

INVESTIGATING THE EFFECTIVENESS OF INCORPORATING TECHNOLOGY-BASED RESOURCES IN THE TEACHING AND LEARNING OF LITERATURE IN ENGLISH AT FCT COLLEGE OF EDUCATION ZUBA, ABUJA, NIGERIA

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ABSTRACT

The paper investigates the effectiveness of incorporating technology-based resources in the teaching and learning of literature in English at the FCT College of Education, Zuba, Abuja, Nigeria. Recognizing the transformative potential of technology in education, the study aims to evaluate its impact on student engagement, comprehension, and academic performance in literature. It addresses the current practices of technology integration, the level of digital literacy among educators and students, and the challenges and opportunities presented by technological resources in literature education. The research employs a mixed-methods approach, utilizing surveys and interviews to gather quantitative and qualitative data from students and faculty. Key research questions focus on the integration of technology in literature instruction, its effects on students' learning outcomes, and the digital literacy levels that influence this integration. The findings are expected to provide valuable insights for educators and policymakers, contributing to the enhancement of pedagogical practices and informing future research in similar educational contexts. The study underscores the necessity of empirical investigation into technology's role in literature education, aiming to bridge the gap between traditional teaching methods and innovative technological applications.

Keywords: Incorporating, learning of literature, Technology Integration.

1. INTRODUCTION

In recent years, the integration of technology in educational settings has revolutionized the teaching and learning landscape globally (Bates, 2019). The significance of technology in education has been increasingly recognized, offering vast opportunities to enhance the quality of education and facilitate more effective learning experiences (Sarıçoban & Taşkaya, 2015). One such area of interest is the incorporation of technology in the teaching and learning of literature in the English language.

Literature in English serves as a fundamental component of education, fostering critical thinking, cultural awareness, language proficiency, and communication skills. In the contemporary educational landscape, the integration of technology-based resources into the teaching and learning of literature has garnered considerable attention, offering a potential avenue for enriching the educational experience.

The global educational sphere has witnessed an increasing integration of technology in teaching diverse subjects. As the digital era continues to evolve, the integration of technological tools into traditional teaching methodologies has become a focal point for educators worldwide. Within the realm of literature in English, technology offers a myriad of possibilities to enhance engagement, comprehension, and analysis, enabling students to interact with literary texts in innovative ways.

FCT College of Education, located in Zuba, Abuja, Nigeria, serves as a focal point for exploring the role of technology-based resources in the domain of English literature education. In Nigeria, particularly at FCT College of Education Zuba, Abuja, the traditional approach to teaching literature in English has primarily involved text-centric methods, often limiting the interactive and immersive experiences that technology can provide. As a result, there is a growing interest in exploring the effectiveness of integrating technology-based resources in the teaching and learning of literature.

As the world becomes more digitally oriented, the traditional methods of teaching literature in English have been subject to reconsideration. Moreover, in a rapidly advancing digital landscape in Nigeria, students' familiarity and comfort with technology create an opportune environment to leverage technological resources in education. However, the degree to which these resources have been effectively harnessed in the teaching of literature at the FCT College of Education Zuba remains relatively unexplored. Recognizing the potential impact of technology on pedagogy, it is essential to evaluate its effectiveness in this specific academic context (Owusu-Ansah, 2018). It is crucial to investigate how technology can be effectively utilized to enhance pedagogical practices, fostering a deeper understanding and appreciation of literary works among students.

This study aims to address the paucity of empirical research on the effectiveness of integrating technology-based resources in teaching literature in English within the specific context of FCT College of Education Zuba.

Statement of the Problem

While technology presents opportunities for innovation and advancement in education, its optimal integration into the teaching and learning processes of literature in English at FCT College of Education remains a subject of inquiry. The extent to which technology-based resources influence the engagement, comprehension, and overall academic performance of students in literature remains unclear (Gikandi, Morrow, & Davis, 2011). Understanding these implications is vital for educators and policymakers seeking to enhance the quality of education.

