on their literacy development (Wang, 2012). Literacy skills are essential to Academic performance in any field (Salomone, 2003). In light of reading's central role in modern life, it's crucial that kids grow up with a love of

books. Attitudes as adults are strongly influenced by the ways in which children view the value of reading and the importance of learning to read (Young, 2007). In addition to playing a crucial role in the formation and maintenance of lifelong reading abilities, one's reading attitude is also crucial (Lazarus & Callahan, 2000). Classroom instruction has always relied heavily on reading and writing as a cornerstone of student success. Successfully navigating the modern world requires reading as a foundational skill (Faust & Kandelshine-Waldman, 2001). In general, boys fare worse than girls in school and are less likely to be recognised for their achievements. Seventy percent of 2009 U.S. high school valedictorian were female. Researchers around the world are working to find solutions to the persistent gender reading gap between boys and men (Watson, Kehler, & Martino, 2010).

Academic Performance

Academic performance is the behavior exhibited by an individual, which is noticeable after undergoing a program in an institution or a school, that is; demonstration of the knowledge acquired after one has undergone a stipulated program in the school. The demonstration of knowledge could be in terms of teacher made test or external examination, the test could be written or performance act. The result of the demonstrated knowledge in the test; which is called achievement, will indicate whether the child has achieved or not. The child that does not perform well is said to be a failing child or what is referred to as academic failure or poor academic performance (Alufohai, 2011).

Interest in pupils' performance and teacher qualifications has intensified among education policy makers and researchers (Odey and Odey, 2018). Academic performance has become an index of pupils' future in this highly competitive world. It has been one of the most important goals of the educational process. Concerns about academic performance with respect

to males and females have generated a considerable interest in the field of educational testing over the years. Also, studies have shown that there is a difference between boys and girls in their Academic performance, differences in academic performance of the two genders are likely to contribute disparities in the allocation of cognitive roles in the world of work (Oppong-Sekyere et al., 2013; Karthigeyan & Nirmala, 2012).

Academic performance is generally been considered as a key criterion to judge one's total potentiality and capability in educational system, it occupies a very important place in the learning process. Crow and Crow, (2008) defined Academic performance as the “extent to which a learner is profiting from instructions in a given area of learning i.e., achievement is reflected by the extent to which skill or knowledge has been imparted to him” (Xu, 2012). Academic performance also denotes the knowledge attained and skill developed in the school subject, usually designated by test scores (Karthigeyan and Nirmala, 2012). Butter (1987) found homework to be a correlate of academic performance. The author has stated that homework bears positive relationship with learning outcomes when it is relevant to the learning objectives. Lockheed et al. (1991), indicated that lack of motivation and professional commitment produce poor attendance and unprofessional attitudes towards pupils which in turn affect the performance of pupils academically.

Academic performance, while as simple as it may seem, is actually quite complex in terms of its definition and ability to be measured. In most educational research, academic performance is often misused against what is actually being measured (York, Gibson, & Rankin, 2015). Academic performance has several interchangeable terms, such as academic performance and academic success, which makes it difficult to universally define and operationalize. York, Gibson, and Rankin (2015) sought out a clear definition through a literature search by analysing

the way authors defined academic success and what measurements were used to operationalise academic success within empiric studies. Based on their research, York, Gibson, and Rankin (2015) defined academic success as “Academic performance, attainment of learning objectives, acquisition of desired skills and competencies, satisfaction, persistence, and post college performance.”

To Lindsay (2006), there are two aspects of performance: effectiveness and efficiency. When something is effective, there is a close relationship between the results and the intended outcomes. In contrast to efficiency, which links outputs to inputs, effectiveness emphasises the value of pupils’ acquired skills and knowledge to themselves and their surroundings. The efficiency of a school system is measured by its ability to maximise learning while minimising resources expended and the number of pupils’ who are unable to complete their education. Academic performance serves as a barometer for the quality of teaching. These metrics are used to evaluate the standard of education provided. Worries have been raised about student performance in light of falling educational norms (Babalola, Awaisu & Ibrahim, 2007). The term "academic performance" is used to describe a student's success, failure, or average performance on a given assignment or test. An evaluation is the methodical process by which the value, quality, importance, and relevance of a programme are estimated in order to assign a rating, which can then be used to make adjustments to the programme's structure (Otu, 2012).

The success of a school depends on the results its pupils’ achieve (Von Stumm & Chamorro-Premuzic, 2011). According to the Cambridge University Report (2013), academic success is most often measured by how well a student does in standardised tests. Test scores and exam results are used to define pupils’ academic performance in this study of elementary school pupils’. Exams and ongoing assessments are common methods for measuring pupils’ progress,

but there is little consensus about what should be tested most rigorously: pupils' procedural knowledge, like their skills, or their declarative knowledge, like their facts (Bossaert & Doumen, 2011).

Magnuson (2007) claims that the Academic Performance Index is used worldwide to evaluate pupils' achievements. However, there are significant individual differences that are impacting academic success. Student achievement gaps have been linked to cognitive and character differences. Pupils with higher IQs (as measured by standardised tests) and those with greater conscientiousness (associated with effort and performance motivation) typically achieve better academic results. In addition to IQ and effort, a recent meta-analysis found that mental curiosity (as measured by average intellectual engagement) significantly affects academic success (Bossaert & Doumen, 2011). When kids enter first grade, they move from a semi-structured home learning environment to a more formal school setting. Preschool success predicts future academic success (Bossaert & Doumen, 2011).

Attitude

Attitude, as defined by Smith (Vatansever-Bayraktar & Şleyen, 2018), is "a tendency attributed to an individual that regularly forms his or her thoughts, feelings, and behaviours related to the psychological object." "a preliminary tendency to a mental, emotional, and behavioural reaction that an individual organises against himself or herself or any object, social issue, or event around him or her based on experience, knowledge, emotion, and motivation" (nceolu, 2010). Attitude is a psychological construct with three distinct but interconnected parts: cognition, emotion, and action (Kan & Akbaş, 2005).

One's attitude affects many facets of one's existence. Student success in a subject is strongly influenced by factors such as the learner's attitude toward the material (Ellah et al.,

2019). An individual's attitudes toward any given topic include their leanings, biases, ideas, fears, and convictions (Ghazali et al., 2009). Attitude is the propensity or tendency to react specifically to an object, situation, or value, typically accompanied by feelings and emotions; attitudes are not directly observable but can be inferred from overt behaviour, both verbal and nonverbal, according to Good (1973). A person's disposition and the likelihood of his or her reacting favourably or unfavourably to something are both influenced by one's attitude. Success in learning English is strongly influenced by pupils' mindsets (Sánchez & Gavilánez, 2017).

A person's outlook on reading can have a significant impact on how well they study. These factors are developed by the person over time, beginning in the home, and then reflected throughout the community. The people a person spends the most time with, especially as a child, can have the greatest impact on their attitude (zbay, 2009). A person's attitude in school is shaped by the personal framework into which he or she enters after a day spent with family and friends and the reading activity. Additional factors that are believed to affect an individual include the person's gender, age, number of siblings, family's socioeconomic status, and parents' level of education.

Literature Circle

With the literature circle approach, the pupils' take charge. It is recommended that "pupils' should play a significant role in the text selection and collaborative discussions," as stated by Blanton et al., 2007. Teachers' roles in literature circles should be to monitor and facilitate while keeping the focus squarely on the pupils'. Teacher-led lessons "did not emphasise substantial group work," pupils' said (Ragland & Palace, 2017). There should be some correlation between the questions asked in literature circles and the concepts or skills being covered in class. Participants' responsibilities within the literature circle can be modified to suit

the needs of the group working toward its common goal. The discussion can be differentiated by the teacher by giving each student a specific task (Whittaker, 2011). Each student takes on a new role in each circle meeting, simulating the many vantage points from which seasoned readers benefit (Levy, 2011).

A literature circle is a group of people who get together to talk about and react to a book they've all read (Daniels 2002). Literature circles are student-led discussions, with the instructor performing only minimal oversight, as described by Cameron et al. (2012). Assigning responsibilities to different members of the literature circle helps the group function smoothly and keeps everyone focused on the book at hand. The roles of Discussion Director, Literary Luminary, Illustrator, Summarizer, and Vocabulary Enricher are five examples of these five types of individuals (Daniels & Steineke 2004). For instance, it may be the Discussion Director's job to think of at least five questions about the reading and present them to the group. The Literary Luminary highlights key passages for the group in order to spark discussion and unearth surprising insights. The role of the Illustrator in this scenario would be to draw pictures that relate to the reading and then show them to the group so that they can discuss what they might mean and how they might relate to their own thoughts and feelings about the text. The Summarizer is responsible for reviewing the reading and writing a summary for the group, while the Vocabulary Enricher is tasked with locating and discussing any particularly challenging or unfamiliar vocabulary.

Literature circles, according to recent research, have a constructive effect on pupils' ability to learn and use language. The following are just some of the ways in which language learning is influenced by this phenomenon: Superior Reading Comprehension: In addition to all the other great things that can come out of literature circles, one of the most important is that,

they help pupils' learn to better understand what they read. Important reading and discussion skills like visualisation, association, questioning, inference, and analysis are all encouraged in literature circles (Daniels & Steineke 2004). In order to prepare for a literature circle discussion, pupils' must draw the events, come up with questions, and summarise the text, all of which call on different strengths and skills. In order to play their parts accurately, pupils' must actively engage with the text by reading closely for relevant information, highlighting key points, and forming their own opinions about the stories' characters, plot, and events.

Another advantage of literature circles is that they encourage a sense of responsibility and motivation among pupils'. Literature circles encourage student agency and social interaction, two factors that have been shown to boost motivation and have a significant impact on academic success (Burner 2007). When pupils' work together, they boost each other's motivation and effort, according to the research (Daniels 2002; Chi 2008; Williams 2009). Literature circles are a great way for pupils' to practise critical thinking and introspection, and reading specialists stress the importance of discussion, student response, and collaboration in all aspects of literature circles (Schlick Noe & Johnson, 2009). Peer-to-peer discussions are especially helpful for pupils' learning a second language (Egbert 2007; Ketch 2005) because they require pupils' to actively participate by speaking and listening to a variety of viewpoints, which in turn helps to further develop pupils'' own understandings of the topic at hand (Schlick Noe & Johnson, 2009).

Research shows that, second language learners acquire the target language more effectively when they have multiple opportunities to practise authentic communication (Krashen 1981); pupils' who work in literature groups have the opportunity to interact with their peers and discuss topics of interest with their teachers (Echevarria, Vogt & Short 2008; Nagy and

Townsend 2012). Literature circles provide pupils' with numerous opportunities to engage in rich, in-person discussions that can only improve their oral competence (Souvenir, 2007).

