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# BEHAVIOUR PATTERNS OF NIGERIAN SENIOR SECONDARY SCHOOL STUDENTS AND THEIR PERFORMANCE IN HIGH-STAKE TESTS

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## Abstract

*This study was designed to explore Nigerian students' behaviour patterns in terms of Type A and Type B. It determined the prevalence of the behaviour patterns among the students and any possible demographic difference. It also established the influence of the behaviour patterns on the academic performance of Nigerian students in high stake tests of the two gate keeping subjects. The population for the study comprised all senior secondary school students in Nigerian public secondary schools from which a sample of 1125 students was drawn using multistage sampling technique. Two instruments were used for data collections viz; questionnaire on behaviour patterns of secondary school students and an Academic Performance Scale (APS) targeted at the two core subjects. Data were analyzed using t-test, two-way ANOVA, Mann-Whitney U test and Kruskal Wallis H test. The results showed that most of the students demonstrated Type A behavior patterns (TABP) while only few of them demonstrated the possession of Type B behavior pattern and was found to be significantly different between male and female students, as greater percentage of male students were TABP learners than the female students. However, no significant difference was found on the basis of their ages and their family types. The results showed that the students' performance was generally poorer in mathematics than in the English Language test. The behaviour patterns has no significant influence on the students' performance in English language, however, demographic variables of age and family types were found to significantly interact with the students' behaviour patterns in its influence on the performance of the learners in English Language. On the contrary, the students' behaviour pattern was found to have significant influence on the students' performance in mathematics and age was found to significantly interact with behaviour pattern in its influence on students' performance in mathematics but gender and family types has no significant interaction with their behaviour patterns. It is recommended that curriculum experts, developers and reviewers need to take into cognizance the students behaviour patterns particularly with regards to their learning of the two gate-keeper subjects.*

**Keywords:** High-stake tests, behaviour patterns, Type A behaviour pattern, Academic performance

## Introduction

A high-stakes test is commonly described as any test that has major consequences on the testees or is the basis of major decisions about them (Togut, 2004). The results of such tests are seen by students, teachers, administrators, parents, or the general public as the basis upon which important decisions are made and that immediately and directly affect them (Salehi, Karimvand & Naeeni, 2011). These definitions seem to posit that a test being high stakes is not a characteristic of itself, but rather of the consequences placed on

the outcome. It is also expected to have a clear line drawn between those who pass and those who fail.

High stake tests are commonly known to include school-leaving examinations, employment tests, university-entrance examinations, driving licence tests and so on. However, high stake testing may become subject-specific in cases where the risk of failing the test in a given subject is a pre-requisite to usability of any successful performance in other subjects, or



where a successful performance in the subject is made compulsorily complimentary to successful performance in other subjects. For instance in Nigeria, English Studies and Mathematics are considered as gate-keeping subjects across all the levels of educational pursuit of every school going individual. In many cases, successful performance of learners in these subjects are pre-requisite for promotion at the primary and secondary school levels and is required in many cases for admission of applicants into tertiary education.

Furthermore, daily attention is given to the teaching and learning of these subjects at the primary and secondary levels while other subjects are only allowed to come up once, twice or at the maximum thrice in a week. At the tertiary level of education, subject electives in the two subjects are made compulsory for virtually all the students particularly for those whose courses are not directly related to the two subjects. In fact, even parents consider successful performance in the two subjects as top priority before considering other subject with the belief that such other subjects could be remediated. It is in this spirit that extra lessons, home coaching, holiday lessons are commonly targeted at the gate-keeping subjects. Consequently, research attention at improving learners' performance in the subjects seems to be preponderant.

However, understanding the learner's behaviour pattern can be a very useful approach to designing effective intervention into helping the learners to master the subjects and consequently perform better at their examinations. Behaviour pattern can be defined as a psychological construct that helps in defining an individual's likely disposition toward an object or event (such as an examination) (Parker, Spears & Jones, 2002). More technically, behaviour pattern represents a dynamic and organized set of

characteristics possessed by a person that uniquely influences his/her cognition, motivations and behaviour in various situations (Ryckman, 2004). It may include one's qualities or attributes, the way one really is, one's general habitual behaviour such as politeness, submissiveness, agreeableness and so on (Olowonirejuaro, 2008).

