

**AN INVESTIGATION INTO THE PROBLEMS OF LEARNING LITERATURE  
IN ENGLISH IN SENIOR SECONDARY SCHOOLS IN IKPOBA OKHA LOCAL  
GOVERNMENT AREA BENIN CITY**

**BY**

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UNIVERSITY OF BENIN  
BENIN CITY**

**NOVEMBER, 2025.**

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**A PROJECT SUBMITTED TO THE DEPARTMENT OF EDUCATIONAL  
FOUNDATIONS, FACULTY OF EDUCATION, UNIVERSITY OF BENIN,  
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THE AWARD OF B.A (ED) DEGREE IN ENGLISH AND LITERATURE,  
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**NOVEMBER, 2025.**

## **CERTIFICATION**

We, the undersigned, certify that this project work carried out by ODION ALI with matriculation number EDU2102188 in the Department of Educational Foundations, Faculty of Education, University of Benin, Benin City, is adequate in scope and quality in partial fulfillment of the requirements for the award of B.A (Ed) degree in English and Literature.

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## **DEDICATION**

This research work is dedicated to Almighty God for the strength and grace supplied all through my academic journey.

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It is with a grateful heart that the researcher give praises to Almighty God for His faithfulness, guidance, and direction throughout her journey as a student in this great citadel of learning. His grace has been her constant companion and the foundation of her ;success.

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## ABSTRACT

This study investigated the persistent challenges associated with learning Literature in English in Senior Secondary Schools, with a focus on identifying the key factors that hinder students' interest, comprehension, and overall performance in the subject. Despite the central role of Literature in fostering critical thinking, cultural awareness, and language proficiency, many students continue to demonstrate poor engagement and low achievement. This research therefore examined a range of contributory issues, including students' attitudes, students' interest and instructional methods, the availability and suitability of learning materials, and broader environmental and administrative constraints.

A descriptive survey research design was adopted, and data were collected from students across selected Senior Secondary Schools. A structured questionnaire was used to obtain reliable insights into the experiences and perceptions of the participants. Data gathered were analyzed using qualitative method to identify dominant themes and patterns. Findings revealed that major obstacles to effective learning of Literature in English include insufficient exposure to literary texts, students' perception of the subject as difficult or irrelevant, inadequate teacher expertise, and limited use of engaging or interactive teaching strategies. Other notable challenges include overcrowded classrooms, limited time allocated to the subject, and poor access to recommended textbooks. The study also found that socio-cultural factors and a lack of reading culture negatively affect students' motivation and ability to appreciate literary works.

Based on these findings, the study recommended the provision of instructional materials, encourage positive student attitude towards Literature in English, schools should create opportunity such as reading clubs, literary competitions and drama activities to foster motivation and engagement with the subject, enhance the school learning environment and classes should be well structured and conducive for learning. The study concluded that addressing these challenges holistically will significantly enhance the teaching and learning of Literature in English in Senior Secondary Schools.

## CHAPTER ONE

### INTRODUCTION

#### **Background to the Study**

Literature in English is an integral component of senior secondary school curricula in many countries. Beyond cultivating literary appreciation, the subject aims to develop critical thinking, cultural awareness, reading fluency and advanced language skills that are transferable to other school subjects and higher education. For students who proceed to university programmes such as English or Law, a credit pass in Literature-in-English at the senior secondary level often remains a gate keeping requirement, which increases the subject's practical stakes for learners and schools.

Despite Literature's curricular importance, studies conducted since 2015 report persistent underachievement and widespread difficulties among senior secondary students. Empirical work from different contexts, both within parts of Africa and in comparative studies identifies low enrolment in Literature exams, poor pass rates, and student complaints that literary language and genres are inaccessible or irrelevant. These outcomes are not merely an academic concern: low performance in Literature can reduce students' chances for admission into literature dependent university programmes and undermines the broader goal of producing literate, critically engaged graduates.

Researchers have pointed to a cluster of interrelated factors that help explain why many senior secondary students struggle with Literature in English. Closely related are school level constraints: inadequate access to recommended texts, poorly resourced libraries, large class sizes, and limited use of student-centred methodologies. Several surveys

report that recommended anthologies and novels are scarce or absent in many schools, meaning students rarely engage with texts outside the classroom; when texts are available they may employ elevated diction and cultural references that students find alienating. These material and pedagogical resource gaps reduce opportunities for sustained reading, group discussion, and the active interpretive work that literature learning demands.

Student attitudes and motivation also matter. Mixed method studies reveal that students' interest in literature varies by genre (short stories vs. poetry), perceived relevance of texts to their lived experiences, and the manner in which the subject is taught. Where learning emphasizes rote memorization for examinations rather than exploration and personal response, students often lose intrinsic motivation. Conversely, pedagogies that incorporate local cultural contexts, collaborative tasks and accessible short fiction can improve engagement and outcomes.

Socio-economic and community factors further compound school level problems. Parental support, household poverty, and competing out of school responsibilities limit time for reading; in some regions, broader social disruptions (for example, conflict or internal displacement) have directly impaired schooling and access to literature resources. Studies of affected regions highlight how external socio-cultural events and economic constraints intersect within school weaknesses to depress Literature outcomes.

Finally, curriculum design and assessment practices have been critiqued. Researchers argue that syllabuses and examination formats sometimes privilege technical recall and decontextualised commentary over exploratory, dialogic and culturally responsive reading. This mismatch between assessment expectations and classroom

practice can encourage surface learning strategies that fail to develop deeper literary competence. Several authors recommend curricular review, integration of continuous assessment for interpretive skills, and increased classroom time for literary reading.

Taken together, the literature since 2015 suggests that the problem of learning Literature in English in senior secondary schools is multi-factorial: student preparation and motivation, scarcity of texts and learning resources, student attitudes shaped by pedagogy, socio-economic constraints, and assessment/curricular design all interact to produce underperformance. This complex background motivates focused empirical study: to design effective interventions we need contextually grounded evidence identifying which factors are most influential in a given location and how they can be addressed through learners development, resource provision, syllabus reform, and pedagogical change.

One major factor identified in recent studies concerns the shortage of qualified and motivated Literature learners. Moreover, some learners show low motivation due to poor remuneration, lack of instructional materials, and limited opportunities for professional development. When learners are demoralized or untrained, their ability to communicate the beauty and relevance of literature is weakened, leading to low student enthusiasm and declining interest in the subject.

