

IMPACT OF TEACHER'S METHOD, ATTITUDE AND MOTIVATION IN TEACHING AND LEARNING OF LITERATURE IN- ENGLISH

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Abstract

This is a survey carried out to ascertain the extent to which teaching method, teachers' and student's attitude as well as their motivation affect teaching and learning of Literature in English and hence students' academic performance in the subject. Data for the research was obtained by means of structured questionnaire administered on one hundred and twenty respondents randomly drawn from ten secondary schools in Ogba/Egbema/Ndoni local government area of Rivers State ONELGA. Data obtained was computed into frequency and analyzed by statistical mean. Results of data analysis showed that mean values for all items raised in the questionnaire were above 2.5 and hence accepted as being significant for the factor under consideration. It was therefore concluded that lack of adequate qualified teachers, negative and unfriendly attitude of teachers to the teaching profession and students as well as poor teaching methods and motivation were identified as problems of teaching Literature in- English in secondary schools to a large extent in ONELGA. From the foregoing, it was recommended that among others, Government should motivate teachers to enroll for further training; instructional materials should be provided for the teachers and students. Also, teachers should develop good cordial relationship with their students to enhance teaching and learning well as adopt the best teaching method that will meet the students' needs.

Keywords: Attitude, Learning Literature in English, Motivation ,Teacher's method

Introduction

Teaching and learning of Literature-in-English is one of the ways one can attain expertise authors and poets write use of English language in different ways to convey their meaning across to their audience or readers. According to Williams (2009), those who learn English as a second language (L2) will internalize and consciously adopt the rhythm of natural speech, economy and richness of diction, rhetorical and organizational device from drama, poetry and prose when they are exposed to Literature. available evidence shows that students' use of the English language in Nigeria is short of standard (Onukaogu, 2002;Fatimayin, 2010). Ogunnaike (2002, 2016) observed that in most cases, literature is not properly taught by teachers and that most schools do not have adequate English language teachers resulting in disorganized teaching and learning, which affect their performance in external examinations.

The National Policy on Education (NPE, 2008) has as one of its goals, to raise 'a generation of people who can think for themselves, respect the views and feelings of others, respect the dignity of labour, and...' This is one of the things Literature -in-English can develop in students. Literature includes

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poetry, drama, fiction and non-fiction, which involves creative imaginations. It is the body of written works of a language or period of culture. It reflects life like a mirror, thus the subject matter of literature is how our life and are related. Onukaogu (2002) grouped Literature as written texts, which include fiction, fact, content area text and newsreel. Literature occurs in two forms- fiction and non-fiction and has three aspects, which are drama, poetry, and prose. A poem is a composition written in verse, and uses aesthetic feature of language to evoke emotions. Poems makes use of imagery and metaphor. They may have a rhythmic structure based on patterns of stress or patterns of different syllable length. They may or may not have rhyme. Drama/play on the other hand is mainly discussion between characters and usually involves performance instead of reading. A novel is story written in prose style to be read and enjoyed. Oral literature refers to oral traditions and include variety of epic, folktales and poetry. Above all, Literature is completely open to interpretation. It is the reader's imagination that brings the story or text to life. Literature therefore affects its readers by triggering their imaginations. In a related vein, Jegede in Nwodo (2007) asserts that Literature provides more than a resource for developing literacy skills. It provides an opportunity for emerging readers to exercise their skills, strategies and interests. Literature gives pleasure that should be a reason to learn to read.

On his view, Eagleton (1996) noted that Literature changes and strengthens language while Fiction, enhances the imaginative and creativity ability of students as they relate with various texts. Fact is the informational text carefully written to inform non-experts. Fakeye (2012) citing Moody defines all genre of Literature as works of imagination or works that give the individual the capacity for invention. On the place of Literature in the educational system, Moody in Fakeye (2012) says: "Literature offers a vast reservoir of human experience and of judgment, a development of imagination and an entry into human situations which otherwise might fall outside our ken".

Furthermore, Ayoola (2007) affirmed that Literature utilizes imagination and language resources to present important facts of life to both generations of the present and future. Thus, it can produce people with great imaginative resourcefulness to address and analyze problems, so as proffer solution. Literature affects peoples' lives, inspires and sensitizes them to take positive actions to improve their welfare. Thus, Literature therefore can be regarded as a tool for social change. Many people do not have time to read including children. Some lack interest in reading, which is the major attribute of Literature. Some children think that literature is a subject that comprises prose, drama and poetry, hence once they have no interest in any of the three, it means they are not interested in literature. The rate at which students generally shun literature as a school subject needs to be looked into. This study was therefore carried out to ascertain the challenges of teaching and learning of Literature in English in Junior secondary schools in Ogba/Egbema/Ndoni Local Government Area (ONELGA) with focus on attitude and motivation of teachers and students.

