

Utilization of Digital Platforms for Disseminating of Literature Teaching Resources among Teacher's in Senior Secondary Schools in Gombe State

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ABSTRACT

This study examined how digital technologies are utilized by literature teachers to access, share, and implement instructional resources, as well as the effectiveness and challenges associated with their use in the teaching and learning process. A mixed-methods research design was adopted for the study. The population comprised all literature teachers in public and private secondary schools in Gombe State, Nigeria. Using a purposive sampling technique, 100 literature teachers were selected from both urban and rural schools. Data were collected through structured questionnaires and semi-structured interviews, providing both quantitative and qualitative insights into teachers' use of digital platforms. Quantitative data were analyzed using descriptive statistics (mean and standard deviation) and inferential statistics with the aid of SPSS software, while qualitative data were analyzed thematically to identify emerging patterns and concerns.

The findings revealed that digital platforms such as Google Classroom, WhatsApp, YouTube, and online academic libraries have significantly enhanced teachers' access to diverse literature teaching resources and improved instructional delivery. However, the effective utilization of these platforms was constrained by several challenges, including inadequate ICT training, poor internet connectivity, and limited access to digital devices, particularly in rural schools.

The study concluded that although digital platforms have strong potential to improve literature teaching and learning in Gombe State, their benefits cannot be fully realized without addressing existing infrastructural and capacity-related challenges. The study therefore recommended increased investment in digital infrastructure, continuous capacity building for literature teachers, and the integration of ICT literacy into teacher education and professional development programs to promote effective use of digital resources in literature instruction.

Keywords: digital platforms; literature education; e-learning; resource dissemination; educational technology; 21st-century teaching

INTRODUCTION

The 21st century has witnessed an unprecedented transformation in education, driven by rapid technological advancements and the integration of digital tools into teaching and learning processes. As education systems shift toward more inclusive, accessible, and learner-centered approaches, digital platforms have emerged as pivotal tools for content dissemination, especially in humanities subjects such as literature. Literature education, which traditionally relies on printed texts and face-to-face interactions, is now increasingly being delivered through digital means including e-books, online libraries, interactive reading applications, virtual classrooms, and social learning networks (Anderson, 2020; UNESCO, 2022).

Digital platforms facilitate not only the storage and sharing of literature resources but also promote interactive pedagogies that foster critical thinking, engagement, and collaboration among learners. For instance, platforms like Google Classroom, YouTube, WhatsApp, and various educational mobile apps enable teachers to deliver rich multimedia content, organize group discussions, assign tasks, and assess students remotely. These innovations are particularly important in regions where physical resources are limited, and where digital tools can bridge gaps in access and equity (Selwyn, 2016).

Despite these advantages, the integration of digital platforms into literature teaching is not without challenges. Teachers and students alike face barriers such as inadequate digital literacy, inconsistent internet access, and a lack of pedagogical training tailored to digital environments. In many developing regions, including parts of Nigeria like Gombe State, these challenges are compounded by infrastructural limitations and policy gaps (Ajayi, 2021). Thus, it becomes critical to examine how digital platforms are being used to disseminate literature teaching resources in such contexts and to explore strategies for effective integration.

Statement of the Problem

Digital platforms have the potential to significantly enhance the teaching and learning of literature by improving access to instructional resources and promoting interactive learning. However, despite these benefits, the effective integration of digital technologies into literature teaching remains a major challenge in many developing educational contexts. In Gombe State, Nigeria, the use of digital platforms by literature teachers appears to be limited, uneven, and largely uncoordinated.

Many literature teachers lack adequate access to digital devices, reliable internet connectivity, and relevant ICT training required for effective instructional use. In addition, insufficient institutional support and limited professional development opportunities further hinder the meaningful adoption of digital technologies in literature classrooms, particularly in rural schools. As a result, literature instruction continues to rely heavily on traditional teaching methods, which may restrict students' exposure to diverse and contemporary literary resources.