More chances to provide pupils' with scaffolding, or the temporary extra help they need while they figure out how to work with a challenging learning activity (Sawyer 2006). In-depth comprehension of a text is facilitated by the discussion and exchange of ideas typical of literature circles, as noted, for example, by Almasi, McKeown, and Beck (1996). As a result of this scaffolding, pupils' develop a more positive outlook on reading and are more invested in the task at hand. Therefore, Pupils' may be more open to sharing their ideas and opinions with their classmates than they would be if they were working under the constant scrutiny and correction of an instructor.

Reading interactions may improve pupils'' writing abilities as a whole, and they may encourage greater student participation and engagement as they facilitate the development of shared opinions through writing. Group writing assignments can range from assigning pupils' to come up with alternate endings to a short story to having them write brief critiques of works of literature to having them respond to reading comprehension questions (Webb et al. 2008).

Empirical Review

In this section, concepts considered relevant to the execution of the aim and objectives of the current study are reviewed.

Literature Circle' Strategy and Pupils Learning Outcome in Literacy

Okika, Anyamene, and Faith (2021) examined Primary school pupils in the Awka South Local Government Area of Anambra State to determine the impact of literature circles and peer

tutoring on pupils' levels of literacy. A quasi-experimental design was used for the study, specifically the pre- and post-test control group design. The literature circle resulted in the greatest average improvement in test scores, followed by the peer tutoring group. After the experiment, pupils' who were taught using the traditional approach gained the least on average. As a result, we can conclude that the experimental groups improved upon the control group's performance. Teachers' colleges were urged to include literature circles and peer tutoring as a result of the study's findings.

The impact of the literature circle method on second-year pupils' proficiency in analytical writing was the subject of research by Rahmad (2014). The study's goals were to compare the reading comprehension of pupils in their second year of state senior high school who had been taught using the literature circle strategy to those who had been taught using a traditional method, and to determine whether or not there was a statistically significant difference between the two groups. This study's participants all had science degrees. This study used a quasi-experimental design with a non-equivalent control group, so it can be classified as experimental research. A total of six treatment meetings were held. This study used the methods of observation and testing. Sekolah Menengah Atas Negeri (Indonesian school) sophomores took part in the study. It was discovered that the t-test score reflected how much of an enhancement there was. As a whole, it received a 7.109. $T_{table} = 2.00 < 7.109 < 2.65$. As a result, it was concluded that the literature circle strategy significantly improved the reading comprehension of Sekolah Menengah Atas Negeri (SMAN) second-year pupils'.

In Andrew and Jay (2018) study, it set out to examine how gifted elementary school pupils' responded to literature circles and how it affected their reading comprehension and enjoyment. This action research used a quasi-experimental design to compare the reading

programmes of two groups of talented fourth graders. Twenty high-achieving pupils were included in the experimental group, and they all met once a week for literature circles for a total of four weeks. Nineteen talented pupils served as the control group, and they were given the standard, skill-based reading instruction. Both groups' reading abilities were evaluated at the beginning and end of the study to gauge improvement. At the end of the programme, participants completed a survey comparing their impressions of literature circles and skill-based reading. The results show that the literature circle group improved their reading attitudes and made slightly more progress than the skill based group. According to the results of this study, elementary schools with a high concentration of gifted pupils' can benefit from implementing literature circles into their reading curriculum

The Influence of Literature Groups on Elementary School Reading Engagement, Erika (2015). Lack of classroom participation is a common problem in education classes with English language learners. This study set out to answer the question of whether or not incorporating literature circles into classroom discussions would increase the number of hands raised by pupils'. Pupils' in two English Language Arts classes at a large urban elementary school in western New York participated in the study. Three of the six lessons in this research used the literature circle approach, while the other three did not. The purpose of this study was to determine if student participation increased when using the literature circle strategy by counting the number of times each student raised their hand during the discussions. The use of literature circles was found to have a beneficial effect on engagement in this study.

School Location and Academic Performance

Ella and Ita (2017) looked at the secondary schools in the Ogoja Local Government Area to see if there was a connection between pupils' English language proficiency and their schools'

locations. It was structured like a survey study. All 836 SS2 pupils' from the 46 public and private secondary schools in Ogoja Local Government Area during the 2016/17 school year made up the study's population. Two hundred (200) pupils' were chosen at random using stratified sampling procedures. One hundred twenty-four, or 62%, were male pupils', while three-eighth-six female pupils', or 38%, made up the total. The data was collected using a modified version of the English Language Mock Examination from 2015 administered in the Calabar Education zone and renamed the English Language Achievement Test (ELAT). A t-test for independence was used to examine the collected data. It was revealed that Pupils' English language proficiency varied significantly by school location.

Similar research was conducted by Onoyase (2015) in the Oshimili South Local Government Area of Delta State, Nigeria, comparing the academic performance of pupils' attending secondary school in urban, semi-urban, and rural settings. The investigation used a survey format. The research was predicated on five hypotheses. Information from the 2001 West African Examination Council (WAEC) and Senior Schools Certificate Examination was gathered for this study. The disciplines of English Language Arts, Mathematics, and Biology were chosen for this investigation. Chemistry and geography were the other two. Only three of the six high schools in the area were included in the analysis. In total, 90 pupils' from the three secondary schools (or 49.1 percent) participated in the study. The information was examined with a simple analysis of variance (ANOVA). Differences in economics, government, history, civics, and geography test scores were found between pupils' attending secondary schools in urban, semi-urban, and rural areas.

The effect of school location on pupils' performance in Social Studies courses at universities of education in Nigeria's Cross River State was studied by Essien (2017). This study

used an ex post facto design, which means that the data was collected after the fact. Pupils' taking Social Studies classes at College of Education Akamkpa and Federal College of Education Obudu during the 2016/2017 academic session constituted the study's population; a random sample of 753 pupils' was drawn from this larger group. A School Location Questionnaire (SLQ) and a Social Studies Achievement Test were the primary tools for collecting information (SOSAT). The independent t-test method was used to analyse the data. This study found that there was no correlation between pupils' Social Studies grades and their schools' locations. Therefore, this study aimed, in part, to determine if pupils' performance is affected by where their schools are located.

School Type and Academic Performance

According to John, Godfrey, Abotuyure and Aweligeya (2016) educating children in a private school affects their ability to read and write. The debate over the relative merits of public and private education has gained increasing relevance and importance as the preference for private school education becomes more widespread in Ghana. For a complete picture of how school choice affects pupils' academic outcomes, we need to disentangle it from other factors (private versus public). The impact of different types of schools on pupils' literacy skills as part of a larger study on the quality of education in Ghana was analysed. Written literacy tests were given to all grade 6 pupils' in the sample schools at the beginning and end of the 2013-2014 school year. Pupils' demographic information was also recorded. Our analytic methods (multilevel modelling) account for the nested nature of the school hierarchy (i.e., pupils' within classes within schools). Our correlation and multilevel analyses suggested that pupils' in private schools perform better than their public school counterparts.

A study conducted on reading comprehension skills of standard 4 pupils', a comparison of private and public schools was the topic by (Rose & Modupe, 2019). Standard 41 pupils' from two public and two private, urban and rural Botswana primary schools were surveyed and their reading comprehension was compared. In order to answer these questions, the study employed a conventional test of pupils' comprehension. Is there a noticeable gap in comprehension skills between (a) pupils' at public and private schools, (b) pupils' at private schools in rural and urban settings, and (c) pupils' at public schools in these same settings? The question is, how will the pupils' varying aptitudes affect their performance in school? The results show that private school pupils' fared better overall, with pupils' in urban private schools excelling at information extraction and inference making and pupils' in rural private schools excelling at information interpretation. One of the goals of this research was to see if pupils' academic outcomes vary depending on the type of school they attend.

Attitude and Academic Performance

Scientific research shows that the more proficient a child is at reading, the more enthusiasm they have for the activity. (Dökmen, 1994) For better results in reading comprehension research, it's important that pupils' have a positive outlook on reading. Pupils' reading attitudes are linearly related to their reading comprehension outcomes. Smith (1991) found that there is a direct correlation between people's reading attitudes and their actual reading behaviours and activities. Altunay (2000) found that pre-organizers were most helpful for pupils' who already had a favourable attitude on reading, while their performance gradually declined for those who had a negative attitude. Thus, the development of favourable attitudes toward reading and the knowledge of how to become more successful in this process are the only conditions necessary for improving the reading comprehension process and making it effective. As a result,

research into reading comprehension and encouraging constructive reading attitudes is warranted (Güngör & Açkgöz, 2006).

Jamhari and Sipahutar (2018) studied the effects of science-related attitudes on pupils' problem-solving skills, and the interactions between the visual mapping and science-related attitudes on pupils' problem-solving skills. This study was conducted at MAN TanjungPura, with the samples of 141 pupils' of the XI-Science Program. The results showed that there were significant effects of visual mapping on pupils' problem-solving skills ($F=94.214$; $P=0.000$), where the scores of pupils' problem-solving skills taught by concept mapping (87.74 ± 2.586) were significantly higher than taught by direct instruction (78.84 ± 2.689). Significant effects of science-related attitudes on pupils' problem-solving skills ($F=3.397$; $P=0.031$) were seen and the scores of high science-related attitudes on pupils' problem-solving skills taught by visual mapping (85.68 ± 4.312) were significantly higher than the scores of low science-related attitudes on pupils' problem-solving skills taught by visual making (77.26 ± 3.614). They also found that there were the interactions between visual mapping and science-related attitudes on pupils' problem-solving skills ($F=2.195$; $P=0.000$) and the scores of pupils' problem-solving skills taught by argument mapping with high science-related attitudes differed significantly from taught by direct instruction with high science-related attitude.

Toma, Greca, and Gómez (2019) conducted a study to investigate attitudes in science and views of Nature of Science among Spanish secondary school pupils'. The study stressed the need to address the steady decline in positive attitude toward science and to improve pupils' views in science and to use gender and culturally inclusive science teaching strategies. Ananda, Suhandi, and Rahman (2019) experimented to improve pupils' attitude toward science in one of the junior high school at Bandung City after follow science learning used ILD model assisted science

magic. Pre-post-test was employed. A sample of 70 pupils' was selected randomly in cluster. The attitude in sciences scale consisted of 30 items having four dimensions was used. The dimensions were interest in science, importance of science in life, interest in advanced study in science, and interest in future career in science. The results showed that implemented ILD model assisted science magic can improve pupils' attitude toward science in junior high school.

