

**A STUDY ON THE METHODS OF TEACHING POETRY
IN JUNIOR SECONDARY SCHOOLS IN EGOR LOCAL
GOVERNMENT AREA OF EDO STATE**

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BENIN CITY

SEPTEMBER, 2014

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**A RESEARCH PROJECT SUBMITTED TO THE
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CERTIFICATION

We sincerely certify that this project work was carried out by **ONAIWI DORCAS AINA** in the Department of Educational Studies and Management, Faculty of Education, University of Benin, Benin City, in partial fulfillment of the requirements for the award of a Bachelor of Art Degree in Education.




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DEDICATION

This research is dedicated to God Almighty for his grace upon me to be able to complete this work successfully.

To God be all thy glory.

ACKNOWLEDGEMENT

First of all, I give thanks to my creator, the almighty God for his guidance and protection all through-out this course, to him be all they glory

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Again I say to God be thy Glory.

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ABSTRACT

The gradual dissipation of our culture coupled with the growth of indiscipline and moral decadence among our youths, especially secondary school students, should be a thing of concern for any right thinking Nigerian. Since they are the leaders of tomorrow, the need to inculcate in them that aspect of education that will help to mould their lives and bring about the restoration of waning cultural values becomes necessary.

It is on this note that this research work investigates into the methods associated with the teaching and learning of poetry and literature in general in junior secondary schools in Egor local Government Area of Edo State.

This research analyses the methods that alienate study and students from poetry and puts forward suggestions aimed at arresting further deterioration of students interest in poetry, a situation that has so marginalized poetry in school and society that is (poetry) has come to be regarded and actually referred to as a minority interest subject. To that end, this research emphasizes the relevance of poetry in the school curriculum and at the society at large. It also examines the social and pedagogical methods that marginalize poetry in the school system and offers what is considered pragmatic

approaches to the selection of materials for and teaching of poetry in Nigerian schools, particularly secondary schools. The approaches suggested here are aimed at stimulating teachers and students interest in poetry sufficiently for them to regard poetry not as a tedious subject to be avoided, but as a pleasant and an enriching experience to be relished within and without the schools system.

In recommendation, the public secondary schools in Nigeria are far behind time in offering multiple path ways to the teaching and learning of poetry. Little wonder that the system has been witnessing steady decline with the percentage of students who failed the study examination fluctuating between 55% and 75% in the past 10 years (Olabiopo, 1998). The effect of this is that secondary school student who find their way into the university are already at a disadvantage due to the poor background and preparation in language education. Public secondary schools in Nigeria should be provided with adequate and a variety of instructional media. If teachers in public secondary schools in Nigeria are to assume new roles and use new technology-supported instructional tools, they should become familiar with a variety of instructional delivery methods rather than relying on text books, chalkboards and lecture method. Technologies, such as audio and video

recording, language laboratories and computer surfing can be more effective teaching tools for poetry lessons as they offer authentic experience when interview with existing curriculum

We are concerned that the high potential for enhancing learning through the provision of conducive learning environment can be attained in public schools in Nigeria, it is strongly recommended that the learning environment in public schools in Nigeria should be given priority, attention by state and federal governments so that children can well and better.

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

For a long time, it has been the conception among the Europeans that Africa had no culture, religion or other education. To them, Africa poetry was naturally the most available medium of declaring defiantly to the whole world that Africans existed, has their educational pattern, religion and culture before the advent of the colonial master.

Since the middle ages, literature in general has always served as a means of correction and moral instruction to teach people the right and wrong the do's and don'ts of their contemporary society, during the colonial period and the lengthy struggle against colonialism for example, the Africans dream to brighter future.

Unfortunately the bitter reality of past colonial African has believed this hope African leaders turn to be even worse dictator than the colonial master against which the totality of African people fought. As a result of this, they developed a group of African poets

whose main objective was the expression of the same basic problem that of crumbling society with filth, corruption, hypocrisy unfulfilled promises, indiscipline in the high echelons of power etc have become the order of the day.

During this period, hope was reenacted by the work of literary genius because of their crusade, therefore with the present rate of indiscipline and moral decadence among youths that will help to enhance fading away of our subject that will help to enhance these qualities among our secondary schools junior students in Egor Local Government Area and bring about positive changes in them should be emphasized and also given prompt attention in its teaching process.

Formal education is aimed at preparing students for adult life which involved man ability to adopt to his environment through problem solving the creative artist often has a vision of a society which can be affected by positive human endeavour as well as by the inevitable pressure of nature. This is why the works of liter nature always found itself almost as a matter of course opposed to

the administrative mechanism which is destroying life as it wished to be the demarcation between the form and the content of poetry was drawn in ancient times. The Aristotelian and the platonic view points are hypothesis which recurrently engender men or reclothed old theories towards prescription of “ideal” Ingredients for “Ideal” poetry. Platos argument dismissed poetry as a vacuous imitation of man’s phenomenal world or earthly existence, that is, itself, an imitation of the tree archetypal heaven. Poetry is all things to all men. In its own way it fan thus every fact of human experience so its natural that specialist from various field of study should take any outstanding writing much relevant as basic material to eliminate their subjects. For instance in Okigbo’s poem “The water mind” can hardly qualify as a lyric because of its distance from the nearest semblance of music, even though its subject matter is worthy of appraisal. In the simple nursery rhyme “twinkle twinkle little star” then we found what mastery surrounding them with the musically following lines which responds to poetry, teaches and educates through its content. It is therefore unfortunate that that

teaching and learning has become a complex phenomenon what constitutes the complexity of the teaching and learning of poetry.