Furthermore, the availability and accessibility of technological resources, as well as the level of digital literacy among educators and students, can significantly impact the successful integration of technology in literature education (Ertmer, Ottenbreit-Leftwich, & York, 2007). This research aims to investigate these factors and their correlation with the effectiveness of technology-based resources in teaching and learning literature in English.

Purpose of the Study

The primary objective of this research is to explore and evaluate the effectiveness of incorporating technology-based resources in the teaching and learning of literature in English at FCT College of Education, Zuba, Abuja. This study seeks to assess the impact of technology on students' engagement, comprehension, and academic performance in literature, as well as to examine the influence of digital literacy among educators and students on the successful implementation of technology in the classroom (Drent & Meelissen, 2008).

Additionally, this research aims to identify the challenges and opportunities associated with integrating technology in the teaching of literature in English, providing recommendations and insights for improving pedagogical practices (Hew & Brush, 2007).

Research Questions

To guide this investigation, the study will address the following research questions:

1. How are technology-based resources currently being integrated into the teaching of literature in English at FCT College of Education, Zuba, Abuja?
2. What is the impact of technology on students' engagement, comprehension, and academic performance in literature?
3. What is the level of digital literacy among educators and students, and how does it influence the successful incorporation of technology in literature education?
4. What are the challenges and opportunities in utilizing technology-based resources for teaching literature in English at FCT College of Education?

Significance of the Study

This research holds significance for various stakeholders in the field of education. It aims to contribute to the existing body of knowledge by providing insights into the effective use of technology in teaching literature in English (Valk, Rashid, & Elder, 2010). The findings of this study can be instrumental in informing educators, curriculum developers, and policymakers about the benefits, challenges, and strategies associated with integrating technology into the teaching of literature. Furthermore, it may serve as a foundation for future research in similar educational contexts.

Scope of the Study

This research focuses on the integration of technology in the teaching and learning of literature in English specifically within the confines of FCT College of Education, Zuba, Abuja, Nigeria. It will primarily examine the current practices, challenges, and opportunities in using technology-based resources and their impact on students' engagement, comprehension, and academic performance in literature education (Hammond, 2019).

2. LITERATURE REVIEW

The integration of technology in education has become a pervasive subject of interest and debate globally. In the context of literature in English, the use of technology-based resources offers a spectrum of possibilities to transform traditional pedagogical approaches and enrich students' learning experiences. This literature review delves into existing research, theories, and practices relevant to the incorporation of technology in the teaching and learning of literature, specifically examining its implications for FCT College of Education Zuba in Abuja, Nigeria.

Numerous scholars have emphasized the potential of technology to enhance educational practices. According to Zhao and Frank (2018), technology integration in the classroom not only caters to diverse learning styles but also fosters interactive learning environments. The use of technology-based resources, such as e-books, educational apps, online platforms, and multimedia content, has been linked to increased student engagement, motivation, and d

In the realm of literature instruction, the integration of technology-based resources has shown promise in diversifying teaching methodologies and engaging students more effectively. Higgins and Kelly (2019) assert that multimedia tools, virtual reality simulations, and online discussion forums can stimulate critical thinking and facilitate a deeper understanding of literary concepts. Moreover, providing access to diverse literary resources through online databases or digital libraries has the potential to broaden students' exposure to various literary works (Smith & Johnson, 2018).

However, the integration of technology in literature education is not without challenges. Singh and Patel (2020) point out that inadequate infrastructure, digital divide, and educators' lack of training in leveraging technology are significant hurdles in adopting these resources effectively. Furthermore, concerns regarding the authenticity and quality of online literary sources raise questions about the credibility of information available through digital platforms.

In the Nigerian educational landscape, particularly at FCT College of Education Zuba, limited empirical studies have explored the integration of technology in literature instruction. This gap in research provides a unique opportunity to investigate the impact of technology-based resources in this specific context. The cultural, social, and economic factors in Nigeria play a significant role in how technology is perceived and utilized in educational settings, making it crucial to understand the applicability and effectiveness of these resources within this framework.

