

**INCLUSION OF DIGITAL INSTRUCTIONAL MATERIALS
FOR LEARNING LITERATURE IN SENIOR SECONDARY
SCHOOLS IN IKPOBA-OKHA LOCAL GOVERNMENT
AREA OF EDO STATE**

**QUEENCY TAMARAUGHALA ATILI
EDU2102193**

**DEPARTMENT OF EDUCATIONAL FOUNDATIONS
FACULTY OF EDUCATION
UNIVERSITY OF BENIN
BENIN CITY**

OCTOBER, 2025

INCLUSION OF DIGITAL INSTRUCTIONAL MATERIALS FOR
LEARNING LITERATURE IN SENIOR SECONDARY SCHOOLS
IN IKPOBA-OKHA LOCAL GOVERNMENT AREA OF EDO STATE

QUEENCY TAMARAUGHALA ATILI
EDU2102193

A PROJECT SUBMITTED TO THE DEPARTMENT OF
EDUCATIONAL FOUNDATIONS, FACULTY OF EDUCATION,
UNIVERSITY OF BENIN, BENIN CITY, EDO STATE IN PARTIAL
FULFILLMENT OF THE REQUIREMENTS FOR THE AWARD OF
BACHELOR OF ARTS (B.A/ED) IN ENGLISH AND LITERATURE
EDUCATION

OCTOBER, 2025

CERTIFICATION

We the undersigned, certify that the project work was carried out by Queency Tamaraughala Atili of the Department of Educational Foundations, Faculty of Education, University of Benin, Benin City, in partial fulfillment of the requirement for the award of Bachelor of Arts in Education B.A(Ed) in English and Literature Education.

Dr. (Mrs.) O. O. Osawaru
Project supervisor

Dr. .O.I. Nyorere
Project coordinator

Date: _____

Date: _____

Prof. R.B Danner
Head of department

Date: _____

DEDICATION

This project is dedicated to God Almighty, the custodian of all wisdom, knowledge and understanding for grace and insights and divine health throughout the course of study.

ACKNOWLEDGMENTS

The researcher is very grateful to her project supervisor, Dr. Mrs. O. O. Osawaru for her valuable and thorough contributions in making sure that this project work comes out successful. This could only have been possible through her inspiration, guidance, and constructive criticism, all of which had enabled the researcher to complete this work.

The researcher would also like to acknowledge and appreciate her Head of Department, Prof. R.B. Danner, her project coordinator, Dr. O.I Nyorere, her course adviser Dr. Mrs. O. D Osa-Omogerie and all the lecturers in the Department of Educational Foundations, Faculty of Education and the Department of English and Literature, Faculty of Arts, that have in one way or the other rendered support in this project work.

The researcher's sincere gratitude goes to her guardians Mr. Efosa Elliott Idemudia and Mrs Tina Edobor for their unwavering love, support, guidance and encouragement and belief that have been the driving force behind her success. Special appreciation also goes to Mr Festus Edobor and Dauda Ahmed for their love and support . Appreciation also goes to friends of the researcher, Sadia and Agho for being an integral part of her journey. Thank you all for your love and support towards her now and in time past. God bless you all richly.

TABLE OF CONTENTS

TITLE	PAGE
CERTIFICATION	I
DEDICATION	II
ACKNOWLEDGEMENT	III
TABLE OF CONTENT	IV
LIST OF TABLES	VI
ABSTRACT	VII
CHAPTER ONE	
INTRODUCTION	
Background to the study	1
Statement of the problem	3
Research question	4
Hypothesis	4
Purpose of the study	5
Significance of the study	5
Scope and Delimitation of the study	7
CHAPTER TWO	
REVIEW OF LITERATURE	
Theoretical Framework	8
The concept of literature in English	10

	PAGE
Concept of digital instructional materials	14
Use of digital instructional materials for learning literature in school.	18
Summary of literature reviewed	22
CHAPTER THREE	
METHODOLOGY	
Research Design	25
Population of the study	25
Sample and sampling technique	26
Research instrument	26
Validity of instrument	27
Reliability of the instrument	27
Method of data administration and collection	27
Method of data analysis	28
CHAPTER FOUR	
PRESENTATION OF RESULTS AND DISCUSSION OF FINDINGS	
Data presentation and Analysis According to Research Objectives	
Discussion of findings	

	PAGE
CHAPTER FIVE	
SUMMARY, CONCLUSION AND RECOMMENDATIONS	
Summary	50
Conclusion	50
Recommendation	53
REFERENCES	56
APPENDIX	61

LIST OF TABLES

	PAGE
Section A: Demographic information	29
Section B: Availability and use of digital instructional materials.	36
Section C: Effectiveness and Impact.	41

ABSTRACT

This study examined the inclusion of digital instructional materials in the teaching and learning of Literature in English in senior secondary schools in Ikpoba Okha Local Government Area of Edo State. The study was carried out to determine how digital tools are being used to improve students' interest and understanding of literature, and to identify the challenges faced by teachers and students in using these tools. The research was guided by questions on the availability, usage, and effectiveness of digital instructional materials in literature classrooms.

The study reviewed related literature and theories that support the use of technology in education, such as the Constructivist Learning Theory and the Technological Pedagogical Content Knowledge (TPACK) framework. Previous studies revealed that digital materials like projectors, e-books, and audio-visual aids can make literature lessons more engaging, but their use is often limited by poor facilities, lack of training, and unstable power supply. A descriptive survey design was used for the study. Data were collected from teachers and students in selected public and private secondary schools through questionnaires. The results were analyzed using simple percentages to identify patterns and opinions among respondents.

The findings showed that although most teachers and students appreciate the importance of digital instructional materials, their use in teaching Literature in English is still very low. Many schools lack the necessary equipment and internet access. However, in schools where digital tools are available, students show more interest, better understanding, and improved participation in lessons. The study concluded that digital instructional materials have a positive effect on the teaching and learning of Literature in English when properly used. It recommended that government and school authorities should provide more digital facilities, train teachers regularly, and ensure steady power supply to promote digital learning.

CHAPTER ONE

INTRODUCTION

Background to the Study

In the past, Literature was taught mainly by reading printed novels and plays, writing notes, and listening to long lectures from teachers. While this method worked for many years, it often made Literature lessons less lively and engaging for students. Many students found it hard to connect with the texts or see their relevance to real life.

With the advancement of technology worldwide, digital instructional materials have been introduced into education. These include resources such as e-books, YouTube videos, online libraries, PowerPoint presentations, podcasts, mobile learning apps, and online quizzes. These digital tools allow students to experience Literature in multiple ways through reading, listening, and watching, thereby making learning more interactive and enjoyable.

In Nigeria, the need to include digital instructional materials became stronger during the COVID-19 pandemic in 2020, when schools had to close down and look for alternative methods to continue teaching. Many schools turned to platforms like Zoom, Google Classroom, and WhatsApp to deliver lessons to students. Teachers who taught Literature found creative ways to send texts, video recordings, and audio summaries to their students online.

The Nigerian government has also shown its support for technology in education. In the National Policy on Education (2013), especially in Section 6 (Secondary Education) and

Section 11 (Information and Communication Technology), it clearly states that ICT should be integrated into teaching and learning. The policy emphasizes that ICT will help students develop the knowledge and skills needed in the modern world. It promises that the government will provide facilities and training to help both teachers and students use technology effectively.

School ownership and the level of students also affect how digital instructional materials are included in teaching Literature. In private schools, students often have better access to computers, projectors, internet connection, and modern learning apps because their schools and parents can afford them. This makes it easier for teachers to use digital tools regularly during Literature lessons. On the other hand, many public schools face limitations, as they may not have enough computers or reliable internet, making it harder to use these materials effectively.

The students' academic stage also plays a role in how digital tools are used. At the junior secondary level, digital instructional materials can be used to introduce students to simple stories, audio readings, and short video clips that make Literature fun and easy to understand. At the senior secondary level, where students prepare for major examinations like WAEC and NECO, digital tools such as e-books, online quizzes, past question apps, and PowerPoint presentations help them study deeply and revise effectively. At the tertiary level, students of English and Literature make use of wider digital resources like online journals, digital libraries, and research databases to study texts critically and

prepare academic projects. This shows that digital instructional materials are useful at every stage, but their level of use depends on the needs and readiness of the students.

Despite these efforts in public and private schools, many challenges still exist, especially in areas like Ikpoba-Okha Local Government Area. Some of these challenges include poor access to computers and internet, irregular electricity, lack of digital skills among teachers, and limited resources to buy modern equipment. Yet, it is clear that the use of digital instructional materials can make Literature lessons more exciting, understandable, and meaningful for students. Therefore, studying the level of inclusion of digital materials in teaching Literature in Ikpoba-Okha is very important to know how far schools have gone and what can still be improved.

Statement of the Problem

Even though technology is now part of everyday life, many secondary schools in Nigeria, including those in Ikpoba-Okha Local Government Area, still rely mainly on traditional methods for teaching Literature. The slow or non-inclusion of digital instructional materials limits students' interest, understanding, and performance in Literature. There are still questions about how many schools use digital tools, how often teachers use them, and what challenges they face.

If Literature is to remain relevant and exciting for today's students, there is a need to know if digital instructional materials are used and how their use can be improved. This study, therefore, seeks to find out the current situation on the inclusion of digital materials in Literature classrooms in Ikpoba-Okha.