Human behaviour pattern was first described in 1959 by two cardiologists, Meyer Friedman and Ray Rosenman while attempting to establish a link between personality and coronary heart disease, and identified the Type A and B behavioural continuum (Jenkins, n. d.). Although, these types are usually studied under the topic of stress (Abueita & Bakkar, 2005), type A behavior and its relation to person health/heart disease has been one of the most intensively studied topics in the stress field (Schaffer, 1992)

According to the author, Type A behaviour pattern is an observable set of behaviours or style of living characterized by extremes of hostility, competitiveness, hurry, impatience, restlessness, aggressiveness (sometimes stringently suppressed), explosiveness of speech, and a high state of alertness accompanied by muscular tension. The Type A Behavior Pattern could be defined as a construct that characterizes individuals who have a highly competitive desire for achievement and recognition, along with a tendency towards hostility and aggression, and an extreme sense of urgency (Vera-Villaruel, Sánchez & Cachinero, 2003). The Type A person is always seeing objectives and challenges to overcome. He talks fast, acts fast, interrupts and shows signs of impatience (Evans, 1995).

Type A behaviour pattern may also be accompanied by certain physical features such as facial tension (tight lips, clenched jaw, etc.);



tongue clicking or teeth grinding; dark circles under eyes; facial sweating (on forehead or upper lip) (Jane-Frances & Ebele, 2012). Jenkins (n. d.) argued that people with strong Type A behaviour struggle against the pressure of time and the challenge of responsibility but noted that Type A is neither an external stressor nor a response of strain or discomfort, actually it is more like a style of coping.

Jenkins posited that the intensity and frequency of Type A behaviour increases as societies become more industrialized, competitive and hurried. Type A behaviour is more frequent in urban than rural areas, in managerial and sales occupations than among technical workers, skilled craftsmen or artists, and in businesswomen than in housewives. Also Mathews and Glass (1981) suggested that this type of behaviour pattern might be the one reinforced by the contemporary western society as there are rewards and opportunities to those who can think, perform or even play more rapidly and aggressively than others. It should however be noted, according to Rosenman and Friedman (1974), that there are degrees in the intensity of this behaviour pattern demonstrated by an individual.

At the other end of this bipolar continuum, Type B persons are more relaxed, cooperative, steady in their pace of activity, and appear more satisfied with their daily lives and the people around them (Jenkins, n. d.). They are characterized by relatively little or non-habitual sense of time urgency, non-competitiveness and lack of aggressive drive, almost exactly opposite of Type A behaviour patterns (Rosenman & Friedman, 1974). They respond to contingencies as a means of coping with events of life through relaxation and by slowing down in their efforts, they master the situation (Mathews & Glass, 1981). People in this group can be identified if they play so as to find fun and relaxation; relax

without guilt, just as they work without agitation; and harbour no free floating hostility while feeling no need to display or discuss either their achievements or accomplishments unless such exposure is demanded by the situation.

Although, Type A and B behaviour patterns are popularly discussed in relation to their link with coronary heart disease (Jenkins, n. d) and under the topic of stress (Abucita & Bakkar, 2005), exploring their linkages with individual performance is quite imperative, given the fact that some of the characteristic features known to be found among Type A persons can also be linked to high educational performance, particularly when the stakes are high. Actually, only very few researches have been found in this regard; for instance, Lee and Gillen (1989) reported that Glass (1977) found that the relationship between Type A and performance may have come from the Type As' desire to exercise personal control over the outcomes of their action, and to master their environment. They also reported that Type A students earned higher grade point averages than their type B counterparts in academic settings (Ovcharchyn, Johnson and Petzel, 1981; Waldon, Hickey, McPherson, Butensky, Gruss, Overall, Schmader and Wohlmuth 1980). It is in the view of the foregoing that the current study was designed to achieve the following objectives:

- i. To determine the prevalence of TABP among the Nigerian students
- ii. To examine any demographic difference in the behaviour patterns of Nigerian students.
- iii. To establish any significant influence of behaviour patterns on the academic performance of Nigerian students in high stake tests.

To achieve the stated objectives, two research questions and four research hypotheses were posed thus:



# I. Research Questions

1. What are the behaviour patterns among senior secondary school students in Nigeria?
2. What level of academic performance is observable in high stake test among senior secondary school students in Nigeria?