The most outstanding of these is the uncircumcised nature of what poetry is supposed to do for both the individual and society in general.

He who would educate others must himself be educated and have a broad background of general and culture training for it only that who has himself enjoyed a broad liberal education who can hope to avoid the pitfalls or routine and show resourcefulness and enterprise in his work. In our secondary schools, there are teachers in the classroom who after many years are completely out of touch with developments for lack of up dating their knowledge, self improvement, intellectually and professionally such teachers have not only got their certificates “expired” so to say, but have even worsen and once more become illiterates in the intellectual and professional field. This is why a system of in service courses which would ensure that teachers are kept alert and up-to date in their profession is necessary. The system should include regular short in

service or refresh causes through seminars conferences and symposia and then service courses during which a teachers may pursue a course of study for-up-grading and self improvement.

Apart from not having the right caliber of poetry teachers in our junior secondary schools, the students interest for the subject are not stimulated neither their mind exposed to the relevance of the form of literature. This is not doubt constitute obstacles to effective learning of poetry in general.

Also most secondary schools lack instructional materials, inclusive classrooms or serene environment, which are necessary for effective learning process of poetry. The existence of a miniature, therefore equipped with illustrations to portray the content in which a poet is trying or willing to pass along to the reader is necessary. This enables the students to see themselves in the “shoes” of the poets text for better evaluation and understanding.

A situation where a school does not have good library stocked with different type of poetry analysis which students can consult for reference or clearance about what they have been taught, constitute

a hindrance to teaching and learning process. It has been knowledge that training is the arts, is above all a training in judgement in a wide variety of spheres. A training in poetry in particular, is a training in the patterns by means of which experiences is effectively communicated. The importance of poetry lies in the immediacy and force. With which they convey our world to us, its dilemma and possibilities we come to understand life around us more fully through the compelling interest with which poetry communicates it to us. It is therefore a paramount importance to exploit and found solution to any problem associated with the teaching and learning of poetry.

1.2 Statement of the Problem

The future of any nation lies mainly on the hands of its youths. No good society will fold her hands to watch its future being toyed by those who destroy will shape the success and growth of the society. It is therefore of paramount importance the youths should be brought up and trained, the way they should grow, so that when they grow they will not depart from it. It is disheartening, the

practice in our secondary schools today to see, for instance a teacher who reads business education or religion knowledge of no specialist to handle it, such a teacher might be good as a person, but basically, there is no way he/she can attain like the trained literature teacher. The good of which poetry is meant to achieve. This is because, he lacks the rudiment, the training and the strategy for literary analysis.

1.3 Research Questions

The research questions are

1. Is poetry a difficult aspect to understand in the teaching and learning process?
2. Do schools have qualified poetry teachers?
3. What value do students of the poetry derive from the study?
4. Are the schools and classroom environment serene?
5. Are there adequate instructional materials in schools for the teaching of poetry?
6. Are students made to visualize what they are taught by poetry teachers?

7. Is there effective communication between teachers and students during teaching and learning of poetry?
8. Do schools have qualified poetry teachers?
9. Are there libraries with enough of good poetry books which could be retrieved?

1.4 Purpose of the Study

This research investigates into the methods associated with teaching and learning of poetry in junior secondary schools in Egor Local Government of Edo State. It enables us exploit the difficulty involved in the teaching and learning process.

Also, it portrays the essence of adequate instructional materials good libraries as well as conducive environment of studies, also, reveals from the study is the effect of the socio economic background of student on teaching and learning poetry in Egor Local Government Area.

1.5 Significance of Study

There is need to imbibe in our students those educational ingredients that help to propagate our culture and have positive

effect in our youths in the ways and manners of doing things. This research therefore helps the secondary school teachers in Egor Local Government Area on the need to take conscious interest on the subject and how best they can improve in the teaching process. It also helps students to overcome all obstacles hindering their understanding of poetry literary work of art and also sanitize them on the benefits of literature to all categories of students (arts, social science and science students) and the society generally. Above all the student acts as a valuable reference materials for any research in related field of study.

1.6 Scope and Delimitation

The purpose of education is to bring out the best from a child so that he/she can contribute meaningfully to the development of the society and help to uphold the norms and values of his people for this, any obstacle that will affect the teaching and learning process of the students must be exploited investigation on the obstacles methods associated with the teaching and learning of poetry in junior secondary schools in Egor Local Government Area of Edo State.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

- 2.1 Teaching and Communication
- 2.2 Teaching Approach
- 2.3 Teaching methodology
- 2.4 Influence of Teacher qualification and students performance
- 2.5 What teaching involves
- 2.6 Teaching Aids

In the process of investigating the problems associated with teaching of poetry, reviews of a number of works by different authors and scholar, in textbooks, research works and paper presentation etc that have to do with the problem of literature or teaching and learning in general. This is because learning most often is invisible.