On the other hand, most English learners suffer a lot from studying literature such as drama, poetry, short story, and novel because there is a huge gap between these learners and literature. Unfortunately, few studies were carried out to show some problems which face learners in learning literature. Most of these studies discuss the

importance of literature in learners' life. Therefore, the learners should be aware of these problems in order to overcome them and have a good attitude towards literature. Therefore, it is hoped that this study help explore the questions of what the problems facing Learners in learning literature in English in Nigerian secondary school students are, and how they can be effectively and appropriately overcome. Once the findings, recommendations, and conclusions of this study are spread to secondary school Leaners through professional development workshops and newsletters, they may help a lot in promoting the art of learning literature among learnerss and supervisors and consequently enhance twelve students performance in English.

Literature in English plays a crucial role in the educational development of students at the senior secondary school level, particularly in shaping their linguistic competence, critical thinking, and appreciation of human values. Literature, as a creative representation of human experience, exposes learners to cultural heritage, moral lessons, and social realities through plays, novels, short stories, and poetry. In Nigeria and other Anglophone countries, it forms part of the English curriculum and contributes significantly to developing reading, writing, speaking, and analytical skills (Ogunbiyi, 2019). However, despite its recognized importance, the learning of Literature in English in senior secondary schools have continued to face persistent challenges.

One major issue stems from students' declining interest in the subject. Studies have shown that many learners perceive Literature as abstract, difficult, or irrelevant to their future career aspirations (Oke, 2020). This lack of interest is often tied to poor reading culture among students, which is exacerbated by limited access to literary texts,

poorly stocked libraries, and overreliance on summaries and “key points” rather than engaging with original works (Ogunnaike, 2018). Consequently, students struggle with comprehension, interpretation, and analysis of literary works, leading to poor performance in examinations.

Learners also encounter significant challenges in delivering Literature in English effectively. Many secondary school learners lack adequate training in literary pedagogy and often rely on traditional, learners-centered approaches such as rote learning, dictation of notes, and examination drilling (Eze, 2021). This method undermines creativity, discourages learner participation, and reduces the subject to memorization of themes and character sketches rather than fostering critical and imaginative engagement with texts.

Furthermore, overcrowded classrooms and heavy workloads make it difficult for learners to adopt innovative, student-centered methods such as drama performance, group discussions, and digital learning tools (Adebayo, 2017).

Another pressing challenge is the curriculum itself. Although the Nigerian Educational Research and Development Council (NERDC) stipulates the inclusion of diverse African and Non-African texts, the curriculum is often criticized for being overloaded and detached from learners’ socio-cultural realities (Okonkwo, 2018). Additionally, inconsistent policy implementation, lack of updated textbooks, and inadequate funding further complicate the learning of Literature in English in senior secondary schools.

The significance of Literature in English in the holistic development of students cannot be overstated. Beyond linguistic competence, it develops empathy, tolerance, and an understanding of social justice, which are essential in multicultural societies (Afolabi,

2019). Therefore, addressing the problems associated with learning Literature in English at the senior secondary level is vital to improving students' academic outcomes and preparing them for higher education and lifelong learning.

This study, therefore, seeks to investigate the problems of learning Literature in English in Senior Secondary Schools. It will examine the factors responsible for students' poor performance and disinterest, the instructional strategies employed, and the institutional and curriculum related challenges that hinder effective learning. Ultimately, the findings will provide insights into strategies for improving the learning of Literature in English, thereby enhancing students' appreciation of the subject and fostering its role in the broader educational process.

The significance of addressing these challenges cannot be overstated. Literature in English is more than just an academic subject, it is a tool for personal and social development. It fosters empathy, tolerance, cultural awareness, and the ability to analyze complex human issues. In societies struggling with ethnic conflict, corruption, and social inequality, Literature provides a means of reflection, dialogue, and transformation. Hence, neglecting the subject or failing to address its pedagogical challenges has broader implications for nation building and social cohesion (Adebayo, 2017).

In light of these issues, this study seeks to investigate the problems of learning Literature in English in senior secondary schools. It will examine the interplay between student related factors, learners competence, institutional challenges, and curriculum related issues. By identifying the root causes of the persistent difficulties in learning Literature, the study aims to propose strategies for enhancing student engagement,

improving learners effectiveness, and making the subject more relevant to contemporary realities. Ultimately, the research underscores the urgent need to revitalize the learning of Literature in English to ensure that it fulfills its role in developing well-rounded, critical, and imaginative learners prepared for higher education and life beyond the classroom.

Globally, research has shown that Literature plays a vital role in fostering critical literacy and global citizenship. In advanced education systems, Literature is used to enhance creativity, intercultural competence, and personal development (Afolabi, 2019). By contrast, the challenges in Nigeria and similar contexts, poor funding, weak reading culture, and exam-centered learning have limited the potential of Literature to serve as a transformative tool. As the world becomes increasingly interconnected, it is urgent to rethink how Literature is taught so that students can develop not only academic competence but also the life skills required to navigate global challenges.

The significance of addressing these problems cannot be overemphasized. Literature in English is more than just an academic subject; it is a bridge between language and culture, between individual imagination and collective identity. It develops empathy, broadens perspectives, and equips students with the ability to analyze complex human conditions. In a multi-ethnic nation like Nigeria, where issues of unity, tolerance, and social justice are critical, Literature serves as a platform for dialogue and reflection. Neglecting the subject or allowing it to decline in quality undermines national development goals.

In light of these realities, this study seeks to investigate the problems associated with learning Literature in English in Nigerian senior secondary schools. It will explore

student related factors such as attitudes and reading habits, learners-related issues such as training and pedagogy, institutional constraints such as resources and infrastructure, and curriculum related concerns such as content and assessment practices. By critically analyzing these dimensions, the research aims to highlight practical strategies for revitalizing Literature instruction, improving students' engagement, and enhancing performance. Ultimately, the study underscores the need for urgent reforms to ensure that Literature in English remains a vibrant and relevant part of the secondary school curriculum, capable of preparing students for higher education, the workplace, and responsible citizenship.

The persistent problems in learning Literature in English have broad implications for educational development. First, they contribute to the general decline in students' proficiency in the English language, since literature exposure enhances vocabulary, grammar, and expressive competence. Second, they limit students' critical thinking and analytical abilities skills that are essential in the modern knowledge economy. Third, they reduce students' appreciation of their cultural and moral heritage, which literature often embodies through storytelling and dramatization.

