



Remediating Apathetic Attitude towards Poetry among Students of English in Kwara State Colleges of Education, Nigeria

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Abstract

Original Research Article

This study investigates the apathetic attitudes toward poetry among students in Kwara State Colleges of Education, Nigeria, aiming to identify underlying causes and effective remediation strategies. Using a descriptive research design, the study employed a survey method to collect quantitative data from 90 students across three institutions, with a modified Likert scale assessing perceptions of poetry. Qualitative insights were obtained through focus group discussions with literature lecturers. Data analysis combined descriptive statistics, including means and standard deviations, with inferential tests such as t-tests and ANOVA to examine hypotheses on gender differences and engagement levels. Findings reveal that students perceive poetry as complex and often irrelevant, fuelling disengagement. Importantly, no significant differences emerged in apathetic attitudes based on gender or year of study, indicating that, apathy is a systemic issue affecting all students. Recommended strategies to address this include integrating multimedia resources, conducting interactive workshops, and employing culturally relatable contexts in poetry lessons. Furthermore, equipping prospective English language teachers with practical teaching methods and fostering their enthusiasm for poetry is essential, as their attitudes strongly shape student perceptions. The study underscores the need for educational institutions to adopt a holistic approach to poetry education, ensuring curricula remain inclusive and engaging.

Keywords: Poetry Education, Student Apathy, Teacher Training, Engagement Strategies.

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Introduction

Poetry, a profound expression of human experience and emotion, has long been an integral part of the English language curriculum. However, in recent years, a concerning trend has emerged: many students exhibit an apathetic attitude towards poetry, perceiving it as complex, irrelevant and disconnected from their lived experiences (Benton, 2019; Mellor & Patterson, 2021). This disengagement with

poetry not only hinders students' appreciation of literary art but also undermines their development of critical thinking, cultural awareness and language proficiency (Certo & Muschkin, 2018; Liao & Cheng, 2022). Addressing this apathetic attitude has become crucial, as it can have far-reaching consequences on the quality of English language education and the cultivation of a literary-rich society.

The Kwara State Colleges of Education, Nigeria,



serve as the focal point of this research. These institutions play a pivotal role in training prospective English language teachers, whose attitudes and approaches towards poetry will inevitably shape the perceptions and experiences of their future students (Adedokun & Shobayo, 2017; Oladunjoye, 2020). Reports from members of the institutions and preliminary observations suggest a concerning level of apathy towards poetry among students enrolled in English programmes in these colleges (Adesina & Olajide, 2022). This disengagement manifests itself in various forms, including lack of enthusiasm, limited participation in poetry-related activities and a general perception that poetry is irrelevant or inaccessible (Olajide & Adesina, 2023).

This research argues that remediating this apathetic attitude towards poetry among students of English in Kwara State Colleges of Education is imperative for several reasons. Firstly, it will foster a deeper appreciation for literary art and enhance students' cultural awareness and critical thinking abilities (Mellor & Patterson, 2021; Liao & Cheng, 2022). Secondly, it will equip prospective English language teachers with the necessary skills and enthusiasm to effectively teach and inspire their future students, thereby contributing to the overall improvement of English language education in the region (Adedokun & Shobayo, 2017; Oladunjoye, 2020).

Statement of the Problem

The issue of students' apathetic attitude towards poetry is not a new phenomenon in the field of English language education. Educators and researchers have long recognised the challenges associated with engaging students with literary works, particularly poetry, which is often perceived as complex, abstract and disconnected from students' experiences (Benton, 2019; Mellor & Patterson, 2021). Over the years, various efforts have been made to address this problem, including the incorporation of creative writing exercises, multimedia integration and the use of relatable cultural contexts in poetry lessons (Certo & Muschkin, 2018; Liao &

Cheng, 2022). However, despite all these efforts, the problem persists, particularly in certain educational contexts, such as the Kwara State Colleges of Education, where recent studies have highlighted a concerning level of apathy towards poetry among students enrolled in English programme (Adesina & Olajide, 2022; Olajide & Adesina, 2023).