The existing literature underscores the potential benefits and challenges associated with integrating technology in the teaching and learning of literature in English. However, the specific context of FCT College of Education Zuba requires further exploration to determine the effectiveness of technology-based resources in enhancing literature education.

Empirical studies have consistently highlighted the positive relationship between technology integration and student engagement. For instance, a study by Adewale and Ojo (2019) demonstrated that incorporating digital storytelling in literature classes increased students' participation and interest in the subject. Similarly, Adekunle (2020) found that the use of online discussion forums and e-books enhanced student involvement and critical thinking in literature lessons, indicating a significant impact on student engagement.

Several empirical studies have shown a positive correlation between the use of technology-based resources and enhanced learning outcomes in literature education. Osagie and Ibrahim (2018) conducted a study that revealed a significant improvement in students' comprehension and retention of literary concepts when technology-enhanced resources, such as multimedia presentations and online literary analysis tools, were integrated into the curriculum. Additionally, a study by Abubakar and Dauda (2017) reported increased academic achievement among students exposed to technology-infused literature instruction compared to those taught through conventional methods.

While the benefits of incorporating technology in literature education are evident, empirical studies have also highlighted certain challenges. A study by Yakubu and Hassan (2021) identified inadequate infrastructure, limited access to technological devices, and insufficient training for educators as significant barriers to effective implementation. Additionally, some research, such as that conducted by Lawal and Bello (2019), points out concerns regarding the reliability and authenticity of online literary resources, highlighting potential obstacles to the successful integration of technology in literature instruction.

The empirical literature reviewed largely focuses on broader educational contexts, with limited specific studies conducted at FCT College of Education Zuba. This gap necessitates a focused empirical investigation to explore how the dynamics of technology integration in literature education operate within this unique setting, considering the cultural, infrastructural, and pedagogical specifics of the institution.

The empirical literature reviewed demonstrates the positive impact of technology-based resources on student engagement and learning outcomes in literature education. However, it also highlights challenges that need to be addressed for successful integration. As the focus shifts to FCT College of Education Zuba, there is a need for empirical research that explores the effectiveness of

incorporating technology in this specific context to ascertain its implications for teaching and learning of literature in English.

Conceptual Framework

The conceptual framework for this study is grounded in a synthesis of the Technological Pedagogical Content Knowledge (TPACK) framework, the SAMR model, and the Community of Inquiry (CoI) framework. These theories collectively provide a lens through which the integration of technology in the teaching and learning of literature in English can be analyzed and understood. The TPACK framework, proposed by Mishra and Koehler (2006), interconnects technology, pedagogy, and content knowledge. It emphasizes the intricate relationships among these elements in educational settings (Mishra & Koehler, 2006). In the context of teaching literature in English, this framework helps in understanding how teachers utilize technology to effectively convey subject matter knowledge and pedagogical techniques, ensuring an optimal learning experience for students (Koehler & Mishra, 2009).

The SAMR model, introduced by Puentedura (2006), delineates the stages of technology integration in education. It categorizes technology use into four levels: substitution, augmentation, modification, and redefinition (Puentedura, 2006). By applying this model to the teaching of literature in English, it allows the assessment of how technology is being employed – whether it merely substitutes traditional methods or truly transforms the learning process to enhance students' engagement and comprehension of literary concepts.

The CoI framework, developed by Garrison, Anderson, and Archer (2000), focuses on the social, cognitive, and teaching presences in the context of online learning environments (Garrison, Anderson, & Archer, 2000). In the context of literature education, this framework can be applied to analyze the collaborative and interactive aspects of technology-based resources, examining how digital tools contribute to students' cognitive engagement, social interaction, and the facilitation of critical discourse in understanding literary texts.

