

Teachers' and Students' Disposition Towards the Teaching and Learning of Non-African Poetry in Selected Senior Secondary Schools in Offa, Nigeria

Dr Joy I. Anthony and Febisola Sadiat Umar

*Department of Arts and Social Sciences Education
University of Ibadan, Ibadan*

Abstract

This study investigated teachers and students disposition towards the teaching and learning of Non-African Poetry in selected senior secondary schools in Offa, Nigeria. The study adopted the survey design. Participants were 12 Literature-in-English teachers and 120 students from six public senior secondary schools in Offa Township, Kwara State, Nigeria. The two research instruments used were Teachers' Disposition towards the Teaching of Non-African Poetry ($r=0.78$) and Students' Disposition to the Learning of Non-African Poetry ($r=0.82$). The data collected were analysed using the descriptive statistics of frequency counts, percentage mean and standard deviation, Pearson product moment correlation and multiple regression. The finding revealed that teachers had a good disposition towards the teaching of non-African poetry (weighted mean of 3.36). Also, the study revealed that the students had a positive disposition to the learning of non-African poetry (weighted mean of 3.02), against 2.50 thresholds, respectively. Based on the findings, it is recommended that teaching methods that could enhance students' engagement and creativity in non-African poetry should be adopted to sustain their positive disposition, while teachers should be exposed to in-service training programmes, seminars, workshops and conferences to keep them abreast of innovative teaching methods and assessment methods.

Keywords: Teachers, Students, Disposition, Non-African Poetry, Students in Offa, Kwara State.

Introduction

Literature is a written work of art that reflects and refracts life. By this, it is implied that literature does not only describe what is observable in life (reflect), but it also paints what a good society should look like by correcting the observable ills in the society (refract). It can also be described as a collection of written or spoken words that express ideas, emotions, and stories, reflecting human experiences and imagination. It is a form of art that uses language as a medium to convey thoughts, feelings, and narratives, and it plays a crucial role in cultural and intellectual history.

Teaching Literature in English in secondary schools is an essential component of English language curriculum. It provides students with opportunities to explore different perspectives, develop critical thinking skills and engage with complex themes and ideas. The curriculum is designed to provide students with opportunities to engage with different genres of literature, develop critical thinking skills, and enhance language proficiency. Anthony (2011)

also pointed out that literature in English provides occasion for exercise of judgement about man and his conditions, in helping the development of the psychomotor skills.

The importance of Literature-in-English as a subject in Nigerian senior secondary schools can never be over-emphasized. It is one subject that helps students develop and enhance language skills. Another importance of learning literature is to adequately prepare students for standardized examination needed for work and further studies. The objectives of teaching Literature-in-English as contained in the Secondary School Curriculum are to: broaden the cultural horizon of students through literary texts that vary in perspective but are universal in application, expose students to healthy human values and attributes, expose students to language in action in literary texts, thus re-enforcing their English language skills already acquired, expose students to the beauty and potentials of language, prepare students to pass Literature-in-English in the Senior Secondary School Examination and the Joint Matriculation

Examination and prepare them for work (Federal Ministry of Education, 2009). Apart from the linguistic value associated with the study of literature, students are encouraged to study it because of other values derived from literary studies especially literary competence. Literature as studied in Nigerian secondary schools comprises three genres: prose, poetry and drama. They all constitute the foundation upon which literary analysis and appreciation take place.

Poetry is another genre of literature that influences students' emotions and senses. It stimulates emotions which helps to grow the students' creative and emotional side. According to Smith (2010), poetry is a spontaneous overflow of powerful feeling or thinking recollected in tranquillity or an exposition of one's inner feeling when the mind is at rest. Poetry is a genre of literature that uses elevated words and sounds to express human emotions, ideas and thought. It is written in verse, metrical language or patterned language arrangement. It typically includes elevated and figurative words choices employed with the use of a syntactical arrangement of words that makes it different from other genres of literature Asemadahun (2024).