From the review, it is clear that a number of factors inhibit the effective teaching of poetry among these factors is lack of effective communication between the teacher and students teaching approach and learning methodology have been drawn, played by many poetry teachers. They have failed to adopt proper approach to

match up with good methodology. It was also reviewed that lack of qualified poetry teachers have greatly affect the effective teaching and learning of the subject, coupled with the wrong perception of what teaching is all about.

It is also obvious from the review that lack of library and teaching aids have in no small measures inhibited the successful teaching and learning of poetry. Not less importance is influence of socio-economic background on students as students from poor homes are hardly able to afford literature textbooks without which they cannot follow teaching logically and invariably which affect their learning process and performance.

Human societies become increasingly complex and assume certain unique characteristics as they grow. The complex nature of human society, process a number of problems to the fund of human experience. Man is therefore in a continuous dialogue with his of human relationships and the best to study, understand and conguer the environment.

It is on this regard that educationalist have been concerned over the years about how to make teaching and learning more rewarding and effective. There is evidence pointing to the need for effective teaching and learning of poetry because in the midst of social incoherence, literature can put one in contact with universal norms and points of reference helps people to find themselves and know themselves.

Although, a considerable number of studies have been done with positive results and suggestions on how best to make teaching of poetry more effective, in the course of this study, investigations are made into the problem associated with the teaching of poetry. In doing this, a number of factors have been highlighted as shown below.

2.1 Teaching and Communication

The essence of teaching is that teacher and students are able to communicate with themselves. the place of communication in the human society is obvious, without being able to communicate with members of his specie the Homo SAPIENS cannot survives as

specie man communicates in many ways, but the most important mode of communication for man remains verbal.

According to Virginia (1998. Ps_ defined communication as “the art and science of transmitting intimation, ideas and attitude or opinions form one person to another or from one group to another through a common system of symbols. This definition dearly explains knowledge to the students.

Educationalist theorist says that communication occurs only where there is commonality or shared experienced between the sender and the receiver. The communication has to be effective, the medium e.g. language or gesture must be understood by both the sender (teacher) and the receiver (students). It has been found that effective communication alone can Nwosu (1990, P 79) points out that “the very nature of our language, coupled with limited experience of most people often make it difficult to convey ideas and information effectively without resources beyond words, “the need for the teacher to enrich his teaching with resources becomes imperative.

It is same with the musicians who have labored intensively to present probably a classical music to an audience in a rural community. The musician by all standards performed very well and he gets satisfied that he has done so, but the essence of his performance has not performance, so also a literature teacher (or any teacher who prepared his lesson without die reference to the previous knowledge or abilities of his learners. He goes to the class to teach behaving that the students are following his discussion while on the contrary he is merely entertaining them with his gesticulation and mannerism. Such an exercise is not good and encouraging.

In the opinion of Osaro and Juliet “teachers are better advised to know their learners and able to carry them along while teaching” it is only at this point we can say that communication in the teaching and learning process has been so much instrumental .

Since the instrumental value of communication takes pre-eminence in teaching and learning process over the consummator value of communicating a committed and sensitive teacher

therefore, must consider uppermost in his mind the instrumental value of his best to influence the lives of his learners in order to bring about change in their behaviours. If after his teaching and there is no noticeable changed in their behaviours, it means that learning has no place which is an open indication that he has not sufficiently influenced them. Again it means that the communication process between the teacher and the students was not effective because there is no communality or shared experience between them.

2.2 Teaching Approach

The behavioral outcome approach of teaching and learning process has been neglected by many teachers. This approach according to MKPA and Maduevesi (1992 109) is “an approach in which teaching learning process focuses attention on the action or behaviours of the learners which result from the teaching and learning process”. They explained that the central concern in the approach is simply “what is the student able to do, what he actually does as a result of our teaching”. The attention in classroom

activities on what the teacher did in his lesson presentation rather than what the students would be able to after the lesson doesn't aid learning process.

It is the duty of the teacher to try his students. He can do this through giving them poems to analysis and observing with interest the performance of the students.

Not until he is able to identify strength and weakness as well as the problem associated with them, he would not be able to know the best techniques or methodology he will adopt in his teaching to ensure effectiveness.

MKPA and Maduewesi stressed that is a teacher is able to identify the strength and weakness of his students he would be able to decide to give the particular students individual attention. This technique on their opinion "has the advantage of helping to improve the students general academic performance by motivating him, enhancing his interest and helping him to develop courage and confidence in the capabilities". If this is achieved, it then means that teaching and learning has been successful.

The teacher should create a suitable learning environment. There should be tolerance and patience on the part of the teacher to achieve successful learning. In opinion of carter, Jones and stock (1934 p 203) claims that students positive attitudes about the teacher and his interest for school work are almost inevitable towards students success. Negative attitude on the other hand signifies interests and energy channeled else where.