Despite the growing emphasis on digital learning and 21st-century teaching skills, there is a scarcity of empirical studies that examine how literature teachers in Gombe State currently utilize digital platforms, the specific challenges they encounter, and the strategies needed to improve their effective use. This gap in knowledge limits evidence-based decision-making for policy formulation and teacher support. Therefore, there is a need for a systematic investigation into the utilization, effectiveness, and challenges of digital platforms in literature teaching in secondary schools in Gombe State.

Research Objectives

1. To determine the extent to which digital platforms are used for the dissemination of literature teaching resources in secondary schools in Gombe State.
2. To identify the types of digital tools commonly used by literature teachers in Gombe State.
3. To examine the challenges and limitations faced by literature teachers in the use of digital platforms for literature instruction.

Research Questions

1. To what extent are digital platforms used for the dissemination of literature teaching resources in secondary schools in Gombe State?
2. What types of digital tools are commonly used by literature teachers in Gombe State?
3. What challenges and limitations do literature teachers face in using digital platforms for literature instruction in secondary schools in Gombe State?

Research Hypotheses

1. **H₀₁:** There is no significant extent of use of digital platforms for the dissemination of literature teaching resources in secondary schools in Gombe State.
2. **H₀₂:** There is no significant difference in the types of digital tools used by literature teachers in Gombe State.
3. **H₀₃:** There are no significant challenges or limitations affecting the use of digital platforms for literature instruction among literature teachers in secondary schools in Gombe State.

LITERATURE REVIEW

The integration of digital platforms into secondary school education has reshaped instructional practices across subject areas, including literature. Literature teaching requires access to diverse texts, opportunities for discussion, interpretative engagement, and exposure to performance-based resources such as drama and poetry recitation. Digital platforms provide flexible and interactive environments that support these pedagogical needs (Ally, 2020; Bates, 2019).

Google Classroom and Literature Instruction

Google Classroom has been identified as an effective learning management platform for organizing and distributing instructional resources. Studies indicate that the platform enhances lesson delivery by allowing teachers to upload literary texts, assignments, and feedback in a structured manner (Iftakhar, 2016). In literature teaching, Google Classroom supports continuous engagement with texts, facilitates independent reading, and promotes reflective writing through assignments and comment features. Its asynchronous nature allows students to revisit literary materials at their own pace, thereby improving comprehension and analytical skills (Al-Marroof & Al-Emran, 2018).

WhatsApp as a Tool for Literature Teaching

WhatsApp is one of the most widely used digital platforms in Nigerian secondary schools due to its low cost, ease of use, and widespread accessibility. Research shows that WhatsApp enhances collaborative learning and student participation through instant messaging, voice notes, and multimedia sharing (Bouhnik & Deshen, 2014). In literature teaching, WhatsApp supports group discussions, sharing of short literary texts, audio explanations, and peer interaction, which are essential for interpreting themes, characters, and stylistic devices. Its informal learning environment also encourages shy learners to participate actively (Adewoyin & Oseni, 2021).

YouTube and Multimodal Literature Learning

YouTube provides rich audiovisual content that supports multimodal learning. Several studies have shown that video-based instruction enhances students' understanding of abstract and complex concepts (Mayer, 2020). In literature teaching, YouTube enables access to poetry recitations, dramatic performances, and literary analysis videos, which help students visualize texts and appreciate tone, mood, and characterization. This is particularly beneficial in the teaching of drama and poetry, where performance is central to meaning-making (Kumari & Chandra, 2022).

Facebook and Collaborative Literature Learning

Facebook supports collaborative learning through groups and pages that enable content sharing and discussion. Research indicates that Facebook enhances learner interaction and promotes a sense of teaching community (Manca & Ranieri, 2016). In literature classrooms, Facebook groups allow teachers to share supplementary materials, initiate discussions on literary texts, and expose students to diverse interpretations. This social interaction fosters critical thinking and sustained engagement with literature beyond the classroom.