The comprehension of poetry requires more than just intellectual capacity. It goes beyond just identifying the structures, tone, theme, rhyme, and rhythm used in the poem. The diction deployed in poetry is deeper and richer than those used in prose and drama. As a result of this, a poet has the poetic license to literarily use language the way it pleases him. Ibitola (2005) affirmed that poetry makes use of stanza, meters rhyme schemes and lines to express deep feelings and emotions. Students must study and understand the unique and hidden meanings that relate to the poetic objectives. One major reason students find it difficult to understand poetry's language is because it is not as literal as regular English they find in the other genres of literature.

Learning poetic Literature-in-English has several benefits for students because it helps students to develop their language skills including vocabulary, grammar and syntax. It is

a powerful means of self-expression and creativity which allows students to explore their thoughts and emotions in a meaningful and special way. The importance of poetry in fostering language skills, critical thinking and creativity justifies its inclusion in what is taught and tested in the national examinations. Such benefits underlie the reason for Literature being a prerequisite for admission into Nigerian universities for students who intend to read some courses in the arts and humanities. Given the importance of poetry to students, it is worrisome that they continue to perform poorly in that genre.

For instance, the West African Examination Council's (WAEC) annual appraisal of students' performance in May/June examinations since 2009 consistently describes students' performance as "poor" and at best average. The worst performance in 2015, for instance, was in poetry. In Paper 2, which is Prose (African and non-African prose, of the eight questions, students' performance in three was described as "poor," performance in another three was described as "fair", and in two, described as "good." But in Paper 3, which has four questions in Poetry, students' performance in two of the poems was "poor" and "fair" for the remaining two. Students' performance in poetry was worse than their performance in prose. In fact, from 2009 to 2015 students performance in poetry was never described as "good." (WAEC, 2015).

The report blamed the subject poor performance on students' poor literary appreciation skills, misinterpretation of questions, writing out of context, misunderstanding or rubrics, lack of critical skills and originality in responding to questions, poor communication skills and an inability to answer questions in good English. In NECO, the Chief Examiner noted that students struggle with poetry questions, negatively impacting their performance in Literature-in-English exams. Additionally, there are other contributory factors that range from the students' attitudinal disposition, uncondusive learning environment and resources, syllabus congestion to teacher-

based realities (Dahiru, 2020, Ugwu, 2022,).

Different researchers have conducted a lot of research to solve the problem of students' poor performance in poetic literature. Some of the studies which reported the effectiveness of some instructional approaches and methods of teaching and learning poetry include the stylistics as well as the lyrical method of teaching poetic literature. Other studies focused on the use of mobile phone applications, digital technologies and the objectives of teaching and learning of poetic literature. Though these studies came up with helpful findings few attention was paid to students and teachers dispositions to the teaching and learning of Non-African Poetry.

According to Ekwonu and Onyedike (2022), Non-African poetry refers to poetry written by non-Africans. It refers to poetry outside of African. It encompassing literary works that its authors, background and setting are not Africans or rooted in Africa. Non-African poetry consists of various styles, forms and traditions from diverse regions and cultures worldwide. Non-African poetry explores diverse themes, forms and languages reflecting the unique cultural, historical and social contexts of its respective regions. The broad category according to Dasylva and Jegede (2005) includes; Western poetry such as American, British, and European. Latin American poetry, Middle Eastern poetry and medieval poetry. Non-African poetry, in its various forms, has played a significant role in shaping global literary landscapes, offering insights into the human experience across different eras and geographies.

European poetry, one of the most studied and influential traditions within non-African poetry, has a rich history that dates back to ancient times. The earliest European poets, such as Homer in Greece and Virgil in Rome, laid the foundations for Western literary traditions with their epic works, *The Iliad*, *The Odyssey*, and *The Aeneid*. These epic poems are characterized by their grand themes, including heroism, fate, and the gods' influence on human affairs. The poetic form in these works is highly

structured, with strict meter and rhyme schemes, which later influenced the development of other poetic forms in Europe, such as the sonnet, the ode, and the ballad (Kennedy, 2014).