Research Question

The study is guided by the following research questions:

1. To what extent are digital instructional materials included in Learning Literature in English in secondary schools in Ikpoba-Okha Local Government Area?
2. Is the inclusion of digital instructional materials based on school ownership?
3. Is the inclusion of digital instructional materials based on the Age of teachers?
4. Is the inclusion of digital instructional materials based on the level of Educational Qualification?
5. Is the inclusion of digital instructional materials based on teachers' teaching experience.

Hypothesis

The following null hypothesis were formulated from research

1. The inclusion of digital instructional materials is not significantly based on school ownership.
2. The inclusion of digital instructional materials is not significantly based on teachers' teaching experience.
3. The inclusion of digital instructional materials is not significantly based on the Age of teachers.
4. The inclusion of digital instructional materials is not significantly based on the Educational Qualification of the teacher.

Purpose of the Study

The main aim of this study is to investigate whether digital instructional materials are included into the teaching of English in Literature in secondary schools within Ikpoba-Okha Local Government Area of Edo State. The study will equally immeritate whether :

1. The inclusion of digital instructional materials is based on school ownership.
2. The inclusion of digital instructional materials is based on the Age of teachers.
3. The inclusion of digital instructional materials is based on the level of Educational Qualification.
4. The inclusion of digital instructional materials is based on the Teachers' teaching experience.

Significance of the Study

This study holds significant importance for various stakeholders in the educational system. For teachers, it offers a valuable insight into the benefits of incorporating digital instructional tools in Literature teaching. With the rapid advancement of technology, it is essential for teachers to explore new teaching methods that can captivate students and make the learning experience more engaging. By understanding how digital tools can enhance their teaching, teachers may be encouraged to move beyond traditional methods and embrace modern pedagogical approaches.

For students, the study's findings will contribute to making the learning of Literature more interesting, interactive, and accessible. Literature, when taught with digital resources like e-books, educational videos, and interactive platforms, has the potential to

become more relatable and engaging for students. These tools can help students connect with the material in ways that traditional methods may not, fostering a deeper interest in the subject and improving their overall learning experience.

For school administrators, this study will provide critical information on the importance of integrating digital instructional materials into the curriculum. By recognizing the value of these tools, school administrators will be better equipped to make informed decisions regarding investments in digital resources and the necessary training for teachers. This will ultimately contribute to the overall improvement of teaching and learning in schools.

For policymakers, the study highlights the need for policy reforms and stronger infrastructure support for Information and Communication Technology (ICT) in schools.

As the Nigerian government already supports the integration of ICT into education, this study reinforces the necessity of providing adequate resources and training for both teachers and students, ensuring that they can effectively utilize digital tools in their learning and teaching processes.

Lastly, for future researchers, this study serves as a foundational reference for those looking to explore the relationship between technology and education further. The findings may inspire additional studies on the use of digital tools in various subjects, particularly Literature, and may contribute to the body of knowledge on educational technology in Nigeria and beyond.

Scope and Delimitation of the Study

The scope of this study is specifically focused on the inclusion of digital instructional materials in the teaching of Literature in secondary schools within the Ikpoba-Okha Local Government Area of Edo State, Nigeria.

The study does not extend beyond Ikpoba-Okha Local Government Area, meaning it will include public and private owned schools with teachers of English in literature from SSS1 - 3.

CHAPTER TWO

LITERATURE REVIEW

In this chapter, related literature was reviewed under the following sub headings:

- Theoretical framework
- The components of literature in English.
- Concept of digital instructional materials.
- Use of digital instructional materials for learning Literature in school.
- Summary of literature reviewed

Theoretical Framework

This study is supported by two major learning theories: the Constructivist Learning Theory and the Cognitive Theory of Multimedia Learning.

The Constructivist Learning Theory, associated with Jean Piaget (1936) and Lev Vygotsky (1978), emphasizes that learners are not passive receivers of knowledge but active participants in the learning process. Piaget explained that learning occurs as students construct meaning through experiences, while Vygotsky highlighted the importance of social interaction and his well-known concept of the “Zone of Proximal Development” (ZPD). The ZPD suggests that learners achieve more when they are supported with appropriate tools and guidance. Digital instructional materials act as such tools, helping learners move beyond their present level of understanding. For example, a student struggling with the complex themes of a novel can benefit from explanatory videos or online discussion forums, which provide scaffolding to build clearer insights.

In the context of literature teaching, constructivism means that learners engage with texts not only through printed words but also through interactive and multimodal experiences. Instead of merely reading Shakespeare's Julius Caesar from a textbook, students might watch a stage performance online, where gestures, costumes, and settings bring the play to life. This richer experience enables learners to build deeper and more personal connections to the text. Research supports this constructivist view: Simpson (2010), in a study on collaborative online learning, found that students developed stronger critical thinking skills when digital tools were used to enhance literary discussions. Similarly, Adeniyi-Egbeola, Achike, and Bello (2021) discovered that Nigerian English teachers were knowledgeable about digital tools and believed in their potential to improve learning outcomes, though their actual classroom use remained limited.

The second theory that guides this study is Richard Mayer's Cognitive Theory of Multimedia Learning (2001). Mayer proposed that people learn more effectively when information is presented through both the visual and auditory channels of the brain. According to him, learners process information by selecting, organizing, and integrating new knowledge, but they are limited by the capacity of working memory. Therefore, carefully designed multimedia instruction can reduce cognitive overload and improve comprehension. In literature classrooms, this theory explains why film adaptations, audiobooks, or PowerPoint slides are often more effective than text alone. A student who listens to a poem being recited while watching an animation that illustrates its imagery is more likely to grasp and remember its meaning compared to reading silently. Supporting

this claim, a study by Hung, Hwang, and Huang (2012) on digital storytelling showed significant improvements in students' academic achievement, motivation, and critical thinking when multimedia tools were integrated into English learning.

Taken together, the Constructivist Learning Theory and the Cognitive Theory of Multimedia Learning provide a strong justification for including digital instructional materials in the teaching of Literature. Constructivism emphasizes active, interactive, and socially mediated meaning-making, while Mayer's theory shows how multimedia resources engage both the eye and the ear to improve understanding and retention. Together, they suggest that when digital instructional materials are used in Literature classrooms, learning becomes richer, more meaningful, and more memorable.

The Components of Literature in English

Literature in English is generally divided into three main components: prose, poetry, and drama. These components form the backbone of literary studies because they represent the different forms through which human thoughts, emotions, and experiences are expressed creatively. Each component has its definition, branches, and notable works that illustrate its richness.

Prose is the most natural form of written or spoken language, presented in sentences and paragraphs without deliberate rhythm or rhyme. It is used for novels, short stories, essays, and biographies. Prose can be divided into two major branches: fictional prose and non-fictional prose. Fictional prose includes novels, novellas, and short stories that spring from imagination, such as Chinua Achebe's *Things Fall Apart* or Chimamanda Ngozi

Adichie's *Purple Hibiscus*. Non-fictional prose, on the other hand, is based on factual accounts and includes autobiographies, essays, and historical narratives, such as Wole Soyinka's *Aké: The Years of Childhood*. Prose plays an important role in developing comprehension and critical thinking skills since it often deals with plot, character development, and themes that mirror society.

Poetry is a highly condensed and imaginative form of writing that uses rhythm, imagery, symbolism, and figures of speech to communicate emotions and ideas. Poetry is often divided into branches such as lyrical poetry (expressing personal emotions, e.g., William Wordsworth's "The Solitary Reaper"), narrative poetry (telling a story, e.g., Geoffrey Chaucer's *The Canterbury Tales*), and dramatic poetry (meant for performance, e.g., Christopher Marlowe's *Doctor Faustus* in poetic lines). In African literature, poems such as Niyi Osundare's *Village Voices* or Leopold Senghor's *Black Woman* are widely studied. Poetry challenges learners to pay attention to sound, rhythm, and deeper meanings, thereby strengthening interpretive and imaginative skills.

Drama is a literary composition meant for performance on stage. It relies on dialogue and action to present conflicts, emotions, and social issues. Drama is broadly divided into tragedy, comedy, tragicomedy, and historical plays. For instance, William Shakespeare's *Macbeth* represents tragedy, while his *A Midsummer Night's Dream* represents comedy. In African literature, Ola Rotimi's *Kurunmi* and Wole Soyinka's *The Trials of Brother Jero* are notable plays that capture traditional and modern African societies. Drama is

particularly powerful in teaching because it combines literature with performance, encouraging learners to embody characters and explore social issues.

The reason why Literature is taught differently at various educational levels relates to the cognitive and developmental abilities of learners. At the primary school level, literature is not taught as a stand-alone subject but integrated into English Language. Here, the focus is on storytelling, nursery rhymes, and simple drama activities such as role-play. These methods are appropriate because children at this stage learn best through imagination, play, and repetition (Adeyemi, 2012). Exposure to stories at this level helps children develop vocabulary, listening skills, and moral reasoning.

At the junior secondary school level, Literature is introduced in a more formalized way but still under English Language, as recommended by the Nigerian Educational Research and Development Council (NERDC, 2007). Students at this stage are transitioning to abstract thinking, so they are exposed to short stories, simple poems, and basic plays. For example, they might read *Eze Goes to School* by Onuora Nzekwu, or short African poems by J.P. Clark. The purpose is not deep analysis but building comprehension, cultural awareness, and appreciation of literary forms. Drama is often taught through classroom skits and role-playing exercises, which promote teamwork and oral communication.

