

**Teachers' literary knowledge, training and students' performance in the novels p310/3 in
selected secondary schools in Busia District**

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degree of master of education of Makerere University**

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DECLARATION

I *MARGARET NABUDDE*, declare that this work has not been submitted for the award of a degree in any other University.

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APPROVAL

This is to certify that the following work of *MARGARET NABUDDE*, which has been carried out under the title : “ Teacher’ Literary Knowledge and Students’ performance in the

Novels(310/3) in Selected Secondary Schools in Busia District”, and has been under my supervision, is now ready for submission to the Higher Degrees and Research Committee of the School of Education of Makerere University with my approval.

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DEDICATION

This piece of work is dedicated to the entire family of Professor J. Kiboma-Gimui of Nakaloke-Mbale and my beloved Sheddy Namuhisa.

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Abstract

This work on literature was meant to establish whether Teachers’ Literary Knowledge affects students’ performance in final examinations in the novel at A’ Level in selected secondary schools in Busia District and was guided by these questions:

1. What literary skills do teachers of literature P310/3?

2. What is the effect of teachers' knowledge of literary skills on students' performance in the novels at A' Level?
3. What is the relationship between teachers' training and students' performance?

Data was generated from 54 respondents of whom 9 were teachers of literature at A' Level, 4 were headteachers and 48 were students offering literature at A' Level in Busia District. The study was carried out using a descriptive cross-sectional survey research design to cater for the different categories of subjects.

Data was collected using observation, interviews, questionnaires and discussions. The teachers filled in teachers' questionnaire, while students filled in the students' questionnaire. The Headteachers were interviewed following an interview guide. The researcher observed some lessons in the classroom while the teachers were teaching.

The analysis was done basing on the bivariate level where cross tabulations were obtained and test statistics obtained using the independent variables against the dependent variable.

The findings of this study gave recommendations to benefit teacher trainers and teacher trainees, the department of literature in the National Curriculum Development Centre (N.C.D.C), A' Level teachers of Literature in English and future researchers.

Training of teacher trainees should emphasize literary skills and content so that by the time they go out to the field, they are in position to teach the novel competently and students benefit.

Chapter 1

Introduction

1.1 Background

Literature is an important discipline in education and in society worldwide. Cook (1970) describes Literature as, ‘a great teaching power of the world’. He said, Literature synthesizes and focuses on many aspects of human life and understanding... therefore it is imperative that teachers and learners should acquire and develop knowledge of literary skills.

Literary skills of the novel entail reading skills, comprehension, interpretation, argument, analysis of style (language, imagery), meaning of the novel and the author’s intention as well as plot of the text among others. The skills that are expected of the learners include: interpretation of the story, reading and comprehension skills, and linguistic knowledge basing on the learners’ language background.

In this study, literary knowledge focused on comprehension skills, skills of writing (register), ability to analyze a text-vocabulary and grammar, analysis of the plot and structure of a given novel and interpretation of setting, structure, plot, themes and style.

Performance was considered as achievement of learners in final examinations in the novel. It measures the learners’ ability to put the knowledge that he or she has acquired from daily teaching of the novels. Good performance in the novels means that learners are able to handle any novel effectively and give it the required interpretation.

Meaning of a text is classified at denotational and connotational levels. The former is the dictionary meaning of words while the latter is the communicative value of an expression by virtue of what it refers to.

Meaning can also be divided into two categories i.e. contextual meaning which is realized at the sentence level-meaning expressed by a sentence associated with its context.

Meaning is not decided by the word in isolation but by the context in which the whole sentence functions. Pragmatic meaning is communicated in the feelings and attitudes of the writer. It is the writer's unspoken or unwritten meaning.

Students demonstrate evaluation when they make judgments about the context of a reading text by comparing it with information provided by the teacher or authorities on the subject or with own experience, knowledge or values related to the subject. Evaluation requires students to make judgments about the content of their readings based on accuracy, acceptability, worthiness, disability, completeness, suitability, timeliness, quality, truthfulness and probability of occurrence.

Different scholars have defined literature in various ways. In a broad sense it is a study about man in that it has been considered to be the mirror of society. Okuni (2002) defines literature as the deliberate and systematic written and oral imaginative use of language by an author in order to entertain and instruct rather than merely to communicate information. This is because literature is an imaginative and creative art that is not limited to written works alone but also includes oral works; it is not limited to "literary canon" but is broad enough to include the so-called "minor" books and it is

essentially the deliberate and systematic use of language to achieve the author's or speaker's intention.

Collie and Slates (1990) define literature as a subject that addresses students' needs, interests, cultural background and language level. To them literature are works of art that should be "able to stimulate personal involvement of the learners by arousing the learners' interest and provoking strong, positive reactions from them". The subject is "meaningful and enjoyable" especially when reading has a lasting and beneficial effect upon the learners' linguistic and cultural knowledge.

In summary therefore, according to various scholars literature is "the mirror of society" that is valuable, authentic material which has cultural and language enrichment as well as personal involvement. Literature has a lot to offer by way of lessons learnt from texts especially if they are related to real life society.

In the early days of Greek civilization literature was regarded as a very important form of education. Plato taught that the guiding principle for education must be that nothing should be included in education that does not foster the promotion of virtue. For this reason literature as a discipline of virtue was emphasized at school and transferred home.

The value of literature is also recognized by Graham Hough and is quoted by Passmore (1980:217) to have remarked:

We expect a literacy education... to expand the students' range of human awareness and sympathy; to enlarge their imagination beyond the limits of their own class and country; to show them that our problems and obsessions are part of a large pattern of human experience.