Telegram and Access to Literary Resources

Telegram is valued for its capacity to share large files without size restrictions. Studies have found that Telegram supports content distribution and learner autonomy, especially in resource-limited contexts (Xodabande, 2017). For literature teaching, Telegram enables teachers to distribute full-length novels, plays, poems, and audio recordings, ensuring equitable access to prescribed texts. This constant access supports extensive reading and revision, which are critical for literary mastery.

Zoom and Interactive Literature Teaching

Zoom facilitates synchronous online instruction and real-time interaction. According to Martin and Bolliger (2018), synchronous platforms enhance student engagement and immediacy in online learning. In literature teaching, Zoom supports live discussions, dramatic readings, role-play, and oral interpretation of texts. These activities enhance students' oral communication skills and deepen their appreciation of literary aesthetics, especially in blended or remote learning environments.

Google Drive as a Literature Resource Repository

Google Drive serves as a digital repository for storing and sharing instructional materials. Research suggests that cloud-based storage platforms improve resource accessibility and instructional continuity (Sharma & Tiwari, 2020). Literature teachers use Google Drive to organize lesson plans, literary texts, critical essays, and multimedia resources, enabling students to access materials anytime and support independent learning.

Microsoft Teams in Structured Literature Instruction

Microsoft Teams integrates communication, content sharing, and assessment tools into a single platform. Studies indicate that Teams enhances collaborative learning and teacher–student interaction in well-resourced schools (Rojabi, 2020). In literature teaching, Teams supports structured discussions, group analysis of texts, and collaborative writing activities, thereby fostering deeper textual interpretation.

Moodle and Curriculum-Based Literature Teaching

Moodle is a widely used open-source learning management system that supports curriculum-aligned instruction. Research shows that Moodle enhances course organization, assessment, and learner monitoring (Costa et al., 2019). In literature teaching, Moodle enables teachers to design literature modules, upload texts, administer quizzes, and track students' progress, promoting systematic learning and evaluation.

Literature Teaching Methods

Traditional literature teaching in Nigeria often relies on teacher-centered approaches such as lecture, dictation, and text recitation, with limited integration of technology or student-centered strategies (Onukaogu, 2011). These methods have been criticized for limiting learners' creativity, critical thinking, and interpretive skills. Recent scholarship has emphasized the need to shift toward more interactive, constructivist pedagogies. Adeosun and Olanrewaju (2020) advocate for the use of drama, role-playing, group discussions, and digital storytelling in literature classes. These strategies not only deepen comprehension but also align with the learning styles of 21st-century students. Digital platforms, when

properly utilized, can enhance these methods through multimedia resources, virtual collaboration, and interactive assessments.

However, while there is growing theoretical support for tech-enhanced literature instruction, empirical studies that investigate how Nigerian literature teachers actually apply digital tools in classroom settings are scarce. This gap is particularly pronounced in public secondary schools, where access to digital resources and teacher training is often limited. The present study addresses this deficiency by exploring real-world practices among literature teachers in Gombe State.

Trends in Educational Technology Integration Globally

Educational technology has seen significant advancements in the last decade. Concepts such as blended learning, flipped classrooms, gamification, and mobile learning are becoming mainstream (Selwyn, 2016). These approaches depend heavily on digital platforms that support multimedia content, real-time communication, and adaptive learning environments. In Nigeria, the National Policy on ICT in Education (Federal Ministry of Education, 2019) emphasizes the integration of digital tools into teaching at all levels. The policy envisions the development of e-learning content and teacher training programs that incorporate ICT. Yet, implementation remains uneven.

Studies such as Yusuf and Balogun (2020) observe that while private schools in metropolitan areas are adopting innovative technologies, public schools especially in rural states like Gombe ware lag behind due to underfunding and lack of infrastructure.

