



FACTORS MILITATING AGAINST TEACHING AND LEARNING OF LITERATURE-IN-ENGLISH IN SENIOR SECONDARY SCHOOLS, IN YOLA METROPOLIS, ADAMAWA STATE

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ABSTRACT: This study examined various factors militating against teaching and learning of literature-in-English in senior secondary schools, in Yola metropolis, Adamawa state. The study was based on survey research design. The study purposively sampled all 137 literature teaches across the 27 secondary schools in Yola metropolis. The study used structured questionnaire for data collection. Data were analysed using descriptive statistics such as percentage and mean. The study found that students' factors (interest, discipline, punctuality, interpersonal relationship, and peer peruse) affect teaching and learning. Also, teacher's factors (interest, qualification, experiences, competency and choice of teaching method) affect teaching and learning of literature in English. Also school factors such as location, conduciveness of classroom, time allocation and learning facilities, all determine how efficient a teaching learning of literature in English could be at particular school. The parent interest and socio-economic activities determine the effective teaching and learning of literature in English at schools. The study recommended that teachers should be trained through workshop and seminar, while school are reposition for effective teaching and learning and parent and students are being carry along.

Keyword: Teaching, Learning, Literature in English,

INTRODUCTION

Teaching and learning Literature-in-English in our schools at various levels is one of the ways to make individual students

attain proficiency in the use of English language. Thereby, Literature in English is an academic discipline today in schools and universities. Literature in English owes its heritage to ancient times. The broad of objectives of teaching literature in English at secondary education is to expose the students to various English speaking and writing practices through literary works. According to Anthony (2011) literary works especially those written in English make good use of language in different ways to get their meaning across and this can be an added advantage for English language students. Exposing student to literature will make them to internalize and consciously adopt the rhythm of natural speech, economy and richness of diction, rhetorical and organizational device from drama, poetry and prose. In Nigerian secondary schools, available evidences have shown that students' use of the English language leaves much to be desired (Fatimayin, 2010). Students can no longer converse fluently in English and cannot write good essays even at senior secondary school classes. In addition, classroom observations by Fakeye (2011) and Fakeye (2014) found that literature is not properly taught by teachers in most cases and that most schools do not have enough English language teachers resulting in haphazard teaching and learning.

The philosophy for Nigerian education report of the national curriculum conference (1969) cited by Idowu,(2012) shows that out of the fifteen objectives stated for primary and secondary schools in Nigeria, the following can be achieved through the study of literature in English.

- Catering for the difference in talents opportunities and roles open to students after their secondary education.

- Raising a generation of people who can the reflectively for themselves.
- Encouraging students to develop a desire achievement, continual self-improvement both in school and inter life.
- Helping students appreciate and understand Nigerian culture as well as the world's cultural heritage.
- Fostering clear communication of thoughts and making relevant judgment.

In the light of the above and in consonance with the educational goal which is all round development of a child, a proper teaching and learning of literature in English is very desirable if the said goal is to be achieved. It is evident that the teaching and learning of literature in English at the senior secondary school level is not properly handled and some factors are likely to responsible for the poor teaching and learning of literature in English, therefore the current study is an efforts to determine the factors militating against teaching and learning of literature-in-English in senior secondary schools, in Yola metropolis, Adamawa state

Objectives of the Study

1. To determine the students factors that affect the proper teaching and learning of literature in English in senior secondary schools in Yola South LGA.
2. To identify teacher factors that affects the effective teaching and learning of literature in English in senior secondary schools in Yola South LGA.
3. To identify schools factors that affects the proper teaching and learning of literature in English in senior secondary schools in Yola South LGA.

4. To determine the parental factors that affects the effective teaching and learning of literature in English in senior secondary schools in Yola South LGA.

Research Questions

1. What are the student's factors that affect the proper teaching and learning of literature in English in senior secondary schools in Yola South LGA?
2. What are the teacher's factors that affect the effective teaching and learning of literature in English in senior secondary schools in Yola South LGA?
3. What are the school factors that affect the proper teaching and learning of literature in English in senior secondary schools in Yola South LGA?
4. What are the parental factors that affect the effective teaching and learning of literature in English in senior secondary schools in Yola South LGA?

LITERATURE REVIEW

Concept of Literature in English

The sources of literature mostly rise out of inherent nature of man. Its variations reflect the social, political, religious, cultural and environmental changes along the ages of humanity. The objectives literature demonstrates the dominant ideas, events, concepts, beliefs as well as time and space in the society. The contemporary societies who are the inhabitant of both oral and written literature held allegiance to the African traditional society who started it orally. Idowu (2012) started that education can be more benefit when it takes wit literature in English as its bedrock, because it deals with human inner most feelings. Vero-Ekpris (2012) has it that our traditional literatures with which people are informed and

the modern African literature are no times distinct literature, cannot be transformed into something or somebody else but into something or somebody new. This shows that our traditional literature mould us while the modern literature modernized us. Literature has a vital role it plays to individual and the society. It should not be taken for granted.