From Passmore's remarks, the researcher takes it that the status of literature should mould a whole person. This calls for dedication, skill and patience from the teacher, and commitment, enthusiasm and hard work on the part of the student in the analysis of the plot, setting, structure, themes, style and characters and characterisation of texts.

The above aspects have been summarised in the aims of Uganda Advanced Certificate of Education (U.A.C.E) Literature examination syllabus of "teaching" learners the rudiments of literary criticism because Uganda National Examinations Board (UNEB) (1997:54) stresses that the course will demand not more than a beginner's ability to criticize Literature.

The other aims are:

1. *To train candidates in the rudiments of literary criticism.*
2. *To give candidates a wider insight into and appreciation of Literature in English.*
3. *To foster ability to use the English language economically and powerfully.*

From these aims Literature in English in Uganda should enable the learner to read the text, understand it and interpret it from his or her own point of view. Since the assessment of literature in English examinations in Uganda demands facts from the texts and not literary criticism, this raises concern, as it appears these aims are not fully achieved in Uganda, and could be affecting the learners' performance in final examinations.

Literature education is of great value to the learners because it enables them develop the skills of interpretation, analysis and argument. It develops qualities of character and intellect like moral and emotional growth, language and cultural enrichment as well as value judgment necessary to arouse critical thinking in the learners respectively. What is true is that our students need survival skills in life.

Literature education also develops qualities of intelligence and sensibility that arouse sensitiveness and response in the learners (Leavis, 1944). For these benefits to be achieved, the teachers of Literature (P310/3) must have knowledge of literary skills and be able to develop them in the learners.

Although Leavis' contribution is true, globally, teachers of literature are generally not well endowed with literary skills. This could be as a result of "insufficient training they receive" from training institutions. That is why Widdowson (1990:72) asserts:

The teacher of language and literature has no training other than what he might acquire incidentally in studying for his or her first degree, so that his only guide to what and how to teach others is what and how he was taught himself.

This kind of scenario could explain why there are teachers with little knowledge and hardly any effective skills to develop in the learners. Widdowson's hope is "experience in teaching" which might well in time indicate how the discipline should be taught or modified to suit a particular pedagogic purpose. Stakeholders i.e. administrators, examiners, interviewers and teacher educators in Literature education complain that teachers are not handling the novel well.

Opio-Bunga (1992:17) also complains about Literature teaching in Uganda thus:

More often than not poorly trained teachers have a tendency of displaying all the literary jargon they have acquired from the university or any other institutions of learning to the detriment of the learners they are handling.

It has been observed that many times some teachers discourage their learners in their first lessons when they give a list of complex terms like juxtaposition, hyperbole, onomatopoeia, metaphors, consonance and the like to their students to define. Such jargons should be introduced one by one in line with what is being handled otherwise it discourages learners and might be due to lack of literary knowledge and the teacher's lack of skill in teaching.

The teaching of Literature in English is supposed to develop literary skills such as reading, interpretation, analysis and value judgment among others. That is why Sutherland (1998) pointed out that literature has merit only if it interests the learners, proves useful to the learners' purpose and leaves the learner ready for further growth and learning. From this observation literature merits if it satisfies Sutherland's observation; and merit should be reflected in students' good performance in examinations.

There is concern by educationists that in many schools, non-trained teachers conduct teaching. The assumption is that these "teachers" who have no training are inadequate and merely gamble with texts during the teaching-learning process. As a result, students are inadequately prepared for examinations and this adversely affects their performance in the novel in the final examinations. In support, Kyamureku (1992:3-4) gave UNEB's reasons for poor performance in A' Level literature in 1990 as observed

by examiners of the novel. They noted that "... candidates showed lack of reading and having been taught". The examiners reasoned that teachers who taught these candidates lacked knowledge of literary skills such as reading and comprehension skills, interpretation and argument, stylistic devices etc.

This study was guided by literary theories by Wolfgang (1976), Stanley (1980), Roman (1973), Paul (1976), Hirsch Junior (1967), and Hans-George (1965) among others. The theories are based on the impact of the text on the reader and the reader's judgment of the text. The reader is placed in a better position to read, understand and interpret a text using these theories.

Nsaale (1991:5) also voices his fears regarding the teaching of Literature in Uganda when he affirms:

...many teachers, especially graduates, have taught themselves how to teach. A number of teachers indeed initially find the analysis of a text anything but easy going, something probably attributable to inadequate training in the colleges.

This deficiency could be of a certain generation who were under trained, however, from the mid 1990s the trainers have insisted on having more quality trainees. There is still lack of a teaching syllabus from the National Curriculum Development Centre (NCDC), which outlines in detail the literary skills the teacher should teach and the methods he should use. It is possible that lack of this syllabus could explain why some teachers of novels at 'A' level might not be teaching literary skills in the text. It appears the teaching - learning process does not yield much so the question remains do they have knowledge of literary skills and ability to apply the skills?

Knowing literature or about literature is no guarantee that one can teach the subject. The teacher's role is supposed to be a stage setter, a guide and a facilitator so that the students can attain ability to share the experience in the text. The teacher should not just inform the students of this experience. Guided discovery in the teaching and learning process requires the teacher to have knowledge of literary skills in order to handle the novel sufficiently and be able to instill values, attitudes and experiences.

Although the researcher is aware that there are other factors that affect students' performance in the novel like motivation of both the teacher and the learner; time to cover the four texts including the plays and prose and poetry; environment where particular learners are located; attitude of the learners towards the novel in particular and literature as a whole; facilities, availability of texts and commentaries; students' reading culture as well as their sense of language; she suspects that teachers' literary knowledge or lack of it could be affecting students' performance in final examinations in the novels at 'A' level in Busia District. This is because despite what UNEB expects of students, the teachers seem not to be doing what is expected of them. The question is, why is students' performance poor in national examinations? Could the reason be teachers' limited knowledge of literary skills? If institutions are training teachers effectively, then why is students' performance persistently poor?