Most available research tends to generalize findings across subjects, without a focus on the specific pedagogical needs of humanities disciplines like literature. This study, therefore, contributes uniquely by narrowing its scope to literature education within a specific Nigerian state, providing grounded, subject-specific insights.

Identified Gaps in the Literature

Despite the growing body of literature on digital education in Nigeria, several critical gaps remain: **Subject-specific focus:** Most existing studies examine digital education in general terms, with limited attention to literature teaching, which has unique pedagogical demands.

Regional representation: There is a concentration of research in major urban areas like Lagos and Abuja, with minimal focus on states like Gombe in northeastern Nigeria.

Teacher perspectives: Few studies explore the lived experiences, challenges, and coping strategies of literature teachers using digital tools in everyday classroom settings.

Empirical data on platforms: There is insufficient empirical research assessing which specific digital platforms are used by literature teachers and how these impact student outcomes.

METHODOLOGY

This study adopted a **mixed-methods research design**, integrating both quantitative and qualitative approaches to obtain a comprehensive understanding of the role of digital platforms in the dissemination of literature teaching resources in secondary schools in Gombe State, Nigeria. The mixed-methods approach was considered appropriate because it allows for the collection of numerical data on the extent of digital platform usage, as well as in-depth insights into literature teachers' experiences, perceptions, and challenges. This integration enhances the validity and depth of the findings by triangulating results from both data sources (Creswell & Plano Clark, 2018).

The population of the study comprised **all literature teachers in public and private secondary schools in Gombe State**. This population included teachers across urban and rural locations and from different

institutional types, thereby ensuring broad coverage of literature teaching contexts within the state. A sample size of **100 literature teachers** was selected for the study. The sample size was determined in line with the **Research Advisors' sample size determination table**, as recommended by the research adviser, to ensure adequate representation of the population.

A **purposive sampling technique** was employed to select participants who were actively involved in teaching literature and had experience, to varying degrees, with digital platforms. This approach ensured diversity in terms of teaching experience, level of digital exposure, school location (urban and rural), and school ownership (public and private).

Two instruments were used for data collection:

Structured Questionnaire (Quantitative Instrument)

The questionnaire was designed to collect quantitative data on the extent of digital platform usage, types of digital tools used, and perceived challenges in disseminating literature teaching resources. Items were structured on a Likert-type scale to enable statistical analysis.

Semi-Structured Interview Guide (Qualitative Instrument)

The interview guide was used to obtain qualitative data by eliciting detailed explanations of teachers' experiences, challenges, and perceptions regarding the use of digital platforms in literature teaching. This instrument allowed for flexibility and probing to capture nuanced responses that could not be obtained through the questionnaire alone.

Method of Data Analysis

Quantitative data obtained from the questionnaires were analyzed using **descriptive statistics** such as mean and standard deviation, with the aid of the Statistical Package for the Social Sciences (SPSS). Qualitative data from the interviews were analyzed using **thematic analysis**, where responses were coded and organized into themes to identify recurring patterns and key issues related to the use of digital platforms in literature instruction.

Procedure for collecting Data

Data were collected over a four-week period. Questionnaires were distributed both in-person and via digital platforms (e.g., WhatsApp and email), while interviews were conducted in person and virtually, depending on participants' location and convenience. Informed consent was obtained from all participants, and confidentiality was maintained throughout.

Validity and Reliability

To ensure validity, the questionnaire was reviewed by experts in educational technology and language education to confirm content relevance and clarity. A pilot test was conducted with 10 teachers in a neighboring state to refine the instrument. Reliability was established using Cronbach's Alpha, which yielded a coefficient of 0.84, indicating high internal consistency (Taber, 2018). For qualitative data, triangulation of responses and peer debriefing helped enhance credibility.

RESULTS

Data collected from 100 literature teachers across Gombe State provide insight into how digital platforms are used to disseminate teaching resources. Below are key findings illustrated with tables and charts?