Non-African poetry are presented to students who are expected to deploy their knowledge of African poetry elements to comprehend and analyse the content of the poems. In Nigeria examinations, the curricula of WAEC and NECO SSCE have been synchronized, meaning that the same poems are recommended for both examinations. Six African and six non-African poetry out of which they will be examined on only four with the liberty of answering two out of the four; one African poetry and one non-African poetry. Non-African poetry is beneficial and necessary for the development of students' creative and imaginative competences, a crucial aim of literature-in-English. In the view of Lockney (2013), teaching and analysis of non-African poetry by teachers in the classroom can greatly support and inspire students' writing skills.

However, in the context of Nigerian education, there is scarcity of research conducted on non-African poetry and it's immense potential for building students' literary skills which doubtless will improve their engagement with prescribed poems and prepare them as literary scholars. This study specifically focuses on non-African poetry. Students' disposition is another variable of the study. Disposition refers to attitude and habit. Students disposition play a significant role in determining the acquisition of learning skills in a classroom.

The concept of disposition has been a subject of considerable interest across various disciplines, including psychology, philosophy, education, and sociology. Disposition is often understood as a person's inherent qualities of mind and character that predispose them to think, feel, and behave in certain ways. These qualities can be seen as stable tendencies that influence how individuals respond to different situations. The term "disposition" is rooted in philosophical discussions about human nature and character, where it has been historically linked to virtues, moral character, and the nature

of ethical behaviour (Aristotle, 2004). In contemporary discourse, the concept has been expanded and nuanced to encompass a broader range of attributes, including cognitive and emotional orientations that influence how individuals approach various aspects of life.

Generally, students' disposition to poetry has appeared as negative in studies such as in Raji, Ajelabi and Sesan (2019) aver that students regard the genre of poetry as inscrutable compared to drama and prose, and as a result avoid studying and reading poems. Exploring students' preferences of literature-in-English genres, Anthony (2011) disclose that prose is the most liked genre for students, to which they devote their attention, while not paying much attention to drama, and poetry in particular. Poetry came up as the least liked genre, with evidence showing that students actively avoided poems. Timothy and Obiekezie (2019) lay credence to the aversion students have for poetry and how it impacts, negatively, their overall achievement in literature-in-English. Daniel (2013) and Vala, Doubalova, Stádová and Berichová (2012) all agree with the negativity in the attitudinal posture of students towards poetry, which is quite differs from how they look at prose and drama.

Statement of the Problem

Poetry is a genre of literature admired for its brevity of expression, and communication of ideal feelings and expressions extraordinarily and creatively. Like other genres of literature, it contributes immensely to the development of students' affective, cognitive and psychomotor domains. However, it remains an aspect of literature in English that teachers and students are averse to due to language difficulties including interpretation and comprehension associated with it. There is also non-African poetry, a sub-genre that has been examined in national examinations over the years, students' performance in Literature-in-English has declined with poetry being the genre students perform worst at. The poor performance of students has been associated with the difficult nature of poetry, poor teaching approaches and

methods, and poor attitudes of students and teachers to poetry. Studies on poetry have focused on the incorporation of technology into classrooms, provision of learning facilities and teaching strategies. However, there has been less research focus on teachers' and students' disposition towards the teaching and learning of non-African poetry. This study was set to fill this gap in research. Therefore, this study examined teachers and students disposition towards the teaching and learning of non-African poetry in senior secondary schools in Offa Township, Nigeria.

Objectives

The current study aims to examine the disposition of teachers and students to the teaching and learning of non-African poetry in Offa Township, Nigeria. The specific objectives of the study are to:

- i) examine the disposition of teachers towards the teaching of non-African poetry in selected secondary schools in Offa
- ii) assess the disposition of students towards the learning of non-African poetry in selected secondary schools in Offa

Research Question

The following research questions have been generated for this study

1. What is teachers' disposition to teaching non-African poetry?
2. What is students' disposition towards learning non-African poetry?

