

PERCEIVED VALUES OF LITERATURE-IN-ENGLISH: PERSPECTIVES OF SENIOR SECONDARY SCHOOL STUDENTS IN MOBA LOCAL GOVERNMENT AREA, EKITI STATE, NIGERIA

Evelyn Aiyede

Department of Arts and Social Sciences Education, Faculty of Education, University of Ibadan, Nigeria

Email: evelynaiyede@gmail.com

Abstract

This study investigated senior secondary school students' perceptions of the usefulness of Literature-in-English in Moba Local Government Area, Ekiti State, Nigeria. Using a survey research design, 200 students were randomly selected, and data were collected through a structured questionnaire ($r = 0.78$). Findings revealed that students generally held a positive perception of studying Literature-in-English, with a weighted mean of 3.32, above the threshold of 2.50. Specifically, students agreed that studying the subject improves language and communication skills (mean = 3.59), enhances understanding of real-life problems and strategies to address them (mean = 3.57), and enriches educational experience through exposure to literature from different cultures and historical periods (mean = 3.46). The study also found no significant difference between male and female students in their perceptions of the usefulness of Literature-in-English ($t(190) = -0.265, p > 0.05$), indicating that gender does not significantly influence students' perceptions. The study recommends that teachers engage students in diverse learning activities that not only deepen appreciation and understanding of Literature-in-English but also foster the development of effective communication skills.

Keywords: Students, Perception, Literature-In-English, Values of Literature, Secondary schools in Ekiti State

Introduction

Literature-in-English is a foundational subject that encompasses a broad range of literary works by both Nigerian and international authors. The Nigerian Senior Secondary School Literature-in-English Curriculum, as outlined by the Nigerian Educational Research and Development Council (NERDC), aims to foster a comprehensive understanding of literary genres, themes, and critical analysis (NERDC, 2025). Students engage with prominent works of fiction, drama, and poetry, gaining insights into cultural, historical, and societal perspectives. This subject not only enhances language proficiency but also promotes critical thinking, analytical skills, and an appreciation for the richness of literary expression. The curriculum often includes classics, contemporary works and

writings that reflect Nigeria's cultural heritage, contributing to a holistic education in English language and literature.

The Literature-in-English curriculum outlines general and specific objectives that guide instruction across its different genres. In general terms, the teaching of literature is designed to expand learners' cultural consciousness, instil sound human values, and strengthen their command of language. It familiarises students with the artistic potentials of language while fostering independent thought and creative expression. Another central aim of the curriculum is to equip learners with the knowledge and skills required to succeed in standardised examinations relevant to employment and further education. At the specific level, literary appreciation seeks to cultivate students' analytical engagement with texts, enabling them to interpret prose, poetry, and drama with independence. Instruction in drama focuses on introducing fundamental dramatic conventions, developing performance skills, and linking dramatic texts to everyday experiences. Poetry teaching exposes learners to diverse poetic forms and styles while encouraging them to experiment with writing their own poems. Likewise, prose instruction is intended to help students recognise and interpret the moral and social values reflected in fictional works (NERDC, 2025). To facilitate the realisation of these aims, the prescribed texts span African and non-African literary traditions and explore varied themes such as social challenges, health issues, science fiction, technological advancement, history, heroism, gender dynamics, multicultural concerns, politics, and governance.

In the same vein, Literature-in-English serves as a gateway to cultural understanding. Through stories, poems, and plays, students encounter the beliefs, values, and traditions that shape different societies (Simel, 2024). Engaging with these texts allows them to appreciate the diversity of human experience, nurturing empathy and a broader worldview. Cultural awareness is, in fact, one of the stated goals of post-basic education in Nigeria. According to the *National Policy on Education (FRN, 2014)*, education should promote Nigerian art and culture while strengthening patriotism, national unity, and respect for diversity. In this regard, the teaching of Literature-in-English becomes a practical means of achieving these national educational objectives.

