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Determining Factors Influencing Fourth Year Students' Attitude Towards Literature

Rainier A. Amparado

Philippine Normal University

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**DETERMINING FACTORS INFLUENCING FOURTH YEAR STUDENTS'
ATTITUDE TOWARDS LITERATURE**

A Seminar Paper
Presented to the
College of Graduate Studies
and Teacher Education Research
Philippine Normal University
Taft, Avenue Manila

In Partial Fulfillment
Of the Requirements for the Degree
Master of Arts in Teaching with Specialization
In Literature

by

Amparado, Rainier A.

October 2013

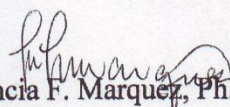


Philippine Normal University
National Center for Teacher Education
APPROVAL SHEET

The Special Project entitled **DETERMINING FACTORS INFLUENCING FOURTH YEAR STUDENTS' ATTITUDE TOWARDS LITERATURE**, prepared and submitted by **RAINIER A. AMPARADO** in partial fulfilment of the requirements for the degree **Master of Arts in Teaching with Specialization in Literature**, is hereby recommended for approval and acceptance.

Nov. 19, 2013

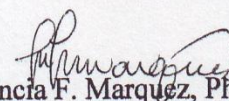
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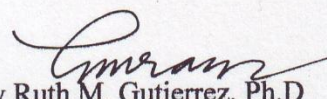
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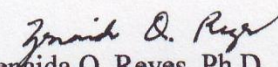
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Words fail the writer when he yearns to depict his profoundest feelings of gratitude for the people who have rendered invaluable help during the course of his study. Yet, he intends to make a sincere effort in portraying his deep sense of gratitude in the form of words. These are the people without whom this paper might not have been written and to whom he is greatly indebted.

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To all, his heartfelt gratitude and appreciation, and to the **One Source of Creation and Wisdom**, to whom He owe his own creativity.

DEDICATION

The writer wholeheartedly dedicate this humble piece of work to his family –

Mama, Neil, Michael and Eudel Vim.

To his one and only inspiration in life – Khristiane

Finally to the real source of inspiration and strength –

THE LORD ALMIGHTY

Who made this work and everything possible.

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ABSTRACT

Name: Rainier A. Amparado

Title: DETERMINING FACTORS INFLUENCING FOURTH YEAR
STUDENTS' ATTITUDE TOWARDS LITERATURE

Key Concepts: Factors, Attitude, Literature

Degree: Master of Arts in Teaching

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Adviser: Florencia F. Marquez, PhD

This research study aims to seeks to gain deeper understanding of the way in which factors such as educational institution, parents and students play a role in how the fourth year students of Sta. Clara Parish School students view literature.

The paper used the descriptive method of research which aims to present situations or conditions in a particular place or area. In the study, the sex, gender, as well as the attitudes of the students towards their literature teachers, the instructional materials and media used in the teaching-learning of literature and perception on the subject itself were analysed and interpreted.

The respondents of the study were the eighty (80) fourth year students of Sta. Clara Parish School students equivalent to 59.56 percent males and 112 or 40.44 percent

females enrolled during the school year 2013-2014 . They were taken from the general population of 250 students spread out into six sections at the time of the investigation.

A sample of convenience was applied to select the sample school for conducting this study because of the time constraint and easy access.

To accomplish the said study the researcher first created the instrument based on the information as well as ideas he had gathered from related literature and studies. The respondents were given fifteen minutes to answer the validated questionnaire and assured that all data gathered from the survey would be handled with outmost confidentiality. Much later the post interviews were conducted with the same set of respondents to explore their effects, if any, on the students' and teachers' attitudes towards the application of literature. The interview is meant to confirm and complement information gathered from the questionnaire.

Data gathered were analyzed and the results were used to answer the research questions. In this study the analysis of data involved only descriptive statistics because there are no hypotheses to be tested. Analysis of the students' response is done using respondent counting and percentages.

Based on the study following conclusions were drawn. The fourth year high school students have positive and high motivational level towards literature. The students' gender do slightly affect their attitude towards literature. They also generally showed a positive attitude towards their literature teachers and have demonstrated a optimistic attitude towards the subject itself and the instructional media used in the subject thus these were factors influencing students' attitudes toward the subject. Thus,

cited factors in the study influence students' attitudes toward the subject, Literature.

In light of these conclusions, a number of recommendations are offered for the benefit of the Literature teachers, parents and the English department of each school as well as for the future researchers. Some of the recommendations are as follows: for the literature teachers to serve as a role model to his/her students on having a positive attitude towards Literature. On the other hand, parents should encourage their child to like literature and develop a positive outlook towards it. On the part of the English department they should develop a continuing educational program that will enhance the teaching skills of Literature teachers. Lastly for the future researchers to conduct similar study including other variables such as (a) class size, (b) time schedule, (c) teacher educational preparation, interest and other intellectual factors.

Students now a days are reluctant to engage in the field of literature because of their negative attitude towards it due to lack of knowledge and guidance on how to exploit the literary texts. In order for the students to overcome these problems, it is necessary to determine the extent of factors influencing attitudes on Literature. These factors related to students' attitudes should be identified as a matter of urgency so that feasible strategies and intervention programs are organized. Such strategies might help in addressing the problem and hopefully encourage the students in adopting meaningful and positive attitudes towards the subject.

CHAPTER 1

THE PROBLEM AND ITS BACKGROUND

Introduction

In the Philippines, English is considered a major language as embodied in the Bilingual Education Policy, (Department Order No. 25, s. 1974) of the 1986 constitution- Article XIV, section 7 which states that “For purpose of instruction, the official languages of the Philippines are Filipino and otherwise provided by the law English”. The exponents of bilingual education policy believe that functional bilingualism in English and Filipino is the more realistic educational goal for Filipinos and the most desirable educational program for producing a citizenry that can cope with the demands of the contemporary world.

The emergence of English language learning shows that the global economy and the explosion of information are changing the future throughout the world (Smith, 2003). In the Philippines, English is taught as a second language in schools. English is also a subject aims to develop language competency and proficiency and in the basic secondary education curriculum literature is taught mainly as a part of it. Because literature is taught as a particular form of language use, what makes a literary text literary is often ignored.

This is why literature is given much more attention now than the past by the Filipino academic community. It has proven its worth in preparing what the Department of Education calls the “holistically developed Filipino with 21st century skills”. DepEd breaks down the overall outcome of the new basic secondary curriculum into four verifiable types of skills: information, media and technology skills; learning and innovation skills; life and career skills; and effective communication skills. Literature is a major factor in achieving these four

skills (Cruz,2012).

The literature component of the K+12 Curriculum aims to enable learners to engage in a wider reading of good works and for enjoyment as well as self development. It is also aimed to develop an understanding of other societies, cultures, values and traditions that will contribute to their emotional and intellectual growth. Hopefully that apart from improving students' mastery of the language, they will also be more culturally and socially adept. The recent interest around the world in literature has made it clear that literature should be taught as literature and not only as an example of excellent language use.

Based on a research conducted by Awang (2010), it is clear that the level of motivation that students have shape their attitudes to become either positive or negative towards learning a second language. As literature is one of the better mediums to expose second language learners to a variety of language input using authentic materials, it is essential that teachers identify the factors that influence the level of motivations and attitudes of students towards learning it.

The development of healthy, positive attitude of students regarding literature is one of the major responsibilities of the literature educators at all levels. Personal attitude is a significant positive reinforcing element in determining one's performance in achieving some goals (Simpson, 1989).

Positive attitudes toward literature were found in classroom which had high levels of involvement, high degree of student affiliation, large extent of support from the teacher, high degree of order and organization, high incidence of use of innovative teaching strategies by the teacher and low levels of teacher control (Myers III and Fouts, 1992). According to

Razali (1994) a study conducted by literature educators at University of Iowa involving literature professors at the same university revealed that positive student attitude towards literature is considered to be significantly important for the high school literature students to possess.

Findings also hinted that positive attitude contributes to the understanding and application of the principles in later life situations.

Presumably if students are positively drawn toward a subject, for example, Literature, then they will have more of an interest in that subject (Krathwohl, Bloom and Masia, 1964). Thus, if one of the educational goals of Literature were literacy in this area, then students exhibiting a positive attitude toward Literature would likely to attain the literacy (Bame, Dugger, de Vriea and Mcbee, 1993).

Consequently, de Klerk and Wolters (1989) suggested that it is important to take into account students' interests, opinions, and needs when developing a literary curriculum. It is equally important for an effective teaching of literature that teachers have an understanding of students' knowledge of and attitudes towards the subject (Kurt, Berker and Somehai, 2002).

Additionally, attitudes do not only show feelings that help prevent access but also a place limit on student learning. If a person does not like Literature, he or she may feel anxious when expected to utilize this. Such a person is unlikely to want to learn and obtain skills or participate in assignments that require the use of literature. On the contrary students who exhibit a positive attitude toward a subject are more likely to actively engage in learning during and after the instruction (Popham, 1994). When a student dislikes Literature, his

attitude is reflected in actions resulting in limited engagement with the subject. So in a sense, the attitudes affect subsequent actions. It is acknowledged in the present study that there are many other factors that influence students' attitudes toward Literature.

Secondary English teachers are faced with the problem of having to teach Literature to high school students, a majority of whom lack the enthusiasm for the subject and its complexities.

As Morgan (1996) aptly puts it, literature in most schools are treated as necessary but unpleasant burdens. A sentiment commonly felt by most high school student, the problem lies on how to overcome the opposition to classical and contemporary texts that are labelled as "serious reading". For Literature teachers, it is a matter of finding a way to make literature more accessible to students, especially to non-reader, while preserving the primary objective of teaching literature - the achievement of aesthetic pleasure.

Present day educators and researches have shifted their attention towards understanding students' needs and interests in teaching-learning environment. These components can only be met when certain factors within the individual learners' personality are identified and carefully analyzed. This is an area that has been researched; however, there are certain aspects that study has not attended yet.

One factor that plays a crucial role in the learning environment is attitudes. Attitudes can serve as motivating forces and motivating learners to some extent is a matter of attempting to instill certain attitudes in them. Since attitudes and interests greatly affect the students' achievement in a subject like Literature, it is imperative that an evaluation of certain factors that may influence students' attitude in the teaching-learning situation be

conducted.

While a large body of research on factors influencing students' attitude towards general foreign study has developed over the past two decades, few studies have focused on the factors affecting students' attitudes toward Literature.

Primarily the present study seeks to gain deeper understanding of the way in which factors such as educational institution and students play a role in how students view Literature.

It is almost impossible to develop literary skills when factors related to students' attitudes are not identified as a matter of urgency and feasible strategies and intervention programs are organized. Such strategies might help in addressing the problem and hopefully encourage the students in adopting meaningful and positive attitudes toward literature.

This study attempted to present and determine the extent of factors influencing attitudes on Literature.

Theoretical Framework

This section provides the relevant concepts and theories by which the present study is framed towards better understanding and clearer direction.

This study was based on Nichols'(1968) theory which affirms that learning is influenced or affected by certain factors within the learner himself and in the learning environment to which he is exposed.

Academic achievement is multi-causal. Many are learner-related. The most common factor associated with students' academic performance is intellectual factor. The capacity of the individual is of prime importance in determining the effectiveness of the learning process. The kind of experience that the school and environment provide to a large extent, determines the student's success or failure. It is a fact that a school with complete school resources human and material as well as competent teachers can provide good quality graduates.

On the other hand, the success of a Literature teacher may depend upon his understanding of each student as a unique individual resulting from the action of environmental influences and heredity. Besides the factors related to school, another one is within the student himself – his personal profile. The research set out to determine the degree in which each factor, whether environmental or hereditary is associated with the attitude of fourth year high school students toward Literature. It is through this understanding that teachers must set limits which vary from child to child for harm can be done by setting expectations beyond or below the students capabilities.

It is the primary task of the school and the literature teachers, in particular, to equip each student with skills necessary to help him face real life situations. The curriculum should

be so designed as to prepare the students for the situations they will encounter once they leave the classroom.

Since Sta. Clara Parish School is a co-educational school, the researcher wants to find out if the students' gender plays a significant role in the attitudes toward literature. Popular wisdom holds that females are better at reading and male in writing, females at simple, repetitive task and males at restructuring complex ideas.

Katz (2001) said that in a society where men are supposed to be superior, women feel that being able to engage oneself to Literature is unfeminine.

The reading and using of literary material frequently require a student to be able to recall a good deal of previously learned concepts and skills (Heimer and Trueblood,1977). Furthermore, they claimed that if a student cannot remember the needed information, he will not be able to comprehend the new material. Katz (2001) stated that literature reading is not genuinely, meaningful experience unless built on a foundation of clearly understood concepts and principles. Brezinova (2009) contends that it is difficult to do a job of teaching in a poor building without any adequate instructional materials.

The types and quality of educational facilities also play an important role in the instruction efficiency of the teacher and are manifested in the students' productivity .

Not so many studies have been made to identify personal and professional traits of secondary Literature teachers in the field. However, there have been attempts to establish which traits are most desirable for teachers and which are least desirable in the eyes of the students. Studies of students perceptions of teachers in the classroom tend to reveal that students are very articulate in expressing their views about their teacher's effectiveness.

Their comments demonstrate that students' perceptions about teaching effectiveness have important implications for instruction (Patton, 1987). He believed that when students have a favourable attitude toward their teacher it will also create a favourable attitude toward learning. He further said that student attitude may be considered as dependent on how they perceive their teachers.

There are a variety of reasons for poor attitude towards literature, ranging from genetic endowment to phobia (Maley, 1989). To him if a student is stuck with poor literary skills, then teaching will be tedious and unrewarding. When students make mistakes, it is unusual for them to be interested in the correct way of doing the problem until what is wrong with their way has been explained and corrected (Oakes and Turner, 1994).

A way to correct learning problem is by assisting the learner. Assistance given to students is often a key element in remedial English Program (Rahman, 2008). This form of program may be given by parents, relatives, peers and teachers. Myers III and Fouts (1992) claimed that tutoring by one's peer who are more literary advanced may be effective when a professional teacher's effort may not be.

These theories about the factors affecting students' attitude towards literature led the researcher to pursue this study to find out if these would also hold true to the students of Sta. Clara Parish School.

Conceptual Framework

To assist in conceptualizing the different variables that might have some effects on the dependent variable, the paradigm shown below represents the relationship between the independent variables and the attitudes toward literature.

The paradigm hypothesizes that a student's attitude towards literature may be influenced by student and institutional factors. The factors in this study include both the learners' internal characteristics and external factors assumed to be linked with their learning.