Statement of the Problem

This study was prompted by the poor achievement of students in Literature in English in the 2008 – 2010 Junior Secondary School (JSS) (III) Certificate Examinations. Some of deduced reasons relates to the teaching and learning strategies and non-availability of textbooks as well as teachers and student factors. Ogunnaike (2002) identified poor planning, teaching method and classroom presentation. This study was therefore carried out to ascertain the extent to which teachers' and student's attitude as well as their motivation affect the teaching and learning of Literature in English.in JSS in Ogba/Egbema/Ndoni Local Government Area.

Purpose of the Study

The objectives of his study are:

1. To ascertain the extent to which poor teaching methods constitute a problem in teaching and learning of Literature in English

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2. To determine how attitude of teachers and students affect the teaching and learning of Literature in English.
3. To investigate the extent to which teachers' and students' motivation affect the teaching and learning of Literature in English

Research Questions

1. To what extent does poor teaching methods constitute problem in teaching and learning of Literature in English?
2. What extent does attitude of teachers and students affect the teaching and learning of Literature in English?
3. To what extent does teachers and students' motivation affect the teaching and learning of Literature in English?

Conceptual Framework

Literature -in-English

Literature refers to words of the creative imagination , which includes poetry, drama, fiction and non-fiction. It includes fiction and non-fiction and has three areas which are drama, poetry, and prose (Fatimayin, 2010).

Poetry: A poem is a composition written in verse. It Poems rely heavily on the use of imagery and metaphor. They may or may not have rhymes.

Prose: A novel is story written in prose style to be read and enjoyed. Oral literature refers to oral traditions. Examples include epic, poetry and folktales.

Drama: Drama/play comprises mainly dialogue between characters and usually aims at dramatic performance rather than reading. Drama is poetry in action.

Genres of Literature in- English

Literature has four genres, in order words, it is in written texts as fiction, fact, content area text and newsreel. Fiction is required to boost student's imaginative ability and creativity. Fact is the informational text carefully written to inform non-experts (Onukaogu, 2002). Content Area Text is used in respect of subjects such as Geography, Biology and Mathematics, while Newsreel is designed to entertain and pass on current news items to the reader. All genre of Literature as works of imagination or works that give the individual the capacity for invention (Fakeye, 2012)

Factors affecting teaching and Learning of Literature-In-English

Teaching methods in teaching and learning of Literature in English

Literature-in-English and English language are merged as one at the Junior Secondary School (JSS) level as English Studies. This poses a bit of problem. First, teachers are faced with the problem of finding a balance in the time to allocate for each segment (Fatimayin, 2004). Teachers are the ones to implement educational policies and objectives. When things go wrong in the educational system, they receive the first blamed (Koko &Nwiyi, 2007). Mbah (2016) observed that literature teachers in Nigeria mostly adopt normal methods which involves reading of literature texts, summary of passages; rules of grammar and rote learning. Labo-Popoola's (2010) affirmed that the way the teacher takes class goes a long way to inculcate into the students the right attitude towards the subject. According to Beach, et al., (2011), it is important for students to develop their ability to adopt different perspectives of characters or roles in a drama activity. Role-plays is an example of drama activity that affords student opportunity to play their role in perspective. Using thus method, students learn how to learn

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the English language. Literature in English teaching method ought to promote practical activity and knowledge application in everyday life (Nemine, 2008). Although there are specific methods of teaching Literature-in-English, most teachers do not follow such. The most conventional but wrong method adopted is the 'take-your-book-and-read' approach ((Ogunnaike, 2002). This approach according to Labo-Popoola's (2010) does not seem to give students the right attitude towards the Literature in English as a school subject. In his study, Jeruto (2009) reported that majority of teachers used discussion method as well as question and answer methods when teaching poetry rather than group work and dramatization, and this affected teaching and learning of poetry in the Integrated English in Kenya. Teachers are the curriculum implementers. Teaching is an activity in which one creatively and imaginatively uses himself and his knowledge to promote the learning and welfare of others. Teaching makes many professional demands on the teachers. Teaching of Literature and indeed many subjects in Nigeria is mostly teacher-centred rather than child-centred, interactive and contextualised. Most teachers' concern is to get the students to learn the facts and be able to recall for the sake of examination only. A curriculum programme may have good objectives and appropriate suggestions for practical work, but if the teacher fails to apply the prescribed methods, then the objectives cannot be attained. According to Beach et al., (2011), learning literature should enable students to develop their ability to adopt different perspectives of characters or roles in a drama activity. Role-plays is therefore recommended as. The teacher introduces and helps students to acquire the practices and tools they will need in order to participate in the community of the subject they are learning. As the students learn, they improve on how to use the practices they have acquired. When both the teacher and the students are involved in planning assignments, it is more likely that students will engage more in an activity if they also feel that they too have a chance to participate in the planning of it.