The inclusion of Literature-in-English in secondary education stems from the understanding that literature mirrors society and human experience (Taye, 2025). Literature provides a rich medium through which students can explore diverse perspectives, historical contexts, and cultural nuances (Simel, 2024). Over the years, the subject has evolved from a mere academic pursuit to a vehicle for fostering holistic development. Literature-in-English is basically a creative use of language in different contexts (Bazimaziki, 2020). This approach, which emphasises language use, highlights the importance of actively involving learners in a range of activities, including summarising narrative events, analysing central themes and characters, and creating original written pieces modelled on the structure and style of studied texts. Recent research highlights that students' involvement in co-curricular activities plays a crucial role in supporting holistic development across cognitive, social, and emotional domains. For example, a study by Channa and Alwi (2024) has reported a strong positive association between such participation and improvements in leadership, confidence, critical thinking, emotional intelligence, communication, teamwork, and stress management.

Previous research has similarly demonstrated that engagement with literary texts supports the development of language skills (Amuseghan & Momoh, 2013; Feraco et al., 2021). As learners examine elements such as characterisation, plot structure, setting, and thematic concerns, they often generate questions and interpretations that stimulate classroom interaction, deepen literary understanding, and enhance vocabulary growth. These processes provide opportunities for students to practise multiple dimensions of language use, including listening, speaking, reading, and writing, while also strengthening discourse competence and analytical abilities.

Ezeigbo (2008) views literature as a reflection of lived realities, highlighting its mimetic function. According to Ezeigbo (2008):

“Literature in its oral and written forms has consistently remained the greatest tool in the representation of reality. It has become an important means of understanding and interpreting aspects of society such as politics, religion, social conflicts, class struggle, and the human condition. The creation of the illusion of reality has been the preoccupation of every literary artist since ancient times.”

This implies that Literature is a social product. Kuusela (2022), in a more recent study, corroborates Ezeigbo's (2008) view by arguing that literary fiction functions as a mode of representation that conveys truths about the real world and offers a means of understanding human and moral experiences.

Okenimkpe (2004) examined the relationship between literature and life, arguing that literature reflects the full range of human behavioural traits. According to Okenimkpe,

“Literature presents the most life-like and life-size portraits of all behavioural attributes of man: honesty, integrity, diligence, villainy, cruelty, meanness, sadism, dullness, maladjustment. Made concretely visualisable in literature, they serve as apotheosis or antithesis of benignity, nobility, and magnanimity after, or in opposition to, which people can develop their own personalities.”

Singh (2022) notes that literature mirrors both the positive and negative aspects of society, presenting human actions and behaviours in ways that educate, inform, and guide readers toward moral reflection and societal improvement. From these perspectives, a literary text may be regarded as a form of sociological and psychological reflection of human life. Literary works offer an exploration of both immediate and distant human experiences, thereby broadening individuals' understanding of life and supporting more informed and proactive decision-making. Drawing from Okenimkpe's position, literature does not constitute life in its entirety; rather, it represents and re-presents lived experiences.

As impactful as this subject is on students' overall development, reports have pointed to a declining trend in enrollment for the subject. Oladeji (2021) notes that low enrollment in Literature in English is strongly tied to inadequate library facilities, lack of qualified teachers and students' weak reading habits. Similarly, Khalid (2024) found that some schools had zero enrollment in the subject for WASSCE as a result of students' lack of interest in Literature-in-English, poor resources and insufficient teachers in schools. This situation is compounded by the common misconception among students

that Literature-in-English is inherently difficult, which may contribute to misunderstandings about the subject's value and purpose.

Several studies have identified inadequate learning resources and ineffective instructional approaches as major challenges to the teaching and learning of Literature-in-English in Nigeria. For instance, Danner and Musa (2019) and Ugwu (2022) report that the methods commonly employed by teachers in teaching English and literature are largely ineffective, resulting in limited instructional outcomes. Similarly, Timothy and Obiekezie (2019) observe that such teaching practices contribute to students' negative attitudes towards Literature.

There is also the problem of poor language proficiency, which manifests in students' inability to read, write, copy notes, or participate fully in the classroom process. In literature lessons, little can be done or achieved if students cannot read (Ugwu, 2022). While the study of Literature-in-English can enhance students' language proficiency, limited mastery of the language used in literary texts may hinder comprehension (Soy et al., 2023). Low proficiency in the English language is a prevalent challenge among Nigerian students (Ugwu, 2022), and learners with weak language skills often struggle to understand literary texts that contain complex vocabulary and expressions.

