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EFFECT OF PICTORIAL ADVANCE ORGANISER AND PURPOSE SETTING ON STUDENTS' ACADEMIC PERFORMANCE IN PROSE LITERATURE IN MAKURDI, BENUE STATE.

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Abstract

This study investigated the effect of pictorial advance organiser and purpose setting on students' academic performance in prose literature in Makurdi, Benue state. The study was prompted by the poor performance of students in prose genre of literature and the assumption that students' success or failure is dependent on teaching strategy. Quasi-experimental design was adopted. Purposive sampling technique was used to sample 58 students who offer Literature-in-English from three schools in Makurdi Local Government Area of Benue State. Two research questions and two hypotheses guided the study. The instruments for data collection was Prose Literature Performance Test (PLPT) which was validated by three experts. The PLPT was subjected to trial testing and its reliability coefficient yielded 0.77 using Kuder Richardson formula (K 21). The two research questions for the study were answered using mean and standard deviation, while the two hypotheses were tested at 0.05 level of significance using Analysis of Covariance (ANCOVA). The findings revealed that a significant difference exist in the mean performance scores of students taught prose literature using pictorial advance organiser strategy than those taught with the conventional lecture method. It was also found that a significant difference occur in the mean performance scores of students taught prose literature using purpose setting strategy than those taught with the conventional lecture method. Based on the findings, it was therefore recommended among other things that teachers of Literature-in-English should usePictorial Advance Organiser Strategy (PAOS) and the Purpose Setting Instructional Strategy (PSIS) to improve students' performance in the subject.

Keywords: Purpose setting, pictorial advance oganiser, performance, prose literature, Literature-in-English

Introduction

Literature is made up of three genres: prose, drama and poetry and each of these make a unique impact on learners. Prose literature provides learners with fresh and creative ideas with which they can approach their studies in particular and their lives in general (Edo, 2016). It enriches the vocabulary of students and develops their language skills such as listening, speaking, reading and writing (Mantry, 2020). According to Mantry, prose is taught mainly to: develop the students' power of imagination and explanation; develop critical thinking in students; develop students' moral values; enable students express fluently their ideas, feelings or thought orally as well as in writing; and could also develop students' ability to read loudly with correct pronunciation, stress, intonation, pauses and articulation of voice.

Prose could be a narrative, descriptive, expository or argumentative form of art which deals with both fiction and non-fictional happenings in the society. It is a genre of literature that is most often meant to designate a conscious, cultivated writing not merely bringing together of vocabularies, or listing of ideas, or a catalogue of objects. The major elements of prose are: setting, plot, theme, character/characterization, style and point of

view. The knowledge of these elements could help students understand and critically analyze a story. Prose provides models for its learners. When children read prose, they develop values and norms which are reflected in such books (Levy, 2011). Levy further maintained that prose helps in preparing children for life. The study of prose can help inspire children's love for language, stimulate their writing skills and transmit moral values.

The proper teaching and learning of prose in Literature-in-English at the senior secondary school level may help actualize some goals of education in Nigeria. This is because; prose literature develops in the learner good morals, cultural norms and values, as well as language skills. Relatedly, the Federal Republic of Nigeria (FRN, 2013) states clearly the objectives of education in Nigeria which relates to the objectives of learning prose literature.

In spite of the importance of Literature-in-English, students' performance in the subject particularly the prose genre is poor. The poor performance of students in this subject in external examinations like, the West African Senior School Certificate Examination (WASSCE) at the senior secondary level is attributed to poor techniques/strategies of teaching (Ogwuche, 2012). Most teachers of Literature-in-English at this level do not employ appropriate techniques in teaching this subject (WAEC, 2024).

The poor performance of students in Literature-in-English is attributed to poor or inappropriate use teaching strategies that can barely enhance students' performance in the subject. According to Ogwuche (2012), literature when poorly taught could pose linguistic challenges to the second language learners. Edo (2016) opines that the poor level of critical awareness of students make them avoid questions on style of a novel or play because they are ill-equipped to answer them. This indicate that good strategies of teaching that are learner-centered and can account for the learners' needs are sacrosanct. It is against this background that the researchers were prompted to investigate effect of pictorial

advance organiser and purpose setting on students' academic performance in prose literature in Makurdi, Benue state.

Good strategies of teaching are usually aimed at ensuring that information presented to students is understood, retained and connected to previous lessons. One of these strategies is advance organiser. The use of advance organiser to ensure effective teaching as well as learning in education was advocated by Ausubel (1960) in his advance organiser learning model. Ausubel defines an advance organiser as a cognitive instructional strategy used to promote the learning and retention of new information. It is a tool used to introduce the lesson topic and illustrate the relationship between what the students are about to learn and the information they have already learned. Advance organisers are of different kinds. Owoeye (2017) lists the kinds of advance organizers as: cards, maps, flowcharts, story maps, venn-diagrams, questions, pictorials, orals and visuals. This study is interested in pictorial advance organiser.