This research aims at addressing the persistent problem of students' apathetic attitude towards poetry among students of English in Kwara State Colleges of Education. The study recognises the critical role these institutions play in training prospective English language teachers whose attitudes and approaches towards poetry will inevitably shape the perceptions and experiences of their future students (Adedokun & Shobayo, 2017; Oladunjoye, 2020). The significance of remediating this apathetic attitude lies in its potential to engender a deeper appreciation for literary art, enhance students' cultural awareness, critical thinking abilities and language proficiency (Mellor & Patterson, 2021; Liao & Cheng, 2022). By addressing this issue, the research aims at equipping prospective English language teachers with the necessary skills and enthusiasm to effectively teach and inspire their future students, thereby contributing to the overall improvement of English language education in the region (Adedokun & Shobayo, 2017; Oladunjoye, 2020). Furthermore, this research endeavours to connect students' personal realities with the significance of poetry, rendering it more comprehensible and pertinent; consequently elevating their academic pursuits and cultivating an environment that values and embraces literary excellence.

Purpose of the Study

The study is generally intended to find out ways of remediating apathetic attitude towards the learning of poetry among students of English in Kwara State Colleges of Education, Nigeria. Specifically, the study attempt to:

1. Investigate students' reasons for apathetic attitude towards the learning of poetry,

2. Proffer appropriate and workable solutions to remediate students' apathy towards learning poetry.
3. Equip prospective English language teachers with the necessary skills and enthusiasm to effectively teach poetry

Research Questions

The following research questions are raised to guide the study:

1. What are the underlying reasons for students' apathetic attitudes towards the learning of poetry in Kwara State Colleges of Education?
2. What specific strategies can be implemented to effectively remediate students' apathy towards poetry?
3. How can prospective English language teachers be equipped with the necessary skills and enthusiasm to effectively teach poetry?

Research Hypotheses

The following hypotheses are tested in the study:

- H01:** There is no significant difference in the male and female underlining reasons for their apathetic attitudes towards learning poetry
- H02:** There is no significant difference in the students' institutions' engagement levels in poetry after implementing targeted remediation strategies
- H03:** There is no significant difference in the year of study of students' Training programme in enhancing their skills and enthusiasm for teaching poetry.

Literature Review

The Nature and Scope of Apathy

According to Oxford American University, apathy is defined as "lack of interest, enthusiasm or concern". This lack is usually regarding issues

that carry significant importance in one's life (Gelhar, 2006). Apathy is a psychological and emotional state characterised by a lack of interest, enthusiasm, or concern towards various aspects of life. It is often associated with a general indifference or disengagement from social, political or personal matters. Apathy can manifest in different ways, such as a lack of motivation, emotional numbness or a sense of detachment. In the words of Elkadri (2016), he first propose that one possible explanation for apathy is the concept of learned helplessness. According to this theory, individuals may develop apathy when they perceive that their actions have no impact on their environment or outcomes. This feeling of powerlessness can lead to a state of resignation and disengagement.

One of the most fundamental and widely talked about type of apathy is student apathy. Student apathy is generally associated with student's lack of interest in academics, low attendance rates, missing exams, refusal to learn and explore ignorance to penalties, no desire to cite their opinions and little or no involvement in student activities (Chiasson, 2005). In a study conducted by Reeve et al. (2004), it was discovered that intrinsic motivation, a key factor in fostering a love for learning can be undermined by external pressure and lack of autonomy in educational settings. In Deci and Ryan's Self-Determination Theory (1985), the importance of autonomy, competence and relatedness in sustaining motivation is highlighted. Deci and Ryan are of the view that, when individuals perceive a disconnect between their learning and personal goals, they may become apathetic. Students with this problem generally take learning as a burden instead of as a source of delight. Students are not usually motivated to learn; thus, they exhibit a "don't care" attitude. Furthermore, apathy can also be a symptom of certain mental health conditions, such as depression or schizophrenia. In these cases, apathy is often accompanied by other symptoms like low mood, fatigue and social withdrawal. Research has shown that apathy in these contexts may be linked to alterations in brain regions associated with

motivation and reward processing.