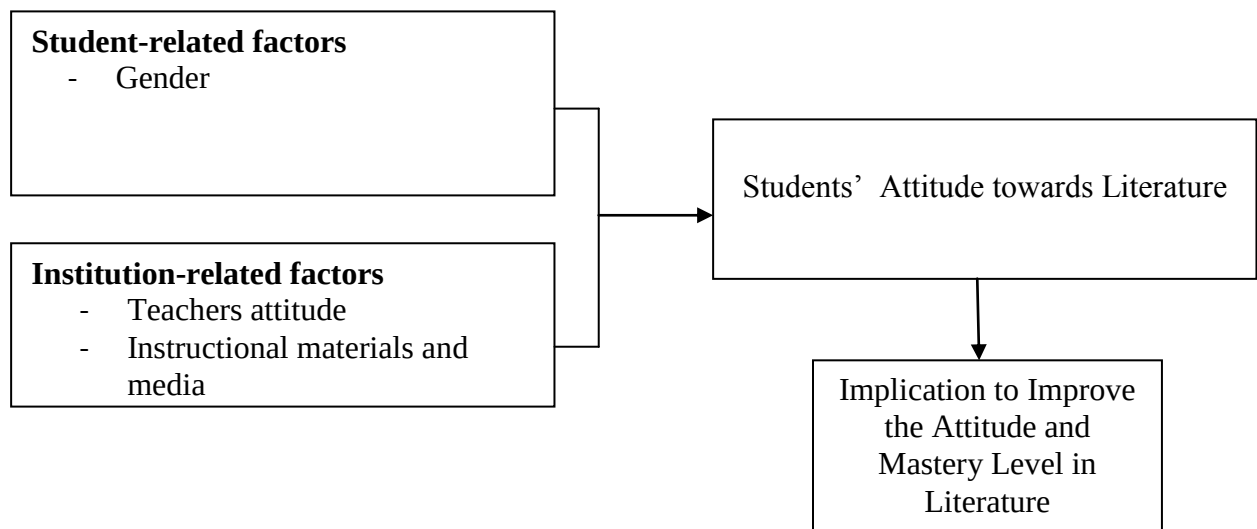


Figure 1: *The research framework showing the student and school related factors hypothesized to be associated with students attitudes towards literature.*

Figure 1 presents the paradigm of the study. The first frame consists of the independent variables namely: school related and institution related factors. The student related variables comprise of gender and age well as the attitude towards literature, while the school related factors are consist of teachers attitude and the teaching materials, media and strategies used that hypothesized influencing attitude towards literature..

The second and third frame, on the other hand, consist of dependent variable which is students' attitude towards literature and its implication to improve the attitude and mastery level in literature.

The study acknowledges that the independent variables are significantly related to the dependent variables.

Statement of the Purpose

Secondary education in the Philippines has often been criticized for the poor quality of products if not branded as the weakest link in our educational system (DepEd, Annual report, 2006). Motivated by this report, the researcher decided to conduct a study on the identified different factors influencing the Fourth Year students' attitude towards Literature of Sta. Clara Parish School during the School Year 2013-2014.

Specifically, it aimed to achieve the following purpose:

1. Describe the students' attitudes to literature as influenced by:
 - 1.1 the instructional materials
 - 1.2 the literature teachers
 - 1.4 the literature subject itself
2. Explain the inclination of male and female to learn and appreciate literature.
3. Enumerate justifications for each student and institution related factors as most and least predictors of attitudes towards literature.

Significance of the Study

Attitudes play a vital role in learning, particularly in the resulting performance in a subject: they can spell the difference between success and failure. A negative attitude could hamper an achievement in the subject, while positive attitude could better motivate students to learn.

A study of the factors that influence high school students attitude towards Literature is significant because we need to trace the roots of the attitudes from which to draw whatever

full, adequate and proper approach should be made to improve the teaching-learning situation.

The factors in this study include both the learners' internal characteristics and the external factors assumed to be linked with their learning.

This study was undertaken with the hope that findings will prove useful to the following:

1. Curriculum developers may use the results of this study for the improvement of Literature curriculum and instruction in the country, particularly in the secondary level. The results of this study may also prove useful in the development of new or the improvement of existing instructional materials in Literature, motivating for the students and catering to their needs and interest. Study of this nature may also be of valuable in educational planning and management and in understanding the dynamics of the classroom instruction involving the learner and the teacher.

2. Equally, English teachers may use the results of this study in determining appropriate learning situations, and in thinking of conditions, techniques and school or academic activities that enhance their students' performance in the subject. The more capable or the gifted students could be provided with enrichment activities for the full development of their potentials. In contrast, the less capable ones could be provided with more stimulating experiences, the much needed encouragement, guidance and other possible opportunities to help them learn and cultivate positive attitudes towards literature.

3. For the new teachers who desire to improve their teachings in Literature and the quality of knowledge to be gained by students, the study may prove beneficial. For the Master English teachers to aid their teaching processes by which a student become aware of

the richness and variety of Literature in English so as to enhance their attitude positively as these will also affect their success in second language learning.

4. The findings may also be of help to parents who intend to provide an environment at home which could aid in improving their children performance in literature.

5. Administrators and principals who contribute their part in shaping the over-all planning of the educational environment to satisfy the needs of the students.

6. The Guidance Center from the results of this study can easily identify students with problems as well as recommend measures that ensure their proper study habits.

Scope and Delimitation

This research was limited to the investigation of certain factors that influence fourth year high school students' attitude towards literature. It covered only those fourth year students enrolled in SCPS, P. Burgos St. Pasay City, during the first two grading periods of school year 2013-2014. The factors considered were confined to analyze the respondents personal characteristics such as gender; attitude towards the subject itself, attitude towards the instructional material and instructional media and attitude towards literature teachers etc.

Definition of Terms

These following terms were defined operationally according to their use in the study.

Academic achievement. It is the knowledge attained or skills developed in the school subjects.

Attitude. defines attitude to be “a positive or negative emotional relationship with or predisposition toward an object, institution or person”. Pointing yet to another definition Brecker and Wiggins (1991) defined attitude as enduring non-verbal features. In this study it refers to attitude to literature.

Attitude towards literature. This refers to positive or negative feelings regarding literature.

Attitude towards instructional material. Refers to the possible positive or negative emotions directed at the instructional material and instructional media used in a particular subject area by the teacher.

Factor. Any of the forces, conditions, influences that act with others to bring about a result. In this study it taken to mean as any element, force, condition or circumstance that has causal effect or influence or can contribute to the attitude of students toward Literature.

Instructional Materials. Refer to the equipment, devices, supplies, facilities, curriculum, guides, references and textbooks used by English teachers in teaching and conducting Literature activities.

Literature. A subject designed to make students identify the different literary elements and devices in the texts and discuss how these function within the framework of the literary genres – fiction, poetry and drama. It aims to develop deeper appreciation for the literary texts and insight into the nature of human experience as depicted in the texts.

Literature teachers. They are persons assigned to provide knowledge and insight in the study of literature, one who has mastery of the different forms and structure of literature. In this study it refers to the English teachers of SCPS for the S.Y 2013-2014.

Student or learner. Refers to the 4th year high school students of Sta. Clara Parish School for the S.Y 2013-2014.

Teaching Strategies. Pertains to the procedures and techniques used by the teachers to make teaching - learning in English effective.

CHAPTER II

CONCEPTUAL LITERATURE AND RELATED STUDIES

This part of the research presents foreign and local researchers about attitudes toward literature and the factors which are likely to influence it. These were considered because of the similarities they have with the present investigation, particularly on the topics concerning the attitude of students in general, the teaching and study of literature, instructional techniques used in teaching literature, relationship between respondents' personal factors and attitude towards the subject matter and the attitude toward literature in particular. Hopefully, the related literature strengthens the basic theories mentioned at the beginning of the study.

A. Conceptual Literature

This pertains to articles or books written by authorities giving their opinions, expertise, theories or ideas of what is good and bad, desirable and undesirable within the problem area

1. Attitude and Literature

Literature has a lot to offer. According to Hill (1986), paraphrasing Rober Frost, the American poet, the study of literature “begins in delight and ends in wisdom”. Hill (1986) pointed out that the purpose of teaching literature in the secondary level is to develop individuals who are sensitive and perceptive of human experiences and human ideas.

He believed that since human experience is the subject matter discussed in literary texts, literature, therefore, becomes an effective tool in helping people understand

themselves and those around them more deeply.

According to Eclar (1997) literature subjects offered to high school students provide a learning that is not quite and yet not opposed to other fields of studies taught in school. He argued that literature's importance in education lies in its unique quality to mirror reality and at the same time, transform that reality into an ideal which man strives to achieve.

Human events depicted in literature give individuals the opportunity for introspection. The reader is able to gain the values that will modify his actions to ways acceptable and admirable in society, as depicted in many literary pieces.

Nonetheless, many students are not motivated in reading (Rosli Talif, 1995) hence to them literature is burdening. As a result, they feel that that they are forced to learn the subject and so, they learn the subject just to pass the examination (Pilay, 1998). Many students, especially in rural areas are facing difficulties in learning literature due to the language and cultural barrier (Hill, 1986). Due to their inability to comprehend the texts, they are not able to proceed to more cognitively challenging activities. Hill goes to say that they become passive listeners as they expect the teachers to be the active provider of input during the learning process. Consequently this leads them to frustration and building of negative attitude towards literature while the process of learning itself will be demotivating.

Cruz (1971) recommended several theories of learning that could help high school teachers enhance learning in classroom. Among these theories found to be significant to the present study were on the use of varied instructional strategies and sensory materials to help reinforce learning in students.

Another theory was on the importance of using students' different cognitive abilities as a basic consideration in planning teaching strategies and materials in the classroom.

Aquino and Razon (1999) noted the significant contribution of the modern school environment in the development of a wide range of attitude, values and skills of learners. They presented a model for facilitating learning that could help both teachers and students foster positive learning in school. Of the seven generalizations and related principles discussed, two of the principles proved to be consequential to the present study. (1) Provide pleasant emotional experiences with attitude objects, and (2) extend informative experiences.

The first principle focuses on the crucial role that teachers play in providing an adequate learning environment that will make it possible for each student to experience success with some learning task. The second principle involves giving information about the attitude object to facilitate initial acquisition of an attitude. The process of acquiring information are numerous and include direct experience with persons, ideas, objects, reading books, listening to radio, watching television, movies and other such materials.

The high school students' lack of enthusiasm or appreciation for literature may be linked to a number of factors, one of which is their attitude towards the subject itself.

Myers (1992) described attitudes as a predisposition towards an object that includes a person's belief, feelings and behaviour tendencies concerning the object.

A further elaboration of this concept was provided by Hussein, Demirok and Uzunboylu (2009), who believe that attitudes are organized, interrelated and consistent with one another. The beliefs that people have towards an object will generally affect the course of their action. They also add that attitudes form interconnection with other attitudes to create

organized patterns rather than be isolated from one.

Several agents help determine the acquisition of attitudes. Attitudes are said to be formed through early experiences with an object that has either elicited favourable or unfavourable feelings about it. These early experiences may be attributed to family influences in the child's early years, peer group pressures, the educational system, and mass media.

Brigham and Castillo (1998) presented four basic characteristics of attitude expounded on its definition. These are:

1. attitudes are inferred from the way individuals behave.
2. attitudes are directed towards psychological object or category.
3. attitudes are learned.
4. attitudes influence behaviour.

Because attitudes are inferred, they cannot be directly observed as habits or as other responses. Instead, only through a process of inference, based on observable responses, can one make a conclusion about them. Campbell and Koch (1963) made a similar assertion when he commented on social attitude as being demonstrated in the form of its consistency in response to the social objects.

The second characteristic follows the idea that people have their own schemas which determine how they categorize the objects toward which attitudes are directed. Third, the premise that attitudes are learned leads to the possibility for change to take place in a person's behaviour.

Lastly, attitudes held toward an object give a person a reason to behave in a certain manner towards the object. Katz (2001) suggested four major functions which attitudes may serve in people's lives. They are (1) Understanding (2) Need Satisfaction (3) Ego defence and (4) Value expression.

Attitudes have become part of discussions regarding students' problems, in generating outcomes of schooling and as indicators of how well school systems are performing.

The success in a particular subject must therefore be related towards providing the student with a positive attitude towards the learning environment. Morgan (1996) asserted that the development of a favourable attitude towards literature is related to students' success in school and a positive self concept. He believes that a student must have a desire to seek out and read literature that fulfils certain needs in him to achieve success in the subject.

2. On Student Related Factors Influencing Attitude towards Literature

The students, the centre of the educative process are part of the human resources of the school. The starting principles of teaching deal with the nature of the students who is to be educated. It is for the students that the school and all its programs are organized and maintained (Calixtro, 1967).

2.1. On Gender as a Factor Influencing Attitude towards Literature

The gender of the student may also be a factor in determining student attitude and performance towards a subject . Childhood training and experience, gender differences in attitudes, parental and teacher expectations and behaviours, differential course taking and

biological differences between the sexes may all be instrumental in giving rise to gender differences in achievement (Feingold, 1988). The rather high gender disparity in various spheres of public life and the patriarchal social structure in the country may also lead to poorer academic performance among male and female high school students.

Gender includes the cultural, social as well as psychological facets of being a male or female. On other hand, a gender role is a set of anticipations that stipulates how both males and females should sense, perform and act. From the societal point of view, female considered have less authority and importance than their male counterpart do and be in charge of less resources.

The issues related to gender inequality spring in all areas of society. The conditions and quality of education the female child in comparison with her male counterpart represent a significant issue in terms of gender. In the society, the cultural and conventional duties of men and women are poles apart; consequently the determinants that influence in the moulding of the female and male child (Ewumi, 2012).

As Bisong (2006) further observes “...those who operate a curriculum meant to foster integration of courses for girls and boys are likely unconsciously reflect the cultural bias. In addition to the cultural norms, girls and women are regarded as frail and needing protection because of their supposedly physical strength and the natural processes they are subjected to.

Gender disparity in schooling is also observed among younger population, where female school enrolment in basic and secondary education falls behind male children (Tansel, 2002).

Despite the lack of interest in the Philippine society, numerous books and journal articles have written on sex differences in cognitive performance can be found. In one of the earliest studies Shapiro (1981) referring to the psychic and social differences between sexes, claims that the education outcomes of men and women will, at least in part, be different at the secondary and collegiate level. Despite the numerous studies that analyze the disadvantaged position of women as adults and children, there is almost no work on the educational experiences of women as young adults. The paucity of such work has been one of the motivations for this study, the other has been the observation of Hussein, Demirok and Uzunboylu (2009) to the effect that in the undergraduate classes where they teach female students often outperform their male counterparts. This casual observation contradicts with the general experiences of the female population as children and adults.

The debate on gender differences in cognitive abilities has actually evolved out of the debate on biological vs. social determinism. The biological perspective on sex differences and cognitive performance considers social factors to be trivial or subordinate to biological factors like brain structure. Lynn in several of his articles and studies Younger and Warrington (2005) asserts that males have larger average brain sizes than females and therefore, would be expected to have higher average IQs . Tansel (2002) on the other hand, claims that there is no sex difference in general intelligence, so he proposes that general intelligence be defined as reasoning ability.