Table 1: Frequency of Use of Digital Platforms

Platform	Frequently (%)	Occasionally (%)	Rarely/Never (%)
WhatsApp	78	15	7
YouTube	65	22	13
Google Classroom	41	33	26
Online Libraries	30	40	30

WhatsApp is the most frequently used platform due to its low data requirements and user-friendly interface.

Chart 1: Types of Digital Devices used among Teachers

Smartphones:	85%
Laptops:	42%
Tablets:	18%
None:	10%

Despite high smartphone ownership, access to laptops and tablets remains low, especially in rural schools, limiting access to more robust e-learning platforms.

Table 2: Identified Challenges in Using Digital Platforms

Challenge	Percentage (%)
Poor Internet Connectivity	68
Inadequate ICT Training	60
Limited Device Availability	54
Lack of Technical Support	38

Connectivity and ICT training emerged as major barriers to effective digital integration.

Chart 2: Teacher Perception of Digital Platforms' Effectiveness

Very Effective:	22%
Moderately Effective:	48%
Ineffective:	30%

Most teachers find digital platforms moderately effective but identify areas needing support and improvement.

DISCUSSION

These findings highlight that digital platforms play a crucial role in enhancing access to literature resources. WhatsApp is widely used for sharing texts and assignments due to its simplicity and wide reach, while YouTube helps bring literature to life through audio-visual content. These results align with Okonkwo (2020), who noted increased adoption of mobile-based platforms for literature teaching in Nigeria.

However, significant barriers hinder effective implementation, particularly in rural areas. Poor internet access, inadequate teacher training, and lack of appropriate devices limit the potential of platforms like Google Classroom and online libraries. This supports Ibrahim and Musa (2021), who found infrastructural disparities between urban and rural schools to be a key factor affecting ICT integration.

The study addresses the research questions by showing that although digital platforms offer greater access to teaching materials, their impact is limited by contextual challenges. These findings also reflect McLuhan's (1964) theory of technological determinism: technology alone cannot transform education unless the environment supports its use.

CONCLUSION

This study concludes that digital platforms play a significant role in enhancing access to literature teaching resources in secondary schools. Platforms such as WhatsApp and YouTube are widely utilized by literature teachers because of their simplicity, accessibility, and ability to support interactive and audio-visual learning. These platforms have contributed to improved dissemination of literary texts, assignments, and instructional explanations, thereby enriching literature teaching and learning.

However, the study also concludes that the effective use of more structured digital platforms, such as Google Classroom and online academic libraries, remains limited, particularly in rural schools. Challenges including poor internet connectivity, inadequate ICT training for teachers, and insufficient access to digital devices significantly constrain the full integration of digital technologies into literature instruction. Consequently, while digital platforms have the potential to transform literature teaching, their impact is largely shaped by contextual and infrastructural factors rather than technology alone.

Overall, the findings demonstrate that digital platforms can enhance literature education, but meaningful transformation requires supportive environments, adequate infrastructure, and skilled teachers to maximize their instructional benefits.

RECOMMENDATIONS

Based on the findings and conclusions of the study, the following recommendations are made:

Improvement of Digital Infrastructure: Government and educational stakeholders should invest in improving internet connectivity and power supply in secondary schools, especially in rural areas, to support effective use of digital platforms.

Capacity Building for Literature Teachers: Regular training and professional development programs should be organized to enhance literature teachers' ICT competence and their ability to integrate digital platforms effectively into literature instruction.

Provision of Digital Devices: Schools should be supported with essential digital devices such as computers, tablets, and projectors to facilitate access to and use of digital teaching resources.

Institutional Support and Policy Implementation: School administrators should encourage and support the use of digital platforms by providing clear policies, technical support, and incentives for teachers who adopt innovative digital teaching practices.

Blended Approach to Literature Teaching: Literature teachers should adopt a blended instructional approach that combines traditional teaching methods with appropriate digital platforms to ensure inclusivity and effectiveness across different learning contexts.

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