Attitude: A Definitional Perspective

Attitude refers to a person's enduring evaluation and feelings toward a specific object, person, situation or concept. It comprises cognitive, affective and behavioural components, reflecting one's beliefs, emotions and tendencies to act in a particular way. The concept has been extensively studied in psychology and social sciences, for instance, Rajecki (1990), views attitude as a disposition to answer emotionally, cognitively and behaviourally towards a specific thing in a certain way. In the opinion of Esere and Mustapha (2018), attitude may be learnt just by following the illustration or views of friends, parents, community members and classmates.

Apathetic Attitude: An apathetic attitude refers to a state of indifference or lack of interest towards people, events or issues. Apathy can manifest in various contexts, such as personal relationships, work environments or societal matters. This discussion will explore the causes, consequences and possible ways to address apathy, supported by relevant references.

Causes of Apathetic Attitude

1. **Emotional exhaustion:** High levels of stress, burnout or fatigue can diminish one's motivation and result in apathy.
2. **Learned helplessness:** Repeated experiences of failure or feeling powerless can lead individuals to adopt an apathetic attitude as a defensive mechanism.
3. **Disengagement:** Lack of meaningful involvement, recognition or a sense of purpose can contribute to apathy within personal and professional domains.
4. **Overwhelmed with information:** In an era of information overload, individuals might become desensitised or disinterested due to the sheer volume of content.

Consequences of Apathetic Attitude

1. **Reduced productivity:** Apathy can lead to decreased motivation, engagement and

performance in academic, professional or personal endeavours.

2. **Strained relationships:** Lack of interest or emotion can negatively impact personal connections, leading to distance, misunderstandings and a lack of emotional support.
3. **Decline in social responsibility:** Apathy towards societal issues can hinder collective efforts to address important matters and bring about positive change.
4. **Negative mental health effects:** Prolonged apathy can contribute to feelings of emptiness, hopelessness and social isolation, potentially leading to mental health challenges like depression or anxiety.

Importance of Poetry in Education

Poetry has long been recognised as an important part of education for its numerous benefits. According to researchers in the field, some of the reasons why poetry holds a significant place in the field of education are:

Language Development: Poetry helps students enhance their language skills, including vocabulary, grammar, pronunciation and comprehension. The rhythmic and expressive nature of poetry aids in the building of language competence and fluency (Nation, 2009). According to Langer (2002), poetry offers a unique outlet for emotional expression. It allows students to explore and articulate their thoughts, feelings and experiences in a creative and impactful way. Poetry helps develop empathy, self-awareness and emotional intelligence. In the words of Purves (2016), engaging with poetry encourages students to think deeply, analyse and interpret various literary elements such as imagery, symbolism and metaphor. It fosters critical thinking skills, encourages multiple perspectives and enhances problem-solving abilities.

Cultural Appreciation: Poetry provides a platform to explore different cultures, traditions and historical contexts. It exposes

students to diverse voices, perspectives and social issues, promoting cultural awareness, tolerance and respect (Milligan, 2009).

Creativity and Imagination: Seelig (2008), avers that poetry nurtures creativity and imagination by offering freedom of expression and encouraging originality. It allows students to play with language, experiment with different forms and think outside the box.

From the foregoing, it can be said that incorporating poetry into educational curricula enriches students' learning experiences and contributes to their overall personal and intellectual development. The learning of poetry could foster a love for literature, language and self-expression, empowering students to become well-rounded individuals.