Appraisal of the Literature Reviewed

The literature review started with a holistic look at various views and opinions on social constructive theory by lev vgosky social constructivism theory (1968) and jean Piaget constructivism theory (1936) that serves as the theoretical review that guided this study. This was followed by a critical review of the conceptual studies such as meaning of literacy, literacy in classroom, meaning and benefits of literature circle, instructional goals of literature circle, concept of academic learning outcome. The reviewed literature did not establish how variables of school type and school location could influence academic performance in literacy, this conspicuous negligence is what necessitates the inclusion of school location and school type as moderator variable in this study. Different studies reviewed empirically has left different gaps in which the present study filled.

A study carried out by Okika, Anyamene, and Faith (2021) examined Primary school pupils in Awka South Local Government Area of Anambra State the study used descriptive survey research design. Interview inform of a questionnaire pattern was used as instrument for data collection and simple random sample technique was used as sample and sampling technique in which thematic analysis was used as method of data analysis, but the present study was study used descriptive survey research design in which rating scale and academic performance test was

used for data collection, descriptive and inferential statistics of analysis of variance and t-test was used for data analysis.

Another study was conducted by Rahmad (2014) on impact of the literature circle method on second-year students' proficiency in analytical writing, the study used experimental research design. simple random sample technique was used as sample and sampling technique in which thematic analysis was used as method of data analysis, but the present study was study used pretest, post-test, quasi-experimental control group design in which instructional strategy and academic performance test was used for data collection, descriptive and inferential statistics of analysis of co variance was used for data analysis.

Another study was also conducted by Andrew and Jay (2018) on Enhancing Reading Drive and Achievement in Literature Circles and Among Gifted Students. The study used quasi-experimental design, and simple random sampling technique was used for sample and sampling technique but the present study was study used pretest, post-test, quasi-experimental control group design, multi stage sampling technique was used as sample and sampling techniques in which instructional strategy and academic performance test was used for data collection, descriptive and inferential statistics of analysis of analysis of co variance was used for data analysis.

Furthermore, another study was carried out by Erika (2015) on Influence of Literature Groups on Elementary School Reading Engagement. The study used descriptive survey research design, and simple random sampling technique was used for sample and sampling technique but the present study was study used pretest, post-test, quasi-experimental control group design, multi stage sampling technique was used as sample and sampling techniques in which

instructional strategy and academic performance test was used for data collection, descriptive and inferential statistics of analysis of co variance was used for data analysis.

In addition, another study was carried out by Ella and Ita (2017) on the secondary schools in the Ogoja Local Government Area to see if there was a connection between students' English language proficiency and their schools' locations, The study used quasi-experimental design, and simple random sampling technique was used for sample and sampling technique and English Language Achievement Test (ELAT) was used for data collection but the present study was study used pretest, post-test, quasi-experimental control group design, multi stage sampling technique was used as sample and sampling techniques in which instructional strategy, questionnaire and academic performance test was used for data collection, descriptive and inferential statistics of analysis of analysis of co variance was used for data analysis.

In another study conducted in by Onoyase (2015) comparing the academic performance of students attending secondary school in urban, semi-urban, and rural settings. The investigation used a survey format. Information from the 2001 West African Examination Council (WAEC) and Senior Schools Certificate Examination was used for data collection but the present study was study used pretest, post-test, quasi-experimental control group design, multi stage sampling technique was used as sample and sampling techniques in which instructional strategy, questionnaire and academic performance test was used for data collection, descriptive and inferential statistics of analysis of analysis of co variance was used for data analysis.

Furthermore, another study was carried out by John, Godfrey, Abotuyure and Aweligeya (2016) on Reading comprehension skills of standard 4 students The study used quasi-experimental design, and simple random sampling technique was used for sample and sampling technique and reading skill performance test as instrument for data collection but the present

study was study used pretest, post-test, quasi-experimental control group design, multi stage sampling technique was used as sample and sampling techniques in which instructional strategy, questionnaire and academic performance test was used for data collection, descriptive and inferential statistics of analysis of analysis of co variance was used for data analysis.

At this point the researcher identified both content and geographical gap that was filled by this study. The content gap in the sense that most of the study reviewed in this work used each of the variables as single variable whereby none of the study reviewed combined the variables as it was done in this study. Furthermore, to the best of the researcher's knowledge this study has not been conducted in the present locale in which the study was carried out.

CHAPTER THREE

METHODOLOGY

This chapter focuses on the research design, population, sample and sampling technique, research instrument, validity and reliability of the instrument, the procedure for data collection, and method of data analysis.

Research Design

This study used pretest, post-test, quasi-experimental control group design. In order to predict the causal effect of an intervention on its target population without random assignment, Mackey (2015) suggested that using a quasi-experimental design, is well-suited to doing so. The participants are not randomly assigned to conditions or orders of conditions, making them "between subjects," and the research design is called a between-subjects design (Nachar, 2010). A factorial design of 2X2X2 were adopted to test the hypotheses for this study. The first two levels are one experimental group (literature circle) and one control group (conventional method). The second factorial level was based on school location that is Urban (U) and Rural (R), while the third factorial level was focused on school type (public and private). This design would enable the experimental group to receive treatment (literature circle) while the control group would not receive any treatment, although the control group was taught the same topics as the experimental group using the conventional teaching method. However, both the experimental and control groups would receive the pre-test and the post-test before and after treatment, respectively.

Variables of the Study

Independent - Variables - Operating at 1 levels

- i. Literature Circle

- ii. Conventional

Moderator Variables

- i. School location - Urban and Rural
- ii. School Type - Public and Private

Dependent Variable

Learning Outcome

Table1: Factorial Matrix 2x2x2 for the Variables of the Study

Treatment/Control	School location	School type	
Experimental Group 1	Urban	Public	Private
	Rural		
Control Group	Urban	Public	Private
	Rural		

In the table above, Factorial Matrix for the study was 2x2x2 level, where 1st level stands for Experimental Group one and Control Group. 1st two level stand for Urban and Rural, then 2nd two level stand for public and private school.

Table 2: Factorial Design on Literature Circle for a Control Group

Variables	School location		School-Type		Academic Performance
	Urban	Rural	Public	Private	
	Pre-test		Treatment		Post-test
Experimental GP 1	01		X1		02
Control GP	01				02

Keys:

0₁ Pre-test for all Groups

0₂ Post-test for all Groups

X₁ Treatment for Experimental Group 1

Population of the Study

All pupils in primary four at public and private primary schools in the Ilorin South Local Government Area of Kwara State were used for the study's population in Ilorin South Local Government Area, Kwara State with a total of 23,975 pupils enrolled in 63 public primary schools and 17,511 pupils enrolled in 261 private schools, according to the state's school census (2019-2020).

Sample and Sampling Techniques

Multi-stage sampling technique was used to select respondents for this study. Purposive sampling technique was used to select four public and private primary schools. The Sample size for the study is two public and the two private primary four classes. The simple random sampling techniques was also used to select four public and private primary schools. The technique is considered to be appropriate for this study in order to ascertain some specific characteristics from the participants and compare the result among variables. Schools were classified into two strata (public and private) from which four schools were randomly selected. Two private schools, as well as, two public schools were randomly selected as the experimental group and control group. The experimental group were categorised into two groups comprising one private and one public school respectively, while the control group comprised one private and one public school only. Then, primary four pupils of these schools were selected for the experimental groups, as well as, the control groups.

Research Instruments

Four instrument were used in the study. Pupils literacy academic performance test and two instructional guides and one questionnaire were used to elicit information. These are:

- i. Pupils Literacy Academic Performance Test (PLAPT)
- ii. Instructional Guide on Literature Circle (IGLC)
- iii. Instructional Guide on Conventional Teaching Method (IGCTM)
- iv. Questionnaire on Pupils Attitude in Literacy (QPAL)

Pupils Literacy Academic Performance Test (PLAPT)

Pupils' Literacy Academic Performance Test (PLAPT) were constructed by the researcher with the aid of the primary four curriculums to collect information on Primary four pupils' literacy skills. It has two sections: sections A and B. Section A is for demographic data of the participants, such as, school type, school location, class, and subject area, while Section B comprised of 25 English studies multiple-choice items drawn from primary four school curriculum, with four options (lettered A to D), and the questions are based on the topics taught in vocabulary and comprehension. The instrument evaluated participant's knowledge, understanding and application (see the Table of specification). The instrument was validated by some selected literacy teachers in primary schools, researcher's supervisor, and some lecturers in the Department of Early Childhood and Primary Education Kwara State University, Malete.

Table 3: Table of Specification indicates the number of test items that will be in each cell.

Topic	Knowledge	Understanding	Application	Total
Comprehension	1	2	2	5
Comprehension	0	2	3	5
Comprehension	2	2	1	5
Vocabulary	1	2	2	5
Total	3	8	7	10

Instructional Guide for Literature circle (IGLC)

The instructional guide was designed by the researcher to guide the researcher and research assistant in experimental group 1 which consist of six steps- introduction, presentation, explanation, evaluation, summary and home work. There were four lessons in all and the strategy involves the following step which includes allowing pupils to select materials they want to read, grouping of pupils into three or more groups, allowing the pupils in the group to discuss for a while on the topic then the teacher asked questions on the material's read in each group. There was four lessons in all, this lasted for seven weeks. first week for the training of research assistants, second week for the administration of pre-test while the third fourth, fifth, sixth was for administering instrument. On seventh week the post-test was administered. The instrument was validated by some selected literacy teachers in primary schools, researcher's supervisors and three lecturers in the Department of Early Childhood and Primary Education Kwara State University, Malete. The instrument was validated by some selected literacy teachers in primary schools, researcher's supervisors and lecturers in the Department of Early Childhood and Primary Education and other Lecturers in the Faculty of Education, Kwara State University, Malete.

Instructional Guide for Conventional Method (IGCM)

The instructional guide would be used by the class teacher who would serve as research assistants. It consists of six (6) stages introduction, presentation, clarification, evaluation, summary, and assignment. There was four lessons in all, this lasted for seven weeks. first week for the training of research assistants, second week for the administration of pre-test while the third fourth, fifth, sixth was for administering instrument. On seventh week the post-test was administered. The instrument was validated by some selected literacy teachers in primary schools, researcher's supervisors and three lecturers in the Department of Early Childhood and Primary Education Kwara State University, Malete.