# II. Research Hypotheses

- a. Hypothesis 1: There is no significant gender difference in the behaviour patterns of senior secondary school students in Nigeria.
- b. Hypothesis 2: There is no significant age difference in the behaviour patterns of senior secondary school students in Nigeria.
- c. Hypothesis 3: There is no significant difference in the behaviour patterns of senior secondary school students in Nigeria on the basis of family types.
- d. Hypothesis 4: Secondary school students' behaviour patterns has no significant

influence on their academic performance

# Methodology

This study adopts a survey research design. The population for this study comprises all senior secondary school students in Nigerian public secondary schools. The sample was drawn using multistage sampling technique. In the first stage, one state was selected randomly from each of the six geopolitical zones of the country. The list of all the schools in each of the states was obtained from their respective State Ministries of Education, out of which one school was selected from the list using dip hat random sampling technique. In each of the schools, two hundred students were selected from SS II classes by simple random sampling technique to participate in the study. Out of this, six students in a particular school declined to continue with the study at a particular stage. The demographic features of the respondents are shown in Table 1 below:

**Table 1: Demographic Distribution of Respondents**

Variable	States	Frequency	Percent
South South	Delta	185	16.44
South East	Ebonyi	180	16.00
North West	Kano	200	17.78
North Central	Kwara	187	16.62
South West	Osun	193	17.16
North East	Taraba	180	16.00
Total		1125	100%
Gender	Male	613	54.5
	Female	512	45.5
	Total	1125	100.0
Age	12-15	574	51.0
	16-19	551	49.0
	Total	1125	100.0
Family background	Monogamy	435	38.7
	Polygamy	418	37.2
	Separated	272	24.2
	Total	127	100.0



This study used two instruments for data collection. The first was a questionnaire titled "Questionnaire on Behavioural patterns of secondary school students (QBPSS)". This contains items that were adopted from Alao (1989) which was in turn adapted from Sharma (2007). It contains 20 items reflecting the four major sections of TABP namely: competitiveness, achievement, striving aggressiveness (hostility) and impatience/sense of time urgency. The response pattern used on the instrument was the four point Likert format- almost true of me, sometimes true of me, rarely true of me and never true of me. They were scored 4, 3, 2 and 1 respectively. The second instrument was an Academic Performance Scale (APS) targeted at two subjects commonly regarded as having high stakes – English Language and Mathematics, with each subject constituting a section. Each of these sections consisted of twenty multiple choice items constructed by six subject matter specialists from secondary schools in Ilorin metropolis. They were known to have obtained a Masters' degree in Tests and measurement in addition to their Bachelor's degree in teacher education with specialization in English and mathematics respectively. The questions were set in conference and were based on the approve SSCE syllabus. The response format of the items consisted of four alternatives which were scored right or wrong such that every right choice carries one mark and the wrong alternative choice earn the respondent no score. Although the QBPSS has been earlier validated by Alao (1989), a re-validation was carried out when the validity information was not available. This was carried out by pilot testing the QBPSS on 50 students of Osogbo Grammar school who were not actually involved in the study. The data so collected were subjected to a factorial validation using Principal component analysis, principal factors were extracted after interacting of communalities. Factors with eigenvalue greater

than 1 were retained for rotation. The procedure yielded three factors and this was also supported by the scree plots. Although, more than one factor were extracted, but there was a dominating first factor and therefore it can be concluded in line with the recommendations of Wiberg (2004) that the instrument is valid enough for measuring what it was designed for. The reliability analysis was carried out using test-retest and internal consistency approach. These yielded 0.837 and 0.793 respectively. This shows that the instrument demonstrate substantial reliability and will yield stable results. The APS was validated in two ways – content validation and the use of expert judgment. In the first instance the items were subjected to content validation using a table of specification to ensure that the items were represented necessary sections of the secondary school curriculum and in the second instance the items were presented to test experts in English language and Mathematics in the Department of Teacher Education of the University of Ibadan, Ibadan, Nigeria. The corrections pointed out and other suggestions were incorporated into the final version of the instrument. Data analysis was by the use of appropriate descriptive and inferential statistics

## Results

Research question 1: What behaviour patterns are commonly observable among senior secondary school students in Nigeria?