In every language including English, its writers actively involving in renewing, expanding and updating the language by discarding awkward and outdated syntactic structure and sustain the new grammatical forms of structure. Thus, the purpose play by literature in English, is to structure English grammar in reflection of individual feeling and emotion to serve as vehicle for culture transmission and preservation. Idowu (2012) argued that the study of literature in any language, especially in English language is a function of cultural preservation and propagation. The cultural values of a people are encoded in their literature and for those region where English language is their official language, the literature in English allow proper and detailing cultural sustenance. Thus, the role play by literature in cultural preservation calls for more attentions from teachers that handling literature in our schools to make these plausible functions realizable by cultivating and stimulating positive student's attitude towards literature in English. Many educationists are deeply concerned with falling standard of literature in English in our schools.

The Nigerian government after the attainment of independence and with the wave of Western ideologies saw a great need of making literature in English a discipline in school curriculum. This was done not only to educate but to

propagate the cultural heritage of the country. Since independence period efforts have been sustain by government to enhance proper teaching and learning of literature in English. The teaching and learning of this subject starts from the first stage of formal education in the poetry form known as nursery poem or hymns which is done through recitation. It advances in stage as one advances in education. Literature is completely introduced in junior secondary school and it comprises of the three genres of literature. And literature in English and English language were integrated to be known as English studies, Ezenyiriobu (1991) cited in Vero-Ekpris (2012), which everybody have to study.

Factors Preventing Teaching and Learning Student Factors

One of the students' factors that likely to affect the outcome of teaching and learning of any subject in schools is attitude. Idowu (2012) defines attitude as personal view of something. That is an opinion or general feeling about something. Many authors have given different kinds of definitions of attitude. Generally, attitude is seen as someone's way of thinking, feeling or behaving towards something or somebody. According to Farooq and Shah (2014), attitude is seen as a predisposition to respond in a favourable or unfavourable manner with response to a given subject. Attitude therefore, is seen as one of the crucial factors that determines an individual cause of action.

Psychologists and educationists hold a strong belief that attitude affects someone's acceptance of a subject and determines achievement in the subject (Farooq & Shah, 2014). It goes without argument that a favourable attitude towards

a particular subject in school indicates a liking for that subject, while an unfavourable attitude indicates hatred for the subject. According to Foster (2009), Iortimah and Aligba(2012), and Keith and Ralf(2011) attributed the poor attitude among students to their poor performance in literature in English at all levels. Thus, when students' attitude toward literature in English is poor, the performance of teaching and learning of literature in English will close to zero. Other factors identified by Usman (2018) and Kalokerinos, Kjelsaas, and Steven (2017) as students factor that likely to affect the teaching and learning of subject in schools include participation in classroom activities, attendance in classes, punctuality at schools, disciplines and law abiding as well as negative peer pressure.

Teacher's Factors

No nation can proud of educational standard without qualified teachers. Also, not only the teachers need to be qualified they are also need to be adequate. The teachers factors that bring about poor teaching of literature in English language started from quality of teachers recruited for the tasks, Adewale (2014) argued that teachers are at the central of every curriculum implementation, however, teachers are always considered last during planning and implementation. Also, Kalokerinos et al. (2017) has doubted the quality of teachers in most of our secondary schools owing to the fact that the performance of students are continually deploring despite various calls from educationists and government intervention. Vero-Ekpris (2012) opined that the quality teachers have been absorbed by other professions and organisation, the little few are not seeking job with secondary

schools but in higher institutions where the take-home money is appreciated and job value is assured.

Teachers' interest is another factor that likely to affect the teaching of literature in English. In a situation where teachers pay less attention to what being taught in the classroom and have no interest in the level of understanding of respective students in their classroom such scenario is likely to determine the overall gain from teaching and learning. More, so, the punctuality of teachers to their classes as well as overall dedication toward teaching and learning of literature in English could determine the outcome of students.