Scope of the Study

This red teachers of Literature-in-English and studstudy examined teachers and students' dispositions to teaching and learning of non-African poetry in Offa Township, Nigeria. The study coveents in public senior secondary in Offa Township, Nigeria.

Significance of the Study

This study revealed the dispositions teachers and students have towards the teaching and learning of non-African poetry. Also, the findings will identify the factors that influence teachers and students' disposition to the teaching

and learning of non-African poetry. The findings would help in suggesting ways of helping the teachers and teachers to be aware of the values of teaching and learning non-African poetry as well as encouraging the students to learn the genre of literature without any biased or sentiment as regards the non-African poetry. The findings of this study will be significant to educational stakeholders especially curriculum planners, examinations bodies, Ministry of Education, teachers as well as students themselves. In addition, this study will add to the pool of research on factors that affect teaching and students performance in Literature-in-English.

Methodology

This study adopted the survey research design to investigate the dispositions of teachers and students towards the teaching and learning of Non-African Poetry. It involves the use of questionnaire to elicit responses from the respondents on the independent variable. The population of this study consisted of all teachers and senior secondary two (2) students of Literature-in-English in public secondary schools in Offa Town, Kwara State, Nigeria. From all the public school in Kwara State,

simple random sampling technique was used in selecting six (6) senior secondary schools in Offa Township. Each of the six (6) public secondary schools selected are intact classes. Two (2) teachers were selected from each of the six (6) schools and they are teachers teaching Literature-in-English at the senior classes. While intact class was used for the students' selection because many of the schools have less than fifty Literature-in-English students and as such students could not be selected randomly. As a result of this, the researcher used all the Literature-in-English students that were available during the study. In all, twelve (12) teachers and 120 SS II literature students participated in this study. Teachers' Disposition to the Teaching of Non-African Poetry Questionnaire($r=0.78$) and Students' Disposition to the Learning of Non-African Poetry Questionnaire($r=0.82$.) were the instruments used for data collection. Data were analysed using descriptive statistics.

Results

Research Question 1

What is teachers' disposition to teaching of Non-African poetry?

Table 1: Teachers' dispositions towards teaching Non -African Poetry

S/N	Items	SA (%)	A (%)	D (%)	SD (%)	\bar{x}	St. Dev.
1	I don't like teaching non-African poems.	-	-	3 (25)	9 (75)	3.75	0.61
2	I find it difficult to bring out the themes in non-African poetry.	-	-	-	12 (100)	4.00	0.58
3	I keep postponing difficult concept while teaching non-African poetry.	-	-	1 (8.33)	11 (91.67)	3.92	0.59
4	I find it difficult to relate western culture in non-African poetry to students' real life situations.	-	-	3 (25)	9 (75)	3.75	0.61
5	I find teaching non-African poetry tedious.	-	-	3 (25)	9 (75)	3.75	0.61
6	Teaching non-African poetry is interesting.	9 (75)	3 (25)	-	-	3.75	0.61
7	Teaching non-African poetry is boring because of its unfamiliar diction and cultural concepts.	-	-	3 (25)	9 (75)	3.75	0.61
8	I don't like teaching non-African poetry because it is not related to African context.	-	-	3 (25)	9 (75)	3.75	0.61
9	Dictions used in non-Africa poetry are more complex to interpret.	-	3 (25)	-	9 (75)	3.50	0.89
10	I can't relate the subject matter in non-African poetry to real life concept.	-	-	6 (50)	6 (50) (100)	2.00	0.82
	Weighted Mean = 3.37; Threshold = 2.50					35.92	