In order to answer this research question, the items on the QBPSS were scored as earlier described and the resulting scores were cumulated to constitute a measure of behavior patterns. Those who scored more than 60 on the measure were said to typify Type A behavior patterns while those who score 60 or less were described as possessing Type B behavior patterns, the categorizations were given a descriptive analysis and the result is presented in table 2



Table 2: Behaviour patterns of the Nigerian secondary school students

Behaviour patterns	Frequency	Percent
TBBP	359	31.9
TABP	766	68.1
Total	1125	100.0

Table 2 shows the behavior patterns commonly observable among senior secondary school students in Nigeria. It can be seen from the table that most of the students (68.1%) demonstrate Type A behavior patterns (TABP) while only 31.9% of the students under study demonstrated the possession of Type B behavior pattern. It can therefore be concluded that most Nigerian students are of Type A behaviour patterns.

Research question 2: What level of academic

performance will senior secondary school students in Nigeria demonstrate in high stake tests?

To answer this research question, the high stake tests of English and Mathematics to which the learners were exposed to were dichotomously scored right or wrong. The resulting scores were cumulated to form the respondents' score in each of the subjects. The descriptive statistics of the students' scores are presented in table 3.

Table 3: Performance of the Nigerian secondary school students in two high stake tests

Statistics	Mathematics	English Language
Min score	0.00	0.00
Max. Score	8.00	17.00
Mean score	4.27	9.08
Stand. dev.	1.92	4.42

Table 3 shows the students' performance in two high stake tests. It can be seen that the students' performance was poorer in mathematics ( $x = 4.27$ ) than in English Language ( $x = 9.08$ ). Also the maximum scores took a similar spread (English = 17 and Mathematics = 8). However, the scores were more scatteredly distributed around the mean value in the English test (S.D. = 4.42) than in the Mathematics test (S.D. = 1.92).

### Research Hypotheses

Hypothesis 1: There is no significant difference in the behaviour patterns of senior secondary school students on the basis of their demographic

variations of gender, age and family types

To test this hypothesis, the students' behavior patterns across types A and B were subjected to non-parametric tests of difference using the socio-demographic variables as the differentiating ones, that is, gender and age, via Mann Whitney U test and family types using Kruskal Wallis H test (This is because the data on behaviour patterns are categorical). To promote understanding, the results are presented along with a cross-tabulation between the behaviour types and each of the demographic variables. The results are presented in tables 4 and 5.



Table 4: Difference in the behaviour patterns of senior secondary school students on the basis of gender and age

		BPg		Total	Mean Rank	Sum of ranks	Mann Whitney U	Sig
		TBBP	TABP					
GENDER	male	153 (13.6%)	460 (40.9%)	613 (54.5%)	602.10	369090	132957	0.000
	female	206 (18.3%)	306 (27.2%)	512 (45.5%)	516.18	264285		
	Total	359 (31.9%)	766 (68.1%)	1125 (100.0%)				
Age	12-15yrs	179 (15.9%)	395 (35.1%)	574 (51.0%)	567.09	325507.50	155791.50	0.594
	16-19yrs	180 (16.0%)	371 (33.0%)	551 (49.0%)	558.74	307867.50		
	Total	359 (31.9%)	766 (68.1%)	1125 (100.0%)				

Table 4 presents the difference in the behaviour patterns of senior secondary school students on the basis of their demographic variations of gender and age. It can be seen from the table that there is a significant difference between the behaviour patterns of male and female students, (Mann Whitney U = 132957,  $p < .05$ ) while on the basis of age there exists no significant difference (Mann Whitney U = 155791  $p > .05$ ). The cross tabulation aspect seem to support the result found using Mann Whitney U test as greater percentage of male students are TABP learners (40.9%) than the female students (27.2%). Conversely, a greater percentage of female students (18.3%) indicated that they possess TBBP than their male counterpart (13.6%). A similar approach was

adopted to find if a significant difference exists on the basis of their age groups of 12-15yrs on one hand and 16 to 19yrs on the other. Table 4 also shows that there is no significant (Mann Whitney U = 155791  $p > .05$ ) and any possibly observed difference are not significant. In both age groups, the larger percentage of the participants demonstrated TABP. It can therefore be concluded that there is no significant difference in the behaviour patterns of the students on the basis of their ages. The study further explore such possible difference on the basis of family types employing another non-parametric test of difference for more than two groups – the Kruskal Wallis H test. The result is presented in Table 5.