The quality of a literary material especially prose does not only depend on the print, but also on the pictorials in such a material. Pictorials in prose materials are of immense importance to readers both at the junior and senior levels of education. The use of pictorials in literature texts aids comprehension of the story line and other significant issues in the text. This entails the use of pictorial advance organiser strategy. According to Long-Crowell (2021), an advance organiser is a tool used to introduce the lesson topic and illustrate the relationship between what the students are about to learn and the information they have already learned. By using an advance organizer to link the new information with the old information, the new information can be remembered more easily.

Purpose setting is another strategy that could be used to enhance students' performance in prose literature. It is also known as goal setting. Purpose setting involves students' constant participation during a learning task. Mayse (2016) holds that it uses the strength of students to improve upon their weaknesses, and

ultimately helps them lead to success. Goal setting is described as the identification of a specific accomplishment to be made in a specific area with measurable out comes, such as actions and time lines for achievement (Sides & Cuevas 2020). The authors maintain that goals setting is utilized regularly to foster success. Purpose Setting may improve students' academic performance. The attainment of purposes provides students with the feeling of capability, enhancing self-efficacy in learning. Feedback on the progress of the goal can foster self-efficacy and motivation in students, conveying that they are capable and making improvements with their hard work (Sides & Cuevas, 2020). Purpose setting is beneficial as it provide for needed attention and effort required to achieve success, foster great effort, positively impact persistence and motivate students to learn new strategies and skills (Martin & Elliot, 2016). The authors maintained that goal setting provides students with a focus on desired academic outcomes and direction in achieving success.

Empirical evidences show that pictorial advance organisers and purpose setting instructional strategies are effective strategies that can improve students' performance in prose literature. Uba, Oteikwu, Onwuka, and Abiodun-Eniayekan (2017) conducted a research on research-based evidence of the effect of graphic organizers on the understanding of prose fiction in ESL classroom. The study focused on graphic (pictorial) organizers in *prose fiction* classes (ESL, senior secondary). The sample consisted of 100 students from 4 schools. It employed graphic-based vs. non-graphic control; prose and comprehension assessments. It was found that students taught with graphic organizers outperformed controls on prose/comprehension tests; authors conclude that visuals 'guarantee student understanding and achievement'. Relatedly, Abdulloh and Usman (2021) carried out a study on the effectiveness of advance organiser learning approach in teaching reading narrative text for first-year high school students. The study centered on advance organizer approach for reading *narrative text* (includes charts, pictures, photos, venn diagrams as organisers). The design was one-group pretest–posttest, with a sample of 38 first-year high school students. Findings revealed large, significant improvement from pre- to post-test (M from 65.00 to 89.74; paired t = 6.219, p < .01), supporting pictorial/graphic advance organizers to boost narrative reading achievement.

Chung, Chen, and Booth Olson, (2021) carried out a study on the impact of self-assessment, planning and goal setting, and reflection before and after revision on student self-efficacy and writing performance. The study employed a sequential mixed-methods study with predominantly 6th-grade students (urban, low-SES district). Treatment students used a revision planner that guided self-assessment, planning/goal-setting, and reflection during a multi-draft writing task; comparison group did the same writing tasks without the planner. The findings revealed that treatment students showed statistically significant greater gains on post-test writing performance (reported effect sizes and p-values) and improved revision self-efficacy compared with comparison students. The researchers concluded that structured goal-setting + planning + reflection before revision enhances both self-efficacy and observable performance in complex language tasks. Also, Papanthymou and Darra (2022) conducted a study on the impact of self-assessment with goal setting (SAGS) on academic achievement: Results of a study on primary school students in Greece. The study used experimental design with primary (sixth-grade) pupils in Greece. The intervention combined self-assessment plus explicit goal setting (SAGS) implemented over several weeks; experimental vs. control groups were compared on language/academic outcomes. Findings revealed that the SAGS intervention produced measurable improvements in students' language learning outcomes and motivation compared with control. Authors report gains in achievement measures for students who regularly set goals and self-assessed progress.

Research Questions
The following research questions guided the study.

1. What is the difference in the performance scores of students taught prose literature using pictorial advance organiser and those taught with the lecture method?
2. What is the difference in the performance scores of students taught prose literature using purpose setting and those taught with the conventional lecture method?