2.3 Teaching Methodology

The Longman dictionary of contemporary English, third edition (p, 898) defines methodology as “the set of methods and principles that are used when studying a particular subject or doing a particular kind of work. “Teaching methodology therefore is a plan designed and carefully followed with the aim of ensuring effective teaching and learning process.

The advantage of participatory teaching and learning process has been stressed by Farrant (1964, p 92) He states that we learn by doing and do by learning. “This shows that the more active a student is in thinking and answering questions as well as

practicalizing what he has been taught the more quickly he will learn. This observation by Farrant through light teaching aids which some teachers do not think about or see as important in literature class. He buttressed that a teacher's work consist largely of communication experience to the students. This he does by sight and sound.

Also Parklin (1979) postulated that "the teacher lock doors when he fails to show understanding then to emotional needs, when he fail to set definite and appropriate goals for students. The teacher on the other hand opens the doors when he assists students to recognized, then gives their identity and their environment. If this is done it helps the teacher to discover the weakness on the part of the student and even on the part of the teacher himself. In this vain, the teacher stands better chance of either improving on his methodology or changing at entirely to enhance effective teaching and learning process at the same time stimulate students attitude towards poetry.

2.4 Influence of Teachers Qualification and Students Performance

To teach, poetry well, the teacher should be up to date with the changes in the syllabus with the 9-3-4-4 system of education. The syllabus has become widened to include advanced texts, which many so called specialists cannot handle. The need for high level expert in this regard, has therefore become inevitable. This means that for justice to be done to the syllabus university graduate with specialization in poetry should handle the subject as the more specialist or N.C.E teacher cannot cope with the demand off the widened syllabus.

On the need for qualified teachers the Indian sage wrote that what a teacher could never truly teach unless he is still learning himself. A light can own flame. He suggests that a teacher should be intellectually curious and always ready to learn. Farrant (1964, p 207) confirms this view thus: A teacher cannot enlighten his students if he himself is ignorant if a teacher ceases to learn, his mind will become stagnant and this is ignorance. If a teacher ceases

to learn is the worst enemy of education. “According to him the good teacher should be a student so that his students can have confidence in his professional qualification and can teach literature. This type of impression is enormous and misleading and it makes the literature lesson drab dull and monotonous.

In respect, the federal civil service news letter 8th September, 1977, (Vol. Xip. 16) has observed that certainly education and technical qualification are important particularly as a means of selecting the best candidates for specific appointment. They are neither quarantees of grades and incomes nor means of job worth. The proseesion or attainment of higher qualification then is necessary.... Because in most cases, it ensures that the holder of them will have knowledge and skill required for a particular job” this points is accentuated in the preface to the primary school syllabus of the then Western Nigeria.

“No syllabus can ever be good or perfect, it only required a qualified teacher to teach of effectively.. it is not syllabus that makes a good school, it is the teacher”.

With the specialist teacher, there will be wisdom in the choice of books. Literature texts are usually chosen particularly in the lower classes, based on students experimental background and as they progress in the education ladder, more difficult books with foreign background are here by introduced.

Fafunwa (1969, pg 82), in his contribution stated that “the need to relate the curriculum to the child’s environment the need for appropriate textbooks... cannot be effectively accomplished without the aid of competent teachers”. It is his opinion that the teacher must be sufficiently knowledgeable on local and contemporary world poetry and calls for variety in the selection of literary work because variety is the spice of life.

Pursuing his argument, he asks “how can we (the teacher) do this when he himself is ill equipped for this purpose. “Because of a situation where unqualified people teach poetry in secondary schools, it is handled with remarkable immaturity. This coupled with the teachers limited literary and linguistic competence make

him unable to motivate his students towards a more favourable performance in poetry.

2.5 What Teaching Involves

Most teachers erroneously perceived the teaching and learning process as a teacher centred or teacher dominated and the teachers, therefore, unfortunately sees himself as the source of all knowledge which learners must unquestionable imbibe irrespective of their differences in their interests and need it is explained by Nduka and Ereshimady (1987) that teachers should find out whether the learner is actually prepared and interested to learn.

The teacher measures his success by the progress of each student towards realization of his potential as a worthy and effective citizen the teacher therefore works to stimulate the spirit of inquiry the acquisition of knowledge and understanding and the thoughtful formulation of worth goal.

Teaching also involves preparing a conducive environment and acceptable, atmosphere for learning. Nduka and Ereshimady advice that “adequate attention should be give to certain

environmental factors. Also the physical needs of human beings should be put into consideration equipment and facilities.

It is important to note that emotional needs have to be considered for the improvement of the environment. Students need attention, affection and acceptance as well as protection. These help to enhance the permissiveness of the teaching atmosphere. Students also required security control and independence as well as guidance many poetry teachers cannot guide the learning activities select appropriate materials for learning illustration, encouragement which are essential ingredients for effective teaching.