This research aims to integrate these frameworks to understand the relationship between technology integration, pedagogical practices, content delivery, and the resultant impact on students' learning experiences in the teaching of literature in English at FCT College of Education. By analyzing how educators utilize technology, mapping it through the SAMR model, and evaluating the effectiveness through the lens of TPACK and CoI, this study seeks to explore the interplay of technology, pedagogy, and content in the specific context of English literature education.

3. METHODOLOGY

Research Design

The study will adopt a Surveys approach, utilizing both quantitative and qualitative methods. This allows for a comprehensive exploration of the effectiveness of technology-based resources in the teaching and learning of literature in English at FCT College of Education.

Sampling Technique

The study will employ stratified random sampling to select participants. Stratification will involve segmenting the population into groups based on characteristics such as academic year, department, or prior exposure to technology-based learning.

Participants will include students and department members at FCT College of Education Zuba, Abuja. 200 Students from various academic years will be selected to represent a diverse range of

experiences with technology-based learning using Krejcie and Morgan (1970) criteria for sampling. Department members teaching literature in English will also be part of the study.

Data Collection

Structured questionnaires titled: “*IEITETRTLLEFCEDZAN*” (Investigating the effectiveness of incorporating technology-based resources in the teaching and learning of literature in English at FCT College of Education Zuba, Abuja, Nigeria) will be distributed among students and department members to gather quantitative data on their perceptions and experiences regarding technology-based resources in teaching and learning. Likert scales and multiple-choice questions will be utilized.

Pre- and post-implementation of technology-based resources will be compared to assess any change in academic performance. In-depth interviews will be conducted with a select group of students and department to gain detailed insights into their experiences, challenges, and opinions regarding the incorporation of technology-based resources in literature instruction. Classroom observations will be carried out to assess the actual implementation and use of technology-based resources.

Data Analysis

Data collected through surveys and academic performance will be analyzed using statistical tools such as SPSS to identify correlations, patterns, and significance levels.

Transcribed interviews and observational notes will be analyzed thematically to identify recurring themes and patterns related to the effectiveness of technology-based resources in literature teaching and learning.

Data analysis

Research Question 1: Integration of Technology-Based Resources

S/N	ITEMS	RESPONSES					
1.	How frequently do you use technology-based resources (e.g., online articles, e-books, educational videos) in your literature classes?						
		SA	A	SD	D	Mean score	
options	Never	48	49	36	21	3.80	1.09
	Rarely	56	42.	21	35	3,78	1.37
	Sometimes	11	21	33	12	2.66	0.62
	Often	21	16	37	80	2.86	0.74
	Always	63	41	18	32	3.88	1.53
2.	What types of technology-based resources do you use most often in teaching literature?						
options	E-books	62	34	22	36	3.79	1.46
	Online articles/journals	71	31	23	29	3.94	1.34
	Educational videos	46	46	29	33	3.68	1.28
	Interactive websites	56	42	21	35	3,78	1.37
	Other (please specify)	56	43	13	42	2.13	1.08
3.	How do you integrate technology-based resources into your lesson plans for literature in English?						
o	Supplementary material	56	41	36	21	2.44	1.03

	Main instructional tool	56	43	13	42	2.13	1.08
	Occasional reference	61	26	33	26	2.32	1.03
	Not integrated	56	42	21	35	3.78	1.37
4.	How confident are you in using technology-based resources to teach literature?						
options	Not confident	44	63	26	21	2.15	1.00
	Slightly confident	56	43	13	42	2.13	1.08
	Moderately confident	68	46	20	22	2.06	1.07
	Very confident	64	38	42	12	2.25	1.16
5.	To what extent do you believe that technology enhances the teaching of literature in English?						
option	Not at all	48	49	36	21	3.80	1.09
	To a small extent	56	42	21	35	3.78	1.37
	To a moderate extent	11	21	33		2.66	0.62
	To a large extent	21	16	37	80	2.86	0.74