In various Makerere English language and literature teaching conferences held at Makerere University especially in the 1990s, many of the presenters on the teaching of literature in English in Ugandan schools decried the results of literature students at both O' Level and A' Level in final examinations. Opio-Bunga (1992) complained about the poorly trained teachers who display all the jargon they acquired in universities and other

tertiary institutions- a detriment to the learners they teach. This poor teaching could have led to the poor results.

In the late 1990s during the In Service Teacher Training Education Program sessions held in Tororo district, participants sought to improve on the teaching of English Language and Literature because it had been identified that the performance in final examinations in the district was very poor. In 1997 Busia became an independent district but since then the number of students offering literature at A' Level has been very low i.e. (54) in 2006.

Through interaction with fellow teachers and students, the researcher identified this problem and sought to establish whether teachers' knowledge of literary skills greatly affects students' performance in the novel at A' Level or not.

1.2 Statement of the Problem

The students in the selected secondary schools in Busia District have failed to interpret and answer questions correctly in classrooms, seminars, tests and examinations. This inability threatens students' interpretation of texts and questions in final examinations. This was the basis of finding out whether teachers have knowledge of how to analyse the story, plot, themes, experiences, and characters.

Students' competence in analysing novels should show skills necessary for interpreting and understanding novels i.e. reasoning skills, meaning and evaluation. Without these a student cannot adequately interpret and answer questions correctly. The

researcher has observed that students in secondary schools in Busia perform poorly in A' level literature particularly in the novels. Since the teaching of A' level literature demands students' mastery of literary skills like comprehension, analysis, interpretation and judgement, the researcher is suspicious that the teaching of this paper is ineffective. This study therefore set out to investigate whether teachers' knowledge of literary skills affects students' performance in the novels or not.

1.3 Purpose

The purpose of this study was to establish whether a teacher's knowledge of literary skills significantly affects students' performance in the novels at 'A' level or not.

1.4 Objectives

The objectives of this study were;

1. To find out whether teachers of the novel at 'A' level have knowledge of literary skills.
2. To establish whether teachers' knowledge of literary skills facilitates students' performance in the novel at A' Level
3. To establish whether students' performance depends on teachers' level of training or not.

1.5 Hypotheses

1. Teachers of the novel at A' Level have limited knowledge of literary skills.

2. Teachers' knowledge of literary skills does not facilitate students' performance in the novel at A' Level.
3. Students' performance in the novel at A' level does not significantly depend on teachers' level of training.

1.6 Scope

The study was based in Busia District, which is a border town in Eastern Uganda (see appendix vi). The researcher restricted her study to the six secondary schools in Busia District that offer literature in English at A' level as shown in the table below

Table 1 Categories of the six secondary schools studied.

<i>Name of school</i>	<i>Category of school</i>	<i>Number of students</i>	<i>No of teachers</i>
A	Gov't Aided/Boarding Girls	18	5
B	Gov't Aided/Day Mixed	6	2
C	Gov't Aided/Day Mixed	7	2
D	Gov't Aided/Day Mixed	3	2
E	Private Mixed Day & Boarding	8	2
F	Private Girls' Boarding School	2	1

(Source: Primary data)

The sampled schools are the only ones that offer Literature in English at A' level in the district. As seen from the table, A is a government aided only Girls' boarding secondary school that is urban- based, well staffed, with motivated teachers and good facilities in place. School B is an urban-based Government aided mixed day secondary school that is well staffed, with fairly motivated teachers but is still developing. Schools C and D are rural based mixed day Government aided secondary schools that are still developing with fairly motivated teachers and limited facilities in place. School E is a private mixed day and boarding secondary school that is urban based and F is also the only private Girls' Boarding Secondary School that is urban based but poorly staffed and with few facilities in place. In fact the subject was introduced in 2005 and the pioneers are the current candidates- two (2) in number.

The researcher sought to find out how many teachers teach the subject in a given school and the number of students who offer literature at A' level. This data is provided in table 1 above. What should be noted is that though the total number of teachers appears to be 14, they are actually 8. This is because some of the teachers in the Government aided secondary schools part-time in the private secondary schools. It was discovered that one teacher teaches in three secondary schools and this caused the researcher to wonder how he manages to handle this kind of load and also be able to give students individual attention. The total number of students was found to be 54 in the whole district although only 42 were present on the days data was collected.

This area was chosen for study to reduce the cost involved and also to save time in data collection. Six schools were selected and to ensure fair representation they included boarding and day schools, girls' schools and mixed ones. This choice was

aimed at reducing any extraneous effects associated with these differences. It was also a fair representation as it covered all the schools that offer the subject in the district.

1.8 Significance

It is of necessity that teachers of literature in English be fully trained so that the learners can be able to achieve the benefits that accrue from studying the novel and literature as a subject. The findings of this study should therefore be of benefit to:

Teacher trainees of literature in English who need to be equipped to teach learners competently by developing the learners' literary skills.

Teacher trainers who should emphasize literary skills and content to trainees so that by the time they go out to the field, they are in a position to teach competently.

Curriculum developers who should know what teachers need to be able to teach novels effectively and subsequently design the curriculum so that various requirements of literature in English as a subject are met.

Curriculum developers should also be in a position to work out a National Literature in English teaching syllabus as a guide to teachers of literature.