3. On School Related Factors Influencing Attitude towards Literature

School makes a positive difference in the development of children (McRae, 1991). The burden of attending to the problem of students learning lies in our schools because it is our society's vehicle for delivering human resources and for enhancing peoples capabilities for meaningful and productive life.

As expressed by former Department of Education Secretary Raul Roco "The school environment must be conducive to learning. Physical structures and facilities as well as materials must be designed as to facilitate the learning process and inspire students to give their best efforts and strive for excellence."

3.1. On Instructional Materials as a Factor Influencing Attitude towards Literature

Education, according to Coombs (1970), consists of two components. He classified these two components into inputs and outputs. To him, inputs consist of human and material resources and outputs serve as the goals and outcomes of the educational process. Both the inputs and outputs form a dynamic organic whole and if one wants to investigate and assess the educational system in order to improve its performance, effects of one component on the other must be examined.

By contrast, Talabi (2001) asserts that instructional media are generally designed to provide realistic images and substitute experience to reach curriculum experiences. The media are considered the most efficient facilitators in the education set up, but they are not substitutes for the teacher. Their use, however, calls for an imaginative approach by the teacher who needs to constantly be on alert for new ideas and techniques to make the lessons

presented with different instructional media achieve effective outcomes.

Instructional resources which are educational inputs are of vital importance to the teaching of any subject in the school curriculum. Yager and Penick (1984) was of the opinion that the use of instructional resources would make discovered facts glued firmly to the memory of students. Popham (1994) also added that, a well planned and imaginative use of visual aids in lessons should do much to banish apathy, supplement inadequacy of books as well as arouse students interest by giving them something practical to see and do, and at the same time helping to train them to think things out for themselves. He also suggested a catalogue of useful visual aids that are good for teaching history, i.e, pictures, post cards, diagrams, maps, filmstrips and models.

He said that selection of materials which are related to the basic contents of a course or a lesson, helps in depth understanding of such a lesson by the students in that they make the lesson attractive to them, thereby arresting their attention and thus, motivating them to learn. He suggested a catalogue of aids which could be used to teach history. He further advocated the use of pictures to help children in grounding their thoughts and feelings by stressing that pictures are act as alternatives to real objects where it is impossible to show students the real objects, and that they do serve effectively in their imagined activities.

It is also very vital to have sufficient and adequate human resources in terms of teacher quality for the teaching of all subjects in the school curriculum. Without the teachers as implementing factors, the goals of education can never be achieved. In order to achieve a just and egalitarian society, schools should be properly and uniformly equipped to promote sound and effective teaching. Suitable textbooks, qualified teachers, libraries which are

adequate should also be provided for schools. Scarcity of these according to Coombs (1970) will constraint educational system from responding more fully to new demands.

In order to raise the quality of education, its efficiency and productivity, better learning materials are needed. Myers III and Fouts (1992) also stressed the importance of having appropriate personnel plan and adequate physical facilities to support educational effort.

Kaewpradid, (2002) for his part emphasized that teachers should don't simply choose to use certain instructional materials because they look like they will teach the content they want thus quality and relevance should be prioritized. She argued that teachers should use tools that provide students with quality instruction and actively involved them in the learning process. She recommends that teachers choose tools that are effective and efficient designed to support not only learning but also the curriculum a teacher is required to teach.

3. 2. On Teacher as a Factor Influencing Attitude towards Literature

A good deal of well publicized research has promoted the idea that teachers and schools contribute little to students achievement; that I.Q, family life, peer groups and social class are the most important variables, and that all other variables are merely secondary or irrelevant. Although one cannot precisely define or measure the effects teachers have, research over the last 15 years has indicated that teachers and schools do make difference.

The quality of education depends on the teachers, as reflected in their performance of duties. Over time students' academic performance in both internal and external examinations have been used to determine excellence in teachers and teaching (Ajao, 2001).

Thus, teachers have been shown to have played an important influence on students' academic achievement and they also play a crucial role in educational attainment because they are ultimately responsible for translating policy into action and principles based on practice during interaction with the students (Afe, 2001). Both teaching and learning depend on teachers: no wonder an effective teacher has been conceptualised as one who produces desired results in the course of his/her duty as a teacher (Uchefuna, 2001).

Considering parents' huge investment in private secondary education, its output in terms of quality of students has been observed to be unequal with parents expenditure. Consequent upon the observed deterioration in the academic achievement, attitude and values of secondary school students in private secondary schools, one wonders if the high failure rates and the poor quality of the students is does not reflect of the instructional quality in the schools. In other words the ineffectiveness of teachers in classroom interaction with the students could be held responsible for the observed poor students performance and the widely acclaimed fallen standard of education in the Philippine society.

The teacher effectiveness research, exemplified by the works of David Berliner, Jere Burphy, Walter Doyle, Carolyn Evertson, N.L Gage, Thomas Good, Barak Rosenshine and Herb Walberg as cited by Starr (2002) has shown mainly through co-relational studies that teacher behaviours and teaching methods consistently relate to student achievement.

The problem, however, is that many teacher behaviours and teaching methods that seem to have effect in one situation maybe ineffective and inappropriate in another. Different teacher behaviours and methods produce different effects on different students, grades, subjects and classroom groups and school setting. Compounding the problem is the

fact that variables such as socio-economic status, personality traits and human behaviours mean different things to different researchers. Also, it is often difficult to isolate teacher effects from the effects of other agents (parents, peer groups and other teachers) and we are unable to assess accurately changes in learning short term intervals.

Despite this and other measurement problems, the findings clearly show that teachers can make a difference at all. Teachers and schools influence achievement. And if they did not make a difference there would be (1) minimal need for teacher preparation, since there would be of little value in well-prepared teachers; (2) minimal need for concern about competence, since it would not matter much; and (3) little justification for holding teachers accountable for student performance.

The benefits associated with being taught by good teachers are cumulative. Research indicates that the achievement gap widens each year between students with most effective teachers and those with least effective teachers. This finding suggests that the most significant gains in student achievement will likely be realized when students receive instruction from good teachers over consecutive years.

Related Studies

In the Philippines, studies, surveys and experiments were conducted in literature by Filipino educators. One of these surveys inspired the researcher to conduct the present study. Such survey outcomes of secondary education which revealed that the subject area in which the Filipino fourth year students seemed to have learned the least were those which have traditionally referred to as the three R's: Reading, Mathematics and Language.

1. Gender and Attitude in Literature

Saludez (1991) mentioned some differences between boys and girls in specific aspect of intelligence. On the average, boys demonstrate slightly superiority over girls in general reasoning, arithmetical reasoning and ability to detect similarities and certain aspects of general information. By contrast, girls on the average have shown slight superiority in memory, language usage, manual dexterity, numerical computations and perceptual speed. Girls typically score higher on verbal items whereas boys score higher on quantitative and spatial items in both intelligence and achievement tests.

Eclar (1997) finds that female students have better attitudes towards second language acquisition compared to male students. Females' students are found to allocate more time and money in purchasing and getting access to reading materials in English and they will probably have better attitudes towards studying literature as compared to their male counterpart.

In 2004 a study conducted by Dayıolu and Türüt-Aık (2004) showed that although sex affects attitudes as well as achievement in mathematics, science and technology, the differences are not associated with environmental and demographic variables. Sex differences still exist, even after these variables are controlled.

In 1997, Saludez made a study on the performance in English Achievement test of Senior students in secondary schools in Calapan, Mindoro. The results indicated that female senior students in a city private school whose parents have higher educational background and hold a white collar job, were good in English and Mathematics and performed better in Science and Technology Achievement Test.

However, Aleta (1992), found that males have more favourable attitude toward Science than females though the difference is statistically insignificant.

Calixtro (1967) claimed that even the most recent research on sex differences in intelligence accepts the fact that performance in Language and Literature varies by gender.

It has emerged from research studies that boys and girls in general have different attitude towards language and literature learning. Girls tend to show significantly more positive attitudes than boys (Younger and Warrington, 2005). More particularly, the boys underachievement is an issue being address by different nations as academic research shows that boys apparently have inferior performances than girls. Performance profiles for instance, through the years measured by national Curriculum test in England has revealed that there has been marked disparity at the age of 11, between the attainment of boys and girls in English, with girls outperforming the boys, particularly in reading. The gender gap persist and widens when girls and boys are tested at the age of 14 in English and in many Humanities subjects (Younger and Warrington, 2005). The educational scene in Australia, Germany and the United States echoed similar concerns resulting in projects to raise boy's achievement in school.

In Asia, Rahman (2008) researched on the attitudes towards English among Malaysian undergraduates as well. The survey questionnaires he used had chi-square tests to identify whether gender, ethnicity and English proficiency had an effect on the attitudes towards English. I in terms of gender it was found that respondents, irrespective of gender has positive attitudes towards the subject. A similar study was done by Hussein, Demirok and Uzunboylu (2009) but had university students from Northern Cyprus as respondents. Their

study, which surveyed on attitudes towards the English subject, also tried to look at the attitudes relationship with gender and nationality. They found no significant difference between the students attitudes towards English based on their gender.

In the Philippine setting the study of Lagunslad (1978) found that females have a more positive attitude to English than males. The said findings may explain the reason why males are more instrumentally oriented to Filipino subject than females. Since males have a less positive attitude to English, this probably mean that they think English is only important, because it is a requirement needed for school. Battad (2006) in the same study, showed how her study is consistent with that of Lagunslad (1978) when they found that males career choices were mostly related either Math and Science as in (IT) information and technology and engineering. This just reflects how other areas for learning are more important than Literature and language learning for boys.

Another study was made done by Lariago (1990) pointed at that there was a significant difference in the academic performance of first year students in Science and *Araling Panlipunan* considering sex. She found out that girls perform better than boys pointed out that their was no significant difference in their academic performance in English and in Mathematics. Sex was not a factor in their performance in these subjects.

Battad (2006) found out that girls were more affected by economic factors than boys. The findings also indicated that the girls showed better performance than the boys despite the fact that the former average I.Q was lower than the boys.

Similarly, Simon, as reviewed by Monta (1997) investigated on the relationship between mental capabilities of both sexes. She found out that boys were better than girls in

areas as abstract reasoning , mechanical ability and numerical ability. She further stated that the boys and girls had some verbal ability with regard to verbal reasoning.

In 1988, another study which considered sex as a variable in achievement was that of Ramirez as cited by Monta (1997). To her, sex tends to describe the personality and social attitude of respondents so that there is a significant difference of female and male respondents in English where she found out that boys reformed better than girls.

However, Borromeo-Samonte (1981) revealed in her study that boys and girls were equally capable of performing well in school when they were under capable and older teachers.

Studies from the 20th century significantly described that girls perform better in school than boys in all major subjects and that they graduate from high school with higher grade point averages (GPAs) than their male peers (Dayıolu and Tūrüt-Aık, 2004).

Allik, Must, and Lynn (1999) showed evidences of a growing gender gap in educational achievement in a number of developed countries . Educational statistics have indicated that females are outperforming males at all levels of the school system, attaining more school and post-school qualifications, and attending university in higher numbers.

2. Literature Teacher and Attitude in Literature

Undoubtedly, teacher's play a major role in what happens in their classrooms. Not only do they impart knowledge but they also help shape the students attitudes towards education, school and more specifically, the subjects they teach. Teachers provide a leadership or guiding role in teaching and learning context, and therefore, are extremely

influential. For example, teachers are responsible for the environment and atmosphere that pertains in their classrooms. They in a sense determine the classroom ethos and set the standards as to how it could be accomplished.

Students' perceptions of an ideal teacher can be an important part of the classroom experience so they may contribute or detract from learning. To illustrate, students who enjoy early agreement between what they expect from an ideal teacher and what they actually are more likely to begin learning tasks confidently and easily (Shaughnessy, and Shaughnessy, (1983).

In light of both the students' and teachers' attitude towards literature, Black (2006) found that there is a very strong positive correlation between the students' attitudes towards Literature and their perception of the teachers qualities.

In the study of Mundaza (2007) she stated that the teachers play a vital role in students' academic performance. They have been the richest input resource of a school because they motivate, direct and assist students to perform according to their maximum potential capability. Their knowledge of students capabilities plus mastery of the subject matter and practical application of theoretical aspects of learning enrich their role.

Haertel and Haertel (1981) stated that besides thorough professional preparation, he added that teachers warmth, understanding and patience could bring about better performance so as to create an atmosphere conducive to learning. The student is at ease and knows that the teacher is there to guide him.

A number of studies have indicated that the personality and behaviour of the teacher is very important in the formation of students' attitudes (Alderson and Short, 1989). The

interaction between teachers and students involves a broad range of matters that deal with personalities and methods of instruction. It is a routine to say that everyone is different, however, many beginning teachers discover, often to their disappointment, that there are some students who always seem to have problems. Their overall grades, for example, may indicate that they are good students, yet in a particular course they seem to do well. In such a case teachers may easily forget about issues relating to students attitudes and see the problem as merely a situation of poor performance or lack of motivation on their part. What the teachers may not realize is that the problem may be a result of differences in personality.

Another important aspect very often neglected relates to the teachers attitudes. It is important that teachers attitudes are always positive because when these are implicitly transferred to their students these serve as the basis of their students perceptions towards them. Such attitudes are useful to students and may for example , help bring interest, enjoyment and fun in teachers' classrooms. No two people have the same gifts, talents, abilities, interests or emotional make-up. One of the keys to building a good self image is to allow each student to develop his or her gifts to the fullest, giving each person the same attention and care and yet at the same time bringing out their unique talents. Therefore, depending on the teacher's personality and her/his awareness of students' differences, students' success may hinge on that.

Black (2006) further stressed that there is a significant relationship between the teachers competence and students performance in all macro skills as cited by Perez (1998). The better will the students achieve and learn the subject. With the teachers gainful experience and resourcefulness; much can be still be done to improve students' achievement.

This implies that one is dependent on the other. This study was reinforced by Mundaza's (2007) contention that teacher's competence significantly influences the learners academic performances.

A study made by Amamio (2000) indicated that students perception of different teaching behaviours affect their achievement. Equally Wright and Sanders (1997) also showed that classroom or school environment is a factor that is related to student achievement.

In his review of attitude research, Eclar (1997) reports that teacher attitudes and teacher effectiveness are both strong determinants of students' attitudes, whereas Tansel (2002) asserts that peer attitudes are important but not nearly as important as teacher attitudes.

3. Instructional Materials and Attitude in Literature

Admittedly, teachers play a big role in students' education. To achieve this construct, teachers need to be properly trained and equipped with proper knowledge and skills as well as to use appropriate teaching materials to successfully accomplish their tasks (Bergeson, 2008).