Competency of teachers is another possible teacher factor. Competencies are the skills and knowledge that enable a teacher to be successful. To maximize student learning, teachers must have expertise in a wide-ranging array of competencies in an especially complex environment where hundreds of critical decisions are required each day (Aremu, 2011). Teachers with qualification but little competency may have little impact on students gain from teaching and learning. According to Adewale (2014) few jobs demand the integration of professional judgment and the proficient use of evidence-based competencies as does teaching. According to Okoro (2010) learners learn best when the teacher is competent enough to be passive or assumes the role of facilitator, allowing the learner to work in group in order to bring their prior knowledge to bear on the task. Adewale (2014) express further that teaching is more effective when teachers competently given the students an opportunity to collaboratively and actively engage in the teaching and

learning process instead of working in isolation. Apart from competency, qualification, quantity and interest, the remaining teachers' factor is teachers' workload. Thus, the more the teachers work the less their efficiency.

Parental Factors

The contribution from parent toward child education is another factor that cannot be overlooked concerning the outcome of teaching and learning. When parents have interest in education of their children the child performance may be influenced. Parental involvement is based on family income, parental occupation, and social status in the community. In addition, income shocks do not only affect investment in children's education but also children's performance. When families are constrained by fewer resources children's learning is consequently affected (Chambers,, 2012). Also, a research by Aremu (2011), argued that Children's test scores are lowest when poverty persists across the generations and highest when material advantage is long-lasting. The draft report of the Australian commission on health by Krieger, Okoro (2010) defined parental involvement in education as an aggregate concept that includes both resource-based and prestige-based measures, as linked to both childhood and adult social class position from among the children. Sambo (2015) also mentioned parental involvement in his work to be a strong factor upon which the academic performance. According to his investigation, parental involvement cannot be sufficient to sustain the academic and personal social life of the student in sub rural school areas. This can seriously affect the psychological balance or homeostatic balance in the classroom, which causes low concentration, low perception, frustration, sickness and emotional disability in academic

performance of the students and can also lead to dropping out or withdrawal.

School Factors

School is among the factors that can determine the effectiveness of teaching and learning. According to Sambo (2015) the type of school attended by students can determine their accessibility to learning facilities, calmness learning environment, adequacy of sitting, classroom organisation, as well as interaction among the students. All these are factors related to school that can influence the teaching and learning of subject such as literature in English. The priority given to the teaching and learning of literature in English can determine the allocation of period for teaching of literature in English. Likewise, the acceptance of school principals and co-teachers can determine the efficiency of teaching and learning literature in English in our schools. According to Okoro (2010) it may be hard to compare the schools with modern physical structures to those without physical structures. More so, schools with learning facilities cannot compete with rest without facilities.

METHODOLOGY

The study was based on survey research design. The study purposively sampled all 137 literature teaches across the 27 secondary schools in Yola metropolis. The study used structured questionnaire for data collection. The items on questionnaire were designed on 4-point Likert scale. Data were analysed using descriptive statistics such as percentage and mean.

Results

RQ 1: What are the student's factors that affect the proper teaching and learning of literature in English in senior secondary schools in Yola Metropolis?

Table 1: Students factors Affecting Teaching and Learning of Literature in English in Senior Secondary Schools in Yola Metropolis

S/n	Items	SA Fx (%)	A Fx (%)	D Fx (%)	SD Fx (%)	Avg	Remark
1	Student participation in classroom affect teaching and learning of literature in English	78(67%)	32(27%)	4(3%)	23(20%)	3.20	Agree
2	Interpersonal relationship among students affect teaching and learning of literature in English	18(15%)	98(84%)	5(4%)	16(14%)	2.86	Agree
3	Lack of disciplining among students affect teaching and learning of literature in English	15(13%)	97(83%)	15(13%)	10(9%)	2.85	Agree
4	Lack of interest by students affect teaching and learning of literature in English	22(19%)	102(87%)	6(5%)	7(6%)	3.01	Agree
5	Peer pressure among students affect teaching and learning of literature in English	78(67%)	30(26%)	17(15%)	12(10%)	3.27	Agree
6	School attendance by students affect teaching and learning of literature in English	88(75%)	30(26%)	8(7%)	11(9%)	3.42	Agree

Table 2 presents the results on the perspective of sampled teachers on the effect of students' factors on teaching and learning literature in English in senior secondary schools in Yola education zone, Adamawa state. The result showed that all identified factors were agreed by respondents as students'

factor that can define the extent at which the teaching and learning of literature in English can be effective. The factors agreed to are students participation (average =3.20), interpersonal relationship (average =2.86) discipline (average =2.85), students interest (average =3.01), peer pressure (average =3.27) and school attendance (average =3.42). This result showed that students have different factors that can affect teaching and learning of literature in English at secondary school level.

RQ2: What are the teacher's factors that affect the effective teaching and learning of literature in English in senior secondary schools in Yola South LGA?