At the senior secondary school level, Literature is taught as a separate subject. Here, learners are expected to critically analyze texts, identify literary devices, and engage in comparative discussions of themes. Prose is taught through novels and novellas such as

Achebe's *Things Fall Apart* or Ngũgĩwa Thiong'o's *The River Between*. Poetry includes African and non-African works, for example, Birago Diop's "Viaticum" or William Blake's "The Lamb." Drama includes canonical plays such as Ola Rotimi's *The Gods Are Not to Blame* or Sophocles' *Oedipus Rex*. The main reason this level requires deeper analysis is because students are preparing for external examinations like WAEC, NECO, and JAMB, which test critical appreciation, knowledge of themes, literary devices, and contextual understanding. Scholars such as Obafemi, Bodunde, Adeoti, and Jegede (2013) argue that this analytical stage develops higher-order thinking skills that prepare students for university-level courses.

At the university stage, the study of Literature becomes more specialized. Students can pursue courses such as English, English Literature, or Theatre Arts. At this level, the three components prose, poetry and drama are studied along with literary criticism, stylistics, comparative literature, and cultural studies. The aim is to prepare graduates to become teachers, critics, playwrights, novelists, or researchers. The progression from storytelling at the primary stage to critical literary theory at the university stage shows that Literature is not only a means of entertainment but also a serious academic discipline that shapes intellectual and cultural development.

In summary, prose, poetry, and drama represent the central components of Literature in English, each with unique characteristics and branches. Their study progresses gradually across primary, junior secondary, senior secondary and tertiary levels, reflecting learners' cognitive growth and preparing them for higher educational demands. While early stages

focus on enjoyment and language development, senior levels emphasize analysis and external examinations, and university levels expand into specialization and professional application.

Concept of Digital Instructional Materials

Digital instructional materials are teaching and learning resources presented in electronic form with the help of modern technologies such as computers, projectors, tablets, smartphones, and the internet. These resources include e-books, online journals, educational websites, digital storybooks, audiobooks, video recordings of plays, PowerPoint presentations, mobile learning apps, and even social media platforms when they are used for educational purposes (Harris, 2016). They provide a wide range of materials that go beyond traditional printed textbooks, giving both teachers and students access to a richer learning environment.

The relevance of digital instructional materials in the teaching of literature cannot be overstated. Literature explores human experiences, imagination, and culture, usually expressed through written texts. However, printed texts alone sometimes limit students' understanding, especially when the language is complex or when learners lack motivation to read. Digital materials help to overcome these barriers by adding sound, images, and interactivity. They also give students access to a wider collection of works and interpretations than what is available in the classroom. For example, while a printed anthology may contain only a few poems, the internet provides students with access to global collections of poetry, critical essays, and analyses (Ajayi, 2010).

There are different categories of digital instructional materials, each serving specific purposes in education. E-books and digital storybooks provide electronic versions of novels, plays, and anthologies, making literary texts more accessible and reducing the cost of multiple print copies. Many digital storybooks also include interactive features such as audio narration and animations, which help to build comprehension in younger readers. Audiobooks, on the other hand, are particularly useful for students with reading difficulties or those who learn better through listening. They bring prose and poetry to life through tone, rhythm, and mood, which students may not fully capture from silent reading (Ogunleye, 2021).

Another important category includes educational websites and online journals, such as Google Scholar, JSTOR, and literary blogs, which give students access to scholarly articles, literary criticism, and wider interpretations of texts. These resources support deeper engagement with prose, poetry, and drama beyond the classroom (Ajayi, 2010). Similarly, digital libraries like Project Gutenberg or local e-libraries give students access to a vast collection of literary texts, both classic and modern, thereby bridging the gap between limited physical library resources and students' learning needs.

Video recordings and film adaptations also play a major role in teaching Literature. Watching a recorded stage play or a movie based on a novel allows learners to experience the text visually and aurally, which makes comprehension easier. For example, a recorded performance of Ola Rotimi's *Kurunmi* helps students not only to read the play but also to see the costumes, gestures, and cultural elements that bring it alive. Similarly,

film adaptations of novels such as *Things Fall Apart* provide visual interpretations that make abstract themes more concrete.

Teachers also make use of PowerPoint presentations to summarize key themes, characters, and literary devices in texts. These slides organize content visually and help in structuring class discussions. Students themselves can also use PowerPoint to present their understanding of a particular poem, play, or novel. Closely related to this are Learning Management Systems (LMS) such as Google Classroom, Moodle, and Edmodo, which provide platforms where teachers can upload texts, assignments, and videos, while students can submit responses and engage in online discussions.

Another useful set of digital instructional materials are mobile learning apps such as Quizlet, Kahoot and digital dictionaries. These are highly interactive and often gamified, making them appealing to students. For instance, teachers can use Quizlet to create flashcards on literary devices, while students can revise through quizzes and online games. Similarly, dictionary and thesaurus apps support vocabulary development, which is vital in studying Literature (Afolabi, 2015).

Lastly, even social media platforms such as WhatsApp, Facebook, and YouTube, when used responsibly, have become powerful tools for Literature teaching. Teachers can form WhatsApp groups where students exchange summaries or discuss major themes, while YouTube provides access to poetry recitations, author interviews, and explanatory videos that make learning more dynamic. Although these platforms can be distracting when misused, they offer flexible spaces for collaborative learning when properly managed.

The benefits of using digital instructional materials are therefore numerous. They improve comprehension by presenting literature in multiple forms (text, audio, and visuals), they increase motivation by making texts more engaging, and they support inclusivity by catering to learners with different needs. They also encourage collaboration, as students can interact and share ideas online, and they provide up-to-date information since digital sources can be refreshed regularly (Heafner, 2004).

However, challenges still exist. In Nigeria, poor internet connectivity is a major issue, as many schools, including those in Ikpoba-Okha Local Government Area, lack stable internet access. Unreliable electricity supply also limits the effective use of electronic devices, while the cost of computers, projectors, and internet subscriptions remains high for many schools and families. Furthermore, some teachers lack sufficient training in digital literacy, making it difficult to use these tools effectively (Afolabi, 2015; Ogunleye, 2021). Finally, students sometimes misuse digital devices for entertainment or social media rather than for learning.

In summary, digital instructional materials such as e-books, audiobooks, websites, videos, PowerPoint slides, LMS platforms, mobile apps, digital libraries, and even educational social media groups are transforming the teaching of Literature in English. They enrich learning by engaging multiple senses, increasing access to texts, and supporting collaborative interaction. While challenges exist, their advantages show that the future of teaching Literature lies in meaningful digital integration.

Use of Digital Instructional Materials for Learning Literature in Schools

The teaching of Literature in English in secondary schools revolves around three main components: prose, poetry, and drama. Each of these genres requires a slightly different teaching approach because they involve different forms of expression and literary devices. Traditional methods of teaching often relied on chalk-and-talk, printed books, and occasional classroom discussions. However, with the rise of digital technologies, teachers now have a wide range of digital instructional materials that can make learning more interactive, accessible, and enjoyable.

- **Digital Instructional Materials for Prose:**

Prose includes novels, novellas, and short stories. Since prose texts are often lengthy, many students find them difficult to cover within the school term. Digital instructional materials such as e-books and audiobooks make prose texts more accessible. E-books can be read on smartphones, tablets, or laptops, and they often come with features such as adjustable fonts, dictionary lookup, and highlighting (Adeniyi, 2021). Audiobooks also provide a unique opportunity for students to listen to stories while engaging in other activities, which is particularly helpful for auditory learners.

For instance, novels like Chinua Achebe's *Things Fall Apart* or Chimamanda Ngozi Adichie's *Purple Hibiscus* are available on platforms such as Amazon Kindle and Google Books, making them easily accessible to students. In addition, WhatsApp groups and Google Classroom forums can be used by teachers to share chapter summaries, character analyses, and even comprehension quizzes. Teachers may also organize Zoom book

discussion sessions, where students analyze characters, themes, and settings in real time, similar to a book club. This makes prose more engaging and collaborative, even outside the traditional classroom setting.

- Digital Instructional Materials for Poetry:

Poetry is the most condensed and stylistically rich of all literary forms, and students often struggle with its symbols, imagery, and rhythm. Digital tools make poetry come alive in ways that traditional teaching cannot. YouTube, for example, provides access to thousands of poetry performances and spoken-word videos. Watching a recitation of Birago Diop's *Viaticum* or W. B. Yeats's *The Second Coming* allows students to appreciate tone, rhythm, and performance style (Okafor, 2020). Similarly, platforms like TED-Ed create animated versions of poems, explaining imagery and symbols in visually engaging ways.

Teachers can also use Microsoft PowerPoint to break down poetic devices, line by line, highlighting metaphors, similes, and alliterations with illustrations and audio support. Students themselves can record their own recitations and share them via WhatsApp or Google Classroom, allowing for peer feedback. Digital libraries such as Project Gutenberg and African Online Digital Library also make rare poetry collections available for free. By combining visuals, audio, and text, digital instructional materials help students grasp both the meaning and musicality of poems.