2.6 Teaching Aids

No art subject can be taught well if teaching that enhances the learners ability concrete images are not used as in practice of most teachers of arts. Poetry in particular needs teaching aids such as audio visual etc

In his opinion, Anene (1977, pg 27) stated that “whenever possible, the texts should be with other materials such as pictures,

newspapers films strips and host of other can be called into contribution.

Cipher and Curts (1948) noted in the regard that literature an important part of the curriculum area of language arts is humanized and visualized by audio visual enrichment” it is hereby clear that films come as stimulus in reading and many students will prefer to watch a film version of their literature textbooks to the mere reading of the texts. The film can embrace so many aspects of literature. It can also show and illustrate stanza’s in poetries setting and cultural background of poets and their age.

CHAPTER THREE

RESEARCH METHODOLOGY

- 3.1 Introduction
- 3.2 Population of Study
- 3.3 Sample and Sampling Technique
- 3.4 Instrument of Data Collection
- 3.5 Validity of Instrument
- 3.6 Reliability of Instrument
- 3.7 Methods of Data Analysis

3.1 Introduction

In this chapter methodology is carried out, in doing the population for the study is determined from the population a sample size is taken as a representation of the entire population though the application of sampling technique simple random sample etc.

The instrument of data collection as well as validity and reliability of instrument are discussed. Also highlighted in this chapter is the method of data analysis.

3.2 Population of Study

The population for this study comprised of all the secondary schools in Egor Local Government Area of Edo State. This is because; the study investigates into the method associated with the teaching of poetry in junior secondary schools with specific reference to Egor Local Government Area with the population of 900 students.

Therefore, the subject for the study comprised both teachers and their secondary schools students in the Local Government Area.

3.3 Sample and Sampling Technique

In the course of this research, 25% of the population was used as the sample size. It was discovered that there are 28 secondary schools (both private and public secondary schools) in Egor Local Government Area in Edo State. These schools were given numbers written in a piece of papers and folded into a container after a thorough mixing; ten (10) numbers were drawn from the container out random to represent the 25% sample of the total population.

When the numbers were revealed, the following secondary schools were discovered to have possessed the number.

- i. Uselu secondary school, Uselu
- ii. Iyoba College, Uselu
- iii. Uwelu Secondary school, Uselu
- iv. Technical Collge, Uselu
- v. Blessing foundation, Uselu
- vi. Tower Private Schools, Uselu

These schools having the same characteristics with other schools are used to represent the entire population.

In selecting the subject for the study, the research also adopted simple random sampling to select 5% of students among JSS 1-JSS 3.

To use the simple random successfully in selecting the subject (student) the research had to add the total number of students who were present on the day the questionnaire was administered after that 5% of the population is taken on a piece of paper written “Yes” which number amount to 5% were folded into a container while the

remaining number of the total number of students present were written “No” and the pieces of paper folded into the same container. This container was taken round the classes from 1-JSS 3. A student who picked yes was given a questionnaire to fill.

The essence of this is due to the near impossibility of undertaking a census of the entire population of the chosen schools.

This technique was used because it is technique of selecting elements of a population in a way that every element in the population has equal and known probability of being selected. Also, the selection of one element does not influence the selection or otherwise of another. Thus, data yield can be generalized as a large population experienced by Awardbon and Iyamu (1999, p 57).

3.4 Instrument of Data Collection

The instrument used in this study is the questionnaire. The questionnaire used contain open and closed ended questions this type was to allow respondents free hand to express their views properly and for easy analysis.

Two types of questionnaire were administered among the respondents. One of the questionnaires was for the teachers, while the other type was for the students respondents.

Each of the two types of questionnaire administered consist of a list of questions relating to which respondents are required to answer by writing or filling in responses.

The questions in the questionnaires are constructed with clear and simple languages so that the respondents can easily understand the questions. The questions which are popularly arranged are design to be accompanied by response for easy analysis.

3.5 Validity of Instrument

The questionnaire was designed in simple and short sentences. The editing which was done before the questionnaire was administered to ensure its validity. The validation of the questionnaire was necessary so as to ascertain that the research questions without which the aims and objective can not be actualized.

3.6 Reliability of Instrument

Before the final administration of the questionnaire was carried out, a test and retest was carried out by separate groups or individuals, using two of the selected schools with sample of the questionnaire.

It was discovered by the research that there was no significant difference between the first and second results of the pre-test. In other words, the result was the same. The aim of this test was to ensure the reliability of the instrument.

3.7 Methods of Data Analysis

The data obtained from the study were

- 1.1.1 Simple Percentage Region
- 1.2 Descriptive Tables
- 1.3 Frequency Calculations

Data collected were tabulated and percentage used to analyze them for each section of the questionnaire. The number of item responses along the two point positive () and negative () was use to compute the percentage for instance, there are 15 questionnaire

items for each of the respondent. If about 320 were received, this number responding to 15 questionnaire items, given a total of $320 \times 15 = 4,800$ items response. This if number of item response is recorded from either positive or negative point, the percentage response is obtained as follow:

$$\frac{y}{N} \times \frac{100}{1}$$

Where Y = actual outcome/responses N= Total number of positive outcome i.e. 4,800 with the help of those tools certain generalization were inferred from the sample. The use of percentage lies on the interest of the research in obtaining the percentage of total number of cases in a large population sample that falls within a given class. It is not merely in determining actual frequency of occurrence of the class, but to know their percentage differences.