Instructional materials refer to any instruments, devices or materials used to transfer and hand over the knowledge, information, news and skills to learn from teachers/instructors to learners or students (Kaewpradid, 2002). Also, the teaching instrument and materials refer to the use of technology to increase the teaching and learning quality and to achieve the learning objectives set by the teachers or the schools (Nienchaleuy, 1999).

Principles in using the instructional instruments and materials in teaching are that they must be suitable in terms of contents and learning objectives set by the teachers. The teaching materials need to be accurate and suitable for the students to learn, and practice their analytical skills. Nienchaleuy (1999) also stressed that they must help expose the students to sufficient experiences. The instructional materials must also be suitable to the school sizes and educational policy as deemed by each educational area (Bergeson, 2008).

The benefits of the educational instruments and teaching materials are to facilitate learning and understanding, to save time in teaching and learning, to transfer accurate learning contents to the students, to make the lessons or concepts to be learned more concrete and therefore easy to understand and to develop learning potential of the learners (Nienchaleuy, 1999). In English language learning, in particular, uses of suitable and a variety of instructional materials can help motivate learning and developing all the language skills of speaking, listening, reading and writing the English language (Tafani, 2009).

In teaching literature, the educational instruments and teaching materials indeed play a very important role for they can be used as the media in developing the literary as well as language skills (Gujjar, 2007). Instructional media can also motivate and inspire learners in learning the subject (Brezinova, 2009).

Poor academic achievement in literature could be attributed to many factors among which teacher's strategy itself was considered as an important factor. This finding implies that the mastery of literature concepts might not be fully achieved without the use of instructional materials. The teaching of Literature without instructional materials may certainly result in poor academic achievement.

Kolodner and Guzdial (1999) stressed that a professionally qualified Language and Literature teacher no matter how well trained, would remain unable to put his ideas into practice if the school setting lacks the equipment and materials necessary for him or her to translate his competence into reality. Hill (1986) opined that Literature is resource intensive, and in a period of economic recession, it may be very difficult to find some of the electronic gadgets and equipment for the teaching of Literature in schools adequately. A situation further compounded by the galloping inflation in the country and many at times, some of the imported sophisticated materials and equipment are found expensive and irrelevant; hence the need to produce materials locally.

Researchers such as Hetland (2011) reported that there were inadequate resources for teaching Language and Literature subjects in secondary schools. They further stated that the available ones are not usually in good conditions. There is the need therefore, for improvisation. Brigham and Castillo (1998), however, noted that improvisation demands adventure, creativity, curiosity and perseverance on the part of the teacher, such skills are only realizable through well-planned training programme on improvisation.

Several studies found out that school environment conducive to learning are hard to come by. One major weaknesses of Philippine secondary schools as cited by Lariago (1990) is the poor library facility. The PSCVTE (Fave, 1990) notes that library resources are inadequate and old as may be gleaned from the low daily use rate if not low ratio of library materials to faculty and students.

There have been several studies on instructional materials and academic achievement. For instance, Ewumi (2012) researched on the effects of instructional resources on students'

performance in West Africa School Certificate Examinations (WASCE) in Kwara State by correlating material resources with students academic achievements in ten subjects. Data were collected from the subject teachers in relation to the resources employed in the teaching. The achievements of students in WASCE for the past five years had been related to the resources available for teaching each of the subjects and concluded that material resources played a significant effect on student's achievement in each of the subjects.

In the same vein, Supanika (2010) investigated the effect of instructional resources on the academic achievements of students in Ogun State using five secondary schools in Abeokuta for this study. The researcher designed questionnaires to elicit responses on instructional materials that were available for the teaching and learning of each of the three school subjects he examined. He collected WASC examination results for five years and compared achievements of students in schools with adequate material resources and their achievements in schools with inadequate material resources. He found a significant difference in the achievements of the two sets of students - schools with adequate instructional materials performed better than those with inadequate instructional materials.

Gregorio (1976) states that the school should more than encourage critical and creative thinking – it must set up the learning conditions whereby the human being naturally develops skills so necessary for life.

In this line of thinking the Department of Education expressed its mission and objective when its new curricular program comes in - the K+12 Basic education Curriculum - to equip the students with life skills for lifelong learning. Life skills can be attained if teachers are well provided with instructional materials and facilities.

According to Guijjar (2007) teaching is a complex process that involves the relationship between the teacher and the materials she makes use of in carrying out her job of teaching. Psychologist claimed that instructional aids or materials are indispensable tool in the teaching-learning process. The more senses students use, the better understanding of the instruction.

In this regard, Heimer and Trueblood (1977) found out in her study that inadequate supply of supplementary materials and visual aids worsened by poor method of instruction, caused failure in Mathematics achievement. The use of instructional materials can never be underestimated as Aebersold and Field (1997) cited in their article that a few students could really comprehend what they are reading. The failure was caused by lack of textbooks and the inadequate knowledge of some English teachers on the content and methodology of teaching the subject.

To reinforced this idea Greenwood (1998) in his findings, states that adequacy of instructional materials and facilities is one of the factors significantly associated with the measures of quality of the manpower output.

Paz (1998) for her part indicated that in her study that instruction at the Mariano State University which was complemented with appropriate devices and audio visual aids resulting in higher performance of the students and the internal efficiency of the university as a whole. She noted that the student services were complemented by adequate facilities in the clinic, sports in curricular and co curricular activities.

Ferradas (2009) pointed out that using a variety of attractive strategies as well as teaching materials is another way to improve students' attitudes toward a subject. For

students with higher proficiency level, teachers can use activities where students get to practice their creative and critical thinking skills such as writing their own scripts, staging a drama or venturing to creative writing. Teachers can encourage students to be more autonomous by using computers as well as the internet and guiding them in activities like researching information on the authors background or the historical elements of the texts.

CHAPTER III

METHODOLOGY

This chapter discusses the method of research used in the study including the nature of the respondents, data gathering techniques, procedure and statistical instruments applied in the analysis of data.

Research Design

Survey method was selected to investigate as it is considered the best in obtaining personal and social facts, beliefs, motivations, approach and concerns. Also survey method may vary in scope from large scale investigations to small studies carried out by a single researcher (Nunan, 1992); as the rationale of a cross sectional survey is generally to attain a snapshot conditions, attitudes, and/or events at a single point in time (Gorard,2003).

Research Sample

A sample of convenience was applied to select the sample school for conducting this study because of the time constraint and easy access. The selected school was one of the private secondary schools of Pasay where English was taught as a second language focusing skill-based teaching and assessment practices. Most of the students came from a medium or a low socio-economic background, where English language was rarely spoken at their homes.

The respondents of the study were the eighty fourth year students of Sta. Clara Parish School students enrolled during the school year 2013-2014. They were taken from the general population of 254 students spread out into six sections at the time of the investigation.

Data Gathering Instruments

The research made use of various data gathering instruments such as questionnaire, and library technique to make the study more convincing and significant to the task at hand.

Questionnaire

Using the questionnaire as the main instrument use in gathering pertinent data needed in the study, the researcher constructed it based on the ideas he had gathered from related literature and studies. It comprises of three parts: Part 1 contains items that pertain to the respondent's personal characteristics such as name, age and gender. Part II consists of an attitude scale directed towards literature divided into two areas: (A) Attitude Towards the literature teacher, and (B) Attitude Towards the Instructional Materials used in the subject. In Part III, ten statements help to elicit students collective perception of the students regarding their literature teachers. Equally, the same choice responses scheme were found in part II was also used.

The attitude scale for both areas each contained ten statements that were aimed to gather general attitude of students toward Literature.

In the first part of the questionnaire, the respondents answered each item by selecting a degree of emotion from “always” to “never”

4 – always

3 – sometimes

2- rarely

1 – never

On the second part of the questionnaire, the respondents answered each item by selecting a degree of emotion from “strongly agree” to “strongly disagree” that is patterned after the five point Likert scale.

The following scheme was followed.

5 - strongly agree

4- agree

3- minimal agree

2 - disagree

1- strongly disagree

Procedure:

1. Library Technique

Various materials found in different libraries such as book, periodicals, theses, dissertations, including those found in the electronic resources station (i.e internet and CD roms) provided important facts and information beneficial to formulating the theoretical framework and related literature and studies of the present study.

2. Constructing of Research Instrument

The researcher created the research instrument based on the information as well as ideas he had gathered from related literature and studies.

3. Validation of Questionnaire.

The questionnaire was pre-tested among twenty – five (25) fourth year students to determine the clarity of items and to identify vague statements, but excluded in the final

administration of the validated questionnaire. Changes were made and applied to the first draft based on the results of the pre-tested questionnaire as well as the recommendations given by the researchers' adviser. After certain alterations were included into the questionnaire, the final draft was prepared to be administered to the respondents.

4. Administration of the Questionnaire

The approval of the Office of the Directress principal was sought before actually administering the questionnaire.

Those teachers handling English IV were given two day notice before the researcher helped administer the questionnaire to the selected students.

The respondents were given fifteen minutes to answer the validated questionnaire and assured that all data gathered from the survey would be handled with outmost confidentiality.

5. Post-interview

Much later the post interviews were conducted with the same set of respondents to explore their effects, if any, on the students' and teachers' attitudes towards the application of literature. The interview is meant to confirm and complement information gathered from the questionnaire. A total of two English teachers and twelve students, two from each class participated in the interview which utilized open ended questions. The interviewees had the free choice of using English or Filipino, however, only students from the cream section opted to use English, while the others, Filipino.

6. Data Analysis

Data gathered were analyzed and the results were used to answer the research questions. In this study the analysis of data involved only descriptive statistics because there are no hypotheses to be tested. Analysis of the respondents response is done using respondent counting and percentages.

The primarily step in analysing data is usually counting the responses for every item or respondent counting, using usually hand tabulations. Respondent counting involves counting the number of respondents who marked always, sometimes, rarely and never; strongly agree, agree, disagree and strongly disagree categories in each statement. Respondent counting provides a summary of the tabulated frequency for which each category is marked, therefore, frequency data can be converted to percentages, indicating the number of respondents who marked a particular category in relation to the total number of respondents.

Method of Data Analysis

Research Questions	Type of Data	Type of Analysis
1. Describe the students' attitudes to literature as influenced by the instructional material, the literature teachers and the literature subject itself.	Data collected using the research instrument	Percentages was calculated to indicate a positive or a negative attitude
2. Explain the inclination of male of male and female to learn and appreciate literature.	Data obtained from the result from the research inst response prompt instrument	Percentages were used to indicate the difference between the male and female respondents to literature
3. Enumerate justifications for each factors as most and least predictors of attitudes towards literature.	Participants stated responses to the which were elicited by the response prompt	Further analysis of the stated responses to determine which among the factors provided determine the attitude toward literature

Statistical Treatment of Data

The following statistical computation were employed to analyze and interpret the information gathered.

Statistical Treatment

Percentage. To describe the profile of the respondents

$$\frac{\text{No. of respondents}}{\text{Total no. of respondents}} \times 100$$

CHAPTER IV

PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA

This chapter deals with the presentation, analysis and interpretation of the data gathered to answer the problems raised in the research study. Shown below are the data gathered from the respondents using the questionnaire pertaining to their attitude towards instructional materials, their literature teacher, as well as their literary interest.

1.1. Described the students' attitudes to literature as influenced by the use of instructional materials and media.

A. Teaching Materials Preferences. Table 1 shows that the 4th year respondents preferred the use of video clips most of the time in the classroom discussion and this was preceded by the use of audio, pictures and other resources. However, respondents revealed that as students they rarely appreciate the used textbooks, realia, and the like.

The findings on general preference of use of instructional materials showed that most of the research samples resorted on video clips/film as the teaching materials (77.5%), followed by pictures and audio clips (70%), work sheets (68.75%) and handouts (52.5%) respectively.

The results of this undertaking was underscored by Nienchaleuy (1999) who divulged that the instructional materials would help motivate students learn the lesson at much easier rate and much better as compared to traditional means of teaching them. Further, another reason mentioned by the author was that the instructional materials could be a tool to give direct experiences in learning by using the literary texts.

In this undertaking, respondents appreciated most often instructional materials in the learning activities. Among the instructional materials listed, video clips and film were got the highest frequency of use (62 or 77.5%). Interviews conducted revealed at most respondents enjoyed the use of video clips or films due to their ability to create an interesting lesson and cohesive narrative. Moreover, most members of the academic community found out that story telling element of films could improve the skills of their students specifically along the area of narrative writing. It was pointed out that teachers would use film in teaching their subject matter in order to stimulate their students' interests and this was not meant to reward students as an end of grading quarter treat.

In similar vein, Oforiwa (2013) mentioned that film showing arouses students' interest in a very diverse way. In cases where a movie has been created based on a novel, students and/or children become very much interested with how the movie was made. As such, they gain knowledge as regards the analysis of different narrative elements such as structure, setting, symbolism, suitability of the actors portrayed in the movie, and insights of the plot. The appealing adaptation of a film is, according to the author, an excellent tool to motivate students read the novel being adapted. Therefore, these students become motivated to read even if they have not developed a reader among themselves.

Pictures was also found very popular among the students as the data revealed which accorded well to the argument of Strokes (2001) that when prior knowledge is low, pictures, either still or animated, are better for learning descriptive facts than lessons with text only. However, students with a high level of prior knowledge of the subject responded better with the animated form of graphics in learning descriptive facts, but responded better with still

pictures when learning procedural knowledge. Chanlin's study suggests that students with different prior knowledge levels respond differently to contrasting presentation forms for achieving learning tasks, and that the effectiveness of visual design in learning is related to the prior knowledge of the students. Animated graphics are not superior to still pictures and may even be distracting to learning if the motions are inconsistent with how students process the visual information. An additional study by Strokes (2001) suggests that providing visual control of animated graphics enhances learning.

It was disclosed in this study, that worksheets were said to be one of the most popular learning tool for the students in learning literature. Interview conducted by the researchers divulged that teachers utilized worksheets specifically the ones they made to supplement the information presented in all their lectures. It was also revealed in the interview that worksheets served as guides for students. Auxiliary to the findings, students enjoy doing varied activities such as word searches, scrambles, crossword puzzles among others to supplement their understanding of the lessons discussed. In teacher-made worksheets, format or guidelines were already provided to students. This according to the respondents assist them in completing the outline of the material. This would help the students in fitting different aspects of information together in such a way that a scholarly work could be produced.

Textbook worksheets were occasionally seen in the classroom and were just utilized as review exercises before any assessment is given. It was emphasized that these were not used often in the course of discussing a particular topic. Mass created worksheets, on the other hand, were not used frequently because time would just be wasted should a teacher use

them in the classroom. The utilization of audio seemed to be popular among literature students. These materials were frequently applied in the presentation of music, poetry, stories, readings, dramatic performances, speeches and among others. Students would sometimes use this to help them evaluate speeches made in the class since this enables them to replay what has been recorded. The capability of the aforementioned electronic gadget attracts the attention and interests of the learners. This also allows students to convey information directly from the source.