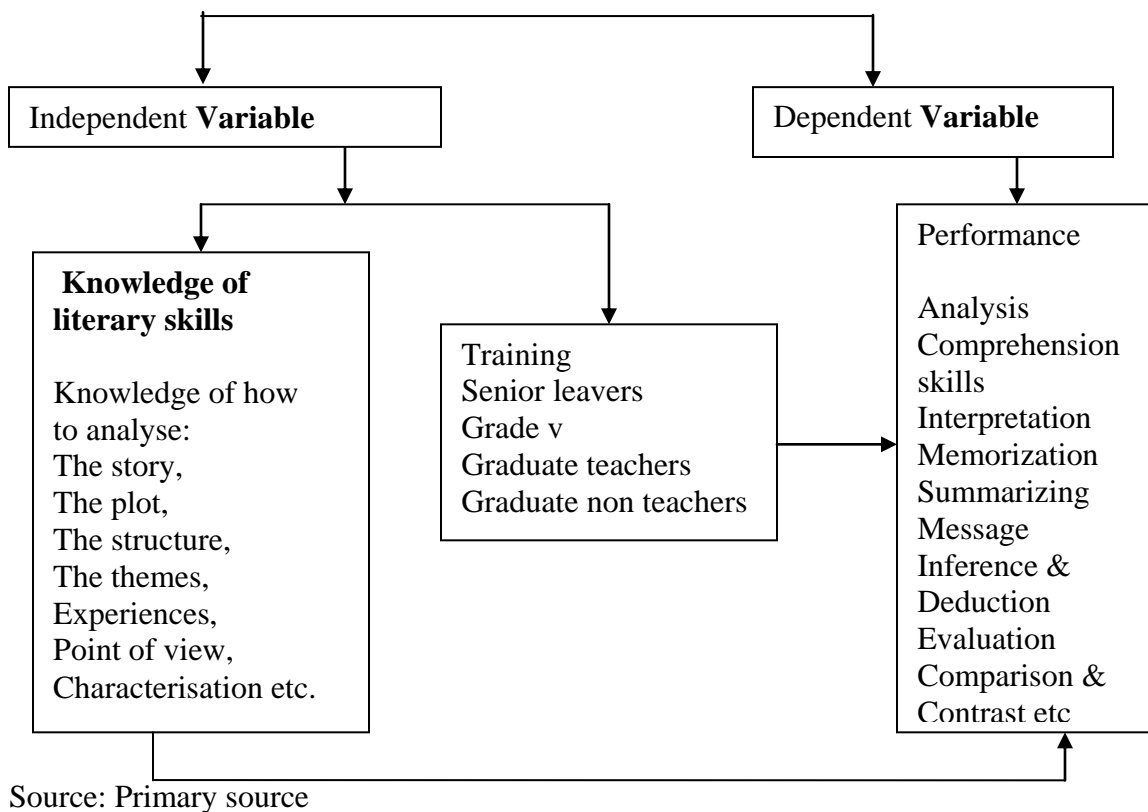
Chapter 2

Literature Review

2.1 Introduction

In this chapter, the researcher reviewed the findings and views of various authors related to teachers' training with emphasis on knowledge of literary skills and its influence on teaching the novel. This study set out to survey the relationship between the teachers' knowledge of literary skills and students' performance in the novels. Although there was limited literature readily available in the field of this study, the researcher found related literature in connection with other variables like teacher training, methodology in teaching the novel, performance and communicative competence.

Figure 1 Conceptual framework



Explanation of the conceptual framework

Figure 1 above shows the relationship between teachers' knowledge of literary skills and students' performance. The relationship involves the independent variables, and the dependent variable.

Knowledge of literary skills affects students' performance in such a way that a student able to analyse a story will have comprehension skills that will enable him to memorize and summarize the story. One endowed with knowledge of how to analyse the plot has the ability to answer the context question appropriately since he or she will be in position to analyse the flow of events.

Knowledge of how to analyse the structure and themes means one is enriched with skills of interpretation as well as arriving at the message in a given novel. This means that the learner can interpret and argue out issues in the novel correctly and learn from the lessons portrayed in the text by relating them to life situations.

Knowledge of how to analyse characters and ability to characterize endows one with skills to compare and contrast characters in the novel as well as issues and different points of view that eventually lead to evaluation of the text, situations, opinions, etc.

Teachers' level of training enables him or her to apply literary skills which contribute much to a child's evaluation skills as well as sense of argument, reasoning, memorization, summarizing, confidence and evaluation.

Intervening variables like socio-economic background (availability of good facilities and exposure of the learner), attitude and interest as well as motivation of both the learner and the teacher all affect students' performance but the researcher decided to

focus on the role of the teachers' knowledge of literary skills and students' performance in the novel at A' level.

Literature related to the topic was reviewed under the following headings.

2.2 Teachers' knowledge of literary skills and students' performance in the novels

Literary skills of the novel entail ability to read, comprehension, interpretation, argument, analysis of style (language, imagery), meaning of the novel and the author's intention as well as plot among others of the text. The skills that are expected of the learners include: interpretation of the story, reading and comprehension skills, and linguistic knowledge basing on the learners' language background.

2.2.1 Interpretation

Knowledge of literary skills is very vital for a teacher because it enables him/her to develop the above skills in the learners. The researcher has observed many practising teachers of Literature in English and the Novel in particular and they appear to lack knowledge of literary skills. Many of these teachers use Literature guides or commentaries to teach the novel and students just cram notes from the guides sometimes word for word so they miss out the skills of argument. That is why Widdowson (1990:75) argues:

Instead of being guided towards techniques of individual interpretation students are often provided with other people's interpretation so that the study of literature becomes identified with the study of commentaries.

Although students should be encouraged to interpret the novels with the guidance of the teachers, many teachers prefer to dictate notes. For this reason Barrow (1978- 52) stresses students' participation that,

The teacher should present problems to the student and let him solve them himself, this will serve to arouse the student's curiosity, develop his ability to solve problems and help him learn how to find things out for himself.