CHAPTER FOUR

PRESENTATION AND ANALYSIS OF DATA

4.1 Presentation of Data

4.2 Discussion of Findings

The duty of collating, comparing analysis and discussing the result of data obtained from the questionnaire designed for the study is done in this chapter computation of data thus analyzed becomes necessary for the use in testing the parameters drawn from the purpose of this research, in order to determine acceptance or rejection of objective statement. This decision will be utilized in making inferential deduction that will enable the researcher draw vital conclusions about the research problem.

All the data obtained are presented in tables. The result of the test of the research questions are also presented. A total of 457 questionnaires were administered among the ten schools selected. This number represents 50% of the population of teachers.

The research questions are the basis of analysis teaching research, question was tested using one or two relevant tables. The

results were presented according to how each research question was upheld or discussed by the data. A research question was regarded upheld if it was supported by the highest number of scores and where in a list of alternatives that support the question shared equal score with an opposing alternative. The question was upheld as long as the score was the highest in the list. Any deviation from the above indicated the dismissal of the question.

4.1 Presentation of Data

The questionnaire distributed among the selected schools were according to their own population. This is because the researcher has decided to use 10% of the teachers population and 5% of the students population. To this effect, the school which have been given number from 1 to x (one to ten) as appeared in chapter three, have their number of respondents of both, teachers and students as presented in table 4.1.

Table 4.1: Questionnaire distributed among the various schools

School No.	NO. of respondent (100%)		Total
	Teachers (100%)	Student	
I	7	60	67
II	9	92	101
III	3	35	38
IV	6	68	74
V	3	49	52
VI	2	31	33
VII	2	26	28
VIII	1	19	20
IX	2	21	23
X	2	19	21
Total	32	420	457

Source: field data

Table 4.2: Location of schools

Category	No	%
Urban area	3	30
Rural area	7	70
Total	10	100

Table 4.2 shows the number of schools in the urban area and the number of schools in the rural area of which the research was conducted. From the table 3 schools which represented 30% of the number of schools study are located in the urban area while the remaining 7 (70%) are located in the rural area.

Having stated the total number of respondents, the schools and their locations, the presentation of the responds in the questionnaires is presented along with their unresponding research questions.

Research Question 7: Is literature in English difficult to understand in the teaching and learning process?

Table 4.3: Shows the response of teachers to the research question which was asked directly in their questionnaire.

4.3: Teachers Response to question 1

Responses were elicited as tabulated

Category	Yes	No	Total
Teacher	21	16	37
%	57%	43%	100%

As presented in table 4.3.21, which is 57% to the number of teachers (respondents) agreed that literature is difficult to understand in teaching and learning process. This was opposed by 16(43%) which said it is not.

In a similar vein to the teachers question (research question 1) the students were asked if they find it difficult to understand literature in the teaching and learning process. The table below shows their response.

Table 4.4. Student response to another poetry is difficult to understand in teaching and learning process.

Category	Yes	No	Total
Teacher	248	172	420
%	59%	41%	100%

Table 4.4 portrayed 248 (59%) out of the total number of 420 who confirmed that they find it difficult to understand poetry in teaching and learning process, leaving 41% (172) who at test that they find the subject easy in teaching and learning process.

Research Question II: do this schools have qualified literature masters? To do justice to this research question, the two categories of respondents (teachers and students) were asked if their schools have qualified literature masters. These responses are presented in the table below.

Table 4.5: Teachers and students responses to whether schools have qualified literature master

Category	Yes	No	Total
Teacher	130	24	37
Students	120	300	420
Total	133	324	457
%	29%	71%	100%

Table 4.5 shows that 324 of the sample size of 457 who stated that their schools of 457 who qualified literature master against 53 that said they have qualified literature masters. Both numbers represent 71% and 29% respectively.

Research question III: Are there adequate instructional materials in schools for the teaching of poetry? To find answer to this research question, the respondent were asked if there is instructional materials in their schools for the teaching of literature their response is presented in the table below.

Table 4.6: teachers and students responses to instructional materials in schools

Category	Yes	No	Total
Teachers	11	26	37
Students	88	332	420
Total	99	398	457
%	22%	78%	100%

This table shows 22% (99) which said that their school have adequate instructional materials, while 332 (78%) objected to the fact. They said that their schools do not have adequate instructional materials for the teaching of literature.

In a follow-up question to the data in table 4.6, the students were asked if literature teachers used instructional materials while teaching their answer is displayed in table 4.7

Table 4.7: Students responses to whether teachers used instructional materials while teaching

Category	Yes	No	Total
Students	88	332	420
%	22%	78%	100%

88 which is 22% of the students sample size admitted that literature teaches us instructional materials while teaching as 332 which 78% disagreed, saying, they do not. This question, which was only administered among students was to draw the similarity of the availability of instructional materials in schools and their actual usage by literature masters.