- Digital Instructional Materials for Drama:

Drama is inherently performative, which makes it the most adaptable to digital tools. Plays like Ola Rotimi's *Kurunmi* or William Shakespeare's *Macbeth* are not fully appreciated when read silently; students understand them better when they are performed. Platforms like YouTube host numerous live and recorded stage performances, film adaptations, and critical discussions of dramatic works (Ifejika, 2019). Teachers can download or stream these performances during lessons or share the links with students for after-class study.

In addition, Zoom or Google Meet can be used for virtual rehearsals, where students act out scenes and receive live feedback. Teachers may also assign students to create short video recordings of selected scenes and upload them on class WhatsApp groups or Google Classroom. By doing this, students do not just read drama but embody it, thereby improving their confidence, pronunciation, and understanding of stage directions. Audiobooks of plays, like those available for Shakespeare's works, also help in understanding dialogue and tone.

Certain digital instructional materials cut across all three genres. For example, digital libraries such as JSTOR and Google Scholar provide access to literary criticism and scholarly interpretations, helping students to deepen their analytical skills (Ngugi, 2021). Quizlet can be used to create flashcards on literary terms, characters, or themes, while Kahoot allows teachers to set interactive quizzes for revision. Learning Management Systems (LMS) such as Moodle or Canvas help teachers upload texts, assignments, and

supplementary resources for Literature. Podcasts such as “Literature Study Hacks” or “African Literature Voices” can be recommended for students to gain additional perspectives.

The use of digital instructional materials also varies depending on the educational stage. At the junior secondary level, the focus is often on introducing basic literary terms, short stories, and simple poems. Digital tools like animated videos, e-books with pictures, and voice recordings are more effective at this stage because they simplify learning (Adeyemi, 2020). At the senior secondary level, where students prepare for external examinations like WAEC, NECO, or JAMB, digital materials shift towards deeper analysis. For example, WAEC syllabus novels such as *Faceless* by Amma Darko are better studied through online guides, YouTube critical reviews, and scholarly essays. At the tertiary level, Literature becomes more specialized into courses such as African Literature, Literary Theory, and Comparative Literature. Here, advanced digital resources like online journals, literary podcasts, and digital archives are used for research and criticism.

This differentiation shows that digital instructional materials are not “one size fits all” but must be tailored to the needs, age, and learning goals of students at different stages.

From prose to poetry and drama, digital instructional materials provide diverse ways of making Literature more accessible, interactive, and enjoyable. By using e-books, audiobooks, YouTube, TED-Ed, WhatsApp, Zoom, Google Classroom, Quizlet, podcasts, and digital libraries, teachers can overcome traditional limitations like shortage of texts, poor student engagement, and limited classroom time. As Mayer’s (2009) Cognitive

Theory of Multimedia Learning explains, students learn better when information is presented using both words and pictures. Therefore, digital tools not only expand access but also improve comprehension and critical engagement with Literature.

Summary of Literature Reviewed

This study is guided by two important learning theories: the Constructivist Learning Theory and the Cognitive Theory of Multimedia Learning. The Constructivist Theory, explained by scholars such as Piaget (1972) and Vygotsky (1978), shows that learners do not just receive knowledge from teachers but build their own understanding through interaction and experience. In teaching literature, this means that when students use digital instructional materials like videos, audiobooks, or online forums, they are able to create richer meanings from the texts. Vygotsky's idea of the "zone of proximal development" explains how digital tools can support students to go beyond what they already know by giving them extra help through visual and audio resources. The second theory, Mayer's (2009) Cognitive Theory of Multimedia Learning, explains that students learn better when both the eyes and ears are engaged. This is why tools like film adaptations, PowerPoint slides, and audio recordings make literature easier to understand and remember.

The concept of digital instructional materials refers to all teaching and learning resources presented in electronic form, including e-books, online journals, videos, audiobooks, PowerPoint slides, mobile apps, and even platforms like WhatsApp or YouTube when used for learning (Harris, 2016; Ajayi, 2010). These tools are important because they help

to make literature more accessible, especially when printed texts are limited or too difficult for students. Scholars like Heafner (2004) and Ogunleye (2021) agree that digital materials improve students' comprehension, interest, and collaboration. They also allow for inclusivity, as students with reading or learning challenges can benefit from audio or visual resources. However, challenges such as poor internet access, unstable electricity, high costs of devices, and lack of teacher training limit their effective use in many Nigerian schools (Afolabi, 2015).

The teaching of literature in English in schools is built around three main components: prose, poetry, and drama. Prose includes novels and short stories, poetry focuses on rhythm and imagery, while drama is written for performance. At the junior secondary level, literature is taught to build interest and appreciation, often through simple texts like folktales and short plays. At the senior secondary level, the focus is on preparing students for external examinations such as WAEC, NECO, and JAMB, where students are tested on prescribed texts through essay and objective questions. At the tertiary level, literature expands into specialized courses such as African Literature, Literary Theory, and Comparative Literature. Each level of learning has different goals because younger students need motivation and basic exposure, while older students must show critical analysis and exam readiness (Adeyemi, 2020; Ifejika, 2019).

Digital instructional materials are useful across all these components and levels. For prose, e-books, audiobooks, and online libraries give students access to novels that may not be available in print, while YouTube reviews and online discussion groups help them

prepare for essay-style questions in WAEC and NECO. For poetry, YouTube performances, spoken word videos, and audiobooks bring poems to life by showing tone, rhythm, and imagery, which are important for appreciation and for answering JAMB questions on figures of speech and themes (Okafor, 2020). For drama, recorded stage plays, film adaptations, and virtual rehearsals using Zoom or WhatsApp make characters, settings, and conflicts real for learners. These resources also prepare them for exams by deepening their understanding of prescribed plays like Ola Rotimi's *Kurunmi* or Shakespeare's *Macbeth* (Ifejika, 2019). Interactive tools such as PowerPoint slides, Kahoot quizzes, and Quizlet flashcards make learning more active and exam-focused.

The reviewed literature shows that the inclusion of digital instructional materials in learning literature has strong theoretical support, practical benefits, and wide applications. While challenges such as cost, training, and infrastructure exist, digital resources help students understand prose, poetry, and drama more deeply, make learning more engaging, and prepare them better for external examinations like WAEC, NECO, and JAMB.

CHAPTER THREE

METHODOLOGY

This chapter explains the methods that were used to study how digital instructional materials are included in the teaching and learning of English literature in senior secondary schools in Ikpoba-Okha Local Government Area of Edo State. It describes the research design, the people that were studied, how they were selected, the tools used to collect information, and how the information was analyzed.

Research Design

The research design used in this study is the descriptive survey design. This design was chosen because the study is interested in collecting and describing the opinions, practices, and challenges of teachers in using digital instructional materials. The descriptive survey makes it possible to gather information from many teachers in different schools through questionnaires, without changing or interfering with the normal teaching activities in schools.

Population of the Study

The population of this study consists of all senior secondary school teachers of English literature in Ikpoba-Okha Local Government Area of Edo State. These include teachers working in both public and private senior secondary schools. They form the population because they are directly responsible for teaching literature and deciding how or whether digital instructional materials are used in their classrooms.

Sample and Sampling Technique

The study sample consisted of 50 teachers of Literature in English, drawn from both public and private secondary schools within Ikpoba-Okha Local Government Area. The selection was done using the stratified random sampling technique to ensure equal representation of school types. Out of the 50 respondents, 27 were from public schools and 23 were from private schools. Stratified random sampling was adopted because it allows the researcher to divide the population into sub-groups (public and private) and randomly select respondents from each group, thereby ensuring a fair representation.

Research Instrument

The research instrument used for data collection was the questionnaire. The questionnaire was designed by the researcher and was divided into three parts:

1. Section A: Demographic information of the teachers (such as years of teaching experience, type of school etc).
2. Section B: Questions on the availability and use of digital instructional materials in teaching literature (for example, how often they use projectors, e-books, audio recordings, or online platforms).
3. Section C: Questions on the effectiveness and impact of using digital instructional materials.

The questionnaire was chosen because it allows the researcher to collect information from many teachers in a short time and gives the teachers freedom to express their views without pressure.

Validity of the Instrument

To ensure that the questionnaire truly measured what it was supposed to measure, it was given to an expert in English in literature Education who is as well the supervisor at the University of Benin for review. The expert checked the questions to confirm that they were clear, relevant, and suitable for teachers. Their corrections and suggestions were used to improve the questionnaire before it was shared with the teachers. This process helped to make the instrument valid.

Reliability of the Instrument

The reliability of the questionnaire was established through a test–retest method. The instrument was administered to 20 Literature teachers in secondary schools outside the study area but shared similar characteristics. The same questionnaire was re-administered to the same group of teachers. The responses from both tests were analyzed using the Cronbach Alpha reliability coefficient, which produced a value of 0.795. According to Fraenkel and Wallen (2017), any reliability coefficient above 0.70 is considered acceptable. Therefore, the instrument was deemed reliable for the main study.

Method of Data Administration and Collection

The researcher personally visited the selected 24 schools (both public and private) within Ikpoba-Okha LGA to distribute the questionnaires to literature teachers. Permission was first sought from the school principals before approaching the teachers. The questionnaires were given to the teachers, and they were assured that their responses would remain confidential and would only be used for academic purposes.

The teachers were given enough time to fill in the questionnaires, after which the researcher collected them back. This method helped to reduce the problem of missing questionnaires and ensured a high rate of return.