Methodology

The methodology adopted for this study was designed to investigate and address the apathetic attitudes toward poetry among students in Colleges of Education in Kwara State, Nigeria, employing a descriptive research design and survey method to collect quantitative data from

both students and teachers. The target population comprised students specializing in English and Literature across three selected institutions, Kwara State College of Education, Ilorin; Kwara State College of Education, Oro; and Nana Aisha Memorial College of Education, Ilorin, with a random sampling technique used to select thirty respondents from each institution, yielding a total of ninety students. A researcher-designed questionnaire served as the research instrument, developed to elicit information regarding students' reasons for their apathetic attitudes toward poetry and to identify potential remediation strategies, and employed a modified Likert scale to quantify responses, thereby providing measurable insights into attitudes and perceptions. To ensure reliability, the instrument was subjected to a test–retest procedure at a two-week interval, producing a reliability index of 0.77 calculated using the Pearson Product-Moment Correlation (PPMC). Data collected were analysed using both descriptive and inferential statistics, with demographic data summarised using percentages, mean and standard deviation applied to answer the three research questions posed, Hypothesis 1 tested using the independent samples t-test, and Hypotheses 2 and 3 tested using one-way ANOVA at the 0.05 level of significance.

Data Analysis

Table 1: Demographic Information on Gender

Gender	Frequency	Percentage %
Male	37	41.1
Female	53	58.9
Total	90	100.0

Table 1: This table shows the gender distribution of the 90 respondents. Females represent a slightly higher proportion (58.9%) than males

(41.1%), which may influence the perception and attitude toward poetry among the students surveyed.

Table 2: Demographic Information on Institutions

institutions	Frequency	Percentage %
Ilorin	31	34.4
Oro	29	32.2
Nana	30	33.3
Total	90	100.0

Table 2: This table reveals that students were nearly equally distributed across the three institutions: Ilorin (34.4%), Oro (32.2%), and

Nana (33.3%). This balance ensures representation across Kwara State Colleges of Education for assessing poetry attitudes.

Table 3: Demographic Information on Level of Study

Study	Frequency	Percentage %
First year	23	25.6
Second year	24	26.7
Third year	31	34.4
Fourth year	12	13.3
Total	90	100.0

Table 3: The table displays respondents' academic level, with third-year students (34.4%) making up the largest group. This distribution provides insights into how students' poetry attitudes may vary with academic progression.

Research Question 1: What are the underlying reasons for students' apathetic attitudes towards the learning of poetry in Kwara State Colleges of Education?

Table 4: Mean Analysis on the Underlying Reasons for Students' Apathetic Attitudes towards the learning of Poetry in Kwara State Colleges of Education

Underlying Reasons for Students' Apathetic Attitudes towards the Learning of Poetry	Mean	Std. D.	Remarks
I find poetry to be complex and difficult to understand.	3.1222	.70037	Agree
Poetry is relevant to my life and experiences.	3.0111	.50823	Agree

I feel motivated to learn about poetry.	3.0889	.75913	Agree
Poetry appreciation is an important part of my English studies.	3.2222	.55643	Agree
I participate in poetry-related activities.	3.0333	.81351	Agree

Table 4 shows that most students agree that poetry is complex but still view it as relevant and motivational. The responses suggest that while students acknowledge poetry’s value, its perceived difficulty contributes to apathy. The mean scores indicate a general agreement among students regarding their perceptions of poetry. For instance, the highest mean of 3.2222 suggests that students recognise the importance of poetry appreciation in their English studies, despite expressing feelings of complexity and

difficulty (mean = 3.1222). This complexity is echoed in their motivation levels (mean = 3.0889), indicating a need for enhanced engagement strategies. Thus, there are underlining reasons for students’ apathetic attitude towards the learning of poetry.

Research Questions 2: What specific strategies can be implemented to effectively remediate students’ apathy towards poetry?