Another challenge is the misconception about the value of arts disciplines, particularly Literature-in-English. This misconception may be a result of several factors: the demanding reading and analytical skills literature requires (Dahiru, 2022), the perception of limited career opportunities in Nigeria for arts graduates (Okeke, 2025), and students' difficulties in mastering the high-level language skills necessary for professional competitiveness (Fatimeyin, 2022). Students with weak language skills or a dislike for extensive reading are less likely to find literature appealing. The senior secondary school curriculum recommends that, for a fuller engagement with Literature-in-English, students should read beyond the prescribed texts (NERDC, p. 6).

To address these challenges and misconceptions, it becomes important to examine how students themselves perceive the usefulness of Literature-in-English within the school system. Understanding students' perceptions provides valuable insights into their attitudes towards the subject and helps to clarify the extent to which the intended curricular objectives are being realised in practice. Such insights can inform curriculum refinement, teaching strategies, and classroom practices that better align with students' needs and expectations. At the same time, examining these views across gender is important, as research suggests that male and female students differ in their engagement with language-based subjects due to differences in socialisation, learning experiences, and classroom participation (Dashela & Mustika, 2022; Kheder & Rouabhia, 2023).

Considering gender, therefore, allows for a more nuanced understanding of whether the perceived usefulness of Literature-in-English is shared equitably among students or shaped by gender-related factors. Furthermore, exploring students' views on the benefits and challenges of studying Literature-in-English sheds light on its contributions to language development, critical thinking, cultural awareness, and personal growth. Given the role of literature in nurturing empathy, reflective thinking, and well-rounded individuals, findings from this study have implications not only for classroom instruction but also for educational planning and policy decisions concerning the place of Literature-in-English in secondary education. Within this context, the present study focuses on students' perceptions of the usefulness of Literature-in-English in selected secondary schools in Moba Local Government Area, Ekiti State, Nigeria.

Statement of the Problem

Literature-in-English is a subject with significant potential to enhance students' cognitive, linguistic, and socio-cultural development. Beyond teaching language skills, it exposes students to diverse ideas, cultural perspectives, and complex human experiences, shaping both their analytical abilities and their understanding of society. Despite these

recognised benefits, there is limited insight into how students themselves perceive the practical value of studying Literature-in-English in secondary schools. While educators often emphasise the importance of literary studies, relatively little attention has been given to students' personal experiences, including how they engage with texts, appreciate their lessons, and apply the knowledge and skills gained in real life. There are also conflicting reports on gender differences in relation to the value of Literature in English.

Understanding these perceptions is critical, as they influence students' motivation, learning outcomes, and willingness to pursue the subject. This study addresses this gap by examining students' views on the relevance and usefulness of Literature in English, aiming to provide actionable insights for educators, curriculum developers, and policymakers. The research focuses on students in Moba Local Government Area, Ekiti State, Nigeria, to highlight ways in which Literature-in-English can be made more meaningful and aligned with students' needs, interests, and aspirations.

Objectives of the Study

The objectives of this study are to:

1. Assess students' perception of studying Literature-in-English.
2. Identify gender differences among students in the perception of studying Literature-in-English.

Research Question

1. What is students' perception towards studying Literature in English?

Hypothesis

One null hypothesis was tested at a 0.05 significance level.

1. There is no significant difference between male and female students' perceptions of the usefulness of Literature-in-English

Methodology

This section describes the methods used in conducting the study, covering the research design, population, sample, sampling procedures, research instrument, methods of data collection, and techniques for data analysis. A survey research design was employed to investigate students' perceptions of the usefulness of Literature-in-English in selected secondary schools in Ekiti State. The design was considered appropriate as it facilitates the organised gathering of data on respondents' opinions and experiences. Ekiti State comprises sixteen Local Government Areas, one of which was randomly chosen to serve as the study area.

From this local government area, ten senior secondary schools were randomly chosen, resulting in a total of ten schools. SS2 students from these schools participated in the study. From each school, 20 students were randomly selected, giving a total sample of 200 respondents.

The instrument for data collection was a structured questionnaire titled *Students' Perception of the Usefulness of Literature-in-English Questionnaire*. The questionnaire comprised two sections. Section A elicited demographic information such as gender, age, and class, while Section B consisted of twenty items designed to measure students' perceptions of the usefulness of studying Literature-in-English. The items in Section B were structured on a four-point Likert scale, ranging from Strongly Agree (4) to Strongly Disagree (1)

The questionnaire utilised a threshold mean of 2.50, which was determined by computing the average of the scale values $[(4 + 3 + 2 + 1) \div 4 = 2.50]$. Mean scores of 2.50 and above were interpreted as positive perceptions, while mean scores below 2.50 indicated negative perceptions.