Table 1
Teaching Materials Preferences

	1 Always		2 Sometimes		3 Rarely		4 Never	
	F	%	F	%	F	%	F	%
textbook	26	32.5	39	48.75	15	18.75		
Sources other than textbook	45	56.25	35	43.75				
handouts	42	52.5	36	45.00	2	2.5		
flashcards	10	12.5	35	43.75	3	3.75		
worksheets	55	44.00	36	45.00	7	6.00	4	5.00
pictures	56	70	22	27.5	3	3.75		
audio	56	70.00	22	27.5	2	2.5		
video clips / film	62	77.5	17	21.25	1	1.25		
realia	36	45.00	27	33.75	17	21.25		
Others (specify)								

B. Literary Genre Preferences. Another important factor that had a significant influence on the students' experience of literature in school was the types of text used. Often teachers believe they must exercise control over texts their students read to ensure material is relevant, of high quality and conceptually appropriate (Worthy, 2002).

This Table 2 shows that the students are more exposed to short stories than any other genres. This supported a comparative study that was made between first year and fourth

year literacy tasks, it was found that most texts used were narrative more particularly short stories Razali and Gunderson (1994). Some teachers held the certainty that literary texts, particularly short stories, were more apt to generate effective lessons that could create positive attitudes towards literature.

In the interview conducted by the researchers, it was disclosed that short stories were easy to understand, short and were said to be interesting as compared to others. Short stories as emphasized by respondents were said to be easy to recall and understand than most literary texts. Further, students were said to be more adept with the narrative styles and format of most short stories compared to other non-narrative genres.

This supports interests (Worthy, 2002) argument that texts should not be primarily chosen because they highlight abstract principles but because they are of personal interest to students. Students will not be motivated to willingly engage in library and class recreational and academic reading activities if text types available do not match them. . When texts match students' interests they see more meaning in reading and their level of motivation is enhanced (Mc Rae,1991).

Of the literary texts usually used to fourth year students by their English subject teachers, one of the most commonly used was essays. Teachers, embraced this kind of genre as it is commonly believed that these narratives are easier for high school students (Yopp & Yopp, 2006). Morgan (1996) argued students are equitably capable of understanding essay text, however if they are constantly denied the opportunity to engage with these text types their ability to interact with them will not develop effectively.

Ensuring students have significant exposure to and experience with not just fiction, but also non-fiction texts throughout the primary years is essential for effective participation in an increasingly technological non-narrative textual society (Yopp & Yopp, 2006).

It was found out in this undertaking that students would rarely read poems, drama, and novels. The difficulties and hardship the students faced as regards appreciating these literary works have significantly influenced students' attitudes towards literature. Main problems being cited were the unfamiliar terminologies and vocabularies and linguistic complexities hampered these students to the full understanding of the subject matter.

A small fraction of individuals have been found to be inclined in reading plays or dramas. This could be denoted to the fact that these students were not exposed to plays in school, although they have had activities in school like drama etc. they would only do role-playing, or acted out certain scenes from novels and short stories they studied.

Conversely, it was divulged in this undertaking that teachers would seldom use poetry in their literature classes due to the perceived lack of interest among students. Majority of the students consider poetry very difficult and demanding since students need to fully understand the meaning of each line. Because of this, a lot of students would have problems understanding poetry and were discouraged by some words present in it. The aforementioned issues students have towards literature led to their dislike to poetry.

One student talked about his problems:

"I don't like poems because I could not understand it. Poems are complicated because the words are so difficult".

This was accorded by teachers who were interviewed in this study, they mentioned that language barriers and students' vocabularies were weak and these caused students to not understand what they read which eventually led to boredom.

As McRae (1991) has stressed out, "boredom in language learning is always caused by lack of motivation." And for these reasons also, the students experienced difficulty in communicating their opinions and were usually dependent on either their teacher or peers for the interpretation of the texts.

It was revealed in this research undertaking that words used were not the only ones difficult but also the linguistic complexities were also playing a role in the inability of the students to decipher the ideas and thoughts hidden between the lines of poems. Thus, poetry becomes even more difficult and complicated if students could not identify and explain its symbolic meanings and ideas. Most respondents find poetry quite challenging due to the fact that they had to understand the meaning of each word in the stanza. Further, it was the poetry's structure which is very much different from other narrative genres which were found to be hard to understand among the general pool of students.

Thus, some of the respondents consider the language used in poetry different from conversant English that they learned in the regular classroom.

One student highlighted that:

"Poems are even more complicated for the reason that it contained a number of figurative meanings and usually, I have never encountered the language used in these literary texts."

Hirvela (1996) in their study likewise discovered that poems were the least favorite genre among their Hongkong students. They discovered that many of their students "have

fears and anxieties about studying literature, especially poetry” and argued that these fears and anxieties stemmed from learners’ lack of familiarity of literature as most of them had little experience to literature during elementary days. However, this Lazar (1990) study has made known that even when the students had been exposed to literature for a number of years, they were still reluctant to read poetry.

In all probability, initial encounter of students especially those who have not been exposed to poetry before would develop irrational sense of fear towards poetry. However, it is argued that students who have been subjected to poetry, could develop a different perception as regards poetry. In short, students’ feelings, experience, and knowledge are said to be factors that could affect their perceptions of literature in general, and poetry in particular.

Novels were also not that popular among teachers (33.75%) since most of the participants agreed that this particular genre was not used frequently in the classroom.

Reasons mentioned were the long content of the aforementioned book which also contained complex and elaborate plots. One participant gave her reasons for disliking novels:

“ I find novels very long and you will spend an ample time to read it. Because of its length as a reader I usually takes quite a long time to fully identify with the story.”

This comment could signify that students’ experience of literature affected their perception as regards literature and influenced the kinds of literary genres that they were apt to read. Should they have been exposed to a shorter and more simple novels, they would develop an inclination on this beautiful genre. In all probability, it could mean that students prefer shorter, and linguistically simpler text than complex genres. When the aforementioned

are given to students, a more thriving reading is at hand, a conviction which was uttered by all respondents according on their encounter in various literary texts in school.

Table 2
Literary Genre Preferences

	Always		Sometimes		Rarely		Never	
	F	%	F	%	F	%	F	%
poems	27	33.75	45	56.25	8	16.00		
short story	52	65.00	28	35.00				
essay	45	56.25	33	41.25	2	2.5		
drama	36	45.00	32	40.00	12	15.00		
novel	27	33.75	44	55.00	10	12.5		
others (specify)								

C. Attitudes towards Text Type. The most preferred text type of fourth year high school students was found to be factual information books. Maley (1989) argued that students should be capable of understanding informational text, because if they are constantly denied the opportunity to engaged with these type of text their ability to interact with them will not develop effectively. Students' preference for reading informational texts declines as students get older (Davies and Brember, 1993). Ensuring that students have significant exposure to and experience with not just fiction, but also non-fiction text is essential for effective participation in an increasingly technological non-narrative society (Yopp &Yopp, 2006).

Chapter books and newspapers were also very popular. Magazines and comics were the least preffered text type of senior high school students. Students' text type reading preferences vary. Davies and Brember (1993) indicated that students in their study preferred magazines more than comics, and also stories were found to be the more preferred text type

for all year levels/age groups. Campbell, Kampinus and Beatty (1995) interviewed fourth year level students about their reading text type preferences and found they preferred stories more than information books and magazines. This finding was replicated in Worthy (2002) study. Students' preference for reading certain texts is very context specific. Incorporating a range of text types into classroom reading activities enhances students' motivation as content can align with their interests.

Table 3
Literary Text Type Preferences

	Always		Sometimes		Rarely		Never	
	F	%	F	%	F	%	F	%
comics	28	35	25	32	32	40		
chapter books	42	52.5	43.75	2	2	2.5		
magazines	35	43.75	43.75	10	10	12.5		
factual Information books	46	57.5	25	14	14	17.5		
newspaper	38	47.5	41.25	9	9	11.25		

C. Attitudes Towards Teaching Materials. This table shows students' positive attitude towards instructional materials, with items no. 2 and 4 gaining the highest percentage for the "strongly agree" indicator. In contrast, most of the respondents shifted to "agree" indicator for item no. 7. The tabular data presents the students' general response divided between strongly agree and agree.

The results of the gathered data indicate that the majority of the participants strongly agree (56.25%) and agree (43.75) appreciates that their teachers usually use a variety of instructional materials in teaching literature, for the very reason that implied by Johnson (1999) study to the effect that students are given the chance to learn through more senses

than one, they can learn faster and easier. The use of instructional materials provides the teacher with interesting and compelling platforms for conveying information since they motivate learners to learn more, as they both encourage teachers and students to work collaboratively and result in more cooperative learning activities among them. Research interview and data also revealed that the most available instructional materials included textbooks, chalkboard, display boards, lcd projectors, speakers and worksheets. In this regard, literature teachers strongly believe that their use of instructional materials serve as a channel through which message, information, ideas and knowledge are disseminated more easily. To this effect, Bozimo (2002) advised the ever increasing numbers of audio and visual materials available to schools should enable the teachers to take advantage of the opportunities to procure excellent films and recordings and other material covering a wide range of subject matters in the literature curriculum.

The results also implied that only 25% of the participants strongly agree that they find the literary selections in the textbook engaging to read. A number of respondents confirm that they somehow fail to foster personal involvement in them as readers. It is important, according to Stern (2001) that the reader becomes enthusiastic to find out what happens as events in the literary texts unfold via the climax; feels closer to certain characters and shares his/her emotional responses. This can have beneficial effects upon the whole literature learning process. At this juncture, as stated by Hall (2005), the prominence of selecting a literary text found in the textbooks in relation to the students' needs, expectations, interests and language level should be evident.

Another key factor to explain the respondents positive attitude and interest towards literature is that most of the students strongly agree (82.50%) in the survey find film viewing very interesting. Realizing that it was wonderful to put faces to the characters and see the plot in the literary selections unfold before their very eyes, students claimed that the book never reached them in the way the film did. Similarly, Albano (2011) believed that students still face a conundrum today with film adaptations, vacillating between seeing the movie first and then reading the book, or vice versa, or even sticking to one option. In the experience of most students, the big screen rarely captures the wonder of the written word, that is why Albano (2011) stressed that it is important for the teachers to emphasize that students mustn't lose sight of the text and all of its meaning, that watching a movie can take the place of reading. It should serve through as a complement, not a substitution for actual teaching.

The results of the data gathered also revealed that a great number of participants expressed a strong belief that their teachers succeed and paved the way to make them read varied literary selections. To achieve successful learning and teaching process, literary text must be varied and carefully chosen, as they were integral in attracting the students to read (Stern, 2001). One common suggestion put forward by all interviewees was the essential use of texts with interesting plots that appeal to teenage readers. To the respondents it was important for the text to have attractive storylines so as to encourage the learners to read and to keep on reading despite any linguistic difficulties that they might come across.

One respondent went as far as stating that although she encountered linguistic difficulties in reading a particular text, she would persist reading if the story appealed to her:

There are interesting texts but sometimes their language is difficult, but when there are texts that I really like such as Harry potter, I will read, by hook or crook, whether I understand it or not, I have to make myself understand."

Another factor proposed Stern (2001) was that the selected texts should contain universal themes that learners can relate to, such as human values, conflicts and relationships as a means to attract reluctant students to read both literary and non-literary materials.

Short stories and essays appeared to be the favorite genre among the respondent's the very reason why 44 of them or 55% of the total participants strongly agree that they like to read these literary genres. Most of them felt that such genre should become the primary type of text for use in lessons. The use of poems and novels was rarely suggested. The prevalent reason for the hesitance to recommend poetry due to its difficult language. As for novels, they were considered time-consuming for their length.

Most participants also emphasized that the materials or texts chosen should be linguistically non-challenging unlike these two literary genres. Based on their experience in school, they expressed confidence that learners would encounter fewer language difficulties if easier texts were used. The respondents also assumed that texts with simple language would be easier to lower-proficiency learners, such as themselves, mainly because of their supposition that literary understanding would be easily achieved if they engaged in simpler texts.

The following remark highlighted this claim:

Poetry with simple words, or novel although novel is not simple as the short story, it is easier for the readers to concentrate and understand what the writer is trying to say. So, the language should not be difficult, it should be simple.”

In addition, some of the participants recommended that the language level for the chosen texts be appropriate to their level of proficiency and its linguistic difficulties be gradually increased. In other words, at the initial stage of introducing literary texts to less advanced learners, simple texts should be used and more linguistically complicated texts could progressively be introduced when students showed readiness to approach more difficult works.

Table 4
Attitude Towards Instructional Materials

	5 strongly agree		4 agree		3 moderately agree		2 disagree		1 strongly disagree	
	F	%	F	%	F	%	F	%	F	%
1. My teacher uses varied instructional materials in teaching literature.	45	56.25	35	43.75						
2. Pictures motivate me to involve myself in the literary discussion.	67	83.75	12	15	1	1.25				
3. I find the selections in the textbook very interesting to read.	20	25.00	54	67.5	6	7.5				
4. Audio and video clips help me appreciate the literary selection more.	67	83.75	13	16.25						

5. I find film viewing very interesting.	66	82.5	14	17.5						
6. Real objects shown by my teacher assist me in my learning of literature.	45	56.25	32	40	3	3.75				
7. My teacher makes us read varied literary selections.	23	28.75	50	62.5	7	8.75				
8. I like to read short stories and essays.	44	55	29	36.25	7	8.75				
9. I like to read and write poems.	31	38.75	33	41.25	15	18.75	1	1.25		
10. Reading novels is very challenging for me.	29	36.25	31	38.75	15	18.75	5	6.25		

D. Respondents' Attitude Towards Instructional Materials with Poor Literary Interest.

This table shows spread responses – from “strongly agree” to “disagree”. Although they may have positive attitude towards instructional materials, most of the respondents refuse to tick the “strongly agree” indicator for statements on the variety of materials and reading selections used by their classroom teacher.

Table 5
Attitude Towards Instructional Materials
(Respondents with Poor Literary Interest)

	5 strongly agree		4 agree		3 moderately agree		2 disagree		1 strongly disagree	
	F	%	F	%	F	%	F	%	F	%
1. My teacher uses varied instructional materials in teaching literature.	7	46.67	8	53.33						
2. Pictures motivate me to involve myself in the literary discussion.	9	60.00	5	33.33	1	6.67				
3. I find the selections in the textbook very interesting to read.	3	20.00	9	60.00	3	20.00				
4. Audio and video clips help me appreciate the literary selection more.	10	66.67	5	33.33						
5. I find film viewing very interesting.	12	80.00	3	20.00						
6. Real objects shown by my teacher assist me in my learning of literature.	9	60.00	4	26.67	2	13.33				
7. My teacher makes us read varied literary selections.	3	20.00	8	53.33	4	26.67				
8. I like to read short stories and essays.	6	40.00	5	33.33	4	26.67				
9. I like to read and write poems.	5	33.33	6	40.00	3	20.00	1	6.67		

10. Reading novels is very challenging for me.	3	20.00	5	33.33	5	33.33	2	13.33		
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1.2. Describe the students' attitudes to literature as influenced by the literature teacher's practices?