### **Statement of the Problem**

It is expedient to note that the idea behind the investigation into the problem of learning of literature in English at the senior secondary school level In many senior secondary schools has continued to face numerous challenges that negatively affect students' performance and interest in the subject. Despite its importance in developing critical thinking, creativity, and communication skills, many students perceive Literature

in English as a difficult and uninteresting subject. This perception often results from inadequate exposure to literary texts, poor reading culture, and lack of qualified learners who can effectively interpret and teach literary works.

Many secondary schools are under resourced, with insufficient textbooks, outdated materials, and overcrowded classrooms that hinder interactive learning. In addition, some learners lack adequate training in the methodologies of learning literature, relying heavily on rote learning rather than fostering critical thinking, creativity, and personal response to texts. Consequently, lessons often become learners centered, exam driven, and fail to cultivate genuine appreciation or deeper engagement with literature.

These challenges undermine the objectives of learning literature, which include developing students' language skills, broadening their cultural awareness, and nurturing imaginative and critical thinking abilities. If unaddressed, the persistent difficulties in learning literature at the senior secondary level will continue to negatively affect students' performance in English as a whole, as well as their readiness for higher education and lifelong learning. This situation therefore calls for an investigation into the core problems affecting literature instruction in order to identify strategies that can improve its learning outcomes.

Furthermore, the problem is compounded by insufficient learning materials and resources such as textbooks, novels, plays, and poetry anthologies. Many schools either lack the prescribed texts or use outdated editions, making it difficult for students to follow the syllabus and engage meaningfully with the content. In addition, large class

sizes and limited time allocation for the subject hinder proper discussion, analysis, and appreciation of literary works.

Another significant challenge lies in students' limited proficiency in English language itself. Since Literature in English requires not only reading but also interpretation and expression, poor language skills make it difficult for students to understand complex themes, figures of speech, and stylistic devices found in literary texts. This leads to poor comprehension and performance in both internal and external examinations.

Moreover, the influence of digital entertainment and social media has further reduced students' interest in reading literary works. Many learners prefer visual or interactive media to reading long texts, leading to a decline in literary appreciation. Learners, on their part, sometimes adopt traditional, learners centered methods that do not actively engage students or stimulate critical discussion.

In light of these issues, it becomes necessary to investigate the major problems affecting the learning of Literature in English in senior secondary schools. Understanding these challenges will help educators, policymakers, and curriculum planners develop effective strategies to improve students' interest, comprehension, and performance in the subject.

### **Research Questions**

The questions this research seeks to answer are:

1. How do students' attitudes influence their performance in Literature in English?

2. To what extent does learners ability and methods of teaching influence their learning of Literature in English?
3. To what extent does learners ability and instructional materials influence their learning of Literature in English?
4. What role does the school environment (including library resources and class size) play in the learning of Literature in English?
5. How do Students' interest influence their performance in Literature in English?

### **Purpose of the Study**

The main purpose of this study is to examine an investigation into the problem of learning literature in English in senior secondary schools in Ikpoba Okha Local Government Area of Edo State.

### **The Specific purpose includes;**

- To identify the major factors that hinder students' effective learning of Literature in English in senior secondary schools.
- To examine how students' attitudes and interests influence their performance in Literature in English.
- To assess the extent to which learners ability, learning methods, and instructional materials affect their learning of Literature in English.
- To investigate the role of the school environment including library facilities and class size in the learning of Literature in English.
- To suggest effective strategies for improving students' motivation and academic performance in Literature in English.

## **Significance of the Study**

The investigation into the problems of learning literature in English at the senior secondary school level is of great importance for both academic and practical reasons. Literature remains a central component of the English curriculum, designed not only to improve language proficiency but also to foster creativity, critical thinking, and cultural awareness among students. However, in many senior secondary schools, literature is often faced with challenges such as inadequate learning methods, lack of instructional resources, poor student motivation, and limited exposure to diverse literary texts. Examining these issues is therefore significant because it provides insight into the root causes of the difficulties learners and learners encounter in this subject area.

This study will be valuable to learners as it highlights effective strategies and resources that can improve classroom practice, stimulate students' interest, and make literature more engaging. It will also be beneficial to students, as identifying barriers to learning can lead to more supportive learning environments that enhance comprehension, interpretation, and appreciation of literary works. Furthermore, the study contributes to the efforts of curriculum planners and educational policymakers by offering recommendations that can guide curriculum review, learners training, and resource allocation. Finally, researchers and scholars in the field of education will benefit from the study as it provides empirical evidence that can serve as a foundation for further inquiry. In this way, the study has practical, pedagogical, and policy relevance in strengthening the learning of literature in English at the senior secondary school level.

The significance of the study stems from the fact that it is not only concerned with diagnosing the problems facing learning literature in English in Nigerian secondary school students, but also with the attempt to put forward some recommendations that may help learners lessening such problems. Then, the ultimate goal is to recommend procedures that may make learning literature more effective, communicative, and interactive through helping learners to adopt more skill oriented learning techniques.

Consequently, the role assigned to teach literature should not be confined only to learn and memorize some factual information presented to students by means of a 'lecture on content' approach but also through emphasizing the role of literature in improving the communicative competence.

### **Scope and Delimitation of the Study**

This study is designed to cover all the government secondary schools in Edo State, but for proper research carried out, it will be limited to senior secondary schools within Ikpoba Okha local government area. This study involves both the learners and students within the LGA.

The study will delimitly relies on qualitative data from learners, students, and educational administrators within the schools in the LGA.

## **Operational Definitions of Terms**

The following key terms are operationally defined for the purpose of this study: problems facing English learners in learning literature in English in Nigerian secondary school students.

**Problem:** A problem is a difficulty; a thing or situation that causes difficulty. However, in this study it refers to some obstacles facing the English learners in learning literature. (Oxford Dictionary, 2000)

**Literature:** It is an imaginative or creative writing, especially of recognized artistic value; the class of writings distinguished for beauty of style or expression, as poetry, essays, or history. (Oxford Dictionary, 2000)

**Drama:** It is a kind of literary composition meant to be enacted on the stage in which the story is told through dialogue, presenting characters placed in a situation of conflict and confrontation (Khader, 2007). It is a book used for instructional purposes, especially in schools and colleges. "Book used by students for particular branches of study can be characterized by another important feature: its intrinsically challenging nature". (Matos, 2000).

**English Language:** English is a West Germanic language in the Indo-European language family, whose speakers, called Anglophones, originated in early medieval England.