The instrument was subjected to face and content validation. Copies of the questionnaire were reviewed by experts in Literature-in-English and Educational Measurement and Evaluation, who assessed the items for clarity, relevance, and alignment with the study objectives. Their suggestions were incorporated to improve the wording and structure of the items. The reliability of the instrument was established using Cronbach's alpha, which yielded a coefficient of 0.78, indicating acceptable internal consistency.

The data collected were analysed using descriptive and inferential statistics. Descriptive statistics, including frequency counts, mean scores, percentages, and standard deviations, were used to summarise students’ perceptions of the usefulness of Literature-in-English. An independent samples t-test was employed to determine whether there was a significant difference between male and female students’ perceptions.

Results

Answering the Research Questions

Research question 1: What is students’ perception towards studying Literature-In-English?

Table 1: Students’ perception towards studying Literature-In-English

S/N	Items	SA	A	D	SD	MEAN	St. D
1.	Literature plays a significant role in shaping my understanding of the world.	92 (46%)	105 (52.5%)	2 (1%)	1 (0.5%)	3.44	.55
2.	Literature helps me to develop critical thinking skills.	79 (39.5%)	99 (49.7%)	20 (10.1%)	2 (1%)	3.27	.68
3.	Literature enhances my empathy and understanding of different perspectives.	80 (40%)	106 (53%)	10 (5%)	4 (2%)	3.31	.66
4.	Literature influences my personal growth and development.	67 (34.5%)	102 (52.6%)	22 (11.3%)	3 (1.5%)	3.20	.69
5.	Studying literature helps improve my language and communication skills.	122 (61.0%)	77 (38.5%)	0 (0%)	1 (0.5%)	3.59	.52
6.	Literature as a subject has contributed to my cultural awareness and appreciation.	78 (39.0%)	101 (50.5%)	15 (7.5%)	6 (3%)	3.26	.72
7.	I have once found inspiration or motivation from a character or theme in a piece of literature.	89 (44.5%)	101 (50.5%)	10 (5%)	0 (0%)	3.40	.58
8.	Studying literature helps me analyse complex ideas and diverse cultures.	75 (37.5%)	105 (52.5%)	15 (7.5%)	5 (2.5%)	3.25	.70
9.	Literature has helped me to understand real-life problems and the best way to tackle them.	123 (61.5%)	68 (34%)	9 (4.5%)	0 (0%)	3.57	.58

S/N	Items	SA	A	D	SD	MEAN	St. D
10.	Literature helps me to navigate societal issues and challenges.	72 (36%)	108 (54%)	17 (8.5%)	3 (1.5%)	3.25	.67
11.	Studying literature has contributed to my ability to think creatively.	93 (48.2%)	93 (48.2%)	5 (2.6%)	2 (1%)	3.44	.60
12.	I have felt a connection to a literary work that resonated with my own experiences or emotions.	91 (45.5%)	91 (45.5%)	12 (6%)	6 (3%)	3.34	.72
13.	Literature has practical applications beyond the classroom.	48 (24.2%)	119 (60.1%)	20 (10.1%)	11 (5.6%)	3.03	.75
14.	Literature has fostered a sense of community and dialogue in my class.	93 (47.2%)	92 (46.7%)	10 (5.1%)	2 (1%)	3.40	.64
15.	Literature has been a means of relaxation for me.	76 (39.4%)	107 (55.4%)	8 (4.1%)	2 (1%)	3.33	.61
16.	Studying literature improves my problem-solving skills.	77 (38.8%)	92 (46.5%)	26 (13.1%)	3 (1.5%)	3.23	.73
17.	Literature can help me to develop a deeper understanding of historical or cultural contexts in the world.	111 (55.5%)	85 (42.5%)	4 (2%)	0 (0%)	3.54	.54
18.	I have been inspired to explore new topics or subjects outside of literature due to a piece of literature taught in the class.	72 (36%)	98 (49%)	18 (9%)	12 (6%)	3.15	.82
19.	Exposure to literature from different cultures and time periods has enriched my educational experience.	97 (48.5%)	98 (49%)	5 (2.5%)	0 (0%)	3.46	.55
20.	What I learn from Literature in English is useful beyond my class.	59 (29.6%)	83 (41.7%)	32 (16.1%)	25 (12.6%)	2.88	.98