This is learner-centered teaching where the teacher plays the role of a guiding while the student discovers for himself or herself. The objective of teacher- centered type of teaching does not help a student to discover for himself or herself. To affirm this Char (2005:2) says responsibility and active involvement in studying a text makes learners enjoy learning...to him discussion is good for peer evaluation. Bouchard (2002) agrees with him that group discussion promotes intellectual discussion, increased student control, increased social interaction and saves time.

One other reason why teachers use the teacher-centered method for teaching is because they do not have a teaching syllabus. Owing to this, teachers teach only those skills which will be most useful in the examination. Kiganda (1980) notes why teachers use this kind of approach and sums it up as:

And because the selection examinations have loomed bigger than any other aspect of education, the teachers have had to take the examination syllabus and convert it wholesale into teaching

instruments. The sequence in curriculum development has been the inevitable vices of “narrow” teaching.

This kind of teaching does not enable learners achieve life skills from studying Literature in English because they are only taught to pass examinations. This contradicts Nsaale (1991:9)’s significance of study which the researcher agrees with. His views were summarized as:

To help impress on the UNEB the need to formulate a system of assessing students’ mastery of literary skills, students’ capabilities for participation in life after school... To reveal to practicing teachers the literary skills they ought to develop in the student ... To help the N.C.D.C. design a teaching syllabus that spells out the literary skills that should be taught ...

Kiwanuka (1979) advised that coverage of all the various skills therefore, was to be accompanied by balanced representation of literary skills which the A’ level examination did not equitably distribute in question levels in any given paper. His advice explains why Kyamureku (1992) quoted one of UNEB’s reasons for poor performance in ‘A’ level literature in 1990 as observed by examiners of paper three; candidates having showed lack of reading and having been taught. The researcher wonders why candidates showed lack of having been taught and yet they must have had teachers. Such statements from critics prompted the researcher to find out whether teachers’ lack of knowledge of literary skills could be a contributing factor to students’ poor performance.

The presence of a Literature examination syllabus and absence of a teaching syllabus could render the teaching of Literature in Uganda examination- oriented as no skills are developed in the learners other than skills for passing examinations and the possible explanation for this kind of teaching could be lack of knowledge of literary skills in teaching the novel. Such reasoning is what led Mugume (2002) to advise the teachers of literature to equip themselves with knowledge of the critical approaches and apply them in teaching. He believed that this would help demystify the subject and improve the performance and enrolment at 'O' and 'A' level.

What should be noted is that when a teacher has knowledge of literary skills of the novel and how to help students acquire them, he or she will have the ability to teach, students will understand and eventually pass their examinations well. However, it is not clear to what extent knowledge of literary skills facilitates the teaching of the novel and that is why the researcher probed into it.

2.3 The relationship between teachers' knowledge of literary skills and students' performance

Good performance in the novel is as a result of the learners having shown the ability to put the knowledge that was acquired from the daily teaching-learning process in their final examinations. It means they are able to handle any novel effectively and give it the required interpretation.

The importance of literary skills is emphasised by UNEB (1997:51) that candidates must among others be: trained in the rudiments of literary skills, given a wider insight into and appreciation of literature in English and have the command of the

English language. Short of this they are likely to perform poorly in final examinations. Such performance would imply that the teachers of these candidates might have had limited knowledge of literary skills or lack the ability to teach their learners.

Teachers' knowledge of literary skills plays a significant role in students' performance other factors held constant. Brandes and Ginnis (1986) say that for most of the graduates, there's a wide gap between what they learnt in literature courses and how they use the knowledge to enrich their teaching. They observe that the knowledge they learnt does not seem to be relevant to their teaching. To them learning what is meaningful and relevant depends partly on what is taught and on how it is taught.

Following Brandes and Ginnis argument, knowledge of literary skills for teachers of the novel appears to be paramount, but the way this knowledge is passed on to the learners also matters. For this reason, students must learn what is meaningful and relevant and the teachers must ensure that they devise the best means of transmitting this knowledge. Short of this the performance of the learners is most likely to be poor, so for good results in final examinations teachers must play their role.

Many educators believe that if teaching literature fails to enhance interaction in the classrooms, it is not the fault of learners but rather of the teachers and the approaches they used. These significantly affect the learners' performance in final examinations because they would have not gained much from the classrooms. The explanation for this kind of performance could be due to what Opio-Bunga (1992:17) decried as:

More often than not, poorly trained teachers have a tendency of displaying all the literary jargon they have acquired from the University

or any other higher institution of learning to the detriment of the learners they are handling.

Opio- Bunga's argument follows the fact that many of the teachers of literature in English often discourage their learners in their maiden lessons by introducing very complex words like juxtaposition, onomatopoeia, paradox to mention but a few. The learners get discouraged especially when they do not have a good command of the English language. It is advisable that such jargon be introduced piece-meal through the known to the unknown approach. This will make the learners eager to learn and also to put in practice what they would have learnt. At the end of the two year course good performance is likely to be achieved.

Benton (1992) described the teaching of literature in China as the tyranny of the two Cs-comprehension skills and critical skills over the two Rs-the role of the reader and the nature of literary response. This means interaction between the learner and the literary work is non existent because the teachers' influence and authority pre-empts any opportunities for the learners to make their own discoveries... the learners' capabilities of understanding, appreciating and analysing literary texts is questionable. For this reason their performance in any examination does not reflect mastery of literary skills.

Uganda's situation is not very different from China's since examiners of the novel (1990) pointed out that the candidates of that year showed no evidence of having been taught. This was an explanation for the poor performance in the novel that year as quoted by Kyamureku (1992). If the teachers had played their part and used the two Rs in the classroom as opposed to China's case, most likely the performance would have been a lot better other factors held constant.