**Challenges:** Something that is difficult and that tests someone's ability or determination; task or problem that involves uncertainty and requires the skills, abilities, motivations, and knowledge of the person performing it.

## CHAPTER TWO

### REVIEW OF RELATED LITERATURE

This chapter deals with the review of related literature that are relevant in examining the influence of literature as panacea for improving the social life of secondary school students taking Oredo Local Government Area of Edo State as case study. It shall be discussed under the following subheadings:

- Concept of Learning
- Concept of Learning Literature
- Challenges Facing the Learning of Literature in English in Secondary Schools
- Students' Attitude and Learning Difficulties in Literature in English
- Strategies and Approaches for Effective Learning of Literature
- Summary of Literature Reviewed

#### **Concept of Learning**

Learning is a central concept in both psychology and education, yet it remains multifaceted and dynamic. In its broadest sense, learning refers to the process through which individuals acquire new knowledge, skills, attitudes or behaviours through experience, study or instruction. According to a recent overview: "Learning refers to the process of acquiring new knowledge, behaviours, or skills through experience, study, or instruction. It involves the modification of existing knowledge and the development of new understandings

In education, learning and studying are often used interchangeably. In other words, they are synonymous and it is from this point of view that they are explained in this work.

Learning is the process of acquiring new or modifying existing knowledge, behaviors, skills, values, or preferences. The ability to learn is possessed by humans, animals, and some machines, and there is also evidence for some kind of learning in some plants (Karban, 2015). Some learning is immediate, induced by a single event (e.g. being burned by a hot stove), but much skill and knowledge accumulates from repeated experiences (Nyorere & James, 2022). The changes induced by learning often last a lifetime, and it is hard to distinguish learned material that seems to be “lost” from that which cannot be retrieved (Schacter; Gilbert and Wegner, 2011).

Human learning begins before birth and continues until death as a consequence of ongoing interactions between person and environment. The nature and processes involved in learning are studied in many fields, including educational psychology, neuropsychology, experimental psychology, and pedagogy. Research in such fields has led to the identification of various sorts of learning. For example, learning may occur as a result of habituation, or classical conditioning, operant conditioning or as a result of more complex activities such as play, seen only in relatively intelligent animals (Gagliano, 2014). Learning may occur consciously or without conscious awareness. Learning that an aversive event can't be avoided nor escaped may result in a condition called learned helplessness.

### **Concept of Learning Literature**

Learning literature involves two interlinked dimensions. First, students learn *about* literature: its genres, conventions, historical/cultural contexts, literary devices, interpretation practices, and so forth. Second, literature becomes a tool *for* learning —

that is, encountering literary texts as a way to develop broader cognitive, linguistic, and affective capacities (reading comprehension, critical thinking, cultural awareness, empathy). As one source notes, literary education is “learning with literature” rather than simply “learning about literature”.

In a 2022 study, the role of literature in language learning classrooms was examined, showing how the use of literary texts (poems, stories, essays) supported engagement, expanded vocabulary, and stimulated reflection among English Second Language learners. Meanwhile, a 2020 review focused on ESL reading lessons underlines that literature based tasks (collaborative reading, learner interaction) improved attitudes and reading performance. Thus, learning literature is not simply about exposure to texts, but about structuring pedagogical experiences around literary works so that learners develop skills, dispositions and content knowledge.

In the classroom, this process includes reading novels, poems, and plays; discussing characters’ motivations and consequences of actions; and drawing parallels between the text and students’ own lives. When done well, literature classes become safe spaces for expressing opinions, developing empathy, and exploring societal issues through the lens of fiction.

Literature offers a lens through which students can examine human behavior, societal norms, and emotional complexity. According to Rosenblatt’s Reader-Response Theory, meaning is not solely in the text but emerges from the interaction between reader and text (Rosenblatt, as cited in Beach et al., 2016). This interaction enables students to

relate stories to their personal experiences, thereby deepening their understanding of human relationships.

Moreover, contemporary educational models emphasize literature's role in developing "21<sup>st</sup> century skills" such as communication, collaboration, and cultural awareness (National Council of Teachers of English [NCTE], 2019). Learning literature, therefore, becomes an avenue for students to engage in reflective discussions, collaborative group tasks, and interpersonal dialogues that mimic real life social situations.

### **Challenges Facing the Learning of Literature in English in Secondary Schools**

Literature study in senior secondary schools plays a crucial role in developing students' language competence, critical thinking, cultural awareness, and empathy. Yet across many contexts especially in low and middle income countries but also in wealthier systems, students and teachers face persistent obstacles that reduce engagement with literature and undermine learning outcomes. This essay identifies the principal challenges affecting the Learning and learning of literature in senior secondary schools since 2020, analyzes their causes, and offers targeted recommendations. Key problems include curriculum and implementation gaps, low English language proficiency and reading habits, resource and teacher shortages, negative attitudes and low motivation, and the lingering effects of the COVID-19 disruption. Each major claim is supported with recent empirical and policy literature.

- **Curriculum Design and Implementation Gaps**

Curriculum reform intended to make literature learning more relevant and skill focused often encounters an "implementation gap" policies change but classroom practice,

teacher preparation, and assessment do not keep pace. Reform documents and evaluations since 2020 highlight that top down curriculum change frequently fails at the level of resourcing, teacher training, and local adaptation producing confusion about learning objectives and inconsistent classroom practice. Where curricula emphasize critical thinking and cultural plurality, teachers may lack guidance or materials to teach these aims effectively, reducing the intended benefits for students.

- **Low language proficiency and declining reading habits**

A fundamental barrier to learning literature is students' limited proficiency in the language of instruction and weakened reading habits. Large scale and local surveys since 2020 show declines or stagnation in reading volumes among adolescents, and evidence that many secondary students read fewer, less challenging texts than expected for their level. Reduced sustained reading limits vocabulary growth, inferencing skills, and the stamina required for literary analysis, making literature lessons less productive and less enjoyable.

- **Resource shortages and poor learning environments**

Many secondary schools lack up to date textbooks, anthologies, library access, and audiovisual materials tailored to contemporary syllabuses. Empirical studies in multiple countries since 2020 report acute shortages of textbooks and Learning materials for literature, overcrowded classrooms, and poor physical environments, all of which constrain active, text-based learning and group discussion activities central to literature pedagogy. Where materials do exist, they are often not contextually relevant to students' lives, which reduces engagement.