Questionnaire on Pupils Attitude in Literacy (QPAL)

Questionnaire on Pupils Attitude in Literacy (QPAL) was constructed by the researcher with the aid of the primary four curriculums to collect information on Primary four pupils' literacy skills. It has two sections: A and B. Section A is for demographic data of the participants like, school type, school location, class, Age and subject while Section B would comprise 15 likert scale items on attitude of pupils in literacy (strongly agree, agree, disagree and strongly disagree) and the question are based on the topics taught in grammar, vocabulary, comprehension.

Validity of the Instruments

Face and content validity was done by two literacy teachers in primary schools, researcher's supervisors and three lecturers in the Department of Early Childhood and Primary Education Kwara State University, Malete on the following Instructional Guides:Pupils' literacy

academic PerformanceTest (PLAPT), Instructional Guide on literature circle (IGLC), and Instructional Guide on Conventional Teaching Method (IGCTM). The researcher was asked to ensure uniformity in the use of tenses, correction of spellings, correction of grammatical mistakes and ensure the instrument reflect the procedure involved in the usage of the method. The performance test comprises of 25 items and after the validation it still retains its original number but some of the items in the performance test was subjected to change and restructuring. The marking guide for the performance test was not included when submitting the instrument so it was mentioned to include the marking guide for the performance test. All the necessary corrections noted by the lecturers were effected after which the validation form was signed by the lecturer after confirming that the corrections noted has been effected.

Reliability of Instruments

Twenty copies of the validated instrument (25 literacy questions) was administered twice to primary four pupils outside of the study location, using the test-retest method within a two-week interval. Thereafter, Pearson Product Moment Correlation (PPMC) was used to established reliability index at a 0 .85

Procedure for Data Collection

The researcher collected a letter of introduction from the Head of the Department of Early Childhood and Primary Education, Kwara State University, Malete. This enabled the researcher to sought for permission from the school authority and the class teachers in the selected schools. Four Research Assistants were employed and trained. The Research Rssistants were the class teachers of the primary four pupils in the selected classes. They were trained in their schools by the researcher prior to the treatment period to acquaint them with the

instructional guide. And they were evaluated to ensure proper delivery during treatment. Research assistants were supervised and monitored by the researcher of the selected schools. Consent letter were provided by the researcher which was given to the pupils in the selected classes to be given to their parents at home seeking for their approval to allow them to partake in the study. It was equally clearly stated in the consent form that, the participation of the child in the study is subjected to the parents' approval

The data collection lasted for seven weeks. The first week was used for the training of the research assistants. The second week was used for administration of the Pupils literacy academic Performance Test (PLAPT) as the pre-test for both the experimental and control groups. Treatment for all the groups lasted for seven weeks while the Pupils literacy academic Performance Test (PLAPT) was administered as posttest to all the group (both the experimental and control group). also pupils attitude in literacy questionnaire was administered to pupils before and after pre test and post test . The class teachers for the control groups assisted in teaching the control groups the same topics as selected for the treatment groups, using the conventional methods.

Method of Data Analysis

The data collected was analyzed using both the descriptive and inferential statistics. The demographic data of the participants and their scores were analyzed using frequency counts and percentage. These was used to ascertained the total number of the participants in term of gender and school-type, and school location while the formulated research hypotheses were tested using the Analysis of Co-variance (ANCOVA) at 0.05 level of significance.

CHAPTER FOUR

DATA ANALYSIS AND RESULTS

This chapter presents the result of the study in order of the hypotheses set, as well as, the discussion of the result. Section A contains the demographic analysis and section B contains the analysis of the hypotheses.

SECTION A: Demographic Analysis

Demographic Information of the groups						
Groups	No of pupils	School location	Frequen cy	School Type	Frequency	percentage
Literature	28	Rural	24	Public	20	39.2
circle				private	8	15.7
Control	23	Urban	26	Public	19	37.3
				private	04	7.8
Total	51				51	100

Table 1 shows that there are 28 pupils in literature circle group, 23 pupils in the control group. There are 41 pupils in public school while there are 10 pupils in private school. There are 24 pupils in rural location while there are 26 pupils in urban location.

SECTION B: Test of Hypotheses

H₀₁: There is no significant main effect of treatment on pupils' academic performance and attitude in literacy in Ilorin South Local Government Areas of Kwara State.

Table 2: Summary of Analysis of Covariance (ANCOVA) Showing the Main Effect of Treatment on Pupils' Academic Performance in Literacy

Source	Type III Sum of Squares	df	Mean Square	F	Sig.	Partial Eta Squared
Corrected Model	208.049 ^a	7	29.721	4.142	.001	.403
Intercept	478.866	1	478.866	66.729	.000	.608
Pretest	6.036	1	6.036	.841	.364	.019
Main Effect						
Treatment	101.627	1	101.627	14.162	.001	.248
Schooltype	3.526	1	3.526	.491	.487	.011
Schoollocation	.009	1	.009	.001	.971	.000
Two Way Interaction						
Treatment * Schooltype	.505	1	.505	.070	.792	.002
Treatment * Schoollocation	6.773	1	6.773	.944	.337	.021
Schooltype *						
Schoollocation	12.502	1	12.502	1.742	.194	.039
Three Way Interaction						
Treatment * Schooltype *						
Schoollocation	.010	1	.010	.005	.921	.000
Error	308.579	43	7.176			
Total	21359.000	51				
Corrected Total	516.627	50				

a. R Squared = .403 (Adjusted R Squared = .305)

Table 2 shows that there is a significant main effect of treatment on pupils' academic performance in Literacy ($F_{(1,43)} = 14.16$; $p < 0.05$; $\eta^2 = 0.248$). The effect size is 24.8%. Therefore, hypothesis 1 is rejected because the significant value is less than 0.05 which implies that there is significant main effect of treatment on pupils academic performance. In order to determine the magnitude of treatment size, table 3 presents the estimated marginal mean score.

Table 3: Summary of Analysis of Covariance (ANCOVA) Showing the Main Effect of Treatment on Pupils' Attitude to Literacy

Source	Type III Sum of Squares	df	Mean Square	F	Sig.	Partial Eta Squared
Corrected Model	350.222 ^a	7	50.032	1.148	.352	.157
Intercept	4547.360	1	4547.360	104.359	.000	.708
PreAttitude	87.254	1	87.254	2.002	.164	.044
Main Effect						
Treatment	25.216	1	25.216	.579	.451	.013
Schooltype	1.017	1	1.017	.023	.879	.001
Schoollocation	186.506	1	186.506	4.280	.045	.091
Two Way Interaction						
Treatment * Schooltype	11.816	1	11.816	.271	.605	.006
Treatment * Schoollocation	.301	1	.301	.007	.934	.000
Schooltype * Schoollocation	3.377	1	3.377	.077	.782	.002
Three Way Interaction						
Treatment * Schooltype * Schoollocation	.305	1	.305	.223	.944	.000
Error	1873.699	43	43.574			
Total	127831.000	51				
Corrected Total	2223.922	50				

a. R Squared = .157 (Adjusted R Squared = .020)

Table 4 shows that there is no significant main effect of treatment on pupils' attitude in Literacy ($F_{(1,43)} = 0.58$; $p > 0.05$; $\eta^2 = 0.013$). The effect size is 1.3%. Therefore, hypothesis 1 is not rejected because the significant value is greater than 0.05 which implies that there is significant main effect of treatment on pupils attitude in literacy. In order to determine the magnitude of treatment size, table 5 presents the estimated marginal mean score.

Table 4: Estimated Marginal Mean Score of Pupils' Attitude to Literacy by Treatment

Treatment	Mean	Std. Error	95% Confidence Interval	
			Lower Bound	Upper Bound
Literature Circle	50.825 ^a	1.802	47.191	54.460
Control	49.491 ^{a,b}	1.806	45.848	53.134

Table 5 shows that the pupils exposed to literacy circle strategy had higher mean score (mean = 50.83) than pupils exposed to the conventional strategy (mean = 49.49). This mean differences is shown not to be statistically significant.

H₀₂: There is no significant main effect of school location on pupils' academic performance and attitude to literacy in Ilorin South Local Government Areas of Kwara State.

Table 2 shows that there is no significant main effect of school location on pupils' academic performance in Literacy ($F_{(1,43)} = 0.001$; $p > 0.05$; $\eta^2 = 0.000$). Therefore hypothesis 2 is not rejected because the significant value is greater than 0.05. This implies that school location had no significant effect on pupils' academic performance in Literacy.

Table 3 shows that there is a significant main effect of school location on pupils' attitude to Literacy ($F_{(1,43)} = 4.28$; $p < 0.05$; $\eta^2 = 0.091$). Therefore hypothesis 2 is rejected because the significant value is less than 0.05. This implies that school location had a significant effect on pupils' attitude in Literacy.

Table 5: Estimated Marginal Mean Score of Pupils' Attitude to Literacy by School Location

Schoollocation	Mean	Std. Error	95% Confidence Interval	
			Lower Bound	Upper Bound
Rural	52.525 ^a	1.637	49.225	55.826
Urban	47.225 ^{a,b}	1.488	44.225	50.225

Table 5 shows that the pupils in rural location had higher mean score (mean = 52.53) than pupils in urban location (mean = 47.23). This mean differences is shown to be statistically significant.

H03: There is no significant main effect of school type on pupils' academic performance and attitude in literacy in Ilorin South Local Government Areas of Kwara State.

Table 2 shows that there is no significant main effect of school type on pupils' academic performance in Literacy ($F_{(1,43)} = 0.49$; $p > 0.05$; $\eta^2 = 0.011$). Therefore hypothesis 3 is not rejected because the significant value is greater than 0.05. This implies that school type had no significant effect on pupils' academic performance in Literacy.

Table 3 shows that there is no significant main effect of school type on pupils' attitude in Literacy ($F_{(1,43)} = 0.23$; $p > 0.05$; $\eta^2 = 0.001$). Therefore hypothesis 3 is not rejected because the significant value is greater than 0.05. This implies that school type had no significant effect on pupils' attitude to Literacy.

H04: there is no significant interaction effect of treatment and school location on pupils' academic performance and attitude to literacy in Ilorin South Local Government Areas of Kwara State.

Table 2 shows that there is no significant interaction effect of treatment and school location on pupils' academic performance to Literacy ($F_{(1,43)} = 0.94$; $p > 0.05$; $\eta^2 = 0.021$). Therefore

hypothesis 4 is not rejected because the significant value is greater than 0.05. This implies that the interaction of treatment and school location had no significant effect on pupils' academic performance in Literacy.

Table 3 shows that there is no significant interaction effect of treatment and school location on pupils' attitude to Literacy ($F_{(1,43)} = 0.007$; $p > 0.05$; $\eta^2 = 0.000$). Therefore hypothesis 4 is not rejected because the significant value is greater than 0.05. This implies that interaction of treatment and school location had no significant effect on pupils' attitude in Literacy.