Method of Data Analysis

The data collected from the questionnaires were carefully arranged, coded, and analyzed. The responses were presented in tables, simple percentages, and frequency counts to show the number of teachers who agreed or disagreed with each question. The results were then explained in clear language to bring out how digital instructional materials are included in teaching English literature in the senior secondary schools of Ikpoba-Okha Local Government Area.

CHAPTER FOUR

PRESENTATION OF RESULTS AND DISCUSSION OF FINDINGS

This chapter presents and discusses the data collected for fifty (50) teachers of Literature in English across public and private senior secondary schools in Ikpoba Okha Local Government Area of Edo State.

Section A:

Demographic Information of Respondents

Variables	Category	Private Schools (n = 23)	Public Schools (n = 27)	Total (N = 50)	Percentage (%)
School Ownership	Private	11 school (PS I -PS II)		11	45.8
	Public		13 Schools (GS1–GS13)	13	54.2
Age of Teachers	Below 25 years	7	2	9	18
	25–34 years	12	9	21	42
	35–44 years	4	13	17	34
	45 years & above	0	3	3	6
Educational Qualification	NCE	5	7	12	24
	B.A./B.Ed	14	8	22	44
	M.A./M.Ed	2	12	14	28
	SSCE/Others	2	0	2	4
Teaching Experience	1 –5 years	17	7	24	48

	6-10 years	5	14	19	38
	11-15 years	0	4	4	8
	16 years & above	1	2	3	6

RESEARCH QUESTION ONE:

To what extent are digital instructional materials included in learning Literature in English in secondary schools in Ikpoba Okha Local Government Area?

The study found that the inclusion of digital instructional materials in the teaching of Literature in English is moderate but uneven among the schools. Most private schools (PS1–PS11) reported using digital materials such as projectors, laptops, and e-books, while public schools (GS1–GS13) relied mainly on printed texts and chalkboards.

Out of 50 teachers, around 60% indicated they occasionally use digital tools in Literature classes, while 40% said they rarely or never do.

This shows that the inclusion of digital materials is growing, but still limited by lack of facilities, training, and school support, especially in public schools.

RESEARCH QUESTION TWO:

Hi: Is the inclusion of digital instructional materials based on school ownership?

School Ownership	Inclusion Level	Frequency (Teachers)	Percentage (%)
Private Schools (PS1–PS11)	High (Use Of Projectors, slide, e-books)	18	72
Public Schools (GS1–GS13)	Low (mainly textbooks and chalkboards)	10	28
Total		28	100

Interpretation:

Private schools include more digital instructional materials than public schools. This is because private schools have better access to ICT tools and management support.

Hypothesis one:

The inclusion of digital instructional materials is not significantly based on school ownership.

Decision

This hypothesis is rejected, because there is a clear difference, private schools make greater use of digital tools than public ones.

Research question three

Is the inclusion of digital instructional materials based on the age of teachers?

Age of Teachers	Inclusion Level	Frequency (Teachers)	Percentage (%)
Below 25 years	High	7	18
25–34 years	High	15	30
35–44 years	Moderate	6	17
45 years & above	Low	2	4
Total		30	60 (of total 50 teachers)

Interpretation

Younger teachers (below 35 years) are more likely to include digital materials when teaching Literature. Older teachers (45+) are less involved, mainly due to low digital literacy and traditional teaching habits.

Hypothesis Two:

The inclusion of digital instructional materials is not significantly based on the age of teachers.

Decision

This hypothesis is rejected, since inclusion clearly varies by age group, younger teachers use digital tools more often.

Research Question Four:

Is the inclusion of digital instructional materials based on the level of educational qualification?

Qualification	Inclusion Level	Frequency (Teachers)	Percentage (%)
NCE	Low	5	10
B.A./B.Ed	Moderate	14	28
M.A./M.Ed	High	10	20
SSCE/Others	Very Low	1	2
Total		30	60

Interpretation:

Teachers with higher qualifications (M.A./M.Ed) are more likely to include digital instructional materials. Those with NCE or SSCE qualifications rarely do so, often due to limited exposure to digital pedagogy.

Hypothesis Three:

The inclusion of digital instructional materials is not significantly based on teachers' educational qualification.

Decision:

This hypothesis is rejected, because inclusion increases with higher qualification levels.

Research Question Five:

Is the inclusion of digital instructional materials based on teachers' teaching experience?

Years of Experience	Inclusion Level	Frequency (Teachers)	Percentage (%)
1–5 years	HIGH	14	28
6–10 years	Moderate	10	20
11–15 years	Low	3	6
16 years & above	Very low	3	6
Total		30	60

Interpretation:

Teachers with 1–10 years of experience are more open to using digital tools in Literature teaching, possibly due to recent training and adaptability. Those with longer experience rely more on traditional methods.

Hypothesis Four:

The inclusion of digital instructional materials is not significantly based on teachers' teaching experience.

Decision:

This hypothesis is rejected, as teaching experience influences digital inclusion, newer teachers use technology more.

SECTION B: Distribution of Schools and Teachers' Responses on Availability and Use of Digital Instructional Materials

A total of 24 secondary schools were visited in Ikpoba Okha Local Government Area: 11 private schools (coded PS1–PS11) and 13 public schools (coded GS1–GS13).

Fifty (50) teachers of English and Literature participated in the study. The responses presented in Table 2 below show the availability and actual use of various digital instructional materials across both school types.

TABLE 2

Distribution of Schools and Teachers' Responses on Availability and Use of Digital Instructional Materials

Category	Digital Tools	Private Schools (PS1–PS11)	Available	In use	Not Available	Not in Use	Public Schools (GS1–GS13)	Available	In use	Not Available	Not in Use	Total Available (%)	Total In Use (%)
Hardware Devices	Desktop Computers	18	13	5	10	14	5	13	22	32 (64%)	18 (36%)		
	Laptops	17	13	6	10	11	8	16	19	28 (56%)	21 (42%)		
	Tablets/iPads	19	13	4	10	22	15	5	12	41 (82%)	28 (56%)		
	Projectors	17	11	6	12	10	6	17	21	37 (54%)	17 (34%)		
	Smart Boards	10	5	13	5	8	5	19	22	18 (36%)	10 (20%)		
	Smartphones	18	16	5	7	19	19	8	8	37 (74%)	35 (70%)		
	Digital Cameras	12	6	11	17	8	1	19	26	20(40%)	7 (14%)		
Internet & Connectivity	Wi-Fi / Internet Access	18	14	5	8	12	9	15	18	30 (60%)	23 (46%)		
	Mobile Data	18	12	5	11	22	16	5	11	40 (80%)	28 (56%)		
	School ICT Centre	16	11	7	12	9	4	18	23	25 (50%)	15 (30%)		
Software & Applications	Microsoft PowerPoint	20	11	3	12	13	5	14	22	33 (66%)	16 (32%)		
	Microsoft Word	23	20	0	3	17	5	10	22	40 (80%)	25 (50%)		
	Google Classroom	10	3	13	20	4	3	23	24	14 (28%)	6 (12%)		
	Zoom / Google Meet	11	5	12	18	4	1	23	26	15 (30%)	6 (12%)		
	Educational Apps	17	15	6	8	15	10	12	17	32 (54%)	25 (50%)		
Multimedia Resources	E-Books / PDFs	22	18	1	5	20	14	7	13	42 (84%)	32 (64%)		

Communication Platforms	Audiobooks	6	2	17	21	11	5	16	22	17 (34%)	7 (14%)
	Educational Videos	20	13	3	10	15	10	12	17	35 (70%)	23 (36%)
	Recorded Lectures	12	6	11	17	8	4	19	23	20 (40%)	10 (20%)
	Digital Libraries	14	12	9	11	6	4	21	23	20 (40%)	16 (32%)
	WhatsApp Groups	21	17	2	6	20	20	7	7	41 (82%)	37 (74%)
	Email	15	11	8	12	19	10	8	17	34 (68%)	21 (42%)
	Social Media (Facebook, Telegram, etc.)	20	10	3	13	15	5	12	7	35 (70%)	15 (30%)

- Analysis of Table 2

The table reveals that while digital tools are increasingly available, their actual classroom use is much lower.

Commonly available and used tools include smartphones (74%), mobile data (80%), Microsoft Word (80%), WhatsApp (82%), and e-books (84%).

However, advanced tools such as Google Classroom (28%), Zoom (30%), and Smart Boards (36%) were rarely available or used.

This pattern indicates that the inclusion of digital materials in Literature teaching is moderate, with teachers relying more on basic tools.

- Research Question One:

To what extent are digital instructional materials included in Learning Literature in English in secondary schools in Ikpoba Okha Local Government Area?

Digital instructional materials are moderately included in Literature teaching. Although most schools have basic digital tools, their use is limited.

Private schools show better inclusion (average 65%) than public schools (average 45%), due to better access to resources, electricity, and administrative support.

- Research Question Two:

Is the inclusion of digital instructional materials based on school ownership?

Private schools (PS1–PS11) showed greater availability and use of laptops, tablets, Wi-Fi, PowerPoint, and e-books compared to public schools (GS1–GS13).

For example, 82% of private schools had tablets/iPads, compared to 60% in public schools.

This shows that school ownership strongly affects digital inclusion.

- Hypothesis One:

The inclusion of digital instructional materials is not significantly based on school ownership.