- **Teacher supply, preparation, and workload**

Quality literature Learning depends on specialist teachers who can model close reading, scaffold interpretation, and guide discussion. Since 2020 research has repeatedly identified shortages of specialist literature teachers, insufficient pre service and in service training, and heavy workloads that force teachers to prioritize examinable grammar or language skills over extended literary study. Without sustained professional development focused on contemporary pedagogies (e.g., text-based discussion, culturally responsive materials, and formative assessment), teachers struggle to implement curricula effectively.

- **Students attitudes, motivation and context**

Students' attitudes toward literature are shaped by perceptions of its relevance, exam pressure, and social attitudes to reading. Studies in senior secondary contexts reveal that many learners view literature as abstract, irrelevant to career goals, or too difficult, which lowers intrinsic motivation. Socioeconomic factors (limited parental support, home literacy environments) further depress engagement: students who lack access to books or supportive reading time outside school are less likely to participate actively in literature lessons.

- **Post-pandemic learning loss and digital inequity**

The COVID-19 pandemic disrupted classroom continuity, reducing students' reading time and teacher–student contact and magnifying inequalities. Remote learning often substituted poorly for sustained text work, especially where devices or internet access were limited. Recovery efforts since 2020 have shown mixed success: some systems

expanded digital resources and reading campaigns, but unequal access means many disadvantaged students still lag in the reading and analytical skills literature requires.

### **Students Attitude and Learning Difficulties in Literature in English**

Students attitudes towards Literature in English significantly influence learning outcomes. Many students perceive literature as abstract, difficult, and irrelevant to their career goals, which contribute to low interest and motivation. Language barriers, especially the difficulty of understanding archaic expressions, figurative language, and cultural references, further discourage learners. Socio-economic background also plays a role, as students from less privileged homes may not have access to supplementary reading materials or parental encouragement to read. Furthermore, the influence of modern technology and social media has reduced students' interest in extensive reading, leading to poor comprehension and limited engagement with literary texts.

The Learning and learning of Literature in English at the senior secondary school level continues to face challenges, particularly regarding students' attitudes and the learning difficulties they encounter. Attitude plays a significant role in shaping learners' motivation, interest, and overall achievement. Studies have shown that many students perceive Literature in English as a difficult subject, often associating it with excessive reading, complex language structures, and abstract themes (Adewoye, 2019). Such negative perceptions contribute to a lack of enthusiasm, which ultimately affects classroom participation and performance.

One of the major learning difficulties students face is poor vocabulary and comprehension skills. Since Literature in English relies heavily on figurative language,

symbolism, and cultural context, students with weak reading foundations often struggle to interpret literary texts effectively (Okebukola, 2020). In addition, inadequate background knowledge of the historical and cultural settings of prescribed texts creates barriers to understanding. Furthermore, the lack of sufficient instructional materials, such as simplified texts and audiovisual aids, hampers learning. Teachers often rely on rote Learning methods, which fail to engage learners critically and creatively (Ogunnaike, 2018).

Another factor contributing to difficulties is students' preference for science-oriented subjects over arts-based ones, partly due to societal attitudes that prioritize science and technology careers. This discourages many students from dedicating effort to mastering Literature in English, which they perceive as less rewarding (Nwosu, 2021). Consequently, their negative disposition leads to minimal commitment and poor outcomes.

Addressing students' attitudes and learning difficulties in Literature in English requires a multifaceted approach. Teachers should adopt interactive and student-centered Learning strategies, while schools should provide relevant resources to make literary study engaging. Encouraging a positive perception of Literature in English can foster deeper appreciation and improve academic performance.

### **Strategies and Approaches for Effective Learning of Literature**

Scholars have recommended various strategies to address these challenges and improve the learning of literature. Learner-centered approaches such as role play, dramatization, group discussions, and debates help students engage actively with texts

and foster deeper understanding. The integration of modern technology, including audio-visual aids, ebooks, and online literary resources, can make literature more accessible and appealing. Encouraging a reading culture through school book clubs, literary competitions, and creative writing activities also enhances students' interest. Moreover, continuous professional development for teachers in literature pedagogy equips them with innovative methods to make literature both educative and enjoyable for learners

Learning literature in English in senior secondary schools often presents a unique set of challenges. Students may find literary texts daunting, irrelevant, or simply difficult to comprehend. This can lead to disengagement and poor performance. To address these issues, educators need to adopt innovative and student-centered strategies and approaches that make the subject more accessible and enjoyable. By moving beyond traditional, teacher-centric methods, instructors can foster a deeper appreciation for literature and equip students with the critical thinking skills necessary to analyze complex texts. This essay explores various effective strategies and approaches, including student-centered methodologies, the use of technology, and the integration of interdisciplinary connections.

One of the most effective ways to improve the learning of literature is to employ student-centered methodologies. These approaches shift the focus from the teacher as the sole source of knowledge to the student as an active participant in their own learning. Instead of simple lectures and rote memorization, teachers should incorporate activities that encourage active engagement. For instance, implementing Socratic seminars can be highly effective. In these structured discussions, students lead the conversation by asking open-ended questions and building upon each other's ideas, which encourages them to

think critically about themes, characters, and plot. Similarly, group projects and collaborative learning tasks, such as creating character profiles or dramatizing a scene from a play, allow students to explore the material creatively while working together. This not only enhances their understanding but also improves their communication and teamwork skills. Furthermore, using reader-response theory can be a powerful tool. This approach emphasizes the reader's personal connection to the text. Encouraging students to write personal journals or reflective essays about their feelings and thoughts on a story can make literature feel more relevant and less like an abstract academic exercise.

The integration of technology provides another avenue for making literature more engaging and accessible. Digital tools can supplement traditional Learning methods and cater to the digital native generation of students. For example, teachers can use online platforms to create virtual field trips to places mentioned in literary works, like visiting Shakespeare's Globe Theatre or the settings of a Dickens novel. Multimedia resources, such as audiobooks, video adaptations, and podcasts, can help students visualize and hear the texts, which is particularly beneficial for visual and auditory learners. Moreover, social media and blogging platforms can be leveraged for educational purposes. Students can create a blog from the perspective of a character or use a fictional Twitter account to summarize key plot points. This modern twist on traditional assignments can significantly increase student interest and participation. The use of online literary databases and e-books also provides students with instant access to a vast collection of texts and critical analyses, empowering them to conduct independent research and explore their own interests.