Research Question IV: Do schools have good libraries where consultation of good literary work can be done?

In respect to this question, the teachers were asked if their schools have good libraries where consultation of literary can be done.

Their responses is represented in table 4.8 below

Table 4.8: Teachers response to existence of libraries in schools

Category	Yes	No	Total
Teacher	9	28	37
%	22%	76%	100%

In this table, 9 out of the 37 teacher interviewed stated that their schools have good libraries for consultation of literary work, 28 which is 76% state other wise, that no good library in their school for literacy consultation.

In the part of the students, they were asked if they have the habit of using library. Their respond to the question is recorded in the following table.

Table 4.9: Students responses to their habit of using library

Category	Yes	No	Total
Teacher	79	232	420
%	23%	77%	100%

The data presented in table 4.9 depicts 97(23%) of the students sample agreed that student do have the habit of using library while 77% (323) said no.

Research Question V: How effective do the teachers teach literature in the school?

Table 4.10: Teachers responses to teaching effectiveness of literature

Category	Excellent	Good	Fair	Poor	Total
Teachers	1	8	14	14	37
%	3%	21%	38%	38%	100%

The result displayed in the table shows on out of the 37 teachers affirmed that teachers teach literature excellently, as 8 of

them said the teaching is good, but the same number, 14 each said the teaching of literature in schools is fair as well as poor.

Research Question VII: Are the schools and classroom environment serene? The response to this research question is presented in table 4.11

Table 4.11: Teachers and students response to serene environment in schools

Category	Yes	No	Total
Teacher	12	25	37
Students	131	289	420
Total	143	314	457
%	31%	68%	100%

Table 4.11 shows 143 (31%) of the respondents which admitted that there is serene environment for the teaching and learning of literature in schools, just as 69% (314) disapproved the fact that there is serene environment in schools.

Research Question VIII: Do socio-economic background students affect the teaching and learning of literature

Table 4.12: Teachers response to question VIII

Category	Yes	No	Total
Teacher	22	15	37
%	59%	41%	100%

The data presented in the table which were elicited among the teacher sample portrayed 22 which is 59% of the teachers giving positive response to the question, that socio-economic background of student affect the teaching and learning of literature. But, 15 (41%) of them gave negative respond.

On the part of students, they were asked if they always recommended poetry texts their response is presented in the table below.

Table 4.13: Students response to buying of poetry texts

Category	Yes	No	Total
Teacher	188	232	420
%	45%	55%	100%

The question where the student always buy the recommended literature texts is to relate their socio-economic status to the study of poetry. The result which is displayed in table 4.13 shows 188 (45%) saying they do buy recommended poetry texts always. 232 (55%) said they do not buy literacy texts as recommended always.

Research question IX: Is there effective communication between teacher and students during teaching and learning of poetry?

The effectiveness of communication between teachers and students during teaching and learning of poetry is presented in table 4.14 as obtained by the respondents.

Table 4.14: Teachers and students responses to question IX

Category	Excellent	Good	Fair	Poor	Total
Teachers	2	7	14	14	37
Students	5	107	158	150	420
Total	7	114	172	164	457
%	1%	25%	38%	36%	100%

The table 4.14 data portrayed only 1% (7) accepting that the communication between teachers and students during teaching and learning of poetry is excellent 114 (25%) accept that the communication is good. But for 172, 38% said the communication is fair, as 164 (36%) said the communication during learning process is poor.

Research Question: Are students made to act what they have taught by literature master? This research question was put before the teachers in the questionnaire and the following result in the table below was elicited

Table 4.15: Teachers responses to question X

Category	Yes	No	Total
Teacher	9	28	37
%	24%	76%	100%

In this table, out of the 31 teachers sampled, 9 (24%) said poetry masters do made students to act what they are taught, while 28 (78%) hold opposing view.

Discussion of Findings

The research questions are the basis for analysis using the information gathered in the questionnaire. In this respect, the first research question goes thus:

Is poetry difficult to understand in the teaching and learning process? From the data available in table 4.3 and 4.4, the respondents which proved the fact that the subject is difficult to understand is higher than these which say it is not.

The first category of the respondents has 21, that is, 57% which say the subject is difficult and 16 (43%) which say it is not out of the 37 respondents. The second category in table 4.4 also have 248 (59%) who said they find the subject difficult to understand and 172 (41%) said no. It is therefore evident that it is not very easy to understand poetry in the teaching and learning process.

It was discovered in response to research question three that many secondary schools do not have instructional materials for the teaching and learning of poetry. The fact to thus assertion is

contained in table 4.6 the table shows 22% of the respondents asserting to years as 78% (358) if the 457 respondents said no adequate instructional materials in schools for the teaching and learning of poetry.

The issue of schools having good libraries where consultation of good literary works can be done has been proved otherwise by an overwhelming majority.