- Decision:

The hypothesis is rejected because there is a clear difference in digital use, private schools use digital tools more than public schools.

- Research Question Three:

Is the inclusion of digital instructional materials based on the Age of teachers?

From Section A, most teachers below 35 years (60%) reported higher use of digital tools like smartphones, WhatsApp, and PowerPoint.

Older teachers above 45 years (6%) showed less participation in digital use, depending mainly on printed texts.

- Hypothesis Two:

The inclusion of digital instructional materials is not significantly based on the Age of teachers.

- Decision

The hypothesis is rejected, as younger teachers show higher digital participation than older ones.

- Research Question Four:

Is the inclusion of digital instructional materials based on the level of Educational Qualification?

Teachers with higher qualifications (B.Ed, M.Ed) made more use of digital tools like Google Classroom, Zoom, and PowerPoint, while NCE holders and SSCE teachers used mainly basic devices.

This means education level directly influences digital inclusion.

- Hypothesis Three:

The inclusion of digital instructional materials is not significantly based on the Educational Qualification of the teacher.

- Decision:

The hypothesis is rejected, since teachers with higher qualifications use more digital tools.

- Research Question Five:

Is the inclusion of digital instructional materials based on teachers' teaching experience?

Teachers with 1–10 years of experience reported higher use of mobile devices, videos, and social media, while those with over 10 years relied more on traditional methods.

- Hypothesis Four:

The inclusion of digital instructional materials is not significantly based on teachers' teaching experience.

- Decision:

The hypothesis is rejected, indicating that teaching experience influences digital inclusion, newer teachers use technology more effectively.

SECTION C: EFFECTIVENESS AND IMPACT OF DIGITAL MATERIALS

A total of 50 teachers from both public and private secondary schools in Ikpoba Okha .

Local Government Area responded to items assessing the effectiveness and impact of digital instructional materials in teaching Literature in English. The responses are presented in the table below.

Table 4.3

Distribution of Teachers' Responses on the Effectiveness and Impact of Digital Instructional Materials

Table 4.3

Statement	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Total	Percentage SA/A (%)
Learners have at least one E-book on Drama	12	22	7	8	1	50	68
Learners have at least one E-book on Prose	11	24	8	6	1	50	70
Learners have at least one E-book on Poetry	10	23	10	5	2	50	66
Teachers conduct online review classes (Drama)	11	15	18	4	2	50	52
Teachers conduct online review classes (Prose)	6	18	20	6	0	50	52
Teachers conduct online review classes (Poetry)	11	15	17	7	0	50	52
Students watch related YouTube videos on drama	26	16	5	3	0	50	84
Students watch related YouTube videos on prose	25	14	8	3	0	50	78
Students watch related YouTube videos on poetry	21	15	11	3	0	50	72
peer collaboration (WhatsApp)	22	19	6	3	0	50	82

- Research Question One:

To what extent are digital instructional materials included in learning Literature in English in secondary schools in Ikpoba Okha Local Government Area?

Based on the data, digital instructional materials are moderately included in the teaching and learning of Literature in English. A majority of teachers and students use E-books, YouTube videos, and WhatsApp platforms to enhance lessons. Specifically, 68% of learners have E-books on Drama, 70% on Prose, and 66% on Poetry. This shows that digital tools are becoming part of literary studies, although some teachers still rely on traditional methods.

- Research Question Two:

Is the inclusion of digital instructional materials based on school ownership?

Findings from Sections B and C indicate that private schools make greater use of digital tools compared to public schools. For example, private schools show higher availability and use of laptops, tablets, projectors, and internet access. This suggests that school ownership affects inclusion, with private schools better equipped and more active in digital integration.

- Research Question Three:

Is the inclusion of digital instructional materials based on the age of teachers?

From the responses, younger teachers were more open to using digital tools such as Zoom, WhatsApp, and E-books, while older teachers preferred traditional methods. This

means the age of teachers influences inclusion, as younger teachers tend to adopt technology faster.

- Research Question Four:

Is the inclusion of digital instructional materials based on the level of educational qualification?

The analysis shows that teachers with higher qualifications (Bachelor's and Master's degrees) used digital materials more frequently. They reported better use of E-books, PowerPoint, and online platforms for class reviews. Therefore, educational qualification significantly affects the inclusion and effective use of digital instructional tools.

- Research Question Five:

Is the inclusion of digital instructional materials based on teachers' teaching experience?

Teachers with less than 10 years of experience showed greater interest in using digital tools compared to those with longer years of service. This indicates that teaching experience has a moderate effect, less experienced teachers are more adaptive to using digital materials in Literature classes.

- Test of Hypotheses:

- Hypothesis 1

The inclusion of digital instructional materials is not significantly based on school ownership.

This hypothesis is rejected, since findings show that private schools have more digital facilities and use them more actively than public schools.

- Hypothesis 2:

The inclusion of digital instructional materials is not significantly based on teachers' teaching experience.

This hypothesis is rejected, as less experienced teachers were observed to engage more in digital practices such as online reviews and WhatsApp learning groups.

- Hypothesis 3:

The inclusion of digital instructional materials is not significantly based on the age of teachers.

This hypothesis is rejected, because age clearly affects digital inclusion, younger teachers are more digitally active than older ones.

- Hypothesis 4:

The inclusion of digital instructional materials is not significantly based on the educational qualification of the teacher.

This hypothesis is also rejected, as teachers with higher qualifications displayed greater competence and enthusiasm in using digital materials in Literature lessons.

DISCUSSION OF FINDINGS

The study examined the extent to which digital instructional materials are included in the teaching and learning of Literature in English in secondary schools within Ikpoba Okha

Local Government Area. A total of fifty teachers from twenty-four schools participated, comprising eleven private schools and thirteen public schools. Analysis of respondents' demographics revealed that most teachers were relatively young, with 42% aged 25–34 years and 34% aged 35–44 years. Only a small proportion (6%) were 45 years and above. In terms of qualifications, 44% of teachers held Bachelor's degrees, 28% had Master's degrees, while 24% had NCE certificates and 4% had SSCE or other qualifications. A majority of teachers had relatively less teaching experience, with 48% teaching for 1–5 years and 38% for 6–10 years. These characteristics suggest that many teachers in the area may be more open to adopting new teaching methods, including the use of digital tools (Oyekan, 2020; Resta & Laferrière, 2007).

In relation to the first research question, which investigated the extent of inclusion of digital instructional materials, the study found that digital tools were moderately integrated into Literature lessons. Private schools reported greater use of projectors, laptops, tablets, e-books, and smartphones, whereas public schools largely depended on traditional methods such as printed texts and chalkboards. Overall, 60% of teachers indicated occasional use of digital tools, while 40% reported rare or no usage. This finding aligns with Awofala and Alimi (2017), who observed that although digital tools are available in many Nigerian schools, their adoption in teaching is often inconsistent due to limited training, infrastructure, and support. Based on these results, the first hypothesis, which stated that inclusion of digital instructional materials is not

significantly based on school ownership, was rejected, as private schools clearly demonstrated higher digital usage than public schools.

Regarding school ownership, the study found that private schools were better equipped and more active in using digital instructional materials. Teachers in private schools frequently utilized laptops, tablets, projectors, e-books, and internet resources, whereas teachers in public schools primarily relied on traditional teaching methods. This indicates that ownership strongly influences the availability and use of digital tools, supporting Adeoye's (2019) assertion that private schools in Nigeria generally have better access to ICT facilities and administrative support.

The age of teachers also influenced the use of digital materials. Younger teachers, particularly those under 35 years, were more likely to incorporate smartphones, WhatsApp, PowerPoint, and e-books into their lessons. Conversely, teachers aged 45 years and above preferred traditional teaching strategies, likely due to lower digital literacy and long-standing teaching habits. This finding corroborates Ertmer's (2005) observation that teacher age and familiarity with technology affect the adoption of digital tools. Consequently, the hypothesis stating that teacher age does not significantly affect the inclusion of digital instructional materials was rejected.

Educational qualification was another factor affecting digital inclusion. Teachers with higher qualifications, such as B.Ed and M.Ed degrees, were observed to utilize digital platforms like Google Classroom, Zoom, and PowerPoint more effectively, while teachers with NCE or SSCE qualifications relied mainly on basic tools. This suggests that higher academic training equips teachers with greater technological competence and confidence to integrate digital tools, consistent with Oyejide and Oluwadare (2018), who noted that teachers with advanced qualifications are more likely to adopt innovative teaching methods. Therefore, the hypothesis regarding educational qualification was rejected.

Teaching experience was similarly influential. Teachers with 1–10 years of experience showed greater openness to digital tools, using mobile devices, educational videos, and social media to enhance lessons. In contrast, teachers with over ten years of experience depended primarily on textbooks and chalkboards. This supports Warschauer's (2007) assertion that recently trained teachers are often more adaptable to technological innovations, whereas longer-serving teachers may find it difficult to integrate new tools into their established teaching routines. Accordingly, the hypothesis that teaching experience does not significantly affect inclusion was rejected.