Threshold =2.5; Weighted mean= 3.32

Table 1 shows a weighted mean score of 3.32, which is higher than the threshold value of 2.50. This indicates that students generally hold a positive perception of studying Literature-in-English in Moba Local Government Area, Ekiti State. Out of the 20 questionnaire items, 10 recorded higher mean scores showing positive perception among senior secondary school students. In order of magnitude, these items are numbers 5, 9, 17, 19, 1, 11, 7, 14, 12, and 15.

Research question 2: Is there a significant difference between male and female students' perceptions of the usefulness of Literature-in-English?

Table 2: Difference in male and female students' perception of the usefulness of Literature-In-English

Variables	N	Mean	St. D	Mean	t	df	Sig.	Remarks
				Diff.				
Male	103	65.47	6.00	-.231	-.265	190	.772	Not
Female	89	65.70	6.04					significant

Table 2 indicates that there is no significant difference between male and female students in their perception of the usefulness of Literature-in-English ($t(190) = -0.265, p > 0.05$). This finding suggests that gender does not have a significant influence on students' perception of the usefulness of Literature-in-English in Moba Local Government Area, Ekiti State.

Discussion of Findings

Findings from this study indicate that students generally hold a positive perception towards studying Literature-in-English. This suggests that they recognise its value in enhancing language skills, critical thinking, and cultural understanding. The result aligns with the work of Fatimileyin (2022), who found that students viewed Literature-in-English as instrumental in improving reading comprehension and overall literacy competence. Similarly, Fakeye and Amao (2013), in their study on classroom participation and study habits as predictors of achievement in Literature-in-English among senior secondary school students in Ibadan North Local Government Area of Oyo State, observed that active classroom participation had a significant impact on students' academic achievement. Their findings highlight the importance of engaging learners in interactive discussions, suggesting that positive perceptions are often nurtured when students are actively involved in learning processes.

Ali and Kaur (2021) also reported that students showed greater appreciation for literary texts that incorporated cultural elements, as such texts helped to enrich vocabulary, stimulate imagination, and develop intercultural awareness. These findings collectively reinforce the idea that when Literature-in-English is taught through relatable and participatory approaches, students tend to perceive it as meaningful and valuable. However, contrasting evidence exists. Ugwu (2022) identified persistent challenges such as students' inability to purchase prescribed texts, lack of interest, and limited language proficiency, which negatively affect students' engagement and performance in Literature-in-English. Ugwu further noted that ineffective teaching strategies and the absence of student-centred methodologies often contribute to waning interest and low participation rates. These limitations suggest that while perceptions may be broadly positive, structural and instructional challenges can hinder students from fully appreciating and benefiting from the subject.

The findings from this study affirm that positive perceptions of Literature-in-English are closely tied to effective pedagogy, accessibility of learning materials, and the extent to which the curriculum resonates with students' linguistic and cultural experiences. Addressing these factors may enhance not only students' attitudes towards the subject but also their overall performance and long-term engagement with literary studies.

Findings from this study reveal that there is no significant difference between male and female students' perceptions of the usefulness of Literature-in-English. This suggests that gender does not play a determining role in how students value or engage with the subject. The result is consistent with the findings of Eze (2015), who reported that both male and female students at the University of Nigeria demonstrated similarly positive attitudes towards the Use of English, with gender exerting minimal influence compared to their specific academic disciplines. This implies that factors such as motivation, teaching methods, and learning environment may have a stronger impact on students' attitudes than gender differences. In a later study, Eyisi and Olatunji (2023) also found no significant gender differences in students' attitudes toward Literature-in-English text possession among senior secondary school students in Oyo State, which corroborates the findings of this study.

However, contrasting evidence exists in the work of Dera (2025), which reported a significant gender-based difference in students' attitudes toward literary studies. The study found that female students tended to appreciate the language-enriching and imaginative aspects of literature more than their male counterparts, often associating literary reading with personal expression and emotional development. Likewise, Lin (2020) observed that female students showed more literary appreciation ability than their male counterparts. These divergent findings suggest that gender differences in perception may be context-dependent, influenced by factors such as cultural expectations, teacher attitudes, classroom interaction patterns, and access to reading materials. In the present study, the lack of a significant difference could reflect an increasing shift towards gender-neutral learning experiences and curricular inclusivity in secondary schools within Ekiti State. This may indicate progress in reducing gender bias in literary education, where both male and female students are given equal opportunities to explore, interpret, and appreciate literary works.