A. Teaching Strategy. Among the given teaching strategies, the respondents' prefer the use of cooperative learning (80%) and Socratic method (56.25%) most of the time. By contrast, data show that teachers rarely use pair work (30%) and individual seatwork (27.5%).

The survey indicated that almost all of the respondents derived satisfaction from conducting cooperative learning activities. Found interesting they help to make the class more enjoyable, relaxed as well as fun and they provided the students with the opportunities to perform creative tasks like role playing activities. Sometimes the students' amusing performances helped to create lively and attractive lessons. Since most of their English classes were in the afternoon and many students were tired, cooperative learning activities helped them to stay alert and reduce their fatigue. The fact that these strategies were enjoyable, relaxing and offered the respondents an opportunity to have fun with their friends proved very popular.

Because of their positive experience in these activities most of the students believed that more cooperative learning activities should be included in the teaching and learning process. The participants also stated that these tasks motivated them to stay focused on the lessons. They allowed the students to develop their self confidence, experiment with talents and, most importantly derive enjoyment. In short, they felt that there should be more

literature-based creative physical group activities. Observation also revealed that when the lessons were entertaining, most students paid closer attention and became more motivated in acquiring the target language which is English. One respondent related her view:

Because when we learn about literature and when I do these group activities, it helps me learn English, it encourages me to learn English because literature is interesting. It helps me to pay more attention to the lesson and enjoy the class.

The findings demonstrated that the use of literature-based cooperative learning activities generated excitement among the students and encouraged them to become more involved in the lessons. Maley (2004) also make clear that cooperative learning activities “foster self-awareness, self-esteem and confidence and through this, motivation is developed.” This finding is also consistent withthat of Rahman (2008) finding that cooperative learning activities are more successful and suitable for use with teenage students.

The questionnaire data revealed that 56.25% of the respondents strongly claimed that Socratic method is one of the strategies frequently used by their teachers thus they’ve learned to embraced it wholeheartedly. As pointed out by Maley (1989) it was a good idea to elicit oral responses from students as a means of checking their understanding of the texts. However he believes that this activity could also direct the students’ attention to the language of the texts hence, the teachers should give students ample opportunities to say and do more with the language found in these texts, not only by acting out the language, but also by working on the language to grasp the nuances of the texts.

Furthermore, 55% of the participants responded positively to the use small group discussion to expose them to the world of literature. Small group discussion primarily assures that students interact with the text and with each other in ways which promote

learning. In order for the interaction between the students and text to occur, some elements of thinking skills are required. Students have to analyze, evaluate and argue their opinions during the performance of the literary-based small group discussions. Brozo and Schmelzer (1985) hold that the task of providing justification and argumentation promotes students' thinking abilities because they involve in argument making and argument analyzing.

In general the survey data and interview indicated the literature students with the use of cooperative learning strategies and small group discussions preferred to focus more on the communicative tasks, when using a literary texts and less on lecture based task. Lecture based method, according to Hall (2005), usually involves using anthologies of classic extracts or largely unread classic works, summarizing author's life and times, themes, plot, characters and anticipating exam questions with lists of key quotations go learn. This approach is assumed to be more suitable for advanced learners, because the texts used maybe linguistically difficult and consequently, put off limited proficiency students. The method is also said to be teacher-centred as students have to rely on their teachers to translate or paraphrase difficult texts which result in students participating less in class activities. Students may be dependent on reading and memorizing the interpretations of texts from established sources or their teachers. Unlike communicative tasks which Nunan (1992) explicates that it is a piece of classroom work which involving learners in comprehending, manipulating, producing, or interacting while their attention is principally focused on meaning rather than form. Thus it involves learners physically, emotionally, intellectually, socially, critically, meaningfully, creatively, consciously or subconsciously, aesthetically, spontaneously, motivationally, and experientially in the process of learning. Literature is a

means through which this whole engagement could easily be achieved provided that teachers think of varied ways through which their learners can be wholly involved.

Table 6

Teaching Strategy Preferences

	1		2		3		4	
	F	%	F	%	F	%	F	%
pair work	24	30	46	57.5	10	12.5		
cooperative learning	63	80	17	21.25				
small group discussion	44	55	31	38.75	1	1.25		
individual seatwork	22	27.5	58	72.5				
socratic method (question – answer)	45	56.25	30	37.5	8	10		
Others (specify)								

B. Attitude Towards Literature Teachers. The data show the respondents positive remarks towards their teachers, as shown by the big percentage on the “strongly agree” indicator on almost all the items except, items no. 6 and 7 where most respondents answer simply “agree”.

As revealed by the result of the survey most student respondents indicated that their first encounter with literature had significant effects on their attitudes towards it. During the post interview they claimed that their experience be it positive or negative, was largely shaped by their teachers and the way they taught in class.

Most of the respondents sense that the teacher uses various strategies in teaching literature and the most popular is cooperative learning with 80% as well as small group discussion with 55%. They believed that these were useful because they promoted group discussions that encouraged the sharing and exchanging of ideas among them in that they

learned to tolerate and appreciate each others' opinions and leaned to work as a team and co-operate with one another. In this way, literature helped promote collaborative learning among them. As they began to rely on each other, there was less dependency on the teachers. One student even said:

I feel interesting about the poems, short stories and novels in class. I had to discuss in group and I had to cooperate with my friends to solve the problems and to answer the questions.

This assertion is consistent with Collie and Slater (1993) claim that working in groups in varied and engaging activities can help students to reduce difficulties that they face when approaching literary texts.

By doing so, students learn to work together as one and become more confident to approach the texts because they worked as a group rather than as an individual.

Table 5 also shows that 65% of the respondents strongly agreed that their teacher gave them varied, challenging and creative tasks. The students found the lessons more appealing when their teachers employed a variety of stimulating exercises, encouraging them to undertake active roles in communicative activities such as role plays and class presentations. Many respondents consented that dramatization was a popular and much preferred activity when literary texts were brought into their classrooms. This finding suggests that many students preferred to learn about literature when their teachers were creative and made the effort to ensure that lessons were interesting and stimulating.

Some 58 students or 72.5% of the total respondents claimed that group activities provided by their literature teachers are enjoyable. One student related her experience:

She (the teacher)... would bring all the materials. Sometimes she would ask us to use the materials and then discuss them...in class, or discuss in-groups and she would ask us to arrange the story in the right order...sometimes we do a group game, so the activities make the lessons more interesting.

Some participants mentioned that reading and appreciating literature was more stimulating when their teachers conducted group activities. As sort of initiative to develop the students' interest in the lesson. It not only made the lessons more interesting and invigorating for them, but also had a positive impact on their interest and attitudes towards literature.

Although most of the respondents (58%) strongly agreed that their teacher gave them challenging questions, there were conflicting views. Based on the interviews done, some welcomed these challenging questions, while others found them to be demotivating. Some participants appreciated these questions, because they challenged and developed their thinking ability. These students seemed to prefer the type of questions that required them to express their feelings and thoughts about the text read, usually by drawing on their own experience. Here, the questions did not simply ask them to recall or memorize the characters or themes, but also helped them to produce their own explanations not directly stated in the texts. The teachers required them to produce their own responses to questions such as “how do you feel?” and “what do you think happened or will happen) and why?” Most of the time, they had to infer and use textual clues to generate appropriate responses to the questions asked. These types of questions also helped develop the students' interpretative ability that enabled them to express, justify and refine their ideas of the texts read.

In contrast many respondents who did not approve of these challenging questions. The findings showed that they were not able to deal with questions that required them to describe their feelings and explain why they felt in such way. This gave the impression that they were not pleased with the types of questions that demanded them to think and produce their own responses. They also claimed that these challenging questions diminished their interest in the topic presented by the teacher, probably because the task contradicted one of the usual ways of answering questions they were familiar with, that of looking for answers directing the texts. To Pilay (1998) the typical students' method of answering questions involved looking for words or phrases used in the question and then these words were taken up and matched with similar words or sentences in the text. Once they had identified and matched these words, the phrases from the text were usually lifted and copied in the answer section. By contrast, because challenging questions often require thoughts and interpretations, most of the respondents failed to provide acceptable answers.

Most of the respondents also preferred the type of questions that did not challenge them to think, as they liked straight forward problems with answers easily obtained from the texts. However, when they encountered questions that demanded analysis or evaluation of a text, the participants found them discouraging. One participant expressed her preference for straight forward questions:

I don't like to answer the questions, I don't like it. Its difficult for me to look for the answers from the given text. I have to read the given text a lot of times...its difficult for me to find the answers, I like the questions which answers are already in the text.

Another probable reason why these students dislike these typed of question was that they usually relied on their teachers to feed them with answers. Some claimed that they

needed more assistance from their teachers to respond to the questions, but others felt they had received sufficient guidance.

The responses gathered from the questionnaires demonstrated that the majority of the participants strongly agreed (62.55%) and agreed (37.5%) that their teacher shows the mastery in his / her subject matter . The subject matter is what the teacher wants to teach so it is imperative that s/he to know what and how to teach it very well. Given that s/he is a master of the subject matter and so that she can answer. Eventually s/he becomes a resourceful become a resourceful teacher with the knack to find clever ways to overcome difficulties in teaching the students.

The interview findings also complemented the survey data. Many students commented on their teachers mastery of subject matter. One student said:

Our literature teacher knows what he's doing and he's always confident to defend what he's taught. He can answer questions that are asked to him and if any question relating to his subject is asked, he can answer the questions professionally and correctly. He has good skills that lead him to be respected by the students and hence he have authority to control the classroom effectively.

The questionnaire results indicated that most participants or 71.25% cited that their teacher always shows enthusiasm in teaching literature. Notably, when the teachers were not enthusiastic about literature, their attitudes would also be reflected in their instructions and inevitably, influence the students. Most of the respondents sensed that their teachers were always keen on using literary works to teach English, hence their lessons always seemed attractive.

The questionnaire data also paved the way for 43.75% of the respondents to claim strongly that their teacher encourages them to give their own insights about each literary selection they read – about 50% revealed that they agree on the given statement. This finding is consistent with the argument of Duff and Maley (1989) that students need to be perceived as active agents and not passive recipients to ensure a successful learning to take place. Thus the teachers should in any way provide each students active and independent roles in learning.

Therefore, it was apparent that the students preferred lessons which granted them the opportunity to explore and expand their insights and ideas as well as creativity without the teachers imposing their own views on them. After all, the extent to which the students were able to express their responses would affect their attitudes. When they were allowed the freedom and opportunity to openly express their reactions, they were more likely to develop positive outlooks on literature. Consequently, they would become less dependent on received opinions, especially from their teachers and eventually acquired confidence to develop, express and value their own responses. Given this sense of achievement, the students were more inclined to demonstrate interest in literary texts and extend this interest through personal reading in their own time.

One student in the survey or 1.25% of the total respondents felt that he was not keen on literature because his literature teacher had indirectly shown them his own lack of interest and enthusiasm. He claimed that he could sense when his teacher was not that enthusiastic when he sense that his teacher taught the class just to complete the syllabus, paying little attention either to the students or to the literature component itself. The respondent

complained:

I think my teacher was not really interested in teaching about literature... I noticed that he just came to class and simply taught us without giving much attention to literature, and to students as well. So, to me, it seemed that he taught the class just to complete the syllabus. At first, I enjoyed learning about literature, but when I noticed that my teacher was not interested in literature, I became lazy too because my teacher was not really enthusiastic in teaching us.

The findings suggest that teacher's lack of interest in literature was sometimes mirrored by some of the students based on what they had seen or experienced in their classrooms. The findings are consistent with Stern's (2001) argument that when these educators indirectly showed the students their discouraging attitudes towards literature through their actions, modes of teaching and the types of classroom activities, some students were inclined to adopt a similar attitude.

The data revealed that 80% of the students participants view that their teacher tries her best to answer their questions regarding the selection. Their teacher usually answers the given questions directly, thus not hard to discern. The respondent claimed:

Whenever my teacher answer our question she don't focus all her attention on the student who asked, but look at the whole class, so that it doesn't become a conversation between her and a single student. Furthermore, she also consider turning some questions back to the class to answer because she doesn't feel that there's a need to be responsible for answering them all thus Get all the students involved in this process.

In sum, the findings of students' attitude towards their literature teachers revealed that the students were more interested in the literature lessons when encouraged to assume active roles, got involved in class activities, offered sufficient opportunities to share their views and received adequate guidance from their teachers, but, most importantly, the teachers' own perspectives on literature and their instructional strategies could either stimulate or

dampen students' interest in the subject.

Table 7
Attitude Towards Literature Teacher

	5 strongly agree		4 agree		3 moderately agree		2 disagree		1 strongly disagree	
	F	%	F	%	F	%	F	%		
1. My teacher uses varies strategies in teaching literature.	53	66.25	17	21.25	10	12.5				
2. My teacher gives us varied, challenging and creative tasks.	52	65	28	35						
3. Group activities are enjoyable.	58	72.5	22	27.5						
4. My teacher gives us challenging questions.	47	58.75	33	41.25						
5. My teacher possesses the mastery in his / her subject matter.	50	62.5	30	37.5						
6. My teacher always asks us to research about the authors of the literary selections we read.	24	30	28	35	27	33.75	1	1.25		
7. My teacher encourages us to give our insights about each literary selection we read.	35	43.75	40	50	5	6.25				

8. My teacher displays openness to different opinions and insights.	41	51.25	34	42.5	5	6.25				
9. My teacher always shows enthusiasm in teaching literature.	57	71.25	22	27.5	1	1.25				
10. My teacher tries her best to answer our questions regarding the selection.	64	80	12	15	4	5				

C. Attitude Towards Respondents Literature Teachers with Poor Literary Interest.

Likewise, this table also shows spread data. Most of the respondents chose the “agree” indicator and some even reached “moderately agree” about their teacher’s performance. There is a considerable distance between the “strongly agree” and “agree” indicators on item nos. 7 and 8 pertaining to the teacher’s ability to encourage and accept insights from the students.