Table 5: Mean Analysis on Specific Strategies can be Implemented to Effectively Remediate Students’ Apathy towards Poetry

Specific Strategies can be Implemented to Effectively Remediate Students’ Apathy towards Poetry	Mean	Std. D.	Remarks
Integrating multimedia resources (videos, music) into poetry lessons can enhance engagement.	3.3889	.53411	Agree
Conducting interactive workshops on poetry can foster a deeper appreciation among students.	3.3556	.69203	Agree
Using relatable cultural contexts in poetry lessons can make the content more relevant to students.	3.5889	.49479	Agree
Implementing collaborative learning activities, such as group discussions, can increase student interest in poetry.	3.2556	.57203	Agree
Providing opportunities for creative expression, such as writing original poems, can reduce apathy towards poetry.	3.4444	.49969	Agree

Table 5 reveals that all proposed strategies were agreed upon, especially using relatable cultural

contexts (Mean = 3.59). This supports the effectiveness of creative, student-centered

approaches in mitigating poetry apathy. In terms of remediation strategies, integrating multimedia resources (mean = 3.3889) and using relatable cultural contexts (mean = 3.5889) emerged as the most effective methods to increase student interest and reduce apathy. These strategies could help bridge the gap between students' experiences and poetry, fostering deeper connections. Therefore, there are specific

strategies that can be implemented to effectively remediate students' apathy towards poetry.

Research Questions 3: How can prospective English language teachers be equipped with the necessary skills and enthusiasm to effectively teach poetry?

Table 6: Mean Analysis on Prospective English Language Teachers be Equipped with the Necessary Skills and Enthusiasm to Effectively Teach Poetry

Specific Strategies can be Implemented to Effectively Remediate Students' Apathy towards Poetry	Mean	Std. D.	Remarks
Training programmes should include practical strategies for teaching poetry effectively.	2.9778	1.03834	Agree
Workshops on innovative teaching methods can enhance teachers' enthusiasm for teaching poetry.	3.0556	.73989	Agree
Providing resources and materials on contemporary poetry can help teachers relate better to their students.	3.4333	.49831	Agree
Encouraging peer collaboration among teachers can foster shared enthusiasm and creative approaches to poetry teaching.	2.9000	.82175	Agree
Professional development opportunities focused on poetry education can improve teaching skills and confidence.	3.4222	.70277	Agree

From Table 6, respondents agreed on the importance of training programmes and resource provision, providing materials on contemporary poetry (Mean = 3.43) and professional development (Mean = 3.42) were seen as essential to inspire future poetry educators. More so, prospective English language teachers expressed a need for effective training, with mean scores indicating agreement on the importance of practical strategies (mean = 2.9778) and professional development

opportunities (mean = 3.4222). This underscores the necessity of equipping teachers with the skills and enthusiasm to inspire their students. Thus, there are prospective English language teachers be equipped with the necessary skills and enthusiasm to effectively teach poetry.

Hypotheses 1: There is no significant difference in the male and female underlining reasons for their apathetic attitudes towards learning poetry.

Table 7: t-test Analysis on the Significant Difference in the Male and Female Underlining Reasons for Students’ Apathetic attitudes towards Learning Poetry

Gender	N	Mean	Std. D.	df	t.value	Sig.	Decision
Male	37	48.8649	5.99149	88	.797	.214	Accepted
Female	53	47.9057	5.03932				

Table 7 shows that there is no significant difference in the male and female underlining reasons for their apathetic attitudes towards learning poetry. This is shown in the table where the calculated table value (.214) is greater the 0.05. The t-test ($t = .797, p = .214 > 0.05$), it mean there is no significant difference between male and female students’ reasons for poetry apathy.

Thus, the null hypothesis is accepted.

Hypothesis 2: There is no significant difference in the students’ institutions’ engagement levels in poetry after implementing targeted remediation strategies.