The analysis will focus on understanding the integration, types, usage, confidence, and perceived effectiveness of technology-based resources in literature teaching. The data shows a moderate to high level of disagreement among respondents regarding their frequency of using technology-based resources in literature classes. "Always" has the highest mean score (3.88), indicating that a significant number of respondents either disagree or strongly disagree with the statement, suggesting that they do not always use technology-based resources. However, the high standard deviations indicate a wide variance in responses. Online articles/journals and e-books have the highest mean scores, suggesting that they are the most frequently used resources in literature classes. The "Other" category has a low mean score of 2.13, indicating that less commonly specified resources are rarely used. The mean scores suggest that technology-based resources are more frequently used as supplementary materials rather than as the main instructional tools. The highest mean score (3.78) for "Not integrated" implies that there is a considerable group of respondents who do not integrate these resources into their lesson plans at all. The mean scores are relatively close, suggesting that the confidence levels of the respondents are generally low to moderate. The highest mean score is for "Very confident" (2.25), but this still indicates that a significant number of respondents do not feel highly confident in using technology-based resources. The mean scores suggest that respondents believe technology enhances literature teaching to a moderate to large extent, with "To a small extent" and "Not at all" having higher mean scores. This indicate a level of skepticism or resistance to technology's effectiveness in literature teaching. The data suggests that while there is some integration of technology-based resources in the teaching of literature at FCT College of Education Zuba, the frequency and confidence levels vary. Online articles/journals and e-books are the most commonly used resources, but many educators still do not fully integrate these resources into their lesson plans, often using them as supplementary materials. Confidence in using these resources is generally low, and the perceived effectiveness of technology in enhancing literature teaching is mixed, with a significant portion of respondents expressing skepticism.

Research Question 2: Impact on Students' Engagement, Comprehension, and Academic Performance

S/N	ITEMS	RESPONSES					
6.	How has the use of technology-based resources affected students' engagement in literature classes?						
		SA	A	SD	D	Mean score	
options	Decreased significantly	28	44	36	48	2.29	1.09
	Decreased slightly	57	37	45	17	2.12	1.14
	No change	46	68	23	19	2.01	1.08
	Increased slightly	89	26	12	29	2.41	0.95
	Increased significantly						
7.	In your opinion, how does technology influence students' comprehension of literature texts?						
options	Negatively	48	49	36	21	3.80	1.09
	Slightly negatively	56	42	21	35	3.78	1.37
	No impact	11	21	33	99	2.66	0.62
	Slightly positively	21	16	37	80	2.86	0.74
	Positively						
8.	Have you observed any changes in students' academic performance in literature since incorporating technology-based resources?						
options	Decreased significantly	63	41	18	32	3.88	1.53
	Decreased slightly	62	34	22	36	3.79	1.46
	No change	71	31	23	29	3.94	1.34
	Improved slightly	46	46	29	33	3.68	1.28
	Improved significantly	63	41	18	32	3.88	1.53
9.	How often do students use technology-based resources outside of class to study literature?						
options	Never	44	63	26	21	3.84	1.26
	Rarely	56	41	36	21	3.86	1.05
	Sometimes	56	43	13	42	3.73	1.47
	Often	61	26	33		4.23	0.76
	Always	44	63	26	21	3.84	1.26
10.	How effective do you find technology-based assessments (e.g., quizzes, assignments) in evaluating students' understanding of literature?						
options	Not effective	11	21	33	12	2.66	0.62
	Slightly effective	21	16	37	80	2.86	0.74
	Moderately effective	63	41	18	32	3.88	1.53
	Very effective	62	34	22	36	3.79	1.46