H₀₅: There is no significant interaction effect of treatment and school type on pupils' academic performance and attitude in literacy to Ilorin South Local Government Areas of Kwara State.

Table 2 shows that there is no significant interaction effect of treatment and school type on pupils' academic performance to Literacy ($F_{(1,43)} = 0.07$; $p > 0.05$; $\eta^2 = 0.002$). Therefore hypothesis 5 is not rejected because the significant value is greater than 0.05. This implies that interaction of treatment and school type had no significant effect on pupils' academic performance in Literacy.

Table 3 shows that there is no significant interaction effect of treatment and school type on pupils' attitude to Literacy ($F_{(1,43)} = 0.27$; $p > 0.05$; $\eta^2 = 0.006$). Therefore hypothesis 5 is not rejected because the significant value is greater than 0.05. This implies that interaction of treatment and school type had no significant effect on pupils' attitude in Literacy.

H₀₆: There is no significant interaction effect of school location and school type on pupils' academic performance and attitude to literacy in Ilorin South Local Government Areas of Kwara State.

Table 2 shows that there is no significant main effect of school location on pupils' academic performance in Literacy ($F_{(1,43)} = 1.74$; $p > 0.05$; $\eta^2 = 0.039$). Therefore hypothesis 6 is not rejected because the significant value is greater than 0.05. This implies that interaction of school location and school type had no significant effect on pupils' academic performance in Literacy.

Table 3 shows that there is no significant interaction effect of school location and school type on pupils' attitude to Literacy ($F_{(1,43)} = 0.077$; $p < 0.05$; $\eta^2 = 0.002$). Therefore hypothesis 6 is not rejected because the significant value is greater than 0.05. This implies that interaction of school location and school type had no significant effect on pupils' attitude to Literacy.

H₀₇: there is no significant interaction effect of treatment, school location and school type on pupils' academic performance and attitude to literacy in Ilorin South Local Government Areas of Kwara State.

Table 2 shows that there is no significant interaction effect of treatment, school location and school type on pupils' academic performance in Literacy ($F_{(1,43)} = 0.921$; $p > 0.05$; $\eta^2 = 0.000$). Therefore hypothesis 7 is not rejected because the significant value is greater than 0.05. This implies that interaction of treatment, school location and school type had no significant effect on pupils' academic performance in Literacy.

Table 3 shows that there is no significant interaction effect of treatment, school location and school type on pupils' attitude to Literacy ($F_{(1,43)} = 0.22$; $p > 0.05$; $\eta^2 = 0.000$). Therefore hypothesis 7 is not rejected because the significant value is greater than 0.05. This implies that interaction of treatment, school location and school type had no significant effect on pupils' attitude in Literacy.

Summary of Findings

There was a significant main effect of treatment on pupils' academic performance in Literacy and attitude to Literacy.

There was no significant main effect of school location on pupils' academic performance in Literacy while there was a significant main effect of school location on pupils' attitude to Literacy.

There was no significant main effect of school type on pupils' academic performance in Literacy and attitude to Literacy.

There was no significant interaction effect of treatment and school location on pupils' academic performance in Literacy and attitude to Literacy.

There was no significant interaction effect of treatment and school type on pupils' academic performance in Literacy and attitude to Literacy.

There was no significant interaction effect of school location and school type on pupils' academic performance in Literacy and attitude to Literacy.

There was no significant interaction effect of treatment, school location and school type on pupils' academic performance in Literacy and attitude to Literacy.

Discussion of Findings

One of the results emanated from the study revealed that, there was a significant main effect of treatment on pupils' academic performance in Literacy. This was in agreement with the finding of the study conducted by Okika, Anyamene, and Faith (2021) which revealed that experimental groups improved upon the control group's performance. This finding is in

agreement with the finding of the study conducted by Rahmad (2014) which revealed that the literature circle strategy significantly improved the reading comprehension of SMAN's second-year pupils'. The findings was also in line with the submission of Andrew and Jay (2018) which revealed that gifted pupils' can benefit from implementing literature circles into their reading curriculum. the finding of the study conducted by (Erika 2015) also support the result of this study. The use of literature circles was found to have a beneficial effect on engagement in this study. This suggests that literature circle is an effective strategy for raising pupils' overall academic performance, particularly in the area of literacy.

Another finding of this study stated that there was no significant main effect of school location on pupils' academic performance in Literacy. This was in agreement with the finding of the study conducted by Essien (2017) which revealed that there was no correlation between pupils' Social Studies grades and their schools' locations. It signifies that pupils performance is not school location sensitive

In contrary to the above finding and in support of a result also from this study which stated that there was a significant main effect of school location on pupils' attitude in Literacy, Ella and Ita (2017) study which revealed that Pupils' English language proficiency varied significantly by school location. Similar research was conducted by Onoyase (2015) and the finding of the study revealed that there was no significant main effect of school type on pupils' academic performance in Literacy. This is not in tandem with the submission of John, Godfrey, abotuyure and aweligeya (2016) which revealed that pupils' in private schools perform better than their public school counterparts. The finding also is not in tandem with the submission of Rose and Modupe (2019) which revealed that private school pupils' fared better overall, with pupils' in urban private schools excelling at information extraction and inference making and

pupils' in rural private schools excelling at information interpretation. This means that pupils' academic performance is independent of their school's type and solely dependent on the pedagogical strategies employed by teachers.

Additional result showed that there was no significant main effect of treatment on pupils' attitude in Literacy. This was in line with Smith (1991) who found that there was a direct correlation between people's reading attitudes and their actual reading behaviours and activities. Also, Altunay (2000) found that pre-organizers were most helpful for pupils' who already had a favourable attitude on reading, while their performance gradually declined for those who had a negative attitude. Toma, Greca, and Gómez (2019) conducted a study to investigate attitudes in science and views of Nature of Science among Spanish secondary school pupils'. The results showed that implemented ILD model assisted science magic improved pupils'' attitude toward science in junior high school. As a result, the influence of literature circles on pupils' motivation to improve their literacy academic performance and skills is limited because these are intrinsic traits that pupils cultivate on their own.

Another finding of the study revealed that there was no significant main effect of school location on pupils' academic performance in Literacy which is not in line with the finding of Ella and Ita (2017) that looked at the secondary schools to see if there was a connection between pupils'' English language proficiency and their schools' locations and it was revealed that Pupils'' English language proficiency varied significantly by school location. This finding is not in line with the finding of Onoyase (2015) which revealed that there were significant differences in economics, government, history, civics, and geography test scores were found between pupils' attending secondary schools in urban, semi-urban, and rural areas.

Furthermore, the finding of the study revealed that there was a significant main effect of school location on pupils' attitude to Literacy which is in line with the finding of Jamhari and Sipahutar (2018) study which revealed that there was significant difference in pupils' attitude towards literacy, which is also not in line with Güngör and Açkgöz (2006) finding which revealed that there was no significant difference in pupils' attitude towards English language.

Another finding of the study revealed that there was no significant main effect of school type on pupils' academic performance in Literacy. The finding does not corroborate the finding of Rose and Modupe (2019) study which revealed that the private school pupils performed better and that the urban private school pupils were better at extracting information and making inferences, while the rural private school pupils were better at interpreting information. The study underscores three areas of need: enhancing learning environment in public schools, building a strong foundation for critical/analytical reasoning and maintaining reasonable class size.

Furthermore, the finding of the study revealed that there was no significant main effect of school type on pupils' attitude to Literacy. The finding of the study is not in line with Conner and Southworth (2012), which revealed that concluded that private school learners scored higher than both charter and public-school learners in national examinations. The finding is not I line with the finding of Stanback (2012) which revealed that the difference in the mean scores between private and public schools was statistically significant, with private schools achieving higher mean scores. Furthermore, the finding is not in line with Nunan, (2011) which revealed that pupils that attended public junior secondary schools, moderating for other characteristics, have higher test scores upon completion than those who attended private schools.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

This chapter focused on summary, conclusion and recommendations. The purpose of this study was to investigate the effect of literature circle on pupils' learning outcome in literacy in Ilorin South Local Government Area of Kwara State. Based on the discussions, conclusions were drawn and recommendations were also made, while limitation and suggestions for further studies were made

Summary

This study examined the effect of literature circle on pupils' learning outcome in literacy in Ilorin South Local Government Area of Kwara State. Fourteen null hypotheses were raised. The study was guided by Lev Vygotsky social constructivism theory and Jean Piaget constructivism theory. Pre-test, post-test control group quasi experimental research design was used for this study. The population of this study comprised of all the pupils in 63 public and 261 private primary schools in Ilorin South Local Government Area of Kwara State. Multistage sampling technique was used in this study, stratified sampling technique was used to stratify the co-educational schools into public and private, and simple random sampling technique was used to select six co-educational schools. All pupils in the selected primary four class of the selected co-educational school were involved in this study and at the end of the selection, 51 pupils participated in the study as the sample size of the study. From the study, there was a significant

main effect of treatment on pupils' academic performance in Literacy, there was no significant main effect of treatment on pupils' attitude in Literacy, there was no significant main effect of school location on pupils' academic performance in Literacy, there was a significant main effect of school location on pupils' attitude in Literacy, there was no significant main effect of school type on pupils' academic performance in Literacy, there was no significant main effect of school type on pupils' attitude in Literacy.

Conclusion

The findings and discussion led the researchers to conclude that in Ilorin South Local Government Area, Kwara State, there was a significant main effect of treatment on pupils' academic performance in Literacy and that there was a significant main effect of school location on pupils' attitude in Literacy. This suggests that, if teachers follow the guidelines outlined in literature circle, pupils achievement will increase across the board, but especially in literacy. In addition to having a major impact on pupils' academic performance, a school's location is an important factor that must be taken into account, if it is to instil the right kind of attitude in its pupils. Furthermore, it was determined that: treatment had no significant main effect on pupils' attitude on Literacy; school location had no significant main effect on pupils' academic performance in Literacy; and school type had no significant main effect on pupils' academic performance in Literacy. This means that pupils achievement is not dependent on factors such as school type or location, but rather on the strategies employed by individual teachers.