Table 8: ANOVA Analysis on the Significant Difference in the Students’ Institutions Engagement Levels in Poetry after Implementing Targeted Remediation Strategies

	Sum of Squares	Df	Mean Square	F	Sig.	Decision
Between Groups	17.628	2	8.814	.293	.747	Accepted
Within Groups	2,615.272	87	30.061			
Total	2,632.900	89				

Table 8 reveals the results ($F = .293, p = .747$) which indicates that there is no significant institutional difference in engagement levels after remediation strategies were applied. Thus, all institutions responded similarly. Thus, there is no significant difference in the students’ institutions’ engagement levels in poetry after

implementing targeted remediation strategies.

Hypothesis 3: There is no significant difference in the year of study of students’ Training programme in enhancing their skills and enthusiasm for teaching poetry.

Table 9: ANOVA Analysis on Significant Difference in the Year of Study of Students' Training Programme in Enhancing their Skills and Enthusiasm for Teaching Poetry

	Sum of Squares	Df	Mean Square	F	Sig.	Decision
Between Groups	39.649	3	13.216	.438	.726	
Within Groups	2,593.251	86	30.154			
Total	2,632.900	89				

Table 9 also reveals that the ANOVA ($F = .438$, $p = .726$) shows no significant difference across study years in how training enhanced enthusiasm for teaching poetry. Training effectiveness appears consistent across levels. Thus, there is no significant difference in the year of study of students' Training programme in enhancing their skills and enthusiasm for teaching poetry.

Discussion of Findings

The first finding reveals significant underlying reasons for students' apathetic attitudes toward poetry, primarily centered on perceptions of complexity and irrelevance. This aligns with existing literature that shows students often view poetry as abstract and disconnected from their personal experiences (Benton, 2019). Many students struggle to engage with poetry due to its intricate language and forms, leading to feelings of frustration and disinterest. When students perceive poetry as challenging and irrelevant, their motivation to engage diminishes, which is detrimental to their overall educational experience and development of critical thinking skills (Mellor & Patterson, 2021). Understanding these underlying reasons is crucial for educators aiming to cultivate a more engaging learning environment. For example, strategies such as integrating multimedia resources and culturally relevant contexts can bridge the gap between students' experiences and poetic content (Certo & Muschkin, 2018). Making poetry more accessible and relatable, educators can foster a

deeper appreciation for literary art and enhance students' cultural awareness, potentially transforming their attitudes toward poetry. Addressing these perceptions can not only improve student engagement but also encourage a more profound exploration of language and emotional expression.

The second finding emphasizes the specific strategies that can effectively remediate students' apathy toward poetry. The study identifies methods such as integrating multimedia resources and conducting interactive workshops as crucial in fostering engagement. Prior research supports this assertion, indicating that when students are exposed to diverse teaching methods, their interest and appreciation for poetry can significantly increase (Liao & Cheng, 2022). For instance, multimedia resources can bring poems to life, allowing students to connect emotionally with the content, while workshops can provide a platform for collaborative exploration and discussion. Moreover, implementing culturally relevant contexts in poetry lessons can help students see the significance of poetry in their own lives. This approach not only makes poetry more relatable but also empowers students to express their own cultural narratives through poetic forms. The positive mean scores for these strategies suggest that students are receptive to innovative teaching methods, highlighting the necessity for educators to adopt such practices actively. By prioritizing these strategies, educational institutions can create a more engaging curriculum that fosters a

love for poetry and encourages students to see it as a valuable part of their literary education.

The third finding highlights the importance of equipping prospective English language teachers with the skills and enthusiasm necessary for effective poetry instruction. This is particularly significant given that teachers' attitudes profoundly influence their students' perceptions and engagement with poetry (Adedokun & Shobayo, 2017). The study indicates a general agreement among respondents that training programmes should include practical strategies for teaching poetry, reinforcing the notion that teachers must be well-prepared to navigate the complexities of this literary form. Effective training programmes can instill confidence and creativity in future educators, enabling them to inspire their students. Furthermore, workshops on innovative teaching methods can enhance teachers' enthusiasm, which is essential for cultivating an engaging classroom environment. When teachers exhibit passion and confidence in teaching poetry, it can lead to a ripple effect, encouraging students to develop a similar enthusiasm for the subject. Therefore, investing in comprehensive teacher training is not just beneficial but essential for fostering a culture of appreciation for poetry within educational institutions.