Table 8

Attitude Towards Respondents Literature Teachers (Respondents with Poor Literary Interest)

	5 strongly agree		4 agree		3 moderately agree		2 disagree		1 strongly disagree	
	F	%	F	%	F	%	F	%		
1. My teacher uses varied strategies in teaching literature.	5	33.33	6	40.00	4	26.67				
2. My teacher gives us varied, challenging and	7	46.67	8	53.33						

creative tasks.										
3.Group activities are enjoyable.	6	40.00	9	60.00						
4. My teacher gives us challenging questions.	7	46.67	8	53.33						
5. My teacher possesses the mastery in his / her subject matter.	7	46.67	8	53.33						
6. My teacher always asks us to research about the authors of the literary selections we read.	3	20.00	7	46.67	4	26.67	1	6.67		
7. My teacher encourages us to give our insights about each literary selection we read.	4	46.67	7	46.67	4	26.67				
8. My teacher displays openness to different opinions and insights.	4	26.67	8	53.33	3	20.00				
9. My teacher always shows enthusiasm in teaching literature.	7	46.67	7	46.67	1	6.67				
10. My teacher tries her best to answer our questions regarding the selection.	7	66.67	6	40.00	2	13.33				

1.3. Describe the students' attitudes to literature as influenced by the literature subject itself?

A. Attitudes in Literature. Table 6 shows that most of the respondents display positive literary interest, leaning only either on the “strongly agree” or to the “agree” indicators. For the statements that measure literary interest through classroom participation and general impression (items nos. 2, 3, 4, 5, 7) most of the respondents slanted on the “strongly agree” indicator. In contrast for the statements that measure literary interest through assessing students' study habits and independent learning skills (item nos. (1, 6, 8, 9, 10), most of the respondents slanted toward to the “agree” indicator. A few respondents (15 out of 80) leaned to the “disagree” indicator.

The results of the survey revealed that only 25 students out of 80 respondents or 31.25% read the assigned literary selection assigned by their teacher. One reason as pointed by one of the students during the interview:

“The writing and grammar topics are much important. I think that is the important thing in learning the English language. But I don't think literature is important.”

Hence, it was not essential for the students to use literature in acquiring the target language which is English. This view was reflected from the students' attitudes in the classrooms. Four interviewed students admitted that they had not read the assigned short stories before coming to class. Observations showed that because these student respondents failed to read the assigned text, when asked to voice their views in class, most had difficulty in communicating their opinions and when they failed to do so, they would turn to their teacher for answers. Not only were the students reluctant to express their views, but also they

lacked initiatives and confidence in expressing their opinions lest they gave the wrong answers.

The findings also suggested that more than half of the class or 61.25% strongly agree that they always want to participate in literature classes. The literature classroom is often structured around the discussion of a text—and class participation, either graded or ungraded, is important to the whole enterprise. Some teachers reward students with daily participation points which are somewhat nebulously defined; others base student participation on completing of daily assignments; and still others encourage participation but may not worry about measuring it or keeping track of it in their record books.

On the students part, they usually defined participation as “the number of unsolicited responses volunteered”. It can come in many different forms, including students’ questions and comments, taking a few seconds or an extended period of time. During class discussion is the particular time in which almost all students participate and show interest, learn, and listen to others’ comments and suggestions. Based on the result of the interview conducted, it has been found that students were more motivated to participate and speak up in class if they perceived their instructors as inclusive and appreciative of them and as using verbal approach strategies. Aligned with this Morgan (1996) found that “the actions of the teacher are indeed most crucial in promoting classroom interaction while Alderson and Short (1989) noted that a primary reason students do not participate may be attribute to the teacher factor. Thus, as pointed out by Afe (2001) literature teachers should give due importance on discussion participation so that he/she could have a better understanding of how and when his/her students would participate and give quantified feedback on how well the subject, lessons,

texts and his personality as a teacher provoked and encouraged discussion.

Almost half of the chosen respondents (46.25%) strongly agreed, with 43.75% agreeing that they feel for the characters in each story read. The respondents were readers who want to care, to believe in the possibility of what the characters can accomplish. In that way they experience that belief in themselves by secretly imagining themselves, standing in the character shoes, doing as well. The narrative style used by most authors in the selections they have taken in their subject leads the readers to relate to the stories and experiences the characters have. Literature such as novels and alike not only sets an authentic context for communication, but also offers students pleasurable experience by engaging their emotions through the interaction between them and the characters in the text. As stated by Alderson and Short (1989), if readers want to find out what happens next, if it seems important to him personally because he/she feel for the characters in each story, the reader will read on despite linguistic difficulties.” Thus when some students are reluctant to read literary texts, probably what they need is an added stimulus, such as finding out what happens to the main character in the story so as to encourage them to read.

More than half of the respondents (55%) strongly agreed that they always look forward to their literature subjects because they considered the classroom climate to be supportive, and the teacher works to create this type of environment by providing positive feedback and handling controversial topics with grace. These students respondents were less concerned about what others thought and got interested in their classmates’ opinions, and had approachable teachers who knew their students’ names. It also has been found that these students are those more likely to ask questions because they perceive higher levels of

support and lower levels of threat from their teachers.

The data revealed that 47.5% percent of the total respondents regularly read books even those not required. Furthermore, the interviews revealed that the students who do read engaged in outside reading or reading during their leisure time were more likely to be interested in literature and exhibit stronger interest in English language than their peers who did not like reading at all. They were more prone to discover that literary works could present them with an engaging and a pleasurable read. Consequently, they were more inclined to embrace encouraging attitudes towards literature. As pointed out by one student.

I like to read English literature. I like literature because literature is symbolic and it has a lot of underlying meanings and I have to find these meanings. That's why I like it, finding its meanings and I like the language as well.

However, there were 12 students or 15% of the total respondents who moderately agreed that they are reading books even if those not required. These students have limited power in their learning environment and do not see reading as meaningful or authentic experience. For students to develop reading skills and interest, teachers need to know how school-based influences affect students' reading attitudes and engagement with various types of texts. Students who regularly read for enjoyment, and not just to comply with activities provided for school assignments/exercises, develop a positive view of readings' purpose in today's society. When recreationally reading students are positioned as subjects in the learning process, they have the power to choose, manipulate and interact with texts. Teachers must consciously attract students to read, because when they lack reading skills and/or motivation they exclude themselves from learning about their world, themselves and others (Worthy, 2002). Frequently engaging in reading is the strongest predictor that

students will become competent readers (Guthrie, 1991). By focusing on intrinsic rewards and also the enjoyment, entertainment, and social aspects of reading students' motivation can be enhanced (Beyer, 1987). Being mindful of reading assessment practices, student ability, and the relevance of texts provided helps promote a learning environment that enhances students' reading attitudes.

The questionnaires revealed that 61.25% of the students maintained that reading makes them think more critically and creatively while a much lower 4% moderately agreed. These are the students who enjoyed reading and adopted creative strategies that enabled them to understand a particular text. Usually, most respondents would resort to their teachers for an explanation, but these critical students would make commendable effort such as reading the text several times to attain deeper understanding before approaching the teacher, consulting the dictionary for troublesome words or referring to reference books. The participants also claimed that exposure to literary genres help broaden their perspectives and develop their creativity and imagination. The varied themes richly inherent in different literary genres such as human dilemmas and conflicts offer the students opportunities to extend their emotional experiences beyond their knowledge, understanding and experience. Consequently, they were more likely to produce their own imaginative and interesting pieces of written work. A student expressed his view:

“Literature can build up and expand our mind, develop our imagination so that we would become more creative in writing. We can write better essays then.”

Thus, it could be said that students who were interested in literary reading were more independent, active, creative and critical in their attempts to achieve comprehension. A vibrant library is , critical as it provides students with an array of easily accessible books for

recreational and academic reading (Durrant and Fabb, 1990). The table below yields that it is presented that only 38.75% of the total respondents visits the library regularly and 6.25% failed to do so.

Visiting the library as frequent as possible (with range of text types, topics and ability levels) available for students to self select texts from helps students define themselves as literate individuals (Guthrie, 1999). By making independent reading in this place students develop responsibility, sharpen reading skills and increase their motivation to learn (Gambrell,1995).

Table 9
Attitude Towards the Literature Subject Itself

	5 strongly agree		4 agree		3 moderately agree		2 disagree		1 strongly disagree	
	F	%	F	%	F	%	F	%	F	%
1. I always read the assigned literary selection assigned by my teacher.	25	31.25	51	63.75	4	5				
2. I always want to participate in class because of my teacher.	49	61.25	29	36.25	2	2.5				
3. I feel for the characters in each story I read.	37	46.25	35	43.75	8	10				
4. I always look forward to my literature subject.	44	55	31	38.75	5	6.25				
5. Life of writers interests me.	29	36.25	40	50	10	12.5	1	1.25		
6. I regularly read books even not required.	38	47.5	27	33.75	12	15	3	3.75		

7. Reading makes me think more critically and creatively.	49	61.25	27	33.75	4	5				
8. I keep a journal where I write my insights on things.	21	26.25	32	40	14	17.5	13	16.25		
9. I always visit the library when I have free time.	31	38.75	25	31.25	19	23.75	5	6.25		
10. I regularly visit bookstores	35	43.75	24	30	17	21.25	4	5		

2. Explain the inclination of male and female to learn and appreciate literature.

Shown below are the data gathered from the respondents using the questionnaire pertaining to gender difference with respect to students' attitude toward Literature.

Respondents' Characteristics

Sex. It could be gleaned from Table 9 that some 80 fourth year high school students at SCPS were invited to be part of the study, equivalent to 59.56 percent males and 112 or 40.44 percent females.

Table 10
Characteristics According to Gender/Sex

	f	%
Male	41	51.25
Female	39	48.75

Gender differences with respect to literary interest and attitude. The basis for this analysis was an argument advanced by Davies and Brember (1993), Kush and Watkins (1996) to the effect that “females have more positive affinity with, and therefore dominate in situations where literature is involved”. In checking the gender differences, it appears that

the male students do really show more positive attitudes to literature than female students.

It is indicated that 38.46 of female students strongly agreed that they always read the assigned selection given by the teacher higher than the 31.46 of the male respondents', supporting the idea that female students have stronger beliefs that they can be competent readers. They tend to demonstrate higher levels on the self-efficacy and importance motivation dimensions, and they have a clear understanding of the social reasons for reading (Wigfield and Guthrie, 1997). Students were asked various questions about their subject preferences, especially their interest in literature. Many interesting conclusions were found.

When asked their teacher uses varied strategies in teaching literature., all females that were questioned responded favorably. When asked the same question, almost all fourth year males responded favourably except for one participant who disagreed. However during the post interview others gave answers such as, "some parts," or and "I'm not sure why." This is aligned to this researcher's predictions. The research then suggests that females are more frequently and positively appreciate their teachers methodologies.

Asked about their class participation towards the subject, the students responded equally among the genders with a majority of both males and females responding that they liked to participate in their literature classes .

Next, students were asked about feelings on looking forward the literature subject. Results showed that more males than females liked the subject . This is also a very surprising finding, due to the fact that society believes that males are supposed to not enjoy literary reading for they excel most in math and science. Students were asked if reading makes them think more critically and creatively and both gender responded positively.

Furthermore, students were asked about their feelings toward the characters they encountered in the literary texts. Almost half of the female students strongly agreed that they feel for the characters in each story they read.. In male respondents, however, seven participants found the characters in their literary texts quite “boring” or “hard.”

Notably, more females than males in fourth year strongly mentioned that they regularly read books, even those not required . These results failed to support the idea that females are considered by society to be more adept at literature and language.

When the students were asked, if they always visit the library when they have free time. answers were very interesting, because female respondents appreciate library activities as compared to their male peers. These answers were not stereotype and failed to represent the norm in our society and neither supported some research that language and literature are considered to be the males’ domain.

Reading attitudes of male and female students appear to decline, as they progress through secondary school (Kush & Watkins, 1996). In high school male students often begin to abandon academic reading as it conflicts with their developing stereotype of what masculinity means in their cultural and social world (Brozo & Schmelzer, 1997). Male students may still tend to engage in recreational reading throughout the years to gather personally relevant information (Baker & Wigfield, 1999).

It was observed from the interviews that students' attitudes toward literature were not generally different from what the quantitative study had so far indicated. In fact, almost all interviewees acknowledged the importance of literature in their day-to-day lives. For example, a student pointed out: "We live in a modern era, even if you don't like it you have

to learn about and use it." There did not seem to be differences between females and males about how they saw and related to literature. For instance, on the question: do you think males understand and use literature much more than females?

A student retorted:

"... not in this 21st century, there is no literature for man and another for woman."

This result suggests that contrary to experts' beliefs, females were different to males with respect to learning styles, self-confidence and the enjoyment of literary text. Regarding the other variables, this analysis suggest that contrary to beliefs by many, there were a slight gender differences.

Table 11
Literary Interest of Male Respondents

	5 strongly agree		4 agree		3 moderately agree		2 disagree		1 strongly disagree	
	F	%	F	%	F	%	F	%		
1. I always read the assigned literary selection assigned by my teacher.	13	31.71	24	58.54	3	7.32	1	2.44		
2. I always want to participate in class.	22	53.66	19	46.34						
3. I feel for the characters in each story I read.	16	39.02	18	43.90	7	17.07				
4. I always look forward to my literature subject.	19	46.34	18	43.90	3	7.32	1	2.44		
5. Life of writers interests me.	15	36.59	19	46.34	6	14.63	1	2.44		

6. I regularly read books even not required.	20	48.78	16	39.02	5	12.20				
7. Reading makes me think more critically and creatively.	25	60.98	14	34.15	2	4.88				
8. I keep a journal where I write my insights on things.	11	26.83	17	41.46	9	21.95	4	9.76		
9. I always visit the library when I have free time.	14	34.15	13	31.71	14	34.15				
10. I visit bookstores regularly.	18	43.90	12	29.27	10	24.39	1	2.44		

Table 12
Literary Interest of Female Respondents

Male Respondents = 39	5 strongly agree		4 agree		3 moderately agree		2 disagree		1 strongly disagree	
	F	%	F	%	F	%	F	%	F	%
1. I always read the assigned literary selection assigned by my teacher.	15	38.46	22	56.41	2	5.13				
2. I always want to participate in class.	27	69.23	10	25.64	2	5.13				
3. I feel for the characters in each story I read.	21	53.85	17	43.59	1	2.56				
4. I always look forward to my literature subject.	23	58.97	13	33.33	2	5.13	1	2.56		
5. Life of writers interests me.	14	35.90	21	53.85	4	10.26				
6. I regularly read books even not required.	21	53.84	9	23.07	7	17.95	3	7.69		

7. Reading makes me think more critically and creatively.	24	61.54	13	33.33	2	5.13				
8. I keep a journal where I write my insights on things.	10	25.64	15	38.46	5	12.82	9	23.08		
9. I always visit the library when I have free time.	17	43.59	12	30.77	5	12.82	5	12.82		
10. I visit bookstores regularly.	17	43.59	12	30.77	7	17.95	3	7.69		

3. Enumerate justifications for each factors as most and least predictors of attitudes towards literature.

Predictors of attitudes towards literature. As to the data provided by the respondents, there were identified factors that might influence the attitude of fourth year students towards literature. Institution-related factors such as teacher's ability to answer student's questions on the assigned topic, the teaching strategies, especially group/cooperative learning and the enthusiastic attitude of the subject teacher, had strong influence in the shaping of the attitude of students in literature subject. Another significant factor indicated by the respondents was on the use instructional materials, specifically the pictures, audio-video materials and film viewing.