Table 5: Difference in the behaviour patterns of senior secondary school students on the basis of family types

Family types	BPg			Mean Ranks	Kruskal Wallis H	Sig
	TBBP	TABP	Total			
Monogamy	154 (13.7%)	281 (25.0%)	435 (38.7%)	543.36	4.917	0.086
Polygamy	130 (11.6%)	288 (25.6%)	418 (37.2%)	567.56		
Separated	75 (6.7%)	197 (17.5%)	272 (24.2%)	587.10		
Total	359	766	1125			

Table 5 presents the behaviour patterns of the secondary school students under study on the basis of their family types. It also presents a non-

parametric test of difference in the behaviour patterns exhibited by the students from monogamous, polygamous or separated homes. It



can be seen from the table that the Kruskal Wallis H statistic obtained as a test of difference in the pattern is 4.917 at  $p > .05$ . It can therefore be concluded that there is no significant difference in

the behaviour patterns of the students on the basis of their family types.

Hypothesis 2: Secondary school students'

behaviour patterns has no significant influence on their academic performance in high stake tests.

To test this hypothesis the students' scores in the high stakes tests were subjected to a test of influence on the basis of the two behaviour patterns using independent samples t-test. The result is presented in table 6

**Table 6: Influence of the behaviour patterns of senior secondary school students on their academic performance in high stake tests**

Variables	Levels	N	Mean	Std. Deviation	t	df	P
English	TBBP	359	8.9471	4.83527	-0.663	1123	0.507
	TABP	766	9.1449	4.58028			
Maths	TB8P	355	4.3521	2.58034	-3.003	1114	0.003
	TABP	761	4.9396	3.23656			

Table 6 shows the test of influence of the behaviour patterns on the performance of the students in high stake tests. It can be seen that for English language, it can be said that behaviour patterns has no significant influence on the students' performance ( $t = -0.663, p > .05$ ).

However, in the case of mathematics, a significant influence of the students behaviour pattern was found on their performance ( $t = -3.003, p < .05$ ).

Hypothesis 3: There is no significant interaction between demographic variables and student behavior pattern with regard to the students' academic performance in high stake tests.

To test this hypothesis the students' performance in the high stakes test were subjected to a test of between-subjects effect using a two-way ANOVA. The result is presented in table 7 for English language

**Table 7: Interaction effect of demographic variables and student behavior pattern on their performance in English language**

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	443.687 <sup>a</sup>	9	49.299	2.561	.006
Intercept	68913.986	1	68913.986	3579.667	.000
BPg * Gender	31.168	2	15.584	.810	.445
BPg * Age	203.735	2	101.867	5.291	.005
BPg * FamTyp	191.779	4	47.945	2.490	.042
Error	21465.429	1115	19.252		
Total	111457.000	1125			
Corrected Total	21909.116	1124			

a. R Squared = .020 (Adjusted R Squared = .012)



Table 7 shows the result of the test of interaction effect of demographic variables and student behavior pattern on their performance in English language. It can be seen from the table that gender could not interact significantly to affect students' performance in English language as the F values obtained were 0.810 at p-values of 0.445. However, variables like age and family types were

found to significantly interact with the students' behaviour patterns in its influence on the performance of the learners in English language. Similar effort was carried out to find if the demographic variables could interact to influence students' performance in mathematics. The result is presented in table 8

**Table 8: Interaction effect of demographic variables and student behavior pattern on their performance in Mathematics**

Source	Type III Sum of Squares	Df	Mean Square	F	Sig.
Corrected Model	553.973 <sup>a</sup>	9	61.553	2.875	.002
Intercept	71004.114	1	71004.114	3316.073	.000
BPg	37.422	1	37.422	1.748	.186
BPg * Gender	5.739	2	2.870	.134	.875
BPg * Age	358.117	2	179.058	8.362	.000
BPg * FamTyp	167.580	4	41.895	1.957	.099
Error	23874.504	1115	21.412		
Total	117217.000	1125			
Corrected Total	24428.476	1124			

a. R Squared = .023 (Adjusted R Squared = .015)