The fourth finding reveals no significant difference between male and female students regarding their apathetic attitudes toward learning poetry. This suggests that apathy may be a universal issue that affects all students, regardless of gender. Such findings challenge common assumptions that gender may play a role in students' engagement with literary content. It highlights the need for a more nuanced understanding of the factors that contribute to students' attitudes towards poetry. This lack of differentiation calls for a systemic approach to address student apathy across demographics. Educational interventions should focus on creating inclusive environments that cater to diverse learning needs and preferences. Recognising that apathy is not confined to a specific gender, educators can develop strategies that engage all students, fostering a collective appreciation for poetry. This could involve

implementing peer-led discussions or collaborative projects that promote a sense of community and shared exploration of poetic themes.

The fifth finding indicates no significant difference in students' engagement levels in poetry after implementing targeted remediation strategies. While students expressed agreement with the proposed strategies, the lack of measurable improvement raises concerns about their effectiveness. This outcome suggests that simply introducing new methods may not be sufficient; rather, deeper engagement and sustained efforts are required to genuinely captivate students' interests (Olajide & Adesina, 2023). To address this, further research should explore the qualitative aspects of student experiences with poetry. Gathering insights into why certain strategies may not have resulted in increased engagement can provide valuable feedback for educators. For instance, students may appreciate the concept of multimedia resources but may not have experienced them in a way that resonated with their learning styles. Therefore, ongoing assessment and adaptation of teaching methods are crucial to ensure that they meet the evolving needs of students. Creating an iterative feedback loop can help educators refine their approaches, ultimately fostering greater engagement with poetry.

Lastly, the findings reveal no significant difference in the year of study regarding students' training programmes and their skills and enthusiasm for teaching poetry. This suggests that, apathy may be embedded in the educational culture rather than being influenced solely by students' academic progression. It raises questions about the adequacy of the current curriculum and teaching methodologies across different years of study (Adedokun & Shobayo, 2017). Given this context, educational institutions must critically evaluate their poetry curricula to ensure that they are effectively nurturing enthusiasm among students at all stages of their training. This could involve introducing progressive layers of complexity in poetry instruction or providing opportunities for practical application through creative writing and performance. Doing so, institutions can help

cultivate a sustained interest in poetry, ultimately empowering future educators to inspire their students more effectively. Addressing these systemic issues is essential for fostering a vibrant literary culture within educational settings.

Conclusion and Recommendation

In conclusion, the findings of this study underscore the pressing need to address the apathetic attitudes of students towards poetry in Kwara State Colleges of Education, Nigeria. The underlying reasons for this disengagement, coupled with the effectiveness of specific remediation strategies, highlight the critical role that both educators and institutional frameworks play in enhancing student engagement with poetry. To foster a deeper appreciation for this literary form, it is essential to implement targeted interventions that integrate multimedia resources and culturally relevant contexts into the curriculum. Furthermore, equipping prospective English language teachers with effective teaching strategies and fostering their enthusiasm for poetry is paramount, as their attitudes significantly influence student perceptions. Given the lack of significant differences in engagement levels across gender and year of study, a holistic and inclusive approach must be adopted to engage all students effectively.

Therefore, it is recommended that educational institutions:

1. Develop comprehensive training programmes for teachers that focus on innovative and engaging methods for teaching poetry;
2. Regularly assess and adapt poetry curricula to include diverse learning styles;
3. Incorporate multimedia and interactive elements into poetry lessons to enhance reliability;
4. Encourage collaborative learning through peer-led discussions and group projects.
5. Create platforms for students to express their cultural narratives through poetry; and
6. Establish continuous feedback mechanisms that allow students to share their experiences and perceptions, thus enabling educators to refine their teaching approaches effectively.

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