Table 3: Teachers factors Affecting Teaching and Learning of Literature in English in Senior Secondary Schools in Yola Metropolis

S/n	Items	SA Fx (%)	A Fx (%)	D Fx (%)	SD Fx (%)	Mean	Remark
1	Teachers qualification affect the teaching and learning of literature in English	78(67%)	34(29%)	21(18%)	4(3%)	3.36	Agree
2	Teachers years of experience affect the teaching and learning of literature in English	92(79%)	23(20%)	13(11%)	9(8%)	3.45	Agree
3	Teachers interest affect teaching and learning of literature in English	23(20%)	102(87%)	8(7%)	4(3%)	3.05	Agree
4	Teachers workloads affects teaching and learning of literature in English	21(18%)	98(84%)	11(9%)	7(6%)	2.97	Agree
5	Teachers choice of teaching method affects teaching and learning of literature in English	34(29%)	87(74%)	13(11%)	3(3%)	3.11	Agree

6	Teachers competency in lesson planning, lesson deliver and classroom management affect teaching and learning of literature in English	78(67%)	32(27%)	21(18%)	6(5%)	3.33	Agree
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Results on Table 3 reveal the perspective of sampled teaching staff on the teacher factors that affect teaching and learning of literature in English in senior secondary school, Yola south LGA. The results showed that sampled teachers agreed to the all identified factors which include teachers qualification (mean = 3.36), teachers years of experience (mean=3.45), teachers interest in teaching the subject (mean = 3.05), teachers workloads (mean=2.97). Teachers method of teaching (mean =3.11) and teachers competency (mean =3.33). All respective mean are higher than 2.5 the accepted mean value. This shows that sampled teaching staff agreed to the identified factors as teachers' factors that can affect the effective teaching and learning of literature in English.

RQ 3: School factors Affecting Teaching and Learning of Literature in English in Senior Secondary Schools in Yola Metropolis?

Table 3: School factors Affecting Teaching and Learning of Literature in English in Senior Secondary Schools in Yola Metropolis

S/n	Items	SA Fx (%)	A Fx (%)	D Fx (%)	SD Fx (%)	Mean	Remark
1	Location of school is among the factor that affect the teaching and learning of literature in English	45(38%)	81(69%)	2(2%)	9(8%)	3.18	Agree
2	The provision of learning facilities in schools affect the teaching and learning of literature in	40(34%)	67(57%)	27(23%)	3(3%)	3.05	Agree

English

3	Nature of school environment affect teaching and learning of literature in English	59(50%)	56(48%)	12(10%)	10(9%)	3.20	Agree
4	Time allocation for literature in English affects its teaching and learning	90(77%)	21(18%)	15(13%)	11(9%)	3.39	Agree
5	Provision of literature materials by schools affects teaching and learning of literature in English	88(75%)	31(26%)	14(12%)	4(3%)	3.48	Agree
6	Conduciveness of classroom affect teaching and learning of literature in English	43(37%)	79(68%)	12(10%)	3(3%)	3.18	Agree

Table 3 presents the respective perspective of teaching staff regarding the school related factors that affects teaching and learning of literature in English in Yola metropolis, Adamawa state. The result showed that the location of schools could affect teaching and learning of literature in English (mean =3.18). Also, learning facilities in schools affect teaching and learning of literature in English (mean =3.20). Likewise, time allocation for teaching literature in English affect its effective teaching (mean =3.39). Others include provision of literature materials (mean =3.48) and conduciveness of classroom (mean =3.18). This shows that school related factors can determine the extent of teaching and learning effectiveness of literature in English.

RQ4: What are the parental factors that affect the effective teaching and learning of literature in English in senior secondary schools in Yola metropolis, Adamawa state?

Table 4: Parental Related factors Affecting Teaching and Learning of Literature in English in Senior Secondary Schools in Yola Metropolis

S/n	Items	SA Fx (%)	A Fx (%)	D Fx (%)	SD Fx (%)	Mean	Remark
1	Provision of necessary literature textbook by parents affect the teaching and learning of literature in English	45(38%)	87(74%)	3(3%)	2(2%)	3.28	Agree
2	Educational background of parent encourage students participation in teaching and learning of literature in English	5(4%)	18(15%)	81(69%)	33(28%)	1.96	Disagree
3	Parental interest in future of their children affect their participation during teaching and learning of literature in English	44(38%)	58(50%)	31(26%)	4(3%)	3.04	Agree
4	Socio-economic activities of parents affects teaching and learning of literature in English	78(67%)	23(20%)	12(10%)	24(21%)	3.13	Agree
5	Age of parents affects their children learning of literature in English at schools	12(10%)	45(38%)	14(12%)	66(56%)	2.02	Disagree
6	Marital status of parents affect children learning of literature in English	21(18%)	22(19%)	31(26%)	63(54%)	2.01	Disagree