Conclusion

The findings of this study indicate that students generally hold a positive perception towards the study of Literature-in-English. The results further show that gender does not significantly influence students' views on the usefulness of the subject in the context of Moba Local Government Area, Ekiti State. This suggests that both male and female students recognise the value of Literature-in-English in enhancing language skills, critical thinking, and cultural awareness.

Recommendations

Based on the findings of this study, the following recommendations were made:

- i. Students should be exposed to a variety of activities designed to significantly enhance their appreciation and understanding of Literature in English, as well as further develop their communication skills. These activities should align with curriculum objectives and address teachers' concerns regarding the effectiveness of classroom instruction.

- ii. School administrators should ensure that teaching and learning go beyond the regular traditional grammar exercises and incorporate tasks that encompass real-world communication scenarios, such as debates and presentations. This might also involve role-playing activities, simulations, or student-led discussions on current events, encouraging students to practice communication skills in a relevant and engaging context.
- iii. The government should adopt proactive measures to provide students with a diverse range of literary texts that will enhance their engagement and perceptions of Literature in English. Access to varied genres and authors, encompassing both classic and contemporary works, will not only foster a deeper appreciation for reading but also stimulate critical thinking, creativity, and meaningful literary discussions. To ensure effective integration into the curriculum, these texts should be accompanied by relevant instructional resources, including discussion guides and interactive learning activities, which will support teachers in classroom delivery. Expanding access to high-quality literary texts will ultimately empower students to develop stronger connections with literature and enrich their overall learning experiences.

References

- Ali, N., & Kaur, S. (2021). Students' attitudes and perceptions towards cultural elements in literary texts. *International Journal of Academic Research in Business and Social Sciences*, 11(2), 114–128. <https://doi.org/10.6007/IJARBS/v11-i2/11691>
- Amuseghan, A. S., & Momoh, A. O. (2013). Enhancing students' performance in the English language through Literature-in-English in the secondary schools. *Educational Research and Reviews*, 8, 2241–2248. <https://doi.org/10.5897/ERR07.048>
- Bazimaziki, G. (2020). The synergy between literature in English and language learning in higher education: Review of literature in practice. *Journal of Humanities and Education Development*, 2(6), 390–394.
- Channa, L. A., & Alwi, S. (2024). Impact of co-curricular activities on the holistic development of secondary school students. *Pakistan Journal of International Affairs*, 7(1), 1-14.

- Dahiru, M. (2022). Challenges of teaching Literature-in-English in secondary schools in Borno and Yobe, Nigeria. *International Journal of Linguistics, Literature and Translation*, 3(12), 233–241. <https://doi.org/10.32996/ijllt.2020.3.12.27>
- Danner, R. B., & Musa, R. J. (2019). Evaluation of methods teachers use in teaching Shakespearean drama in senior secondary schools in Edo State. *Journal of Teaching and Teacher Education*, 7(2), 87–98. <https://doi.org/10.12785/jtte/070206>
- Dashela, T., & Mustika, Y. (2022). Gender differences in English language learning. *Jurnal Ilmiah Spectral*, 8(2), 92–105. <https://doi.org/10.47255/f8aa1v48>
- Dera, J (2025). Students’ perceptions of the benefits of literary reading in school and leisure contexts. *Education Sciences*, 15(5), Article 580. <https://doi.org/10.3390/educsci15050580>
- Eyisi, J., & Olatunji, S. O. (2023). Students’ attitude to reading of literary texts: A case study of Akinyele Local Government Area of Oyo State, Nigeria. *TASAMBO Journal of Language, Literature, and Culture*, 2(1), 27–33. <https://doi.org/10.36349/tjllc.2023.v02i01.004>
- Eze, V.(2015).Gender and Area of Specialisation as Determinants of University Of Nigeria Undergraduates’ Attitude towards the Use of English. *International Journal of Humanities & Social Science Studies (IJHSSS)*. ISSN: 2349-6959
- Ezeigbo T.A. (2008). *Artistry Creativity: Literature in the Service of Society*. Lagos.UNILAG Press.
- Feraco, T., Casali, N., Meneghetti, C., & Vidotto, G. (2021). Extracurricular activities and well-being: A longitudinal study. *Frontiers in Psychology*, 12, 813. <https://doi.org/10.3389/fpsyg.2021.678203>.
- Fakeye, D. O., & Amao, T. A. (2013). Classroom participation and study habits as predictors of achievement in literature-in-English. *Cross-Cultural Communication*, 9(3), 18 - 25. <https://doi.org/10.3968/j.ccc.1923670020130903.2741>
- Fatimeyin, F. (2022). Students’ Perception of the Effectiveness of Literature-in-English for Enhancing Reading Comprehension and Critical Thinking Skills. *International Journal of Education and Information Communication Technology*, Vol. 1, No 1.
- Federal Republic of Nigeria. (2014). *National Policy on Education*. (6th ed.) NERDC Press.
- Khalid, A. (2024). *Factors responsible for poor enrollment of students in Literature-in-English in public senior secondary schools in Katsina Metropolis, Katsina State (Unpublished research proposal)*. Department of English Education, Umaru Musa Yar’adua University, Katsina.