Methodology such as reading a book or watching a movie can be complemented with a seminar where students can present different aspects of the movie/book to each other, read poems and then try to write a poem on their own or in pairs, working with literary history and drama, comparing new versus old English language, analyzing the characters and elements of a play (Dickfors, 2015).

Attitude of teachers and students in teaching and learning of Literature in English.

Teacher's and students' attitude are problem areas in the teaching and learning of Literature-in-English (Labo-Popoola, 2010). Omah (2002) asserted that teachers in government schools sabotage students' efforts. To him, many teachers have negative attitude towards their profession, which usually impact negatively on students learning and performance. A teacher with right or positive attitude will no doubt evoke happiness and interest in the student during the learning process. On the other spectrum is students' attitude to reading and class attendance. Reading is important in learning Literature in English. Harmer (2007) cited in Tennant (2012) affirmed that reading promotes language development and occurs when the individual cultivates the habit of reading. Unfortunately, the reading culture is gradually on the decline. Some factors which affect students reading habit include the parents' socio-economic and parent's educational background. Gayle in Akindele (2012) opines that children whose parents introduce books and read to them everyday have higher reading knowledge and school readiness in later years. A good reading habit therefore will encourage the children to develop interest in reading literatures in later years.

Motivation in teaching and learning of Literature in English

According to Berelson and Steiner (2002), motivation is an what is in the inside of a person that energizes, activates, moves, directs, or channels behaviour towards goals. Dubrin (2008) in Williams and Williams (2011) said that motivation is expending effort to achieve results. Motivation can be

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intrinsic i.e. coming from within or extrinsic, i.e. comes from things or factors that are outside the individual (Dirisu, 2013). In the teaching and learning process, the teacher is the greatest motivator of the student. Student motivation enhances quality education. When motivated, students pay attention, do their tasks, ask questions and volunteer answers (Palmer, 2007). Jeruto (2009) equally reported that the teachers of English lacked interest in teaching poetry because of student's negative attitude towards poetry. Student motivation aids retention. It is reflected in the way they invest and engage in school activities (Fredricks et al., 2004; Reeve, 2006). Both well-motivated teacher and student will put in their best in the teaching and learning process.

Methodology

Research Design: The study adopted survey design. Williams (2006) stated that survey of measurement in applied social research is considered appropriate because the study involved gathering of opinions and information from the population studied.

Study population and Sample: The study population comprised all students in Junior secondary school and Literature in English teachers in Ogba/Egbema/Ndoni Local Government Area (ONELGA). One hundred and twenty (120) respondents, comprising one hundred and ten (110) students and ten teachers from ten (10) junior secondary schools in ONELGA were randomly selected for the study. Schools selected were CGSS Omoku, CSS (UBE) Omoku, Sancta Maria High School Omoku, CSS Obrikom, CSS Obor, CSS Ebogoro, Egbema Grammar school Okwuzi, CSS Obite, Demonstration secondary school Omoku, and CSS Ndoni.

Research Instrument

The instrument used to illicit data for the study was a structured questionnaire, titled, “Problems of Teaching and Learning of Literature in English Questionnaire” (POTLOLEQ). The respondents were expected to express themselves freely the extent to which they agreed or disagreed with the items in the questionnaire. Response to each structured question was arranged according to 4-point Likert scale format via: Agree (A), Strongly Agree (SA), Disagree (D), and Strongly Disagree (SD)

Reliability of the Instrument

The questionnaire items were drawn from related literatures on factors affecting teaching and learning of English, Literature in English, Poetry and validated by expert in measurement and evaluation. Reliability of instrument was ascertained using test and retest method with a reliability coefficient of 0.75

Administration of Questionnaire: The questionnaires were administered and retrieved by the researcher. The whole questionnaires were returned in the same day, this indicate a hundred percent response.

Method of Data Analysis: The responses constituted the data for the study. It was arranged into frequency distribution tables and analyzed using statistical mean.

The decision value was determined using the means of weights opened to the response options in the following manners: SA=4 points; A=3 points; D= 2 points; SD=1 point. Decision Rule: An item with 2.5 and above was accepted as a factor affecting teaching Business Studies, while an item with mean below 2.5 was considered not a factor affecting teaching and learning of Literature in English

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Results

Research question 1. To what extent poor teaching methods constitute problem in teaching and learning of Literature in English? Items 1-3 provided the answer to the research question as shown in Table 1.