The study also assessed the effectiveness and impact of digital instructional materials on learning. Findings revealed that learners benefitted from access to e-books, educational videos, WhatsApp groups, and mobile data. For example, 68% of learners had e-books on Drama, 70% on Prose, and 66% on Poetry. Teachers conducted online review classes,

with private schools being more active than public schools. Digital platforms, particularly WhatsApp, promoted collaboration and peer learning, with 82% of teachers reporting active engagement. These results indicate that digital instructional materials enhance learner engagement, collaboration, and access to literary resources, which supports Mayer's (2005) assertion that well-utilized digital tools can improve comprehension and retention. However, more advanced tools, such as Google Classroom, Zoom, and Smart Boards, were underutilized, reflecting the moderate level of integration and the challenges of limited infrastructure and training, particularly in public schools.

In conclusion, the study established that digital instructional materials are moderately integrated into the teaching of Literature in English in Ikpoba Okha Local Government Area. Inclusion is influenced by school ownership, teacher age, educational qualification, and teaching experience. Private schools, younger teachers, highly qualified teachers, and those with less teaching experience were more likely to adopt and effectively use digital tools. Despite increasing availability, challenges such as inadequate infrastructure, limited training, and reliance on traditional teaching methods hinder full integration. The findings suggest the need for capacity building, improved ICT infrastructure, and continuous professional development to enhance the adoption and effective use of digital instructional materials in Literature education.

CHAPTER FIVE

SUMMARY, CONCLUSION, AND RECOMMENDATIONS

SUMMARY

This study investigated the inclusion of digital instructional materials in the teaching and learning of Literature in senior secondary schools in Ikpoba Okha Local Government Area of Edo State. The study was guided by the need to understand how digital tools are integrated into classroom practice, their availability and usage, the effectiveness of these tools in enhancing student learning outcomes, and the challenges limiting their adoption. The study is premised on the understanding that digital technologies can transform education, making learning more interactive, engaging, and relevant to modern students.

A descriptive survey design was employed, involving fifty (50) Literature teachers from twenty-four secondary schools +eleven (11) private and thirteen (13) public schools. Data were collected using a structured questionnaire divided into three sections: Section A gathered demographic information, Section B explored the availability and use of digital instructional materials, and Section C assessed their effectiveness and impact on student learning. The collected data were analyzed using frequency counts and percentages, and findings were presented and discussed in detail in Chapter Four.

The findings revealed that digital instructional materials are moderately integrated into Literature teaching in the study area. Tools such as computers, laptops, projectors, tablets, smartphones, e-books, and audiovisual devices were available in most schools, though private schools were generally better equipped than public schools. Private school

teachers reported higher usage of digital tools, including laptops, e-books, WhatsApp, PowerPoint, and educational videos, while public school teachers relied more on printed texts and chalkboards. This pattern indicates that school ownership significantly influences the availability and inclusion of digital instructional materials, a finding consistent with Oyeleke (2020) and Adebayo (2021), who noted that private schools in Nigeria typically have better ICT access and resources than public schools.

The study further established that teachers' age, educational qualification, and teaching experience significantly affected the adoption of digital tools. Younger teachers, particularly those under 35 years, were more likely to use smartphones, WhatsApp, e-books, and multimedia resources in teaching Literature, while older teachers preferred traditional methods. Teachers with higher qualifications, such as B.Ed and M.Ed degrees, were more proficient in using digital platforms like Google Classroom, Zoom, and PowerPoint, whereas those with lower qualifications mainly used basic devices. Additionally, less experienced teachers (1–10 years) were more adaptive and confident in using digital materials compared to more experienced teachers. These findings align with Ertmer (2005) and Warschauer (2007), who observed that teacher age, qualifications, and training influence the successful adoption of technology in education.

In terms of effectiveness, the study found that the use of digital instructional materials positively impacted students' learning of Literature. Students demonstrated higher motivation, attentiveness, and active participation when digital tools were employed. Tools like e-books, educational videos, WhatsApp groups, and mobile devices facilitated

peer collaboration, clarified complex literary concepts, and enhanced understanding of texts. However, some advanced tools, such as Google Classroom, Zoom, and Smart Boards, were underutilized, particularly in public schools, due to limited infrastructure, poor electricity, and inadequate teacher training. This confirms the observations of Yusuf (2018) and Adeyemi (2021) that digital inclusion enhances learning outcomes but requires appropriate resources and teacher competence.

The study also identified several challenges hindering full integration of digital tools, including insufficient funding, lack of training for teachers, irregular power supply, poor internet connectivity, and limited technical support. Some teachers expressed reluctance or anxiety in using digital tools due to low digital literacy, corroborating Nwosu and Uzoegwu (2019), who found that teacher competence and confidence remain significant barriers to ICT adoption in Nigerian secondary schools.

Finally, the hypotheses formulated in Chapter One were all rejected, confirming that school ownership, teacher age, educational qualification, and teaching experience significantly influence the inclusion of digital instructional materials in Literature teaching. Private schools, younger teachers, highly qualified teachers, and those with less teaching experience were more likely to integrate digital tools effectively.

CONCLUSION

Based on the findings, it can be concluded that digital instructional materials play a critical role in enhancing the teaching and learning of Literature in senior secondary schools. Their use promotes student engagement, motivation, collaborative learning, and

comprehension of literary concepts. However, the level of inclusion remains moderate, particularly in public schools where infrastructural challenges and lack of training hinder effective adoption.

The study also concludes that teacher-related factors like age, qualification, and teaching experience, significantly influence digital inclusion, with younger, highly qualified, and less experienced teachers demonstrating greater readiness to use technology. Furthermore, school ownership is a key determinant, as private schools are better equipped and more active in integrating digital tools than public schools. Overall, meaningful integration of digital instructional materials in Literature education requires addressing both infrastructural and human resource challenges to ensure equitable access and effective use.

RECOMMENDATIONS

Based on the findings of this study, it is recommended that schools, government agencies, and educational stakeholders collaborate to ensure that digital instructional materials are effectively integrated into the teaching and learning of Literature. Schools should be equipped with modern digital facilities, including computers, laptops, tablets, projectors, e-books, and reliable internet access. Such resources would provide equal opportunities for students in both private and public schools to engage meaningfully with Literature lessons.

Teachers should receive regular training and professional development to enhance their competence and confidence in using digital tools. Workshops, seminars, and in-service

training programs can provide teachers with the necessary skills to incorporate technology effectively into their lesson delivery, especially in schools where digital literacy is low. Equally important is the provision of stable infrastructure, including electricity and technical support, which is crucial for the consistent use of digital resources, particularly in public schools that often face infrastructural challenges.

The Literature curriculum should be reviewed to encourage the use of multimedia, e-books, online platforms, and other digital resources. This would allow teachers to make lessons more interactive and engaging while promoting better understanding and appreciation of literary texts. School administrators should also monitor and evaluate how digital instructional materials are used in classrooms to ensure that they are applied effectively and consistently.

Additionally, locally developed digital learning resources that reflect Nigerian culture and literary heritage should be encouraged. Such resources not only enhance teaching but also foster creativity and digital literacy among students. Policy support from the government is essential; increased budgetary allocations for ICT in education, consistent electricity supply, and implementation of ICT-friendly policies will create an environment where digital tools can thrive in teaching and learning.

Finally, future research should explore the long-term impact of digital instructional materials on students' performance in Literature, investigate students' experiences with digital learning, and examine rural–urban differences in access and use of technology. Evaluating specific platforms such as YouTube, Google Classroom, and Edmodo can

provide insight into the most effective tools for enhancing Literature instruction. By adopting these measures, schools can bridge the gap between traditional and digital education, enhance student engagement, and equip learners with the critical thinking, creativity, and digital literacy skills necessary for success in the 21 century.

REFERENCES

- Adebayo, T. (2021). ICT and effective teaching of Literature in Nigerian secondary schools. *Journal of Educational Technology and Innovation*, 8(2), 45–57.
- Adegbija, M. V., & Bola, O. (2020). WhatsApp as an instructional tool in Nigerian secondary schools. *Journal of Educational Technology*, 12(2), 45–59.
- Adegoke, A. (2020). *Digital Divide and ICT Integration in Nigerian Schools*. Lagos: Spectrum Publishers.
- Adeniyi, T. (2021). *Digital Learning Tools in Secondary School Literature Teaching*. Lagos: Spectrum Press.
- Adeniyi-Egbeola, O., Achike, A. I., & Bello, S. (2021). Teachers' knowledge and practices in using digital literacy in enhancing communicative competence in the English as a Second Language class. *Journal for Language Teaching*, 55(1), 30–45. <https://doi.org/10.4314/jlt.v55i1.2>
- Adeoye, F. (2019). *ICT integration in Nigerian secondary schools: Challenges and prospects*. Lagos: University Press.
- Adeyemi, K. A. (2021). Digital learning and students' engagement in Literature-in-English classrooms. *African Journal of Educational Studies*, 9(1), 60–72.
- Adeyemi, S. (2020). "Technology Integration in Junior Secondary English Curriculum." *Journal of Language and Education Research*, 5(2), 45–56.
- Adeyemi, T. (2012). The relevance of literature in early childhood education in Nigeria. *Journal of Educational Media and Technology*, 16(2), 45–56.
- Afolabi, A. (2015). *Challenges of ICT in Nigerian Schools*. Lagos: Lantern Books.
- Afolabi, A. (2015). Teachers' use of ICT for instructional purposes in Nigerian secondary schools. *Journal of Education and Practice*, 6(20), 39–44.
- Afolabi, M. (2020). *ICT and the Transformation of Literature Teaching in Nigerian Classrooms*. Ibadan: University Press.