- Kheder, K., & Rouabhia, R. (2023). Gender differences in learning languages. *European Journal of Applied Linguistics Studies*, 6(2). <https://doi.org/10.46827/ejals.v6i2.456>
- Kuusela, O. (2022). Literature as a mode of representing reality: Fiction, truth, and moral philosophy. *Ermeneutica Letteraria-Rivista Internazionale*, XVIII, 13-21. <https://doi.org/10.19272/202208001002>
- Lin, X. (2022). A Study on Gender Differences of High School Students' Ability in Literature Appreciation under the Emotional Education System. *Advances in Social Science, Education and Humanities Research*. <https://doi.org/10.2991/assehr.k.211220.031>.
- Nigerian Educational Research and Development Council. (2025). *Federal Ministry of Education. Senior secondary school curriculum. Literature in English for secondary schools. NERDC: Abuja*. Retrieved from <https://nerdc.org.ng/> on October 10, 2025.
- Okeke, E. (2025). Challenges of the art profession in Nigeria: History, development and learning. *Indonesian Journal of Innovative Teaching and Learning*, 2(1), 29–37. <https://doi.org/10.64420/ijitl.v2i1.199>
- Okenimkpe, M.N.(2004). *Educating Adults for Civic Responsibility and Communicative Competence through Language and Literary Studies*. Lagos: UNILAG Press.
- Oladeji, O. O. (2021). Low students' enrolment in Literature-in-English in public secondary schools in Saki West Local Government Area of Oyo State: Causes and remedies. *African Journal of Educational Management*, 22(1), 147–156. *University of Ibadan Journals*. <https://journals.ui.edu.ng/index.php/ajem/article/view/337>.
- Omotoyinbo, D. W. (2020). Impact of literature on the teaching of the English language in secondary schools in Nigeria. *IOSR Journal of Research & Method in Education (IOSR-JRME)*, 10(4, Ser. V), 37–44. <https://www.iosrjournals.org>
- Singh, L. (2022). Literature is the mirror of society. *Rajasthali Journal*, 1(3). <https://www.rajasthali.marudharacollege.ac.in>
- Simel, T. (2024). Assessing the role of literary texts in students' cultural awareness, historical understanding, and challenges faced by EFL students. *English Education Journal*, 15(4), 21–34. <https://doi.org/10.24815/eej.v15i4.40782>.
- Soy, S., Maisarah, I., & Ly, S. (2023). Students' perceptions of literary texts, challenges in learning, and learning strategies. *Journal of English Teaching and Learning Issues*, 6(2), 81–94. <https://doi.org/10.21043/jetli.v6i2.19925>
- Taye, T. (2025). The benefits and challenges of integrating literary texts in English language textbooks in Ethiopian grade 12 English language classrooms. *Social Sciences & Humanities Open*, 11, 101545. <https://doi.org/10.1016/j.ssaho.2025.101545>

Timothy, A. E., & 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. (2022). Effective teaching of Literature-in-English in Nigerian secondary schools: The persistent problems. *Research Journal of Education*, 8(10), 234–245.. <https://www.researchgate.net/publication/364412857>