Table 1. Response on Impact of poor teaching method on students' performance on Literature in English

Sn.	Item	Mean	SD	Remark
1	Lack of effective management of classroom.	3.18	90.13	Accepted
2	Teachers do not involve practical activities such as drama, which engage students.	3.20	94.87	Accepted
3	Teachers mostly enjoy traditional talk-chalk method which is teacher centered	2.65	70.55	Accepted
Pooled mean		3.01		

The pooled mean for all items in Table 1 was 3.01, which is greater than 2.5; therefore, researcher accepts the opinion that poor teaching method is a significant problem affecting teaching and learning of Literature in English in ONELGA. Respondents affirmed that teachers still use the traditional method, which is teacher-centered.

Research question two

What extent does attitude of teachers and students affect the teaching and learning of Literature in English? Items 10-12 provided the answer to the research question as shown in Table 2

Table 2. Response on Impact of Teachers' attitude on students' performance on Literature in English

Sn.	Item	Mean	SD	Remark
4	English Literature teachers do not mark student assignment, thereby discouraging them	3.33	107.24	Accepted
5	Irregular teaching leaves learners without guide.	3.08	79.20	Accepted
6	Harmful to the student's future success.	3.27	98.83	Accepted
Pooled mean		3.23		

From Table 2, respondents agreed that teachers' negative attitude hurt student's motivation, leave learners without guide and was harmful to their future success. The pooled mean response of 3.23 is greater than 2.5, therefore the researcher accepts that teachers' attitude impact on students' performance in Literature in English to a larger extent.

Research question three: To what extent does teachers' motivation affect the teaching and learning of Literature in English? Items 7-9 provided the answer to the research question as shown in Table 3

Table 3. Response on Impact of Lack of motivation on academic performance on Literature in English

S/n.	Item	Mean	SD	Remark
7	Students see little value in the course	3.42	118.11	Accepted
8	Teachers' harsh and discouraging attitude	3.17	85.86	Accepted
9	Low self-confidence and esteem.	3.08	81.59	Accepted
Pooled mean		3.22		

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Since the pooled mean of 3.22 is greater than 2.5, the researcher therefore accepts that lack of motivation is a problem that affect teaching and learning of Literature in English to a larger extent. Lack of motivation was a problem which made students see little value in the subject and also led to low self-confidence.

Discussion of findings

The result of this survey data based on responses from one hundred and twenty respondents randomly drawn from ten schools in ONELGA is shown in Tables 1 -3.

Research question one sought responses on the extent to which poor teaching method posed a problem to the teaching of Literature in English in ONELGA. Result shown in Table 1 indicated that respondents agreed totally that poor method was a problem. This is in agreement with the reports of Koko and Nwiyi (2007) who affirmed that a teacher's method can either make good or worse an educational outcomes in any country. Mbah (2016) reported that literature teachers in Nigerian schools adopt conventional teaching method. This involves reading recommended texts, summarizing of passages; rules of grammar and rote learning. These teaching strategies pose great challenge to students' achievement in the subject. Result in Table 2 indicated that teachers' attitude to the teaching profession was rejected as influencing the teaching of Literature in English in ONELGA secondary schools as shown by all but one research item. This is contrary to the observation of Omah (2002) that teachers in government are sabotaging academic performance of students by showing negative attitude towards their work. In their view, Omotuyole and Okudo (2014) posit that the aim of teaching profession in Nigeria is to guide children, youths and adults to acquire knowledge and skills in order to develop a healthy attitude that will enable them live peacefully with other people in the society. Right attitude of teachers enhances the learning process. Research question three sought to determine the extent to which lack of motivation affected teaching and learning of Literature in English. Result of responses shown in Table 3 indicated that lack of motivation affects the teaching and learning of Literature in English in ONELGA schools. Dirisu (2013) affirmed the success of teaching and learning process lies on the motivation of the teacher. A well-motivated teacher and student can do his/her best in a given task. A motivated student on the other hand, will develop interest and even study individually to attain his/her goal. To support this, Messali (2010) affirmed that motivation has significant effect on academic achievement.

Conclusion and Recommendations

From the findings, the researcher hereby concludes that factors such as poor teaching method, negative attitude toward the teaching profession and students and poor teaching methods and motivation were identified as problems that affect teaching of Literature in English and hence academic performance of students in the subject to a large extent.

Based on the results of the study, the researcher hereby recommends that:

1. Government should motivate teachers to enroll for further training
2. Teacher training should be attached to promotion and other compensation
3. Teachers should develop good cordial relationship with their student to enhance teaching and learning
4. Mostly, teachers should adopt the best teaching method that will meet the students' needs

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