Table 8 shows the result of the test of interaction effect of demographic variables and student behavior pattern on their performance in Mathematics. It can be seen from the table that variables like gender and family types could not interact significantly with behaviour patterns to affect students' performance in Mathematics as the F values obtained were 0.134 and 1.957 respectively at p-values of 0.875 and 0.099 respectively. However, age was found to significantly interact with the students' behaviour patterns in its influence on the performance of the learners in Mathematics

## Discussion

Different efforts have been made to explain and

assuage students' abysmal performances in high stakes tests. In particular, students' performances in the gatekeeping subjects of English language and mathematics have received intense research attention in recent times (e.g. Adepoju & Oluchukwu, 2011; Amatobi & Amatobi, 2012; Awofala, Awofala, Nneji & Fatade, Oloyede, Adebowale & Ojo, 2012; and Fakeye, 2014.). For instance, school counsellors' attention with the regards to students' performances in the two subjects have centred on study habits, emotional intelligence, teaching/learning strategies, examination anxiety and the likes. The need to look more deeply into possible influencing factors particularly personal ones like behaviour patterns



has become imperative in view of continued reports of poor performance in the said subjects (e.g. Adesulu & Arenyeka, 2014). It is believed that if this feat is achieved, test experts can incorporate this into their test preparation efforts with the view to making the developed test be more valid and reliable as to be able to clearly discriminate the poor, the moderate and high achievers. Counsellors will also be able to provide effective support with regards to the students' performance in high stakes testing.

Consequently, this study explored the behaviour patterns that are observable among senior secondary school students in Nigeria in the first research question. The result showed that most of the students demonstrate Type A behavior patterns (TABP) while only few of them demonstrated the possession of Type B behavior pattern. This was found to be significantly different between male and female students, as greater percentage of male students were TABP learners than the female students. Also, a greater percentage of female students indicated that they possess TBBP than their male counterpart. However, no significant difference in the behaviour patterns of the students on the basis of their ages and their family types. This is in contrast to the findings of Jane-Frances and Ebele (2012) who found that female doctoral students manifested higher levels of Type A behaviour pattern than males. This difference may be attributed to the fact that the students used were Ph.D. students many of who may have been working, the males already burdened with commitments and responsibilities as well as the fact that they may no longer typify high levels of type A behavioural pattern characteristics like sense of time urgency, a desire to achieve more in less time, a high need for achievement, insecurity (e.g. low level of confidence) and general hostility

(e.g aggressiveness) (Yahaya, 1999).

In the second research question, the study explored the level of the students' academic performance in the two high stake tests. The results showed that the students' performance was generally poorer in mathematics than in the English Language test. The students' scores were also found to be more scatteredly distributed around the mean value in the English test than in the Mathematics test.

In order to explore the possibility of explaining these by the differences in the students' behaviour patterns, hypothesis 2 was test to find out if secondary school students' behaviour pattern has any significant influence on their academic performance in high stake tests. The results showed that the behaviour patterns has no significant influence on the students' performance in English language, however, demographic variables of age and family types were found to significantly interact with the students' behaviour patterns in its influence on the performance of the learners in English language but their ages do not. On the contrary, the students' behaviour pattern was found to have significant influence on the students' performance in mathematics. Also only age was found to significantly interact with behaviour pattern in its influence on students' performance in mathematics. In fact, gender and family types has no significant interaction with their behaviour patterns.

### **Conclusion**

The study investigated the behaviour patterns of Nigerian senior secondary school students and their performance in high-state tests. The study showed that most of the students are type A behaviour pattern (TABP) while only few of them are of type B behaviour pattern (TBBP). The result also showed that the students'



performance was generally poor in Mathematics-- than in English Language. It was found that gender and family type has no significant interaction with the students' behaviour patterns but age was found to significantly interact with the behaviour pattern in its influence on students' performance in mathematics.

### Recommendations

The study recommends the necessity for counselors to invest more efforts into exploring students' behaviour patterns as soon as they are admitted into secondary schools with the view to ensuring streaming technique which will enhance

productive student-teacher interaction and students' effective engagement with curricular content, teaching materials and test items. It recommended that curriculum experts, developers and reviewers need to take into cognizance the students' behaviour patterns particularly with regards to their learning of the two gate-keeper subjects. Further researches can also be conducted into how students' achievements in the subject can be enhanced by adopting efforts to partial out their behaviour patterns via the interaction of curriculum contents, instructional materials and learning environments.

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