Table 4.3 showed the teachers' dispositions of towards teaching of Non-African Poetry. The result presents a weighted mean of 3.37 which is greater than the threshold set at 2.50. This implies that teachers have positive disposition towards the teaching of Non- African Poetry. Out of the ten items used, nine (9) items whose mean value was greater than the weighted mean of 3.37 contributed to the conclusion of teachers' positive disposition. In order of magnitude, they are: item 2- I find it difficult to bring out the themes in non-African poetry ($\bar{x}= 4.00 > 3.37$); item 3 - I keep postponing difficult concept while teaching non-African poetry ($\bar{x}= 3.92 > 3.37$); while item 1, 4, 5, 6, 7 and 8 – I don't like teaching non-African poems, I find it difficult to relate western culture in non-African poetry to

students' real life situations, I find teaching non-African poetry tedious, Teaching non-African poetry is interesting, Teaching non-African poetry is boring because of its unfamiliar diction and cultural concepts and I don't like teaching non-African poetry because it is not related to African context ($\bar{x}= 3.75 > 3.37$); and item 9 - Dictions used in non-Africa poetry are more complex to interpret ($\bar{x} = 3.50 > 3.37$). Therefore, the result implies that teachers demonstrated positive disposition towards the teaching of non-African poetry.

Research Question 2

What is students' disposition towards learning of Non-African poetry?

Table 2: Students' dispositions towards learning Non -African Poetry

S/N	Items	SA (%)	A (%)	D (%)	SD (%)	\bar{x}	St. Dev.
1.	I like reading non-African poetry	72 (60)	30 (25)	6 (5)	12 (10)	3.35	1.83
2.	Questions on non-African poetry really stresses me	-	9 (7.5)	51 (42.5)	60 (50)	3.43	1.85
3.	I am able to analyse non-African poetry	78 (65)	33 (27.5)	9 (7.5)	-	3.58	1.89
4.	I do understand the themes and style of non-African poetry without any difficulty	75 (62.5)	36 (30)	9 (7.5)	-	3.55	1.88
5.	Analysing non-African poetry improves my knowledge of figures of speech	48 (40)	69 (57.5)	-	3 (2.5)	3.35	1.83
6.	I can relate the subject matter in non-African poetry to real life situations	36 (30)	66 (55)	12 (10)	6 (5)	3.10	1.76
7.	Non-African poetry contained too many unfamiliar cultural issues	12 (10)	18 (15)	60 (50)	30 (25)	2.10	1.45
8.	The choice of diction used in non-African poetry are easy to interpret	30 (25)	60 (50)	15 (12.5)	15 (12.5)	2.88	1.70
9.	I score high in non-African poetry examination	24 (20)	75 (62.5)	9 (7.5)	12 (10)	2.93	1.71
10.	I perceive non-African poetry to be difficult	24 (20)	12 (10)	24 (20)	60 (50)	3.00	1.73
11.	I enjoy answering questions on non-African poetry	42 (35)	66 (55)	-	12 (10)	3.15	1.78
12.	Reading and analysing non-African poems are a waste of time	12 (10)	9 (7.5)	18 (15)	81 (67.5)	1.60	1.27
13.	I pay attention when non-African poems are discussed in class	48 (40)	60 (50)	6 (5)	6 (5)	3.25	1.80
14.	I got bored when reading and analysing non-African poems	18 (15)	12 (10)	30 (25)	60 (50)	3.10	1.76
15.	I dislikes non-African poetry because of the way my teacher teaches it	24 (20)	18 (15)	18 (15)	60 (50)	2.95	1.72
	Weighted Mean =3.02; Threshold = 2.50					45.32	