The above arguments strengthen the fact that the relationship between teacher's knowledge of literary skills and students' performance is a strong one. This is because other factors held constant, the knowledge of literary skills or lack of it greatly affects students' performance. It has also been realised that knowledge of literary skills alone cannot enable students perform well in examinations so the teachers must have the ability pass on the knowledge they have to the students in order for good performance to be achieved. Teachers should use the learner-centred method of teaching especially peer teaching so that the learner is involved in the lesson as much as possible. Other methods of teaching are motivation of the learners, research and presentations by the learners, seminars with other schools and confidence building. This is exposure which gives students enough practice and helps them to master literary skills that enable them to perform well in final examinations.

2.4 Relationship between Teachers' Level of Training and Students' Performance

The minimum qualification for one to teach literature at 'A' level is a Bachelors degree in Education with English language studies and Literature in English or a Bachelor of Education with the same teaching subjects. Owing to low numbers of trained graduate teachers, Diploma holders of English Double-main have also been deployed to teach Literature in English and the novel in particular. Licensed teachers who are usually graduates but not trained teachers have on many occasions been entrusted with teaching the novel because of shortage of manpower. Such "teachers" usually are graduates of a Bachelor of Arts Degree with Literature in English as one of the subjects studied. The

other category comprises non-licensed teachers who are usually graduates of subject combinations exclusive of literature in English and senior six dropouts.

With this background the researcher wonders whether all these categories of teachers can adequately teach the novel at A' Level and students pass well in their final examinations and at the same time be equipped with the benefits of studying literature in English in general and the novel in particular. The issue of teachers' level of training has raised a lot of controversy because it appears to have a direct effect on the students' performance right from perception to passing or failing final examinations.

It has been observed that teachers are not well equipped with the methodologies of teaching literature, which may be a result of the insufficient training they receive in training institutions. Lack of proper methodologies in teaching results in what Geer (1987:188) refers to as "poor teaching, which occurs when teachers have too little knowledge or too little skills to impart the knowledge they know. This shortcoming is caused by among other reasons, the "insufficient training" which those teachers got during their training as exhibited through what they teach and how they teach. This means that due to insufficient training, teachers lack knowledge of literary skills.

Supplementing on the idea of training Widdowson (op: Cit: 27) complains thus:

"...generally the teacher of language and literature has no training other than what he might acquire incidentally in studying for his first degree, so that his only guide to what and how to teach others is what and how he was taught himself.

It can be seen that though the minimum qualification for teaching literature in English at 'A' level is a first degree, the quality of training the trainees receive is in most

cases insufficient and as such may render them incapable of teaching the novel adequately.

The only hope perhaps is through Widdowson's observation that "experience in teaching might well in time indicate how the discipline should be modified to suit a particular pedagogic purpose." In line with Widdowson's complaint, Nyaiteera (1990) reveals that in the School of Education at Makerere University, much emphasis was laid on how to teach English language, but very little or at times no sufficient training was given on teaching literature. This revelation is a clear indication that teacher trainees at that time were not adequately prepared to teach the novel at 'A' level and could also explain why these teachers prefer using commentaries and dictating notes to students instead of guiding them to acquire literary skills.

To affirm the observation of inadequate training in teacher-training institutions, Nsaale (1991) discovered that many teachers especially graduates have taught themselves how to teach. According to him, a number of teachers indeed initially find the analysis of a text anything but easy going, something probably attributable to inadequate training in the colleges. In his opinion what has contributed most to this statusquo is the lack of a teaching syllabus to guide the teachers. He advised the NCDC to provide a syllabus that outlines in detail the literary skills the teacher should teach.

The issue of a teaching syllabus is a very serious one because it appears many teachers of Literature do not know what it is. Many researchers have blamed Ministry of Education and sports (MOES) and the NCDC for failure to provide a teaching syllabus to guide teachers during the course of their work. It is upon this background that Ssenyonga (1992) recommends that UNEB and the NCDC should come out with a clearly defined

teaching syllabus for literature as opposed to a mere listing of the texts which do not provide ground work in literature teaching through examination of literary aspects such as analysis of the story, themes, style, plot, structure, among others.

Probably with a teaching syllabus in place the teacher trainers can be guided on what to stress to the trainees to emphasize in the field. The researcher thinks that once the trainees have been fully equipped, they will have the knowledge and how to pass it on and develop literary skills. This is likely to improve the performance of the students in the novel and literature as a whole. Many researchers have also discovered that though many of the Literature teachers are qualified, they are incompetent in the classroom. That is why Opio-Bunga (1992) decries the teacher's incompetence in teaching literature in Uganda.

The teachers' training or lack of it, and either competence or incompetence influence literature students' performance in the novel. It is therefore not a matter of qualifying with Bachelor of Education in English language and Literature or Bachelor of Arts with Education in English language studies and Literature in English, but rather what the graduate has acquired through training that will enable him or her handle the novel adequately. It should be noted however, that other factors affect students' performance because one could have got everything required at best but still gets poor results.

As already mentioned, the number of trained teachers of Literature in English at A' Level is very small compared to the demand for them in the secondary schools especially given the fact that they must teach English language at O' Level which is a compulsory subject.

For this reason schools have been forced to take on non-trained teachers as a way of having manpower. Such teachers have trained in other fields other than Education such as Bachelor of Arts. Some others are senior six-leavers who studied literature in English at A 'Level and licensed teachers who might have had a background of literature in English at any level. This can explain the fact that sometimes schools can be so desperate as to take on anyone in the categories mentioned above to teach the students. This decision sometimes does not yield good results in final examinations since the teachers may lack knowledge of literary skills.