Table 5 presents the perception of sampled teaching staff on the role play by parental background in relation to teaching and learning of literature in English in senior secondary schools in Yola metropolis, Adamawa state. The results showed that the respondents unanimously agreed to parenting aspects such as provision of textbook (mean=3.28), interest of parent (mean =3.04) and socio-economic activities of parents (mean =3.13) all affect the teaching and learning of literature in English at school. However, the respondents

declined that parenting aspect such as educational background of parent (mean=1.96), age of parents (mean =2.02) and marital status of parent (mean=2.01) has anything to do with teaching and learning of literature in English.

DISCUSSION

This study has shown that students related factors affect the effectiveness of teaching and learning of literature in English, in Yola metropolis, Adamawa state. The study showed that aspects such classroom participation, interpersonal relationship, peer pressure, school attendance, discipline and students interest all affected teaching of literature in English. This finding agrees with that of Ryan and Ryan (2016), Sambo (2015) and Adewale (2014) they all indicated that to large extent the success of teaching and learning depend on student's attitude, interest, discipline, and punctuality. Also, earlier studies by Labo-Popoola (2010), Saruq (2010) and Smith (2013) established that interpersonal relationship among students affect their sharing of idea, teamwork and group assignment which necessary for horizontal knowledge transferring among them.

The findings from this study showed that teachers' related factors affect the teaching and learning of literature in English in Yola metropolis, Adamawa state. Specifically, it was shown that teachers qualification, years of experience, choice of teaching method, interest in the subjects as well as overall teaching competency affect the effectiveness of teaching and learning of literature in schools. This result buttressed the earlier finding made by Vero-Ekpris (2012) and Smith (2013) they indicated that teachers' effectiveness is a determinant to teaching and learning effectiveness. Also,

Nuta (2015) concluded that teachers are the curriculum executors and they can fine-tune the outcome of teaching through their dedication, punctuality, use of appropriate teaching method, mastering of skills as well as having kin interest in the subject. More so, Saruq (2010) expressed that excessive workload is among the hindrance factors toward effective teaching and learning.

The findings from this study also indicated that schools factors are responsible for the effective teaching and learning of literature in English in the study area. Precisely, the study showed that location of school, learning facilities in the school, time allocation for the subject as well as conduciveness of the classroom all affected the effective teaching and learning of literature in English. This concurs with the finding made by Labo-Popoola (2010) and Kalokerinos et al. (2017) they found that school location affect the learning space effectiveness and deter the effectiveness of teaching and learning process in the schools. More so, studies by Ryan and Ryan (2016), Adewale (2014) and Nwodo (2011) established that learning are very difficult in the school that lack of basic learning facilities.

The findings from this study has shown that parental background factors has partial effect on teaching and learning of literature in English at schools. For instance, the study showed that factors such as provision of textbook, interest in future of child and socio-economic activities of parents could determine the effective teaching and learning of literature in English at schools. However, parent ages, educational qualification as well as marital status may not necessarily determine the effective teaching and learning of

literature in English. This finding agrees the submission made by Nuta (2015) that in earlier studies parental educational background is identified as main factor, however, evidences have shown that parental interest surpass background. This fact was also buttressed by Kalokerinos et al. (2017) which indicate insignificant difference between performances of students based on parent educational background, however, the study found teaching and learning effectiveness in relation with socio-economic activities of parents, financial capacity by the parents and time dedication for child practices. This shows that parent can support or affect the effective teaching and learning of literature in English at schools.

CONCLUSION

The current study has shown that poor performance in literature in English at secondary education level can be attributed to different factors such as students' related factors, teachers related factors, and school related factors as well as parent related factors. In short, this study has shown that whenever effort is being made to ensure effective teaching and learning of literature in English, such effort should considered the students, address teachers challenges, reposition schools to support learning as well as carrying the parent along.

RECOMMENDATIONS

1. The school authorities should ensure that students are best shape to support teaching and learning of literature in English. This can be done by informing them of its important and listening to their complains.

2. The school authorities as well as government of Adamawa state should put more effort in training and retraining of teachers regarding various ways of making best out of students during teaching and learning activities.
3. The state and local government areas should focus on repositioning the school in support of teaching and learning activities, which is the primary purpose of school structures.
4. Adamawa state government through ministry of education should ensure that parents are not left out in education planning to gain their support for teaching and learning of literature in English at schools.

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