The result from table 4.4 revealed the students' dispositions towards learning Non-African poetry. The findings from the Table 4.3 showed

that a weighted mean of 3.02 which is greater than the threshold set at 2.50. It was found that nine (9) of the fifteen (15) items on teachers'

disposition towards learning of non-African poetry whose mean value was greater than the weighted mean of 3.02 contributed to this result. In order of magnitude, they are: item 3- I am able to analyse non-African poetry ($\bar{x} = 3.58 > 2.85$); item 4 – I do understand the themes and style of non-African poetry without any difficulty ($\bar{x} = 3.55 > 2.85$); item 2 - Questions on non-African poetry really stresses me ($\bar{x} = 3.43 > 2.85$); item 1 and item 5- I like reading non-African poetry and Analysing non-African poetry improves my knowledge of figures of speech ($\bar{x} = 3.35 > 2.85$); item 13 - I pay attention when non-African poems are discussed in class ($\bar{x} = 3.25 > 2.85$); item 11 - I enjoy answering questions on non-African poetry ($\bar{x} = 3.15 > 2.85$); item 6 and item 14 - I can relate the subject matter in non-African poetry to real life situations and I got bored when reading and analysing non-African poems ($\bar{x} = 3.10 > 2.85$). Therefore, the result implies that the students demonstrated positive disposition towards the learning of non-African poetry.

Discussion of findings

Teachers' disposition towards the teaching of non – African poetry

The findings of the study revealed that the teachers had a good disposition towards the teaching of non-African poetry. This implied that the teachers were favourably disposed to teaching an analysing non-African poetry. Also, the teachers find it easy to relate western culture in non-African poetry to students' real life situations. This finding is in contrast to the submission of this study Bassey and Ilesanmi 2023 discovered that literature in English teachers exhibited blind spots in teaching of poetry. They further revealed that the teachers focused on using teacher-centered strategies and approaches in teaching poetry. Also the finding is consistent with Nattan and Petroshe (2023) whose findings revealed that teachers were able to keep their blind spots in check.

Students' disposition towards learning of non -African poetry

The study revealed that the students

showed positive disposition towards learning of non-African poetry as they believed that analysing non-African poetry improves their knowledge of figures of speech and they can relate the subject matter in non-African poetry to real life situations. Also, the students perceived that the choice of diction used in non-African poetry are easy to interpret. This finding corroborates Adebayo (2023) whose study revealed that students showed positive attitude towards unseen poetry.

The findings contradict the findings of Barhri (2020) and Ogbonaya (2022). Also, Ogunsola 2018 also reported that students negatively perceive poetry viewing it as uninteresting and difficult to understand, Bahri (2020) stated that students perceive poetic literature negatively because of the difficulties they encounter in selecting suitable words.

In addition, Ogbonaya (2022) found out that students perform poorly in poetry because of the negative perception they have developed for the genre. Furthermore, this finding is inconsistent with Saruq (2007) who revealed that literature students are afraid of poetry because of the type of language used. The positive disposition of students towards learning of non-African poetry could be that literature-in-English teachers are making concerted efforts to simplify concepts in non-African poetry and relate it to students' real life situations.

Conclusion

The study has shown that Literature-In-English teachers and students have positive dispositions to teaching and learning of non-African poetry. This positivity is highly essential in enhancing effective teaching and promoting improved performance in non -African poetry and Literature-in -English generally.

Recommendations

Based on the findings of the study, the following recommendations are made

1. Literature-in-English Teachers should enhance students' engagement and creativity in non-African poetry.
2. Teachers of Literature-in-English

should be trained and encouraged to teach students how to read, analyse and answer more question on non-African poetry

3. Teachers should motivate and engender interest in students for non-African poetry by simplifying concepts during teaching and demonstrating to students how to answer question on non-African poetry.
4. Educators should provide targeted support and resources to help students develop a deeper understanding and appreciation of non-African poets