Recommendations

Based on the above findings of this study the following recommendations were made:

1. Literature circle is an effective instructional tool that teachers should be encouraged to use to help their pupils succeed academically so teachers should be trained on how to use the method in improving pupils academic performance in literacy .
2. Workshops and seminars should be organize by government and school proprietors for teachers on how to use literature effectively in the classroom to enhance pupils learning in literacy.
3. Teachers should be encouraged appropriately to use literature circle to improve pupils attitude in teaching and learning of all subjects especially literacy
4. School type should not be use to determine pupils academic performance. However, parent should endeavour to enrol their wards in a developmentally appropriate schools for all round development

Limitation of the Study

Despite extensive planning, the researchers acknowledged the study's limitations and flaws. As a first step, the researcher was only able to examine Kwara State at the Local Government Area level rather than at the state level due to time constraints. The study's results would have been more trustworthy and accurate if all of the primary schools in Kwara state had participated. Second, the focus on literacy levels alone is narrow and not enough research should have been done.

Suggestions for Further Studies

Research is a continuous process with respect to human existence. Therefore, this study provides the following suggestions for further studies:

1. Other studies may be carried out in primary school, and in other Local Government Area of Kwara State or other States of the country.
2. The number of schools and pupils may be increased by future researchers.
3. The location of this study is limited to urban area, therefore other researchers may conduct the study using both rural and urban area within Kwara State.
4. Further studies may be replicated in secondary schools and higher institutions in Kwara State and other States.

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APPENDIX I
CONSENT LETTER

DEPARTMENT OF EARLY CHILDHOOD AND PRIMARY EDUCATION,
FACULTY OF EDUCATION,
KWARA STATE UNIVERSITY, MALETE, NIGERIA

Dear Parent/Guardian,

REQUEST FOR PARTICIPATE IN A RESEARCH STUDY

I humbly request for your authorization to allow your child/ward to participate in a research study entitled: **Effects of literature Circle on Pupils' Learning outcome in Literacy In Ilorin West Local Government Area, Kwara State**. The research is to be conducted in partial fulfillment of the requirement for Master degree in education.

I am pleased to inform you that no risk is involved in the study. Your child/ward will be protected from any physical and mental discomfort, harm and danger. The service from your child/ward is just to participate in teaching and learning process. A pre-service explanation of the nature and the general purpose of the research procedure will be given to the child/ward and he/she reserves the right to decline. Further, he/she may terminate his/her service in the research at any time he/she so desires.

Information that will be obtained in the course of the research will be treated with utmost confidentiality, unless otherwise agreed upon in advance. Attached herewith is a copy of consent form to signify your authorization to allow your child/ward participate in the study.

I shall be most grateful if this request is granted.

Thanks you in anticipation of you kind attention.

Yours faithfully,

Omodolapo Abigeal ADAGUNODO
Researcher

THE TORTOISE AND THE ANIMAL KINGDOM (Chapter1)

A long term ago, in the land of animals there lived a lion who was the king. Elephant was his BODYGUARD while the other animal was his mere servant. since the lion was a king, he wasn't expected to PARTICIPATE in any CHORES

Thou the Elephant looks bigger than the lion but he was Loyal. Dog was the CHIEF SECURITY of the lion, he warned king lion and other animal about stranger, When the dog heard of hunter's gunshot. He would bark and all animal would ABSCOND for their SAFETY. While cat was the palace guard, all the birds were the STEWARD, they help lioness in the kitchen

QUESTIONS

Who is the king of the animal kingdom?

List the vocabulary and explain

Who is the security and the steward in the kingdom?

EFFECT OF DRUG ABUSE

Mr Tade is a farmer, who lives in a rural area, he has a wife and four children. His major means of livelihood is the farming job, He got sick and his wife recommended a drug for him to use without doctor's prescription. He used the drug wrongly! The case got worsen, his neighbor whose child do educate about the disadvantage of self-medication advised mr tade's wife to visit the hospital. They took heed of the advised and consult a medical doctor for proper care and recommendation. Where he was given the proper drug to used. He became hale and hearty.

QUESTIONS

- A) Who is mr Tade?
- B) How many children did mr Tade fathered?
- C)Who recommended drug?
- D) Who advised them to visit the hospital?
- E) What is mr Tade health status after doctor's prescription

APPENDIX II

DEPARTMENT OF EARLY CHILDHOOD AND PRIMARY EDUCATION,

FACULTY OF EDUCATION,

KWARA STATE UNIVERSITY, MALETE, NIGERIA

INSTRUCTIONAL GUIDE FOR LITERATURE CIRCLE FOR PRIMARY FOUR

Instructional Guide for Literature Circle (IGLC)

Lesson 1

Subject: LITERACY

Date:

Class: Primary Four

Topic: Comprehension (Drug Abuse)

Average age of the Pupils: 7-9 years

Duration: 35 minutes

Strategy; Literature Circle

Behavioral Objectives: At the end of the lesson pupils should be able to:

- 1) Define drug abuse according to their own understanding
- 2) List the effect of drug abuse
- 3) list the drugs that can be abuse

Instruction Material: Sachet of different drugs, English textbook, marker and board

Reference Materials: Frontial English textbook 4

Stages	Teacher's Activities	Pupils Activities	Duration	Remark
Introduction	Teacher introduces the lesson to the pupils Then introduce strategy of literature circle to the pupils'	The pupil listen and watch the teacher activities	3-5 min.	
Presentation- Step I	Teacher write the comprehension passage to read on the board	pupils listen to the teacher	2-3 min.	

Step II	Teacher instruct pupils to bring out their English textbook,	Pupils respond to the teacher's instruction	4-5min.	
Step III	Teacher group them properly. Two fast learner and two slow learners together to form a group circle Through the help of classroom teacher, Observation and evaluation	Pupils obey the teacher's instruction	2-3min.	
Step IV	Teacher allow a spoke person from each group to pick a Paper, in each paper is a different question to be answered by different group	Pupils nominate a person in the group to pick the paper	2-3min.	
Step V	Teacher watch them as they read together, discuss and share their knowledge in the comprehension read together among themselves	Pupils read among themselves, interact and become active in the exercise	5-10min.	
Step VI	Teacher asks each group different question to evaluate each groups	Most Pupils were able to answered correctly	2-3min.	
Evaluation	Teacher asks individual question 1)Define drug abuse according to their own understanding 2)List the effect of drug	Pupils respond to the questions based on what they have read from the passage	5-6 min.	Most of the pupils respond to the questions which shows that most of them

	abuse 3)list the drugs that can be abuse			understand the topic taught
Summary	Teacher re-explains the topic for more understanding and instruct every member of the group to explain to themselves over again using the teacher's correction	Pupil's listen to teacher and ask questions to be more clarify	2min.	
Home work	1)Define drug abuse according to their own understanding 2)List the effect of drug abuse	Pupils write the questions into their note-books	2-3min.	

**DEPARTMENT OF EARLY CHILDHOOD AND PRIMARY EDUCATION,
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KWARA STATE UNIVERSITY, MALETE, NIGERIA**

Instructional Guide for Literature Circle (IGLC)

Lesson 2

Subject: LITERACY

Date:

Class: Primary Four

Topics; literature (STORY BOOK THROUGH THICK AND THIN)

Average age of the pupils: 7- 9 years

Duration: 35 minutes

Strategy: **Literature Circle**

Behavioral Objectives: At the end of the lesson pupils should be able to:

- 1) Answer each question in each chapter
- 2) Explain the vocabulary in each chapter read;
 - A. Orphan
 - B. Silver spoon
 - C. Collapsed
 - D. Taboo
 - E. Hawk
 - F. Vegabond

Instruction Materials: Through Thick and Thin Storybook, board and marker

Reference Materials: -Storybook for primary four

Stages	Teacher's Activities	Pupils Activities	Duration	Remark
Introduction	Teacher introduces the lesson to the pupils Then introduce the ideal of literature circle to the student	The pupil listen and watch the teacher activities	3-5 min.	95
Presentation-Step I	Teacher write the storybook passage to be read on the board	pupils listen to the teacher	2-3 min.	
Step II	Teacher instruct pupils to bring out their English storybook(through thick and thin	Pupils respond to the teacher's instruction	4-5min.	
Step III	Teacher group them properly. Two fast learner and two slow learners together to form a group circle Through the help of classroom teacher, Observation and evaluation	Pupils obey the teacher's instruction	2-3min.	
Step IV	Teacher allow a spoke person from each group to pick a Paper	Pupils nominate a person in the group to pick the paper	2-3min.	
Step V	In each paper is a different chapter in the story book to be read	The spoke person open the paper to know the chapter to be read in the group		
Step VI	Teacher watch them as they read together, discuss	Pupils read among	5-10min.	

	and share their knowledge in the comprehension read together among themselves	themselves, interact and become active in the exercise		
Step VII	Teacher asks each group different question to evaluate each groups	Most Pupils were able to answered correctly	2-3min.	
Step VIII	Teacher list out the glossary in each chapter in explain to the pupils	The pupil write inside their note the teacher explanation on the board		
Evaluation	<p>Teacher asks individual question</p> <ol style="list-style-type: none"> 1) Answer each question in each chapter 2) Explain the glossary in each chapter read <p>A. Orphan B. Silver spoon</p>	Pupils respond to the questions based on what they have read from the passage	5-6 min.	Most of the pupils respond to the questions which shows that most of them understand the topic taught

	C. Collapsed D. Taboo E. Hawk F. vagabond			
Summary	Teacher re-explains the topic for more understanding and instruct every member of the group to explain to themselves over again using the teacher's correction	Pupil's listen to teacher and ask questions to be more clarify	2min.	
Home work	IN YOUR OWN KNOWLEDGE EXPLAIN THE FOLLOWING. Orphan, Silver spoon, Collapsed, Taboo, Hawk, Vagabond 2)Pick a book of your choice, read along with a friend at home. Summary and submit	Pupils write the questions into their note-books	2-3min.	