Hypotheses

The following hypotheses were formulated and tested at 0.05 level of significance.

1. There is no significant difference in the mean performance scores of students taught prose literature using pictorial advance organiser and those taught with the lecture method.
2. There is no significant difference in the mean performance scores of students taught prose literature using purpose setting and those taught with the conventional lecture method.

Research Method

A quasi-Experimental pretest post-test non-randomized control group design was employed for this study. This design is suitable because intact classes were used. The design consisted of two experimental groups and one control group. Experimental group A was taught prose literature using purpose setting strategy; experimental group B was taught prose literature using pictorial advance organizer strategy; while group C (control group) was taught prose literature using the conventional lecture method.

The population of the study comprised 731 senior secondary one students who offered Literature-in-English from 56 secondary schools in Makurdi Local Government Area, Benue State. A sample of 58 SS1 students who offered Literature-in-English from three schools in Makurdi Local Government Area, Benue State was used. Purposive sampling technique was used to select three co-educational schools that offered Literature-in-English with qualified Literature-in-English teachers.

Prose Literature Performance Test (PLPT) was used for data collection. The performance test was researchers-made instrument that consisted of 20 item multiple choice questions with options lettered A-D based on literal, inferential and critical comprehension levels. The instrument was validated by one expert in Measurement and Evaluation and two experts in English Language Education. The prose Literature Retention Test was trial tested on 26 students in a school outside the sampled schools for the main study. Kuder Richardson formula 21(K-R21) was employed for the analysis which yielded a reliability coefficient of 0.77.

Three research assistants helped in the administration of pretest, posttest, post-posttest and the treatment procedure. The three research assistants were regular teachers of Literature-in-English in the sampled schools. The treatment of the different instructional strategies to all groups were done in five weeks. In the sixth week, the post test was administered. Mean and standard deviations were used to answer the two research questions, while Analysis of Covariance (ANCOVA) was used to test the hypotheses at 0.05 alpha level.

Results

The data collected were analyzed and interpreted based on the research questions and hypotheses as follows:

Research Questions One

What is the difference in the mean performance scores of students taught prose literature using pictorial advance organizer and those taught with the conventional lecture method?

Table 1: Mean and Standard Deviation of Performance Scores of Students Taught Prose Literature Using Pictorial Advance Organizer and Conventional Lecture Method

Strategy		Pre-Test	Post-Test	Mean Gain
Advance Organizer	Mean	5.38	13.48	8.10
	Std. Deviation	1.69	2.89	
	N	21	21	
Conventional Lecture Method	Mean	4.85	9.90	5.05
	Std. Deviation	1.50	2.61	
	N	20	20	
Mean Difference				3.05

Result in Table 1, indicated the difference in the mean performance scores of students taught prose literature using pictorial advance organizer strategy and those taught with the conventional lecture method. The result showed that students taught using pictorial advance organizer strategy have a mean performance scores of 5.38 and 13.48 with standard deviation 1.69 and 2.89 in the pre-test and post-test respectively. The table further revealed that students taught using conventional lecture method have a mean performance scores of 4.85 and 9.90 in the pre-test and post-test with corresponding standard deviation of 1.50 and 2.61. The table further showed that students taught using pictorial advance organizer strategy have a mean gain of 8.10 while those taught using conventional lecture method have a mean gain of 5.05 with a mean gain difference of 3.05 in favour of students taught using pictorial advance organizer strategy. This shows that students taught prose literature using pictorial advance organizer strategy gain more understanding during teaching and learning compared to students taught using the conventional lecture method. The summary is illustrated in Figure 1.
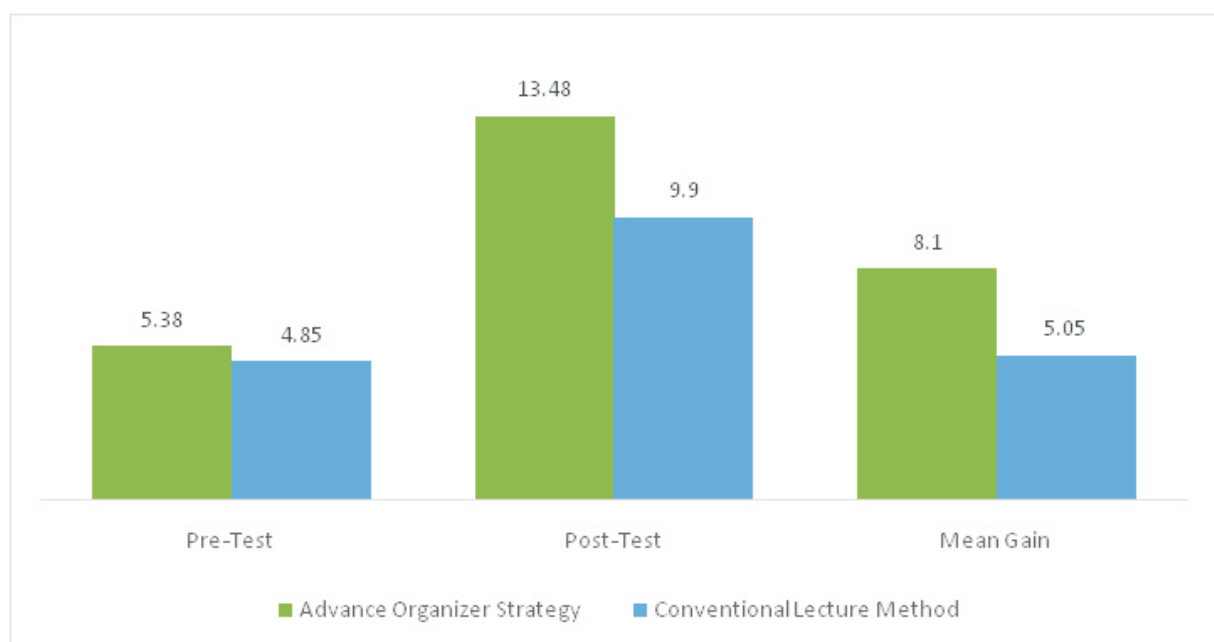