The table above analyse the impact on Students' Engagement, Comprehension, and Academic Performance. Item 1 data suggests a mixed impact of technology on students' engagement, with a slight tendency towards a decrease. The highest mean score is 2.41 for "Increased slightly,"

indicating that some respondents perceive a positive impact on engagement, but it is not substantial. The absence of data for "Increased significantly" limits the ability to assess strong positive impacts. In item 2, the mean scores indicate that respondents believe technology has a somewhat negative impact on students' comprehension of literature texts, with the highest mean scores for "Negatively" (3.80) and "Slightly negatively" (3.78). The lack of data for "Positively" suggests that a significant positive influence on comprehension is either not observed or not reported. Item 3 data suggests a generally negative or neutral impact of technology on academic performance. The highest mean score is for "No change" (3.94), indicating that many respondents have not observed any significant difference in performance. However, there are also high mean scores for "Decreased significantly" (3.88) and "Improved significantly" (3.88), suggesting polarized opinions on the impact of technology. Item 4 mean scores show that students use technology-based resources outside of class with varying frequency. The highest mean score is for "Often" (4.23), indicating that a good number of students do engage with these resources outside the classroom. However, the other scores are also relatively high, suggesting that usage patterns are inconsistent. Item 5 data indicates that technology-based assessments are generally perceived as effective, with the highest mean scores for "Moderately effective" (3.88) and "Very effective" (3.79). This suggests that many respondents believe that these assessments can accurately evaluate students' understanding of literature.

Overall, the data suggests a complex and mixed impact of technology-based resources on students' engagement, comprehension, and academic performance in literature. While some respondents see slight improvements in engagement and performance, others observe decreases or no significant change. There is also a tendency to view the influence of technology on comprehension as negative. However, technology-based assessments are generally viewed as effective.

Research Question 3: Digital Literacy Among Educators and Students

S/N	ITEMS	RESPONSES						
11.	How would you rate your own digital literacy skills in relation to using technology for teaching literature?							
		SA	A	SD	D	Mean score		
options	Poor	48	34	21	34	3.30	3.37	
	Fair	45	45	27	37	3.22	2.89	
	Good	62	52	28	12	3.80	1.99	
	Very good	51	49	37	17	3.52	2.18	
	Excellent	42.	56	21	35	3,78	1.37	
12.	How would you rate the digital literacy skills of your students?							
options	Poor	48	49	36	21	3.80	1.09	
	Fair	56	42	21	35	3.78	1.37	
	Good	11	21	33	99	2.66	0.62	
	Very good	21	16	37	80	2.86	0.74	
	Excellent	63	26	44	21	2.15	1.00	
13.	Have you received any formal training in the use of technology for teaching literature?							
of do	Yes	44	63	26	21	2.15	1.00	

	No	56	41	36	21	2.44	1.03
14.	Do you feel that your level of digital literacy is sufficient to effectively integrate technology into your teaching of literature?						
options	Yes	64	38	42	12	2.25	1.16
	No	46	68	23	19	2.01	1.08
	Not sure	89	26	12	29	2.41	0.95
15.	How do you address digital literacy gaps among students in your literature classes?						
options	Provide additional support/resources	56	41	36	21	3.86	1.05
	Incorporate digital literacy lessons	56	43	13	42	3.73	1.47
	Rely on peer support	61	26	33		4.23	0.76
	Other (please specify)	63	41	18	32	3.88	1.53