**DEPARTMENT OF EARLY CHILDHOOD AND PRIMARY EDUCATION,
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KWARA STATE UNIVERSITY, MALETE, NIGERIA**

Instructional Guide for Literature Circle (IGLC)

Lesson 3

Subject: Literacy

Date:

Class: Primary Four

Topic: Comprehension (THE SCHOOL TRAUNTS)

Average age of the Pupils: - 7-9 years

Duration: 35 minute

Strategy: Literature Circle

Behavioral Objectives: At the end of the lesson, pupils should be able to:

- 1) Answer the questions in each chapter
- 2) Explain the glossary in the comprehension Accidental, Braced, Dishevelled, Enlist and Outburst

Instruction Material: The school truant textbook and board

Reference Materials: - Storybook for primary book 4

Stages	Teacher's Activities	Pupils Activities	Duration	Remark
Introduction	Teacher introduces the lesson to the pupils Then introduce the concept of literature circle to the pupils'	The pupil listen and watch the teacher activities	3-5 min. ⁹⁹	
Presentation-Step I	Teacher write the storybook passage to read on the board	pupils listen to the teacher	2-3 min.	
Step II	Teacher instruct pupils to bring out their English storybook(The school truants)	Pupils respond to the teacher's instruction	4-5min.	
Step III	Teacher group them properly. Two fast learner and two slow learners together to form a group circle Through the help of classroom teacher, Observation and evaluation	Pupils obey the teacher's instruction	2-3min.	
Step IV	Teacher allow a spoke person from each group to pick a Paper	Pupils nominate a person in the group to pick the paper	2-3min.	
Step V	In each paper is a different chapter in the story book to be read	The spoke person open the paper to know the chapter to be read in the group		
Step VI	Teacher watch them as they read together, discuss and share their knowledge in the comprehension read together among themselves	Pupils read among themselves, interact and become active in the exercise	5-10min.	
Step VII	Teacher asks each group different question	Most Pupils were able to	2-3min.	

	to evaluate each groups	answered correctly		
	Teacher list out the glossary in each chapter in explain to the pupils	The pupil write inside their note the teacher explanation on the board		
Evaluation	<p>Teacher asks individual question</p> <p>1)Answer the questions in each chapter</p> <p>2)Explain the glossary in the comprehension Abomination, Accidental, Braced, Dishevelled, Enlist, Outburst, Unruly control</p>	Pupils respond to the questions based on what they have read from the passage	5-6 min.	Most of the pupils respond to the questions which shows that most of them understand the topic taught
Summary	Teacher re-explains the topic for more understanding and instruct every member of the group to explain to themselves over again using the teacher's correction	Pupil's listen to teacher and ask questions to be more clarify	2min.	
Home work	<p>IN YOUR OWN KNOWLEDGE EXPLAIN THE FOLLOWING</p> <p>Abomination,Accidental,Braced,Dishevelled,Enlist,Outburst,Unruly control</p> <p>2)Pick a book of your choice, read along with a friend at home. Summary and submit</p>	Pupils write the questions into their note-books	2-3min.	

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KWARA STATE UNIVERSITY, MALETE, NIGERIA**

Instructional Guide for Literature Circle (IGLC)

Lesson 4

Subject: Literacy

Date:

Class: Primary Four

Topics: Comprehension (Animal kingdom)

Average age of the Pupils: - 7-9years

Duration: 35 minutes

Strategy: **Literature Circle**

Behavioral Objective: Behavioral Objective: at the end of the lesson, pupils should be able to

1)Who is the king of the animal kingdom?

2)List the vocabulary and explain

3)Who is the security and the steward in the kingdom

Instructional materials: Board , marker and textbook

Reference Materials: Frontal English textbook4

Stages	Teacher's Activities	Pupils Activities	Duration	Remark
Introduction	Teacher introduces the lesson to the pupils	The pupil listen and watch the teacher activities	3-5 min.	
Presentation- Step I	Teacher write the storybook passage to be read on the board	pupils listen to the teacher	2-3 min.	

Step 2	Teacher presents the lesson by introducing the storybook	The pupils' bring out their storybook	2-3 min	
Step II	Teacher instruct pupils to bring out their English storybook	Pupils respond to the teacher's instruction	4-5min.	
Step III	Teacher group them properly. Two fast learner and two slow learner together to form a group circle Through the help of classroom teacher, Observation and evaluation	Pupils obey the teacher's instruction	2-3min.	
Step IV	Allow a spoke person from the group to pick a Paper, in each paper is a different question to be answered by different group	Pupils nominate a person in the group to pick the paper	2-3min.	
Step V	Teacher watch them as they read together, discuss and share their knowledge in the comprehension read together among themselves	Pupils read among themselves, interact, have fun and become active in the exercise	5-10min.	
Step VI	Teacher encourage each member to participate in the exercise	Pupils enjoy the activities as every member is involve	2-3min.	
Step VII	Teacher ask each group questions based on the paper	Pupils write the vocabulary lesson	5min.	

	pick	learnt on their note		
Clarification	Teacher clarifies the concept through supervision and guidance when pupils are working on class activities	Pupils also listen to their teacher and ask questions for more clarification and understanding of what they have taught		
Evaluation	Teacher evaluates the lesson by asking the following question 1)Who is the king of the animal kingdom? 2)List the vocabulary and explain 3)Who is the security and the steward in the kingdom	Pupils respond to the questions based on what they have learnt in the class and in group		
Summary	Teacher summaries the whole lesson by re-explaining the concept for more understanding	Pupils respond accurately		
Home work	From a sentence from the vocabulary learnt in the class 2)Pick a book of your choice,read along with a friend at home.Summary and submit		5-6 min.	Most of the pupils respond to the questions which shows that most of them understand the topic taught

APPENDIX III

DEPARTMENT OF EARLY CHILDHOOD AND PRIMARY EDUCATION,

FACULTY OF EDUCATION,

KWARA STATE UNIVERSITY, MALETE, NIGERIA

Instructional Guide for Conventional Method (IGCM)

Lesson 1

Subject: Literacy

Date:

Class: Primary Four

Topic: Comprehension (Drug Abuse)

Average age of the Pupils: - 7-9 years

Duration: 35 minutes

Strategy: Conventional Method(LECTURE METHOD AND INQUIRY METHOD

Behavioral Objective: At the end of the lesson pupils should be able to:

- 1) Explain drug abuse according to your own knowledge
- 2) List different drugs that can be abuse
- 3) List the effect of drug abuse

Instruction Material: chart, textbook and board

Reference Materials:-Frontier English TextBook 4

Stages	Teacher's Activities	Pupil's Activities	Duration	Remark
Introduction	Teacher introduces the lesson to the pupils by asking them their previous knowledge on drug abuse	Pupils were able to make suggestion on drug	3-5 min.	
Presentation- Step I	Teacher's instruct the pupils to open their English	pupils listen and watch the teacher as she show them	2-3 min.	

	textbook to the page to be read	different drug		
Step II	Teacher's picked a pupil to read the comprehension	Pupils actively respond accurately	4-5min.	
Step III	Teacher correct the reader when necessary then read aloud with the pupil over again	Other member of the class listen attentively and maintain decorum		
Step III	<p>Teacher explain what a drug is</p> <p>A DRUG;is a substance used to cure ailment for the purpose of safety and healthy life</p> <p>Effect of drug abuse such as</p> <p>1)Affect people's life</p> <p>2)lead to death</p> <p>3)lead to abnormality in behavior</p>	Pupil read aloud with the teacher	2-3min.	
Step IV	<p>Teacher list out the drug that can be abuse</p> <p>1)paracetamol</p> <p>2)vitamin c</p> <p>3)Blood tonic</p>	Pupils watch the teacher's while they watch the instructional material	5-7min.	

	4)Cough syrubb Using the instructional material to improvise			
Step V	Teacher asks the pupils if they have any question before concluding the class	Most Pupils were able to understand the topic	2-3min.	
Evaluation	The Teacher evaluate the pupils' by askin them question	Pupils respond to the questions based on what they have learnt in the class	5-6 min.	Most of the pupils respond to the questions which shows that most of them understand the topic taught
Summary	Teacher re-explain the topic for more understanding and to be certain the objective of the lesson is achieved	Pupils are satisfied and have more understanding with the aid of the instructional material	2min.	
Home work	List the various drug that can be abused aside the one taught in the class	Pupils write the questions into their note-books	2-3min.	

DEPARTMENT OF EARLY CHILDHOOD AND PRIMARY EDUCATION,
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KWARA STATE UNIVERSITY, MALETE, NIGERIA
Instructional Guide for Conventional Method (IGCM)
Lesson 2

Subject: LITERACY

Date:

Class: Primary Four

Topics;literature (STORY BOOK THROUGH THICK AND THIN)

Average age of the pupils:7- 9 years

Duration: 35 minutes

Strategy: **Conventional Method**

Behavioral Objectives: At the end of the lesson pupils should be able to:

2) Answer each question in each chapter

Explain the glossary in each chapter read;A.Orphan

- B. Silver spoon
- C. Collapsed
- D. Taboo
- E. Hawk
- F. Vegabond

Instruction Materials: textbook, board and marker

Reference Materials: textbook

Stages	Teacher's Activities	Pupils Activities	Duration	Remark
Introduction	Teacher introduces the lesson to the pupils by asking them their previous knowledge on drug abuse	The pupil listen and watch the teacher activities	3-5 min. ¹⁰⁸	
Presentation-Step I	Teacher prepare the pupil by picking pupils who will read story book A person for each chapter	pupils listen to the teacher	2-3 min.	
Step II	Teacher instruct pupils to bring out their English storybook(the school truants	Pupils respond to the teacher's instruction	4-5min.	
Step III	Teacher watch the pupils as they read the storybook	Pupils obey the teacher's instruction	2-3min.	
Step IV	Teacher correct the pupil when necessary	Pupils listen to correction and pronounce it right	2-3min.	
Step V	Teacher read aloud to the pupil over again,for proper correction	The pupil read aloud with the teacher		
Step VI	Teacher asks the different question on the four chapters read	Most Pupils were able to answered correctly	2-3min.	
StepVII	Teacher list out the glossary in each chapter in explain to the pupils	The pupil write inside their note the teacher explanation on the board		
Evaluation	Teacher asks individual question 1)Answer each question in each chapter 2)Explain the glossary in each chapter	Pupils respond to the questions based on what	5-6 min.	Most of the pupils respond

	read; A.Orphan B.Silver spoon C.Collapsed D.Taboo E.Hawk F.Vegabond	they have read from the passage		to the questions which shows that most of them understand the topic taught
Summary	Teacher re-explains the topic for more understanding and instruct every member of the group to explain to themselves over again using the teacher's correction	Pupil's listen to teacher and ask questions to be more clarify	2min.	
Home work	IN YOUR OWN KNOWLEDGE EXPLAIN THE FOLLOWING Orphan,Silver spoon,Collapsed,Taboo,Hawk,Vegabond	Pupils write the questions into their note-books	2-3min.	