The data available in table 4.8 portrayed 24% of the respondents which agreed that schools have good libraries for literary consultation as against 76% of the respondents which said they do not have one therefore could conclude that this led the students as elucidated by table 4.9

Table 4.10 assesses the effectiveness of the teaching of poetry by poetry masters as contain in research question five. As presented in this table, it is obvious that the teaching of poetry in schools has not been very effective. This is teaching is poor, as well as 38% which also said the teaching process is fan. It is only 21% that said the process is good while 3% said it is excellent.

Table 4.11 helps to provide answer question seven which asked, if the schools and classrooms environment are serene. The table shows that 143 out of 457 of the respondent, which agreed that there is serene environment in schools. 314 which is 69% disagreed with them. It is on this respect, we concluded that majority of schools do not have serene environment for the teaching and learning of poetry. Research question eight which asked if socio-economic background of student affect the teaching and learning of literature saw 22 (59%) teachers out of the 37 sample giving alternatives yes, while 15 (41%) saying no, as displayed in table 4.13

In a follow up manner, the students were asked if they do always buy recommended poetry text books. Out of the 420, only 188 said they do, while 232 (55%) said they do not.

In respect to research question nine, it was discovered that the communications process between teachers and students during teaching and learning of poetry has been in effective.

CHAPTER FIVE

SUMMARY CONCLUSION AND RECOMMENDATIONS

Summary

The objective of this study investigates the method associated with teaching and hearing of poetry.

Identify the method of teaching and learning of poetry in doing this the secondary schools in Egor local government area are used as the target population.

In chapter one the research begins with the introduction. An insight into the crusading nature of poetry a vehicle for moralization and culture specifying deals with the statement of the study. If significance delimitation and limitation as well as definition of terms. The basics research questions which are the bed – rock of the study are here by re-stated here as follows

- i. Is poetry difficult to understand in the teaching and learning process?
- ii. Do the school have qualified poetry masters

- iii. Are there adequate instructional materials in schools for the teaching of poetry?
- iv. Do schools have good libraries where consultation of good literary works can be done?
- v. How effective do the teachers teach poetry in schools?
- vi. Are the schools and classrooms environment serene?
- vii. Do socio-economic backgrounds of student affect the teachings and learning of poetry?
- viii. Is there effective communication between teachers and students during teaching and hearing of poetry?
- ix. Are student made to act what they are taught by poetry masters

Poetry review is done in chapter two, three, related texts and previous related projects or journals were reviewed with critical approach in an attempt to evaluate what they have or have not accomplished in solving the research project.

The research methodology that contains in chapter three. It is in this chapter that population for the study is stated. The sample and sampling techniques were determined instrument of data

collection validity and reliability of instrument are discussed. Also included under methodology is the method of data analysis.

Chapter four focuses on the presentation and analysis of data which were elicited with the questionnaire.

The duty of summarizing conclusion and recommendation is possible solution to the research problem based on the finding is exercise in chapter five.

The findings are thus highlighted.

- That most secondary schools lack a qualified poetry teacher
- That there are no adequate instructional materials in schools for the teaching and learning poetry.
- Many secondary schools have no libraries as well as serene environment for the teaching and learning of poetry.

Others include, lack of poetry texts by the teacher, poor communication between the teachers and the students.

Above all, there is failure to realize what the society at large.

Conclusion

In the process of this research, it is observed that most secondary schools do not take prime interest in poetry while some look at literature not very essential for the development of the child (student) and society. Even no government has ever made positive attempt to encourage the teaching and learning of poetry as they do with other science subjects.

It is therefore obvious why the teaching and learning of poetry in secondary schools is being berserk with a lot of problems. The investigation revealed the following problems associated with the teaching and learning of poetry.

- i. Lack of qualified poetry masters
- ii. Lack of adequate instructional materials in schools for the teaching and learning of poetry
- iii. Lack of good books and libraries
- iv. Lack of serene environment
- v. Lack of effective communication between teachers and students.

vi. Improper handling of the subject by the researcher. Except these problems are checked, the aims and objectives of literature cannot be realized in the schools.

Implication of Findings

From the investigation, it is emphatic that except the importance and role of poetry in nation building and child growth is truly realized by schools and government, a complete or successful check against the methods associated with its teaching and learning will not be achieved. If thus continues, the moral dracaena among our youth, especially secondary schools and the wearing of our cultural heritage will persist.

Recommendations

Based on the findings, the following recommendation are made as solution to the methods associated with the teaching and learning of poetry.

1. Employment of qualified literature masters by management of schools or government to handle the subject.

2. Provision of instructional materials in secondary schools for the teaching and learning of poetry.
3. Provision of standard libraries in schools
4. Encouragement of poetry master to attend seminars so as to improve their knowledge and teaching techniques.
5. Provision of serene environment for teaching and learning in schools.
6. Encouragement of parents to always purchase literary textbooks for their wards.
7. Above all, the act of dramatizing literary art study by students should be introduced by literature masters.

Suggestion for Further Research

The following are suggestions for further research;

1. Methods associated with poor performance of students in poetry.
2. The role of poetry in development of the child and the nation.

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