Making interdisciplinary connections can demonstrate the broader relevance of literature. Literature is not an isolated subject; it is deeply intertwined with history, sociology, psychology, and art. By connecting a novel to the historical period in which it was written, students can better understand the social and political contexts that influenced the author. For example, Learning Chinua Achebe's *Things Fall Apart* alongside a study of colonialism and its impact on Africa provides a richer, more nuanced understanding of the text. Similarly, exploring the psychological motivations of characters can introduce students to basic concepts in psychology. Integrating literature with art and music can also enhance the learning experience. Students can analyze how a painting or a piece of music reflects a literary theme or a character's emotional state. These connections help students see literature not just as a collection of stories but as a reflection of the human condition and a vital part of a broader cultural and historical conversation.

The problem of disengagement in learning literature in English in senior secondary schools is a significant challenge that can be overcome with a shift in pedagogical approach. By adopting student-centered methodologies, leveraging technology, and making interdisciplinary connections, teachers can transform the literature classroom into a dynamic and interactive space. These strategies move beyond passive learning and encourage students to become active, critical, and creative readers. When students are empowered to explore texts on their own terms and see their relevance in the modern world, they are more likely to develop a lifelong appreciation for literature

and the valuable skills it imparts. The goal is not just to teach students *what* to read, but *how* to read with understanding, insight, and a sense of wonder.

### **Summary of the Reviewed Literature**

The Learning and learning of literature in English at the senior secondary school level has attracted significant scholarly attention, largely due to its central role in developing students' language proficiency, critical thinking, and cultural awareness. Literature, as noted by scholars such as Rosenblatt (1995), provides opportunities for personal engagement, interpretation, and imaginative exploration, yet its effective Learning remains problematic in many contexts. A recurring theme in the literature is the tension between the objectives of the English curriculum and the realities of classroom practice. While curricula often emphasize fostering appreciation, creativity, and analytical skills, Learning methods tend to be teacher-centered, examination-driven, and limited to rote learning. Several studies have highlighted the challenges teachers face. Poor teacher preparation, lack of exposure to diverse literary texts, and limited professional development constrain their ability to adopt innovative pedagogies (Adebayo, 2017). Moreover, large class sizes and insufficient Learning resources further inhibit interactive learning experiences. Students, on their part, often find literature abstract and difficult to relate to, particularly when texts are culturally distant or linguistically challenging (Obafemi, 2008). This disconnect reduces motivation and hinders meaningful engagement with texts. The reviewed literature also points to contextual barriers such as limited access to recommended texts, inadequate libraries, and an overemphasis on examination outcomes. Scholars argue that the dominance of

examinations tends to prioritize memorization of teacher-prepared notes and past questions over critical reading and independent interpretation. However, emerging perspectives emphasize the importance of adopting learner-centered strategies, such as discussion methods, dramatization, and the use of audio-visual resources, which make literature more engaging and accessible (Ogunnaike, 2020). The literature reveals that while literature in English is vital to holistic language education, its Learning and learning at the senior secondary level face multiple challenges rooted in pedagogy, resources, and systemic constraints. Addressing these requires a shift toward student-centered approaches, improved teacher preparation, and provision of adequate resources to ensure that literature fulfills its educational potential.

## **CHAPTER THREE**

### **METHODOLOGY**

This chapter describes the method and procedure used by the researcher in carrying out the study. They presented under the following Sub headings;

- Research Design
- Population of the Study
- Sample and Sampling Technique
- Research Instrument
- Reliability of the Instrument
- Validity of the Instrument
- Method of Data collection
- Method of Data Analysis

#### **Research Design**

The descriptive survey research design was adopted for this study. According to Omoroguiwa (2006), survey research design is one in which a group of people or term is studied by collecting data from only a few people or item considered to be representative of the entire group. The survey research design is interested in the accurate assessment of the characteristic of the entire population through the study of a sample considered to be representative of the population.

## **Population of the Study**

The population of the study consist of SS2 students from the 21 Secondary schools in Ikpoba-Okha Local Government Area of Edo State. (Edo State Ministry of Education, Student Enrolment Record, 2025).

## **Sample and Sampling Technique**

The sample of the study consists of one hundred and twenty (120)Senior Secondary School Students selected using the simple random sampling techniques, out of the 21 Senior Secondary Schools in Ikpoba-Okha Local Government Area selected in Benin metropolis. Thereafter, six (6) Schools were radomly selected out of the 21 secondary schools in Ikpoba-Okha local government area. 20 students offering Literature in English were randomly selected from each of the schools, bringing the total number of students sampled to one hundred and twenty students (120).

## **Research Instrument**

The Instrument Used For This Research Is a Questionnaire Titled "An Investigation into the Problem of Learning Literature in English in Senior Secondary Schools Questionnaire (IPLESSQ)” In Selected Senior Secondary Schools In Benin Metropolis". The type of response expected is that of close ended questionnaire option. It has two sections which are Section A and Section B. The Section (A) deals with the personal data. Section (B) consist of (16) questions of 4 points likert's type ranging from Strongly Agree, Agree, Disagree to Strongly Disagree for which the students (respondents) indicate their opinion or views.

### **Validity of the Instrument**

The instrument was validated by the project supervisor and other two lecturers in the Department of Educational Foundations, Faculty of Education, University of Benin, who certified the instrument as appropriate for the study after making some corrections. These corrections were incorporated into the final draft of the instrument.

### **Reliability of Instrument**

The research instrument was administered to 20 students in a school that was not part of the study. The instrument were analyzed using Cronbach Alpha formula and a reliability co-efficient of .824 was obtained.

### **Method of Data Collection**

During the process of carrying out the research, the questionnaires were distributed by the researcher. The questionnaires were collected immediately after they were filled to ensure high level of response and return.

### **Method of Data Analysis**

Descriptive statistics of (frequency distribution and simple percentage), mean and standard deviation were employed to analyze field data from questionnaires.

## CHAPTER FOUR

### DATA ANALYSIS AND DISCUSSION OF FINDINGS

This chapter presents the result obtained from the analysis of data for answering the research questions formulated for the study through questionnaire. The data are presented in tables and are arranged according to research questions.