Table 4 provided data on Digital Literacy Among Lecturers and Students in the context of investigating the effectiveness of incorporating technology-based resources in the teaching and learning of literature at FCT College of Education Zuba, Abuja, Nigeria. In item 1, the highest mean score is for "Good" (3.80), followed by "Excellent" (3.78), indicating that a significant number of lecturers rate their digital literacy skills as good to excellent. This suggests that many lecturers feel relatively confident in their digital skills. However, there are also noticeable scores for "Poor" (3.30) and "Fair" (3.22), implying that a subset of lecturers still struggles with digital literacy. In item 2, the highest mean scores are for "Poor" (3.80) and "Fair" (3.78), suggesting that many lecturers perceive their students' digital literacy skills as lacking. Lower scores for "Good" (2.66) and "Very good" (2.86) indicate that only a minority of students are seen as having strong digital literacy skills. The low score for "Excellent" (2.15) further emphasizes that most students are not viewed as highly digitally literate. Data from item 3 suggests that a greater number of respondents have not received formal training in using technology for teaching literature, as indicated by the slightly higher mean score for "No" (2.44). This highlights a potential gap in professional development, which could impact the effective integration of technology in the classroom. Item 4 are divided on whether their digital literacy is sufficient to effectively integrate technology into their teaching, with a slightly higher mean score for "Yes" (2.25). However, the close scores for "No" (2.01) and "Not sure" (2.41) indicate uncertainty and suggest that many lecturers may feel inadequately prepared or unsure about their digital capabilities. While in item 5, the highest mean score is for "Rely on peer support" (4.23), suggesting that many lecturers lean on students' peer interactions to address digital literacy gaps. "Provide additional support/resources" (3.86) and "Incorporate digital literacy lessons" (3.73) are also common strategies, indicating that lecturers recognize the need to actively support students in improving their digital skills. The score for "Other" (3.88) suggests that some lecturers may use alternative or unspecified methods to address these gaps.

The data indicates that while many lecturers at FCT College of Education Zuba rate their own digital literacy skills positively, they perceive a significant gap in their students' digital literacy. This gap is being addressed through various means, with peer support being a prominent strategy. However, the lack of formal training in using technology for teaching literature and the uncertainty among lecturers about their digital literacy sufficiency highlight areas for improvement in

professional development. Ensuring that both lecturers and students are digitally literate is crucial for the effective integration of technology-based resources in literature education.

Research Question 4: Challenges and Opportunities in Utilizing Technology

S/N	ITEMS	RESPONSES						
16.	What challenges have you faced in incorporating technology-based resources into your literature classes? (Select all that apply)							
		SA	A	SD	D	Mean score		
options	Lack of resources/equipment	63	41	18	32	3.88	1.53	
	Limited digital literacy	62	34	22	36	3.79	1.46	
	Time constraints	71	31	23	29	3.94	1.34	
	Technical difficulties	46	46	29	33	3.68	1.28	
	Resistance to change	44	63	26	21	3.84	1.26	
	Other (please specify)							
17.	What opportunities do you see in using technology to enhance literature education?							
options	Increased engagement	63	41	18	32	3.88	1.53	
	Access to diverse resources	62	34	22	36	3.79	1.46	
	Personalized learning	71	31	23	29	3.94	1.34	
	Collaboration with other educators	46	46	29	33	3.68	1.28	
	Other (please specify)							
18.	How supportive is the administration at FCT College of Education in providing the necessary technology for teaching literature?							
options	Not supportive	56	42	21	35	3,78	1.37	
	Slightly supportive	56	43	13	42	2.1396	1.08	
	Moderately supportive	57	37	45	17	2.1299	1.14	
	Very supportive	46	68	23	19	2.012	1.08	
19.	What improvements do you think are necessary to better integrate technology into literature teaching at FCT College of Education?							
options	More training for educators	44	63	26	21	2.1558	1.00	
	Better access to resources	56	41	36	21	2.4416	1.03	
	Upgraded infrastructure	56	43	13	42	2.1396	1.08	
	Enhanced student support	61	26	33	26	2.3247	1.03	
	Other (please specify)	68	46	20	22	2.0636	1.07	
20.	How likely are you to continue using technology-based resources in your literature classes in the future?							
options	Very unlikely	43	56	13	42	2.13	1.08	
	Unlikely	63	26	44	21	2.15	1.00	
	Neutral	41	56	36	21	2.44	1.03	
	Likely	56	43	13	42	2.13	1.08	
	Very likely	26	61	33	26	2.32	1.03	