References

- Adebayo, J. 2024. Attitude and Perception of Students about unseen poetry in selected schools in Ibadan North Local Government of Oyo State. M.ed Dissertation submitted to the Department of Arts and Social Sciences Education, University of Ibadan.
- Anthony, J. C. 2011. General preference and gender as predictors of achievement in Literature in English. M.ed Dissertation submitted to the Department of Teacher Education, University of Ibadan
- Asemadahun, M., 2024. Perception and Attitude of Senior Secondary School Students to Poetic Literature-in-English in Ibadan Local North Government, Area, Oyo State. Ph.D. Unit Proposal Material University of Ibadan.
- Aristotle 2013. Introduction to Poetry. Optimal computer solutions Ltd. ISBN 978 2039 53 5
- Dahiru, M. 2020. Challenges of teaching literature-in-English in secondary schools in Borno and Yobe, Nigeria. *International Journal of Linguistics, Literature, and Translation*, 3(12), 233–244. <https://doi.org/10.32996/ijllt.2020.3.12.27>
- Daniel, I.O.A., 2013a. Role of parents in literature education among secondary school students: poetic appreciation as focus. *Int. J. Dev. Sustain.* 2 (1), 116–130.
- Daniel, I.O.A., 2013b. A critical look at the teacher factor in senior secondary school students' poetic appreciation skills development. *Theory Pract. Lang. Stud.* 3 (2), 222–232.
- Dasyilva, A. O., & Jegede, O. B. 2005. *Studies in Drama*. Stirling-Horden Publishers.
- Ekwonu, M. N and Onyedike, C. C. 2022. Problems and prospects of teaching and learning of non-African literature in Nigerian Universities. *African Journal of Arts and Humanities*. Vol.8. No. 3.
- Federal Ministry of Education. 2015. Nigeria: Education for All 2015 National Review. <http://nigeria-delunesco.org/wp-content/uploads/2014/01/EFA-2015-National-Review.pdf>
- Federal Republic of Nigeria. 2014. National policy on education (6th ed.) NERDC Press.
- Ibitola, A. O. 2005. *Essential Literature-in-English*; Abeokuta, Tonad Publishers Limited.
- Kennedy, X. J 2014. *Literature: An introduction to fiction, poetry and Drama* (6th Edition); Boston. Little Brown and Company.
- Lockney, K and Proudfoot, K. 2013. Writing the unseen poem: can the writing of poetry help to support pupils' engagement in the reading of poetry education in English.
- National Bureau of Statistics. 2019. WAEC results statistics 2016–2018. <http://education.gov.ng/2016-2018-weac-results-statistics-by-nbs/>
- Nigerian Educational Research and Development Council. 2009. Federal Ministry of Education. Senior secondary school curriculum. Literature in English for secondary schools. NERDC: Abuja.
- Raji, O., Ajelabi. P. and Sesan 2019. The teaching Strategies of poetry in two selected secondary Schools in Taraunni

- and Kumbotso Local Government Area of Kano City.
- Smith, J. 2008. The Role of Prose in education. *Education Psychology Review. International Journal of Advanced Research*, 1(3), 219–230. <https://oer.unn.edu.ng/read/an-investigation-into-the-problems-encountered-in-the-teaching-and-learning-of-literature-in-english-a-case-study-of-nnewi-local-government-area/file.pdf>
- The West African Examinations Council. 2021, February 1. E-learning. Literature-in-English. <https://waeconline.org.ng/e-learning/Literature/litEmain.html>
- Timothy, A. E., and Obiekezie, E. O. 2019. Fear of poetry among preservice teachers in Nigeria. *Heliyon* 5(e03010), 1–6. <https://doi.org/10.1016/j.heliyon.2019.e03010>
- Ugwu, E.O 2021. Classroom process and causes of worsening high school students' performance in literature-in-English in Nigeria. *African Journal of Teacher Education (AJOTE)*.10 (1). 282-306. Retrieved online July 18, 2022
- Vala, J., Doubalova. K. Stádova, J and Rerichova, V. 2012. Possibilities of Positive Influence on the Attitude of Students towards Poetry. *Proc-soc; Behavioural Sciences*.
- West Africa Examination Council, 2015. WAEC E-Learning Online. Retrieved 22/12/2017 from. <http://waeconline.org.ng/e-learning/Literature/litEmain.html>.