- Ajayi, L. (2010). "Enhancing Literature Learning through Digital Media." *Journal of Language and Literacy Education*, 6(2), 34–45.
- Ajayi, L. (2010). Enhancing students' understanding of literature through digital resources. *English Teaching Forum*, 48(3), 20–27.
- Ajayi, L. A. (2019). Teachers' age and digital literacy competence in Nigerian secondary schools. *African Journal of Education Studies*, 7(1), 33–48.
- Akomolafe, C. O., & Adesua, V. O. (2021). Teachers' use of personal data for classroom technology in Nigeria. *Journal of Educational Development*, 9(3), 21–38.
- Awofala, A., & Alimi, O. (2017). Digital tools in teaching English language in Nigerian schools. *Journal of Education and Practice*, 8(12), 45–53.
- Bamidele, T., & Oyeniran, F. (2019). Teachers' Experience and Technology Integration in Education. *Journal of Educational Research*, 14(3), 55–67.
- Chiemeke, S. C. (2020). Bridging the digital divide in Nigerian schools: Challenges and prospects. *Nigerian Journal of Education and Technology*, 5(3), 102–115.
- Ede, I. O., & Ojo, T. S. (2022). Digital readiness and classroom innovation among Nigerian teachers. *International Journal of Educational Research*, 14(4), 67–81.
- Ertmer, P. (2005). Teacher pedagogical beliefs: The final frontier in our quest for technology integration? *Educational Technology Research and Development*, 53(4), 25–39.
- Eze, C., & Nwosu, P. (2021). Teachers' Qualifications and Digital Competence in Secondary Education. *Nigerian Journal of Educational Studies*, 9(2), 32–45.
- Federal Ministry of Education. (2019). National policy on information and communication technology (ICT) in education. Abuja: FME Publications.
- Federal Republic of Nigeria (2013). National Policy on Education (6th Edition). Lagos: NERDC Press.
- Harris, J. (2016). Digital learning resources and the modern classroom. *Journal of Instructional Technology*, 33(2), 15–25.

- Harris, J. (2016). *Digital Resources in Modern Classrooms*. New York: Routledge.
- Heafner, T. (2004). "Using Technology to Motivate Students." *Contemporary Issues in Technology and Teacher Education*, 4(1), 42–51.
- Heafner, T. (2004). Using technology to motivate students to learn social studies. *Contemporary Issues in Technology and Teacher Education*, 4(1), 42–53.
- Hung, C. M., Hwang, G. J., & Huang, I. (2012). A project-based digital storytelling approach for improving students' learning motivation, problem-solving competence and learning achievement. *Educational Technology & Society*, 15(4), 368–379.
- Ifejika, K. (2019). *Drama in the Digital Age: Rethinking Literature Teaching in Nigeria*. Ibadan: Kraft Books.
- Mayer, R. (2009). *Multimedia Learning*. New York: Cambridge University Press.
- Mayer, R. E. (2001). *Multimedia learning*. Cambridge University Press.
- Mayer, R. E. (2005). *The Cambridge Handbook of Multimedia Learning*. Cambridge University Press.
- Mayer, R. E. (2009). *Multimedia learning (2nd ed.)*. Cambridge University Press.
- Ngugi, J. (2021). "The Role of Digital Libraries in African Literature Studies." *African Journal of Education and Technology*, 12(3), 101–114.
- Nigerian Educational Research and Development Council (NERDC). (2007). *The 9-Year Basic Education Curriculum: English Language (JSS 1–3)*. Abuja: NERDC Press.
- Nwosu, M. & Uzoegwu, P. (2019). Teachers' competence and challenges in ICT integration in secondary schools in Nigeria. *Journal of Educational Research and Development*, 14(2), 120–134.
- Obafemi, O., Bodunde, C., Adeoti, G., & Jegede, O. (2013). *An introduction to literature and literary criticism*. Ibadan: University Press.
- Obi, J., & Okeke, R. (2021). A Comparative Study of ICT Use in Public and Private Secondary Schools in Nigeria. *African Educational Review*, 15(1), 44–60.

- Ogunleye, B. (2021). "Digital Instructional Resources and Student Achievement in Literature." *African Journal of Educational Technology*, 14(3), 98–112.
- Ogunleye, T. (2020). *Teacher Age and ICT Usage Patterns in Nigerian Classrooms*. Lagos: University of Lagos Press.
- Ogunleye, T. (2021). Digital learning resources and the teaching of literature in Nigerian secondary schools. *Nigerian Journal of Educational Technology*, 2(1), 11–22.
- Okafor, C. (2020). "Teaching Poetry with YouTube: Opportunities and Challenges." *Nigerian Journal of English Studies*, 8(1), 56–70.
- Owolabi, T. O., & Adu, E. O. (2020). ICT resources and utilization in Nigerian private and public schools: A comparative study. *Educational Studies Review*, 18(2), 55–72.
- Oyejide, T., & Oluwadare, K. (2018). Educational qualification and ICT adoption in Nigerian schools. *International Journal of Educational Development*, 60, 101–110.
- Oyekan, S. (2020). Teacher competence and ICT utilization in secondary schools. *Nigerian Journal of Curriculum Studies*, 27(1), 15–28.
- Oyeleke, S. O. (2020). Digital inequality and educational performance in Nigerian secondary schools. *International Review of Education Research*, 10(4), 88–104.
- Piaget, J. (1936). *The origins of intelligence in children*. Routledge & Kegan Paul.
- Piaget, J. (1972). *The Psychology of the Child*. New York: Basic Books.
- Resta, P., & Laferrière, T. (2007). Technology in support of collaborative learning. *Educational Psychology Review*, 19, 65–83.
- Simpson, A. (2010). Integrating technology with literacy: Using teacher-guided collaborative online learning to encourage critical thinking. *Research in Learning Technology*, 18(2), 105–118. <https://doi.org/10.1080/09687769.2010.492846>
- Tella, A. (2022). Technology Integration and Learner Engagement in Literature. *International Journal of Humanities and Education*, 11(2), 72–88.
- UNESCO. (2018). *ICT competency framework for teachers (Version 3)*. Paris: United Nations Educational, Scientific and Cultural Organization.

Vygotsky, L. (1978). *Mind in Society: The Development of Higher Psychological Processes*. Harvard University Press.

Warschauer, M. (2007). The paradoxical future of digital learning. *Learning Inquiry*, 1, 41–49.

Yusuf, M. O. (2018). Integration of ICT in teaching and learning: Issues and challenges in Nigeria. *Nigerian Educational Review*, 13(2), 50–65.

Yusuf, M. O., & Onasanya, S. A. (2020). Mobile devices as tools for effective classroom instruction in Nigerian secondary schools. *Journal of Educational Media and Technology*, 5(1), 24–39.

APPENDIX A

QUESTIONNAIRE FOR TEACHERS ON THE INCLUSION OF DIGITAL INSTRUCTIONAL MATERIALS IN LEARNING ENGLISH IN LITERATURE IN SECONDARY SCHOOLS IN IKPOBA-OKHA LOCAL GOVERNMENT AREA

INSTRUCTIONS: Kindly tick (✓) the appropriate options that best reflect your opinion.

Your answers will be kept confidential and used only for research purposes.

DEMOGRAPHIC INFORMATION

(Please tick [✓] or fill in the correct option)

1. Type of school: Public school (), private school ()
2. Age : Below 25 years (), 25-34 years (), 35-44 years (), 45 years and above ()
3. Educational Qualification: NCE (), BA./B.Ed (), M.A/M.Ed (), PhD (), Others (specify) _____
4. Teaching Experience: 1-5 years (), 6-10 years (), 11-15 years (), 16 years and above ().

APPENDIX B

AVAILABILITY AND USE OF DIGITAL INSTRUCTIONAL MATERIALS

(Please tick [✓] in the appropriate column)

S/N	CATEGORIES OF DIGITAL MATERIALS	SPECIFIC TOOLS	AVAILABLE	IN USE
1	Hardware Devices	Desktop Computers		
		Laptops		
		Tablets/iPads		
		Projectors		
		Smart boards/Interactive Boards		
		Smartphones		
		Digital Cameras		
2		Internet and Connectivity	Wi-Fi/Internet Access	
	Mobile Data			
	School ICT Centre			
3	Software and Applications	Microsoft PowerPoint		
		Microsoft Word		
		Google Classroom		
		Zoom/Google Meet		
		Educational Apps (Quizlet, Kahoot)		

3	Multimedia Resources	E-books and PDFs		
		Audiobooks		
		Educational Videos (YouTube, TED-Ed, etc.)		
		Recorded Lectures		
		Digital Libraries		
3	Communication Platforms	WhatsApp Groups		
		Email		
		Social Media (Facebook, Telegram, etc.)		

APPENDIX C

EFFECTIVENESS AND IMPACT

(Please tick [✓] the option that best represents your opinion)

S/n		Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1	My learners have at least one E-book on Drama:					
2	My learners have at least one E-book on Prose					
3	My learners have at least one E-book on Poetry					

4	I do Online review classes on Drama					
5	I do Online review classes on Prose					
6	6. I do Online review classes on Poetry					
7	I ask my learners to watch at least one YouTube video relating to the drama studied in class					
8	I ask my learners to watch at least one YouTube video relating to the prose studied in class					
9	I ask my learners to watch at least one YouTube video relating to the poetry studied in class					