Figure 1: Graphic Illustration of Performance of Students Taught Using Advance Organizer Strategy and the Conventional Lecture Method

Hypotheses One
There is no significant difference in the mean performance score of students taught prose literature using pictorial advance organizer and those taught with the conventional lecture method.

Table 2: ANCOVA Analysis of Performance Scores of Students Taught Using Pictorial Advance Organizer and the Conventional Lecture Method

Source	Type III Sum of Squares	Df	Mean Square	F	Sig.	Partial Eta Squared
Corrected Model	131.672[a]	2	65.836	8.441	.001	.308
Intercept	509.861	1	509.861	65.372	.000	.632
Pre-Test	.661	1	.661	.085	.773	.002
Strategy	130.415	1	130.415	16.721	.000	.306
Error	296.377	38	7.799			
Total	6071.000	41				
Corrected Total	428.049	40				

a. R Squared = .308 (Adjusted R Squared = .271)

Result presented in Table 2, is one-way ANCOVA between groups to compare the effect of pictorial advance organizer strategy and conventional lecture method on students' performance in prose literature. The result $F_{(1,38)} = 16.721, p = 0.000 < 0.05$ indicates that the means of the two groups do not differ significantly. Since the probability level (0.000) is less than the specified alpha level (0.05), the null hypothesis is rejected. Therefore, there is significant difference in the mean performance scores of students taught prose literature using pictorial advance organizer than those taught with the conventional lecture method.

Research Question Two
What is the difference in the mean performance scores of students taught prose literature using purpose setting and those taught with the conventional lecture method?

Table 3: Mean and Standard Deviation of Performance Scores of Students Taught Prose Literature Using Purpose Setting and Conventional Lecture Method

Strategy		Pre-Test	Post-Test	Mean Gain
Purpose Setting Strategy	Mean	4.56	12.94	8.38
	Std. Deviation	1.21	2.14	
	N	16	16	
Conventional Lecture Method	Mean	4.85	9.90	5.05
	Std. Deviation	1.50	2.61	
	N	20	20	
Mean Difference				3.33

Result in Table 3, showed the difference in the mean performance scores of students taught prose literature using purpose setting and those taught with the conventional lecture method. The result revealed that students taught using purpose setting strategy have a mean performance scores of 4.56 with standard deviation 1.21 in the pre-test and mean performance scores of 12.94 and standard deviation of 2.14 in the post-test. Students taught using conventional lecture

method have a mean performance scores of 4.85 and 9.90 in the pre-test and post-test with standard deviation of 1.50 and 2.61, respectively. The result in the table further showed that students taught using purpose setting strategy have a mean gain of 8.38 while those taught using conventional lecture method have a mean gain of 5.05 with a mean gain difference of 3.33 in favour of students taught using purpose setting