The results also indicate when gender relate with the attitude towards literature. It did show a slight significant relationship with the attitude towards the subject itself, as evidenced in comparing and analyzing the data collected from male and female respondents.

1.1 Instructional Materials.

- A. The use of pictures motivated most of the respondents to involved themselves in the literary discussions as well as the agreement of using other forms of media such as audio/video clips and films seems paved a way to make the study of literature more interesting. This prove that today's learners attend to information most effectively when they see something, for example, pictures, diagrams, films and videos or demonstrations.
- B. Short stories as well as essays are the most popular genre in literature. The respondents find these genres easiest to read as they are not lengthy and are less time consuming which enables them to do their homework and engage in other co-curricular activities.
- C. Data also suggests that regardless of gender, students' favourite text types are factual information books followed by newspapers. This ensures that students have significant exposure to and experience with not just fiction, but also non-fiction text is essential for effective participation in an increasingly technological non-narrative society.

1.2 Literature Teachers.

- A. Results proved that there is a significant link between the students attitude towards literature with their attitude towards literature teachers. The findings of students' attitude towards their literature teachers revealed that the students were more interested in the literature lessons when encouraged to assume active roles, got

involved in class activities, offered sufficient opportunities to share their views and received adequate guidance from their teachers, but, most importantly, the teachers' own perspectives on literature and their instructional strategies could either stimulate or dampen students' interest in the subject.

1.3 The Literature Subject Itself .

- A. The respondents' enthusiasm for literature was mainly responsible for their positive attitude, on the other hand reading some of the literary text paved a way as the central motivator for their favourable outlooks on literature.
- B. Favourable attitude towards the subject may also attributed to the teacher's conduct of teaching, thus they assumed a significant influence on the students' perceptions of literature.
- C. In addition, a number of participants recorded that the interest in literature sprouted due to their reading experience which makes them think more critically and creatively.

1.4 Gender.

- A. The students' gender a positive predictor of attitudes towards Literature. The descriptive results show that the attitudes of female fourth year students towards literature are slightly higher than of male ones thus one can affirm that females shows more interest, positive behaviours and performances compared with the males.

- B. The differences between the male and female respondent's attitudes may be due to the diversity of teaching strategies and classroom activities employed by the teachers to teach male and female students, on the one hand, and the design and the content of the literature curriculum may not meet the interests and needs of the male students, on the other hand. So, there is a slight difference between the attitude between the two gender.

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

This chapter presents the summary, findings, conclusions drawn and the significant recommendations.

This study aimed to determine the factors that affect the students' attitude towards literature.

Summary:

Survey method was selected to investigate as it is considered the best in obtaining personal and social facts, beliefs, motivations, approach and concerns. Also survey method may vary in scope from large scale investigations to small studies carried out by a single researcher (Nunan, 1997); as the rationale of a cross sectional survey is generally to attain a snapshot conditions, attitudes, and/or events at a single point in time (Gorard,2003).

The study aimed to (a) Identify the attitudes of students towards the instructional material, literature teachers and the subject itself, (b) Determine who among the male and female students are most incline in studying and appreciating literature and (c) Conclude which among the variables: gender, instructional materials and literature teachers serve as best predictors of attitudes towards literature.

The setting of the study was one of the private secondary schools in Pasay City where English was taught as a second language focusing skill based teaching and assessment practices. The study covered only those fourth year students enrolled in SCPS, P. Burgos St. Pasay City, during the first two grading periods of school year 2013-2014. Eighty fourth

year high school students at SCPS were invited to be part of the study, equivalent to 59.56 percent males and 112 or 40.44 percent females.

The factors considered were confined to analyze the respondents personal characteristics such as gender; attitude towards the subject itself, attitude towards the instructional material , attitude towards literature teachers and the attitude towards literature as a subject.

Findings

Attitudes of the Students towards Literature as influenced by:

1. Instructional Media and Material. Overall results indicate that the students have a slight positive attitude towards the instructional material and media used in the subject. These responses imply their satisfaction for the textbook currently used in the subject as well as their agreement to the utilization of other forms of media to make the study of literature more interesting.

2. Literature Teachers. As a whole, the students have a positive attitude towards their literature teachers. The data revealed that they hold their literature teacher in high esteem.

3. The Literature Subject Itself . In general, the students displayed a slight favourable attitude towards the subject itself although it is minimal. The findings suggest that the students seem to show an appreciation for the subject considering it is a major subject in their curriculum.

4. Gender. The students' gender did show a significant relationship with their attitudes towards Literature.

Conclusions

The aim of the present study is to gain deeper understanding of the way in which factors such as the gender, instructional materials and literature teacher play a role in how students view literature. The survey findings indicated that:

- A. The fourth year high school students have positive and high motivational level towards literature.
- B. The students' gender do slightly affect their attitude towards literature.
- C. The students generally showed a positive attitude towards their literature teachers and have demonstrated a optimistic attitude towards the subject itself and the instructional media used in the subject thus these were factors influencing students' attitudes toward the subject.
- D. Gender, instructional materials as well as the outlook of literature teachers influence students' attitudes toward the subject, Literature.

Recommendations

In light of these conclusions, the following recommendations are offered:

1. The Literature teachers should try to:

- 1.1 Serve as a role model to his/her students on having a positive attitude towards Literature.

- 1.2 Incorporate the use of other forms of media into their lessons and other manipulative, creative materials that allow hands on experience, so as draw their students attention and to make the study of literature more appealing and meaningful.
- 1.3 Promote the use of electronic resources like the internet to their students to help them in interpreting literary pieces from the textbook.
- 1.4 Be encouraged and motivated to further their studies in subjects that they qualified to teach, particularly in literature by religiously keep themselves abreast with the latest trend and literary knowledge and be able to share these with their students before or after the presentation of the lesson.
- 1.5 Diagnose students' prior knowledge before bringing in new knowledge and as a facilitator, the teacher has to structure learning in such a way that good learning experiences are brought to fore. This is done by organizing activities that help students to actively participate in their own learning.
- 1.6 Work hand in hand with the parents so that the students can have enough opportunities to develop wholesome study habits and better attitudes toward the subject. This will result to a better performance in Literature.

2. The Parents should try to:

- 2.1 Encourage their child to like Literature and to develop a positive outlook towards it.
- 2.2 Play their integral part on the development of students literary skills.

2.3 Monitor their child's performance in school regardless of the identified problems which concern with the family matters.

3. The English Department should try to:

3.1 Develop a continuing educational program that will enhance the teaching skills of literature teachers and one that will update them with the latest teaching strategies that respond to the changing needs of learners through organizing workshops, in-service training and seminars to update them on new development in Literature as well as methods of teacher the particular subject.

3.2 Update the instructional materials in accordance to the changed within the learning environment.

3.3 Work for the adequacy of school facilities and train the teachers to make use of better and up to date instructional strategies.

4. For the future researchers

4.1 The findings and conclusions of this study is limited to a number of variables.

It may useful to conduct similar study including other variables such as (a) class size, (b) time schedule, (c) teachers educational preparation, interest and other intellectual factors.

4.2 Future investigations should (a) probe further the influence of students' age on their attitude toward literature; (b) probe the influence of different teaching methods on students' attitude toward literature; (c) explore deeply the influence of students' cultural background; (d) it is also suggested that future research studies should investigate the role of students' prior knowledge on attitudes toward literature.

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APPENDICES

I. Respondent's Profile

Name (optional): _____ Male ____ Female ____

II. Instructional Materials

A. How often do you appreciate the use the following instructional materials? Tick the box that applies.

	1 Always	2 Sometimes	3 Rarely	4 Never
textbook				
Sources other than textbook				
handouts				
worksheets				
flashcards				
pictures				
audio				
video clips / film				
realia				
Others (specify) _____				

B. How often do you appreciate each genre of literary selection in class? Tick the box that applies.

	1 Always	2 Sometimes	3 Rarely	4 Never
poems				
short story				
essay				
drama				
novel				

C. How often do you appreciate each text type in class? Tick the box that applies.

	1 Always	2 Sometimes	3 Rarely	4 Never
comics				
chapter books				
magazines				
factual information books				
newspapers				

D. How do you feel towards each statement. Tick the box that applies.

5 – strongly agree

3 – moderately agree

1- strongly disagree

4 – agree

2- disagree

	5	4	3	2	1
1. My teacher uses varied instructional materials in teaching literature.					
2. Pictures motivate me to involve myself in the literary discussion.					
3. I find the selections in the textbook very interesting to read.					
4. Audio and video clips help me appreciate the literary selection more.					
5. I find film viewing very interesting.					
6. Real objects shown by my teacher assist me in my learning of literature.					
7. My teacher makes us read varied literary selections.					
8. I like to read short stories and essays.					
9. I like to read and write poems.					
10. Reading novels is very challenging for me.					

III. Literature Teachers

A. How often do you appreciate each teaching strategy used by your literature teacher? Tick the box that applies.

	1 Always	2 Sometimes	3 Rarely	4 Never
pair work				
cooperative learning				
small group discussion				
individual seatwork				
Socratic method (question – answer)				
Others (specify) _____				

How do you feel towards each statement? Tick the box that applies.

- 5 – strongly agree
 4 – agree
 3 – moderately agree
 2 – disagree
 1 – strongly disagree

	5	4	3	2	1
1. My teacher uses varies strategies in teaching literature.					
2. My teacher gives us varied, challenging and creative tasks.					
3. Group activities are enjoyable.					
4. My teacher gives us challenging questions.					
5. My teacher possesses the mastery in his / her subject matter.					
6. My teacher always asks us to research about the authors of the literary selections we read.					
7. My teacher encourages us to give our insights about each literary selection we read.					
8. My teacher displays openness to different opinions and insights.					
9. My teacher always shows enthusiasm in teaching literature.					
10. My teacher tries her best to answer our questions regarding the selection.					

IV. Literary Interest

How do you feel towards each statement? Tick the box that applies.

5 – strongly agree

4 – agree

3 – moderately agree

2 – disagree

1 – strongly disagree

	5	4	3	2	1
1. I always read the assigned literary selection assigned by my teacher.					
2. I always want to participate in class.					
3. I feel for the characters in each story I read.					
4. I always look forward to my literature subject.					
5. Life of writers interests me.					
6. I regularly read books even not required.					
7. Reading makes me think more critically and creatively.					
8. I keep a journal where I write my insights on things.					
9. I always visit the library when I have free time.					
6. I visit bookstores regularly.					



Philippine Normal University
National Center for Teacher Education

CERTIFICATION

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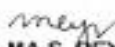

Dr. Venancio L. Mendiola
7 March 2014



Philippine Normal University
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Director

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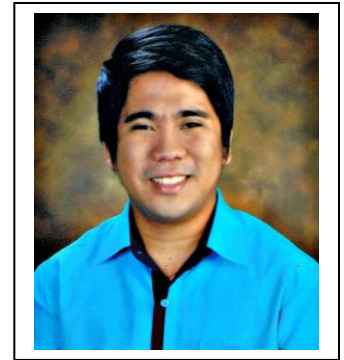
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Brgy. Salawag Dasmarinas, Cavite

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SKILLS

- Proficient in English and Filipino (both oral and written)
- Computer Literate (MS Word, MS Excel, MS PowerPoint)
- Exemplifies leadership skills
- Developed interpersonal skills through joining and participating in different organization

WORK EXPERIENCE:

- Sta. Clara Parish School (2011-Present)

Positions Held:

Faculty: Grade 10

Club Moderator: Teatro Baslay Drama Club – 2011-2012

Nature of Work:

- Instructs students through lectures, demonstrations and audio/visual aids.
 - Prepares daily lesson plans
 - Administers tests to evaluate student progress; interprets results and issues progress reports to counselors, other staff, and parents.
 - Maintains necessary reporting system for unit.
 - Participates in faculty and professional meetings, education conferences, and teacher training workshops.
 - Provides individual attention and assistance as required to meet the varied needs and abilities of the learners, to insure that all benefit from the instruction.
 - Performs administrative and supervisory responsibilities in connection with the operation of the teaching unit.
- Follows professional practices consistent with school and system policies in working with students, students' records, parents, and colleagues

EDUCATIONAL BACKGROUND:

- LISENCURE EXAMINATION FOR TEACHERS
 - September 2011 Board Passer
- CIVIL SERVICE EXAMINATION
 - PD 907 Civil Service Examination Exemption.
- BACHELOR OF SECONDARY EDUCATION – MAJOR IN ENGLISH
 - Adamson University
 - 2010 Graduate - **Cum Laude**
- BACHELOR OF PHILOSOPHY
 - Mater Dei College (2004-2006)
- BACHELOR OF SECONDARY EDUCATION – MAJOR IN VALUES EDUCATION
 - Adamson University (2003-2004)
- Dr. Arcadio Santos National High School
 - 2003 Graduate
- Tenement Elementary School
 - 2000 Graduate

PERSONAL DATA:

Date of Birth: July 16, 1986

Place of Birth: Quezon City

Marital Status: Single

Age: 27 years old

Citizenship: Filipino

Religion: Roman Catholic

SEMINARS ATTENDED: (Past 2 Years)

July 16, 2013	Teaching Strategies	Mr. Walter Tolentino
	Research	Dr. Bienvinido Santos
May & 30, 2013	Empowering HRA's in Building a Culture of Excellence	Mr. Peter Caramat
May 23 & 24, 2013	Equipping Moderators in Designing Meaningful & Profitable Co-Curricular Activities	Mr. Eduardo Salamera
May 4, 2013	Production of Instructional Materials	Mr. Walter Tolentino
April 20, 2013	MILS Based Teaching Strategies	Ms. Myrna Santos Bondad
November 25, 2012	Art of Questioning	Ms. Amparo Valdez
October 15, 2012	Integrating UBD and Direct Instruction	Ms. Lourdes Miranda
September 12, 2012	Interactive Technology Training	Ms. Adeline Ang
August 23, 2012	Positive Discipline	MR. Luis Prudencio G. Salamat
August 18, 2012	Understanding by Design	Ms. Lucy Garcia
June 6, 2012	Classroom Management and Student Formation	MR. Luis Prudencio Salamat

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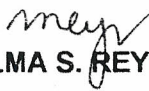

Dr. Venancio L. Mendiola

7 March 2014



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WILMA S. REYES, Ph.D.
Director

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