#### Presentation of Result

**Research Question 1:** How do Students' attitudes influence their performance in Literature in English?

**Table 1: Descriptive statistics on influence of students' attitude on performance**

S/N	ITEMS	N	Mean	Standard Deviation	Decision
1	I always approach Literature in English lessons with a positive attitude.	120	3.60	.55	Agree
2	My attitude towards Literature in English affects how well I perform in the subject.	120	3.11	.69	Agree
3	I believe Literature in English is an important subject worth putting effort into.	120	3.04	.75	Agree
	<b>Grand Mean</b>	<b>120</b>	<b>3.25</b>		<b>Agree</b>

Table 1 shows that out of the three items on how students attitude influence their performance in Literature in English, the students agreed to the three of them since their means was higher than the midpoint which is 2.5 with a grand mean of 3.25 it shows that the respondents agreed.

**Research Question 2:** To what extent does learners’ ability and methods affect their learning of Literature in English?

**Table 2: Descriptive Statistics on how learners’ ability and methods affect their learning of Literature in English**

S/N	ITEMS	N	Mean	Standard Deviation	Decision
1	My understanding and language ability help me to do well in Literature in English.	120	3.41	.87	Agree
2	The method used by my teacher makes it easier for me to understand Literature lessons.	120	2.29	.64	Disagree
3	I find it difficult to learn Literature in English because the teaching methods are unclear.	120	2.81	.91	Agree
	<b>Grand Mean</b>	<b>120</b>	<b>2.86</b>		<b>Agree</b>

Table 2 shows that out of the three items on the extent learner’s ability and methods affects their learning of Literature in English, the students agreed to two of them which are items one and three since their means was higher than the midpoint which is 2.5 while they disagree with item two. With a grand mean of 2.86 it shows that the respondents agreed.

**Research Question 3:** To what extent does learners' ability and instructional materials affect their learning of Literature in English?

**Table 3: Descriptive Statistics on extent learners' ability and instructional materials affect their learning of Literature in English**

S/N	ITEMS	N	Mean	Standard Deviation	Decision
1	The use of textbooks, novels, and visual aids helps me understand Literature in English.	120	2.41	.87	Disagree
2	Lack of adequate instructional materials makes learning Literature difficult.	120	3.29	.64	Agree
3	My ability to interpret literary texts improves when instructional materials are used.	120	2.43	.91	Disagree
	<b>Grand Mean</b>	<b>120</b>	<b>2.73</b>		<b>Agree</b>

Table 3 shows that out of the three items on the extent learner's ability and instructional materials affects their learning of Literature in English, the students agreed to item two with a mean of 3.29 whereas they disagreed to two other itmes: Item one and three with the means of 2.41 and 2.43 respectively. With a grand mean of 2.73 it shows that the respondents agreed.

**Research Question 4:** What role does the school environment (including library resources and class size) play in the learning of Literature in English?

**Table 4: Descriptive Statistics on how school environment (including library resources and class size) play in the learning of Literature in English**

S/N	ITEMS	N	Mean	Standard Deviation	Decision
1	The availability of library resources supports my study of Literature in English.	120	3.61	.87	Agree
2	A large class size makes it difficult to participate actively in Literature discussions.	120	3.17	.64	Agree
3	My school provides a conducive environment for learning Literature in English.	120	2.11	.91	Disagree
	<b>Grand Mean</b>	<b>120</b>	<b>2.76</b>		<b>Agree</b>

Table 4 shows that out of the three items on the roles the school environment play in the learning of Literature in English, the students agreed to items one and two with a mean of 3.61 and 3.17 respectively whereas they disagreed to item three with a mean of 2.11. With a grand mean of 2.76 it shows that the respondents agreed.

**Research Question 5:** How do students' interests influence their performance in Literature in English?

**Table 5: Descriptive Statistics on students' interests influence their performance in Literature in English**

S/N	ITEMS	N	Mean	Standard Deviation	Decision
1	I perform better in Literature because I am genuinely interested in the subject.	120	3.51	.87	Agree
2	My interest in Literature motivates me to read literary texts outside class hours.	120	3.25	.64	Agree
3	I lose interest in Literature when the topics or texts are not engaging.	120	2.24	.91	Disagree
	<b>Grand Mean</b>	<b>120</b>	<b>3.00</b>		<b>Agree</b>

Table 5 shows how students' interest influence their performance in Literature in English, out of the three items, the students agreed to items one and two with the means of 3.51 and 3.25 respectively whereas they disagreed to item three with a mean of 2.24. With a grand mean of 3.00 it shows that the respondents agreed.

## **Discussion of Findings**

Research question one sought to find out how students attitude influence their performance in literature. This study reveal that students attitude towards literature affects how well they perform in the subject. With a grand mean of 3.00,it therefore means that interest affect students learning of Literature. This findings is supported by Okebukola (2019),who identifies interest as a strong means of achievement in reading and interpretation based subjects. Usman & Bakare(2022) also note that students who enjoy Literature develop reading habits and achieve higher performance in examinations.

Research question two sort to find out how learners ability and methods affect student learning of Literature in English. This study revealed that students understanding and language ability help's them to do well in Literature, unclear teaching method affects the learning of Literature. This is in agreement with the study od Okonwo (2009) who observes that Literature is language dependent, so students with stronger reading and comprehension skills tends to perform better. Additional Adeyemo & Fakeye (2022) found that ineffective teaching methods especially only lecture only approach affects only students understanding of literary concept. Whereas, they do not meet the agreement that the method used by the teacher help them understand Literature lessons. With a grant mean of 2.86, it therefor means that learner ability and methods affects student learning of Literature.

Research question three sought to find out the extent to which learners' ability and instructional materials affect their learning of Literature in English. This study revealed that students' use of textbooks, novels, and visual aids helps them understand

Literature in English. Lack of adequate instructional materials makes learning Literature difficult for them, and that the ability to interpret texts improves when instructional materials are used. With a grand mean of 2.73, it therefore means that learners' instructional materials affect students' learning of Literature.

This agrees with Adebayo (2019) who noted that the more presence of instructional materials in the school environment (including library resources and class size) play in the learning of Literature in English. Materials do not translate to improved performance unless they are properly selected and effectively used by the teachers. And it also confirms the assertion of Okonkwo (2020) that inadequate instructional materials remain the major barriers to effective learning of Literature in Nigerian Senior Secondary Schools.

Research question four examined how the school environment especially library resources and class size affects students' learning of Literature in English. The findings showed that students having enough library resources helps them in their study of Literature. When books and other study materials are available, students can read widely and understand literary texts better.