There's concern by educationists that many schools are manned by non-trained teachers; an implication that these "teachers" who have no training are incompetent, and merely gamble with texts during teaching. This results in students not being properly and adequately prepared for examinations so their performance in the novel in final examinations is likely to be poor.

Knowing Literature or about it is no guarantee that one can teach it. The teacher's role is to guide the student to attain ability to share the experience in the text so the teacher should not just inform the student of this experience. Sharing the textual experience requires originality of thought and sensitivity to what is in the text. Therefore the teacher should be equipped with literary knowledge in order to teach the novel adequately. Most non-trained teachers, however, have proved incompetent in teaching the novel specifically a result of what Geer (1987) refers to as poor teaching, which occurs when teachers have too little knowledge or too little skill to impart the knowledge they know.

All the scholars reviewed have discussed general problems affecting literature in English but none of them has touched knowledge of literary skills and its effect on students' performance in the novel at A' level. That is why the researcher decided to probe into it.

Chapter 3

Research Methodology

3.1 Introduction

This chapter describes the research design, methods, techniques and procedures that the researcher used in the collection and analysis of data. She explains how she collected data from the field and how it was analyzed.

3.2 Research Design

The study employed a descriptive cross-sectional survey research design because the researcher intended to study different categories of subjects i.e. A' Level literature students, teachers of literature at A' Level and headteachers in their natural setting. The categories represent the subjects who had the data required for the problem under investigation. The data was collected using methods like the questionnaire, interviews and observation.

3.3 Target Population

Target population consisted of fifty five (55) respondents though the total number selected was eighty (80). They were in categories of headteachers, teachers of literature in English and all A' Level students of Literature in English in the six selected secondary schools. The researcher was assured of student participation since Literature in English is one of the established Arts subject combinations such as: History Economics Literature

(HEL), History Literature Geography (HLG), History Literature Divinity(HLD), Literature Economics Geography (LEG), and Literature Economics Divinity (LED).

3.4 Sample selection and size

Table 2 Representing sample selection and size

Headteacher s	All Teachers of Literature in English	All A' Level literature students	Total
4	9	42	55

Source: Primary data

The total number of respondents selected was 80 but only 55 participated as seen in the table above. The respondents were selected as follows:

- six headteachers from the six schools that offer Literature at A' level although data was collected from only four (4) as the other two proved difficult to find at their stations despite appointments being made before hand.
- All teachers of literature in English at A' Level in the selected schools who were purposively selected and were found to be nine in number.
- All A' Level students of Literature in English. Out of 54, 42 participated.

3.5 Research Instruments

The researcher used three instruments to collect data namely: Observation guide, Questionnaire and Interview guide.

3.5.1 Observation guide

The researcher used an observation guide, to get data which is a primary source and observed two schools. The researcher observed twelve lessons to see how teachers help learners to develop literary skills in the novel. She went through students' notebooks and past examination question papers to establish the literary skills being developed during the teaching and learning process and what skills are tested. All this was done in order to establish the teachers' knowledge of literary skills in teaching the novel.

3.5.1) Questionnaire

The students' and teachers' questionnaires were designed to find out whether the literary skills teachers teach address UNEB's stipulated aims of teaching Literature in English. Some were administered through research assistants. Since most of the items were close ended, they eased data analysis more so since each category of respondents had a questionnaire designed for it. The items were structured in such a way that they elicited data to the following questions;

1. What do students achieve from studying the novel at A' Level?
2. What qualification does one need to be able to teach the novel at A' Level?
3. Do you think teachers of P310/3 (novels) are born or made? Explain.

3.5.3 Interview guide

Interviews were held between the teachers of Literature in English handling P310/3 in the two sampled secondary schools in the district of study. Structured interviews were administered to the teachers with a purpose of finding out the literary

skills teachers develop in the learners as they teach novels. The interview also sought to find out whether the literary skills used address the aims of teaching literature in English.

The researcher held discussions with the teachers of the novel after they had been observed teaching. These discussions after the lessons focused on clarifying on what had been done in the lessons. The discussions were expected to generate more details on other issues that could have arisen through other interviews and observation.

3.6 Recording and Scoring

Questionnaire

Answers to the open-ended question one were analyzed in descriptive form. The answers to question two were recorded in tally form where each tally represented one mark. The marks were added and computed into percentages and analyzed. Answers to question three were analyzed in table form and then described. The Yes and No answers were categorized according to the type of questions they answered. All the findings were used to make deductions.

Observation, Interviews and Discussions

Data from observation, interviews and discussions was recorded in descriptive and table form while data from interviews was recorded in figures and descriptive form. The positive answers earned marks and were converted into percentages which were analyzed descriptively.

3.7 Validity of Research Instruments

The content validity techniques were used to establish the validity of all the designed questionnaires and interview schedule. Five people knowledgeable about the themes of study were requested to act as judges and rate each item in each instrument as either very relevant (VR), relevant (R), irrelevant (IR), or very irrelevant (VIR). Thereafter the content validity ratio was calculated and found to be greater than 0.7, therefore the instruments were regarded as valid.

3.8 Reliability of research instruments

The reliability of questionnaires was tested using the cronbach method of internal consistency given by the following formula:

$$A = \frac{k}{k-1} \left(1 - \frac{\sum SD_i^2}{SD_T^2} \right)$$

where: A is the co-efficient of reliability

k is the size of the pilot sample, which consisted of 5 judges mentioned above.

SD_i^2 are of within the items

\sum is the summation sign

SD_T^2 is the overall variance for all items.

For each questionnaire, A was found to be > 0.5 , so it was regarded reliable.