**DEPARTMENT OF EARLY CHILDHOOD AND PRIMARY EDUCATION,
FACULTY OF EDUCATION,
KWARA STATE UNIVERSITY, MALETE, NIGERIA**

Instructional Guide for literature Circle Method (IGLCM)

Lesson 3

Subject: Literacy

Date:

Class: Primary Four

Topic: Comprehension (THE SCHOOL TRAUNTS)

Average age of the Pupils: - 7-9 years

Duration: 35 minute

Strategy: Conventional (**LECTURE METHOD AND INQUIRY METHOD**)

Behavioral Objectives: At the end of the lesson, pupils should be able to:

- 1) Answer the questions in each chapter
- 2) Explain the glossary in the comprehension: Accidental, Braced, Dishevelled, Enlist and Outburst

Instruction Material: The school truant textbook and board

Reference Materials: - Story book book 4

Stages	Teacher's Activities	Pupils Activities	Duration	Remark
Introduction	Teacher introduces the lesson to the pupils	The pupil listen and watch the teacher activities	3-5 min. ¹¹¹	
Presentation-Step I	Teacher prepare the pupil by brainstorming about different way to respond and to test individual knowledge	pupils listen to the teacher	2-3 min.	
Step II	Teacher instruct pupils to bring out their English storybook(The school truants)	Pupils respond to the teacher's instruction	4-5min.	
Step III	Teacher watch the pupils as they read together	Pupils obey the teacher's instruction	2-3min.	
Step IV	Teacher correct the pupils' when necessary	The reader correct and pronounce well when been corrected	2-3min.	
Step V	Teacher read the storybook over again from chapter one to chapter four	The pupils' listen as the teacher read over again to their hearing and understanding		
Step VI	Teacher write the vocabulary on the board for proper explanation after he reading	Pupils watch the teacher writing on the board	5-10min.	
Step VII	Teacher asks each group different question to evaluate each groups	Most Pupils were able to answered correctly	2-3min.	
StepVIII	Teacher explain the listed vocabulary	The pupil write inside their note		

	written on the board	the teacher explanation on the board		
Evaluation	<p>Teacher asks individual question</p> <ol style="list-style-type: none"> 1) Answer the questions in each chapter 2) Explain the glossary in the comprehension Accidental, Braced, Dishevelled, Enlist and Outburst 	Pupils respond to the questions based on what they have read from the passage	5-6 min.	Most of the pupils respond to the questions which shows that most of them understand the topic taught
Summary	Teacher re-explains the topic for more understanding and instruct every member of the group to explain to themselves over again using the teacher's correction	Pupil's listen to teacher and ask questions to be more clarify	2min.	
Home work	<p>IN YOUR OWN KNOWLEDGE EXPLAIN THE FOLLOWING: Accidental, Braced, Dishevelled, Enlist and Outburst</p>	Pupils write the questions into their note-books	2-3min.	

DEPARTMENT OF EARLY CHILDHOOD AND PRIMARY EDUCATION,

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KWARA STATE UNIVERSITY, MALETE, NIGERIA

Instructional Guide for Conventional Method (IGCM)

Lesson 4

Subject: Literacy

Date:

Class: Primary Four

Topics: Comprehension (Animal kingdom)

Average age of the Pupils: - 7-9years

Duration: 35 minutes

Strategy: **Conventional (LECTURE METHOD AND INQUIRY METHOD)**

Behavioral Objective: Behavioral Objective: at the end of the lesson, pupils should be able to

1)Who is the king of the animal kingdom?

2)List the vocabulary and explain(Abscond,Chores,Participate,Steward,)

3)Who is the security and the steward in the kingdom

Instructional Materials: Board, marker and textbook

Reference Materials: Frontal English textbook4

STAGES	Teachers Activities	Pupils Activities	Duration	Remark
Introduction	Teacher introduces the lesson to the pupils by asking them their previous knowledge on any storybook they have read	Pupils respond to the teacher's questions	2-3 mins.	
Presentation- Step I	Teacher instruct the people to bring out	Pupils were excited and respond	3-5 min.	

	their textbook	accordingly		
Step II	Teacher presents the lesson by introducing the storybook	Pupils watch and listen to the teacher	5 min.	
Step III	Teacher call on a pupil to read the storybook	Pupils watch and listen to their colleague	7min.	
Step IV	Teacher correct when necessary and pronounce very well for the reader	Pupils listen to corrections	5min.	
Step V	Teacher read aloud over again with the pupils' for easy understanding	Pupils listen and read along with their teacher	3min.	
Step VI	Teacher explains the meaning of the vocabulary on the board	Pupils listen and write the note on the board	3min.	
Clarification	Teacher clarifies the concept through supervision and guidance when pupils are working on class activities	Pupils also listen to their teacher and ask questions for more clarification and understanding of what they have taught	2min.	
Evaluation	Teacher evaluates the lesson by asking questions	Pupils respond to the questions based on what they have	5 -7min.	

	individually	learnt in the class and in group		
Summary	Teacher summaries the whole lesson by re-explaining the concept for more understanding	Pupils respond accurately	2min.	
Home work	Explain the following in your own meaning Abscond, Chores, Participate, Steward,)	Pupils' copy the assignment on the board		

APPENDIX IV

DEPARTMENT OF EARLY CHILDHOOD AND PRIMARY EDUCATION,

FACULTY OF EDUCATION,

KWARA STATE UNIVERSITY, MALETE, NIGERIA

Questionnaire on Pupils Attitude in Literacy (QPAL)

SECTION A

SCHOOL TYPE: Private () public ()

SCHOOL LOCATION: Rural area () urban area ()

AGE:

DATE:

SCHOOL NAME;

SECTION B

S/N	ITEMS	AGREE	STRONGLY AGREE	DISAGREE	STRONGLY DISAGREE
1	I like to read literacy				
2	I feel like a good reader				
3	I like to talk about literacy I read with my friends				
4	I like to interact with my friends while reading literacy				
5	I enjoy reading in group				
6	I enjoy visiting the store to acquire new book				
7	I enjoy taking active participation while reading in class				
8	I feel happy reading in front of people				
9	I feel happy reading different book				
10	I feel happy reading everyday				
11	I feel happy reading alone				
12	I don't feel happy something when the words				

	are difficult				
13	I feel happy when I answer correctly in class				
14	Literacy encourage reading				
15	Literacy helps in discovering of new words				

APPENDIX V
DEPARTMENT OF EARLY CHILDHOOD AND PRIMARY EDUCATION,
FACULTY OF EDUCATION,
KWARA STATE UNIVERSITY, MALETE, NIGERIA

Department of Early Childhood and Primary Education Literature Circle Performance Test

Post Test

School location

School Type

Instruction: Answer all question underline the correct answer.

Fill in the appropriate word to complete the sentence.

1. A substances taken for the cure of ailment ---- (a) Drug (b) Non-living thing (c) Thing
2. Paractamol, cough syrubb and vitamin c are part of drug (a) Thing(b)True (c) False
3. The excess intake of drug is called--- (a) living thing (b) drug abuse (c) Team
4. Orphan means (a) a child whose both parent is dead (b) a child whose parent is alive (c) a child whose granpa is dead
5. Silver spoon means a child born from a wealthy parent (a) Yes(b) No (c) Both
6. Collapsed means to (a) sleep (b) fell down suddenly (c) pretend to die
7. The act of respect and politeness is called (a) Humble (b) Courtesy (c) Proud
8. A taboo is an act not accepted (a)Yes (b) No (c) May
9. The act of moving from one place to another to sell is called (a) Trade(b) Hawk(c)Relief
10. A vagabond means (a) dirty (b) homeless (c) rich
- 11 Dishevelled means (a) Rough (b) Neat (c) There
- 12 Outburst means (a) love (b) Argument (c) Friend
13. ----- is an act without intention (a) Accidental (b) Dance (c) Sitting
14. Braced means to be ready (a) Yes (b)No (c) Maybe
15. Enlist means to join (a) Yes (b) No (c) Home

Using the following comprehension to answer the question 16-20

Mr Tade is a farmer, Who lives in a rural area, he has a wife and four children. His major means of livelihood is the farming job, He got sick and his wife recommended a drug for him to use

without doctor's prescription. He used the drug wrongly! The case got worsen, his neighbor whose child do educate about the disadvantage of self-medication advised Mr. tade's wife to visit the hospital. They took heed of the advised and consult a medical doctor for proper care and recommendation. Where he was given the proper drug to used. He became hale and hearty

16. Who is Mr. Tade?
17. How many children did Mr. Tade has?
18. what happen to Mr. Tade?
19. who recommended drug for Mr. tade?
20. what happen when he used the drug without doctor's prescription?

Use the following comprehension to answer question 20-25

THE TORTOISE AND THE ANIMAL KINGDOM(Chapter1)

A long term ago, in the land of animals there lived a lion who was the king. Elephant was his BODYGUARD while the other animal was his mere servant. since the lion was a king, he wasn't expected to PARTICIPATE in any CHORES

Thou the Elephant looks bigger than the lion but he was Loyal. Dog was the CHIEF SECURITY of the lion, he warned king lion and other animal about stranger, When the dog heard of hunter's gunshot. He would bark and all animal would ABSCOND for their SAFETY. While cat was the palace guard, all the birds were the STEWARD, other animals help lioness in the kitchen

QUESTIONS

21. Who is the king of the animal kingdom?
22. List the vocabulary and explain
23. Who is the security among the animals?
24. Who is the steward among the animals?
25. How many animals help the lioness in the kitchen?

APPENDIX VI**DEPARTMENT OF EARLY CHILDHOOD AND PRIMARY EDUCATION,****FACULTY OF EDUCATION,****KWARA STATE UNIVERSITY, MALETE, NIGERIA****Marking Guide for Pupils Performance Test**

1. A
2. B
3. B
4. A
5. A
6. B
7. B
8. A
9. B
10. B
11. A
12. B
13. A
14. A
15. A
16. A Farmer

17. Four (4)
18. He Got Ill
20. He Became Hale And Hearty
21. Lion
22. Bodyguard, Participate, Abscond, Steward And Safety
23. Dog
24. Bird
25. Other Animal in The Kingdom

A Question Attract One (1) Mark

The Assignment to be Read with a Friend and Summarised Attract Five (5) Mark Each

35. Mark for the Test

While Exam is 75 Mark

APPENDIX VII

Evidence of reliability

```

CORRELATIONS
/VARIABLES=Reliability1 Reliability2
/PRINT=TWOTAIL NOSIG
/STATISTICS DESCRIPTIVES
/MISSING=PAIRWISE.
\Omodolapo Adagunodo

```

Correlations

Descriptive Statistics

	Mean	Std. Deviation	N
Instrument1	14.2000	3.18852	25
Instrument2	14.6800	3.28786	25

Correlations

		Instrument1	Instrument2
Instrument1	Pearson Correlation	1	.853**
	Sig. (2-tailed)		.000
	N	25	25
Instrument2	Pearson Correlation	.853**	1
	Sig. (2-tailed)	.000	
	N	25	25

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

APPENDIX VIII



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