The results also indicated that large class sizes affect students' ability to take part in Literature discussions. Because the subject requires active participation, reading, and sharing ideas, overcrowded classrooms make it hard for students to contribute during lessons. With a grand mean of 2.76, it there means that library facilities, class size, and the general school environment play significant roles in how well students learn Literature in English. These findings are in line with Adebayo (2019), who stated that library

resources and classroom conditions strongly influence learning outcomes. They also support Okonkwo (2020), who emphasized that poor school facilities and overcrowded classrooms hinder effective teaching and learning of Literature in Nigerian secondary schools.

Research question five seeks to find out how students interest influence their performance literature in English. This study revealed that the students perform better in literature because they have interest in the subject and that their interest in the subject motivates them to read literary texts, and also they lose interest when the topics or texts are not engaging, with a grand mean of 3.00. It therefore means that learners interest affect their performance in literature in English. students' interest in reading English texts positively correlates with their achievement and engagement in literary studies" (Kneopen & Pratiwi, 2022) . Students who lack interest in selected topics or texts are less motivated to read and show lower performance in English literature" (Fisher Digital Publications, 2012).

## CHAPTER FIVE

### SUMMARY, CONCLUSION AND RECOMMENDATION

#### Summary

This study was undertaken to investigate the problem of learning literature in English in senior secondary schools in Ikpoba Okha local Government Edo State.

The research design adopted for this study was a descriptive survey research design, the population of this study consisted of some selected students from some public Senior secondary schools in Ikpoba Okha East local government area in Edo state. From the population of the study simple random sampling technique was used to select (120) respondents from (6) sampled schools for the study. In order to achieve the objectives of this research, a structural questionnaire was employed as a tool for this research. To attain the purpose of the study, the research gave answers to the following raised research questions;

- To what extent does learners ability, methods affect their learning of Literature in English?
- How do students' attitudes influence their performance in Literature in English?
- To what extent does learners ability instructional materials affect their learning of Literature in English?
- What role does the school environment (including library resources and class size) play in the learning of Literature in English?
- How do Students' interest influence their performance in Literature in English.

A Literature review was conducted in view of the subject matter for this study and the validity of the study was determined by the researcher's supervisor and by two other lecturers from the Department of Educational Foundations. The reliability of the instrument used was determined by administering it to (20) respondents who are different from the population for the main study.

Cronbach Alpha was used to determine the reliability using, mean and standard deviation and a reliability of .824 was realized and the following were findings:

- Students attitudes influence their performance in Literature in English.
- Learners ability and methods of teaching affect their learning of Literature in English
- The School environment including affect their learning of literature in English
- Interest and instructional materials affect their learning of Literature in English.

### **Conclusion**

From the findings, it was concluded that students interest, instructional methods, school environment, teaching and attitudes affect their performance in learning Literature in English.

### **Recommendations**

Based on the results of this study, the following recommendations are proposed:

- Schools should encourage positive student attitudes toward Literature in English. Schools should create opportunities such as reading clubs, literary competitions, and drama activities to foster motivation and engagement with the subject.

- Teachers should employ strategies like group discussions, dramatizations, guided reading, and interactive activities that match students' abilities to enhance understanding and participation.
- Government should enhance the school learning environment. Classrooms should be well structured and conducive to learning, while libraries should be equipped with relevant literary resources, including novels, plays, and poetry collections.
- To ensure the availability of adequate instructional materials. School administrators and education authorities should provide textbooks, literary works, audio visual aids, and other resources that support effective teaching and learning of Literature in
- Parents should motivate their children to read at home and, where possible, provide recommended literary materials to strengthen students' interest and learning.

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**APPENDIX 1**

**DEPARTMENT OF EDUCATIONAL FOUNDATIONS**

**FACULTY OF EDUCATION**

**UNIVERSITY OF BENIN**

**QUESTIONNAIRE ON THE INVESTIGATION INTO THE PROBLEM OF  
LEARNING OF LITERATURE IN ENGLISH IN SENIOR SECONDARY  
SCHOOLS**

Dear Respondent,

I'm a final year student of the above department and school, I am conducting a research on an investigation into the problem of Learning Literature in Senior Secondary Schools, as part of the fulfillment of my B.A. degree programme. It will be highly appreciated if the questions below are answered correctly by ticking right in the space provided. Your confidentiality is assured.

Yours faithfully,

**Odion Ali**

## SECTION A

### (DEMOGRAPHIC DATA)

Gender: Male ( ) Female ( )

## SECTION B

Instructions: Kindly indicate your level of agreement with each of the following statements by ticking the appropriate option.

Instruction: Please tick (✓) the option that best describes your opinion for each statement below.

Options: Strongly Agree (SA), Agree (A), Disagree (D), Strongly Disagree (SD)

Research Question 1: How do students' attitudes influence their performance in Literature in English?

S/N	Statement	SA	A	D	SD
1	I always approach Literature in English lessons with a positive attitude.				
2	My attitude towards Literature in English affects how well I perform in the subject.				
3	I believe Literature in English is an important subject worth putting effort into.				

**Research Question 2: To what extent does learners' ability and methods affect their learning of Literature in English?**

S/N	Statement	SA	A	D	SD
1	My understanding and language ability help me to do well in Literature in English.				
2	The method used by my teacher makes it easier for me to understand Literature lessons.				
3	I find it difficult to learn Literature in English because the teaching methods are unclear.				

**Research Question 3: To what extent does learners' ability and instructional materials affect their learning of Literature in English?**

S/N	Statement	SA	A	D	SD
1	The use of textbooks, novels, and visual aids helps me understand Literature in English.				
2	Lack of adequate instructional materials makes learning Literature difficult.				
3	My ability to interpret literary texts improves when instructional materials are used.				

**Research Question 4: What role does the school environment (including library resources and class size) play in the learning of Literature in English?**

S/N	Statement	SA	A	D	SD
1	The availability of library resources supports my study of Literature in English.				
2	A large class size makes it difficult to participate actively in Literature discussions.				
3	My school provides a conducive environment for learning Literature in English.				

**Research Question 5: How do students' interests influence their performance in Literature in English?**

S/N	Statement	SA	A	D	SD
1	I perform better in Literature because I am genuinely interested in the subject.				
2	My interest in Literature motivates me to read literary texts outside class hours.				
3	I lose interest in Literature when the topics or texts are not engaging.				

## APPENDIX 2

### RELIABILITY

Scale: ALL VARIABLES

#### Case Processing Summary

		N	%
Cases	Valid	20	83.3
	Excluded <sup>a</sup>	4	16.7
	Total	24	100.0

a. Listwise deletion based on all variables in the procedure.

#### Reliability Statistics

Cronbach's Alpha	N of Items
.824	20