strategy. This means that purpose setting strategy promotes students' performance in prose
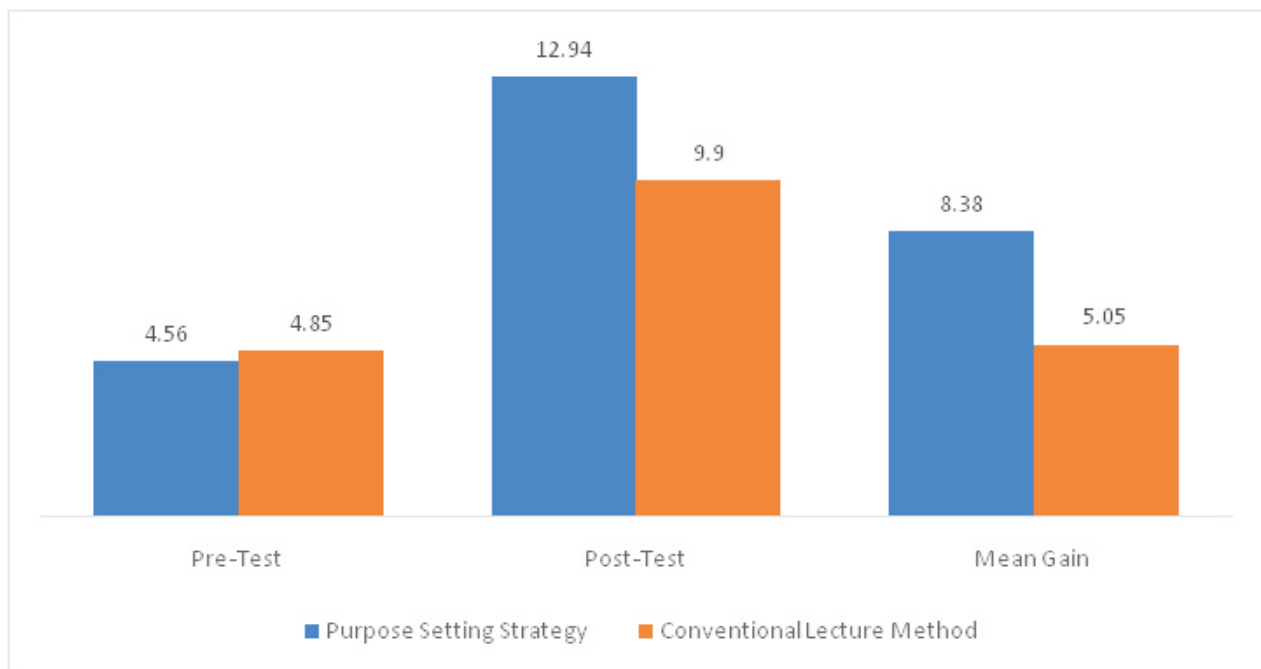

Figure 2: Graphic Illustration of Performance of Students Taught Using Purpose Setting and the Conventional Lecture Method

Hypotheses Two

There is no significant difference in the mean performance scores of students taught prose literature using purpose setting and those taught with the conventional lecture method.

Table 4: One-Way ANCOVA Analysis of Performance Scores of Students Taught Using Purpose Setting and the Conventional Lecture Method

Source	Type III Sum of Squares	Df	Mean Square	F	Sig.	Partial Eta Squared
Corrected Model	84.344[a]	2	42.172	7.086	.003	.300
Intercept	298.052	1	298.052	50.079	.000	.603
Pre-Test	2.332	1	2.332	.392	.536	.012
Strategy	84.034	1	84.034	14.119	.001	.300
Error	196.406	33	5.952			
Total	4837.000	36				
Corrected Total	280.750	35				

a. R Squared = .300 (Adjusted R Squared = .258)

Result presented in Table 4 is ANCOVA analysis between groups to compare the effect of purpose setting strategy and conventional lecture method on students' performance in prose literature. The result $F_{(1,33)} = 14.119$, $p = 0.001 < 0.05$ indicates that the mean of the two groups do not differ significantly. Thus, the null hypothesis is rejected. Therefore, there is significant difference in the mean performance scores of students taught prose literature using purpose setting than those taught with the conventional lecture method.

Conclusion and Recommendations

In conclusion, the findings of this study revealed that both pictorial advance organiser and purpose setting instructional strategies improved students' performance in prose literature than the conventional lecture method. The findings of this study have further strengthened the emphasis of modern trends in education which emphasizes the need to use strategies that focus on students hands-on activities to improve their performance and retention. The following recommendations were made based on the findings of the study:

1. Teachers of Literature-in-English should use Purpose Setting Instructional Strategy (PSIS) and Pictorial Advance Organiser Strategy (PAOS) in teaching prose texts in order to improve students' performance;

2. Students should always set purposes to be achieved in any reading exercise before embarking on any reading activity;

3. Novelists and short story writers should include pictorials in novels and short stories to aid comprehension of senior secondary school students especially in second language situations.

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