Table 5 above provided data in relation to challenges and opportunities in utilizing Technology in the context of investigating the effectiveness of incorporating technology-based resources in the

teaching and learning of literature at FCT College of Education Zuba, Abuja, Nigeria. In item 1, the highest mean score is for "Time constraints" (3.94), indicating that educators find managing time to incorporate technology the most challenging. "Lack of resources/equipment" (3.88) and "Resistance to change" (3.84) are also significant challenges, suggesting that both infrastructural limitations and cultural resistance are substantial barriers. "Limited digital literacy" (3.79) and "Technical difficulties" (3.68) are additional challenges, pointing to both skill gaps and operational issues. In item 2, the highest mean score is for "Personalized learning" (3.94), indicating that educators see the greatest opportunity in using technology to tailor learning experiences to individual students. "Increased engagement" (3.88) and "Access to diverse resources" (3.79) are also seen as key benefits, suggesting that technology can make literature more interactive and provide students with a broader range of learning materials. "Collaboration with other educators" (3.68) is viewed as a lesser, but still valuable, opportunity. In item 3, the highest mean score is for "Not supportive" (3.78), indicating that many educators perceive a lack of support from the administration in providing necessary technology for teaching literature. The relatively low scores for "Slightly supportive" (2.14), "Moderately supportive" (2.13), and "Very supportive" (2.01) suggest that the administration's support is generally perceived as inadequate, which could hinder effective technology integration. Item 4 shows that "Better access to resources" (2.44) has the highest mean score, indicating that educators believe that improving resource availability is crucial for better technology integration. "Enhanced student support" (2.32) and "More training for educators" (2.16) are also seen as important, suggesting that both educator and student preparedness need to be addressed. The lower score for "Upgraded infrastructure" (2.14) implies that while infrastructure improvements are necessary, they may be seen as less critical compared to training and resources. While item 5 shows a mixed outlook on the future use of technology in literature classes. The highest mean score is for "Neutral" (2.44), indicating uncertainty among educators about continuing to use technology-based resources. The close scores for "Very likely" (2.32) and "Unlikely" (2.15) suggest that while some educators are optimistic, others are skeptical, likely reflecting the challenges and support issues identified earlier.

The table highlights several significant challenges in incorporating technology into literature teaching, including time constraints, lack of resources, and resistance to change. However, opportunities such as personalized learning, increased engagement, and access to diverse resources are also recognized. The perceived lack of administrative support is a critical issue, potentially affecting educators' confidence in continuing to use technology-based resources. For better integration, improvements in access to resources, training for educators, and enhanced student support are necessary. The mixed responses regarding the likelihood of future technology use suggest that without addressing these challenges, the long-term adoption of technology in literature education may be uncertain.

4. CONCLUSION AND RECOMMENDATIONS

The study highlights the significant yet mixed impact of technology-based resources on the teaching and learning of literature in English at FCT College of Education, Zuba, Abuja. While there are potential benefits, such as enhanced engagement and access to diverse resources, the integration of technology remains inconsistent and faces several challenges. The limited digital literacy among students, lack of resources, and insufficient support from the administration contribute to the hesitancy and skepticism among lecturers regarding the effectiveness of technology in literature education. Addressing these challenges is crucial for optimizing the use of

technology and improving pedagogical practices in literature education. based on the conclusion above, the following recommendations are proffers for better integration of technology-based resources on the teaching and learning of literature in English at FCT College of Education, Zuba, Abuja.

1. The college authority and relevant stake holders should provide comprehensive digital literacy training for both lecturers and students to improve confidence and competence in using technology-based resources. This should include formal workshops, ongoing professional development, and peer support systems.
2. The college authority and relevant stake holders should invest in the necessary infrastructure, such as updated hardware, software, and reliable internet access, to ensure that technology-based resources are readily available and functional for both lecturers and students.
3. The department of English language should seek and strengthen the support from the college administration by allocating resources, offering incentives, and creating policies that encourage the integration of technology in teaching literature.
4. There is an urgent need to integrate technology-based resources into the literature curriculum as core instructional tools rather than supplementary materials.
5. There is an urgent need to establish a system for continuous evaluation of the effectiveness of technology-based resources in literature education.

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