3.9 Procedure

Permission was sought from relevant authorities to collect data. The researcher secured permission from the Dean- School of Education-Makerere University which she

used as a backing to self-introduction to the respondents. It was also used to seek permission, co-operation and willingness of target respondents to fill in the administered instruments.

The researcher also used the letter of introduction as a covering letter when recommending one research assistant who she used in Busia-South to the respondents. The researcher covered Busia town council. Headteachers were given ample time to give as much data as they could. For students special permission was sought from school administrations so that the questionnaires could be administered to them as a group and at a go.

A rapport was established with the participants, questionnaires given to them and thereafter, all filled instruments were compiled for data analysis.

3.10 Data Analysis

Data was analyzed using both qualitative and quantitative techniques of analysis as follows:

1. Qualitative data

All data from interview and open-ended questionnaire responses were analyzed according to content. This involved use of interpretative techniques and the semantic approach. These techniques helped in transcribing and describing the data critically developing themes out of each response in accordance with the context of the study.

2. Quantitative data

Data from open-ended questionnaires was tabulated according to frequency distribution using tallying and counting. This was done to reflect the number of respondents whose responses implied a particular developed theme.

3. Close-ended items

These were given appropriate codes so that they could be fed in the SPSS¹ computer program for analysis. This was done to transform all the responses into frequency distributions, using the description option of the program. Further analysis was carried out manually. This involved compiling comprehensive tables for testing the set research questions using the chi-square (χ^2) method. This method was used because it suited the likely type of questions asked.

3.11 Limitations of the Study

It was not possible for the researcher to obtain more data about teachers' literary knowledge because the number of participants was lower than expected and students' performance in the novel in final examinations could not be established as these details are only given on result slips which are taken by students. The researcher decided to look at mock examinations results which were not what she had set out to do. Nevertheless, the findings and the mock results give a reflection of the students' performance in final examinations.

Two of the target headteachers proved too busy to be interviewed. This reduced the number of headteachers to four from the original six.

¹ SPSS Statistical Package for Social Scientists

The researcher expected a participation of 18 teachers but, unfortunately, due part-timing she managed to get only nine which was half of the expected number. These limitations did not grossly affect the validity of the results.

Chapter 4

Presentation, Analysis and Interpretation and Data

4.1 Introduction

This chapter presents, analyses and interprets results qualitatively and quantitatively using frequency tables in percentages respectively.

The main purpose of this study was to investigate Teachers' literary knowledge and students' performance in the novel at A' Level. This was done through a study of the teaching-learning process in the classrooms through observation of lessons to find out the literary skills the learners acquire. Other means of data collection were also used and the results there from are presented below to answer the three research questions.

4.2 The literary skills the teachers of Literature P310/3(Novels) have.

The main source of information in finding the literary skills teachers of Literature(P310/3) have, was through questionnaires and lesson observation. The first seven questions on the teachers' questionnaire sought to establish teachers' knowledge of literary skills. Question one in particular sought the definition of literary skills. Of the nine teachers who participated, two of them did not attempt to define what literary skills are. Of the seven who attempted to define, one of them said they were "writing skills, inferences from linguistic clues, internalization and reinforcement of earlier acquired skills". Another said that they were "aspects that are used to enhance story, message

themes, character and plot development. Data reflecting those responses was recorded in table 2 below.

Table 4.3 Summary of Definitions of Literary skills

Literary skills	Frequency	Percentage	Cumulative Percentage
Appreciation of literary piece of work	3	37.5	37.5
Knowledge of a given text	3	37.5	75.0
Aspects of the novel	2	25.0	100.0
Total	8	100.0	
<i>(Source: Primary data)</i>			N=8

In the table the researcher categorized the responses into three. Out of the total number of respondents, three (37.5%) of them defined literary skills, and 62.5% did not give the actual definition. This shows that fewer teachers know what literary skills are while a greater percentage does not. The question is, how do the majority teach the novel and students benefit from what Literature is supposed to offer? Table three indicates the methods used in teaching the novel.

Table 4.4 Methods used in teaching the novel

Methods	Frequency	Percentage	Cumulative Percent
Class discussion	4	44.4	44.4
Brain storming	1	11.1	55.6
Role play	3	33.3	88.9
Dramatization	1	11.1	100.0
Total	9	100.0	

(Source: Primary data)

N=9

From table four above, four (44.4%) of the respondents used the class discussion method, one (11.1%) used brain storming, three (33.3%) used role play and one (11.1%) used dramatization. Though the methods used are varied, classroom observation did not reveal this therefore it is not an effective approach to teaching the novel. Table four shows the aspects of the novel taught.

Table 4.5 Aspects of the novel taught

Aspects	Frequency	Percentage	Cumulative Percent
Plot and Story	1	12.5	12.5
Narrative techniques	5	62.5	75.0
Characters and characterization	2	25.0	100.0
Total	8	100.0	

(Source: Primary data)

N=8

From table five above, one (12.5%) of the respondents taught the plot and story, five (62.5%) taught narrative techniques and two (25%) taught characters and characterization. This shows that themes of a novel are not given ample attention and most of the teachers teach narrative techniques as compared to the rest of the aspects of the novel which contributes to the poor performance by the students in final examinations. This prompted the researcher to find out the narrative techniques taught and table five shows the narrative techniques taught.

Table 4.6 The narrative techniques taught

Technique	Frequency	Percentage	Cumulative Percent
Dialogue	7	87.5	87.5
Other	1	12.5	100.0
Total	8	100.0	
<i>(Source: Primary data)</i>			N=8

From table six above, seven (87.5%) of the teachers teach dialogue while one (12.5%) teach the other techniques which is an indication that dialogue is the technique which is emphasised in comparison to the other techniques. This shows that the teachers may not be well conversant with other techniques and is an indicator that the teachers lack knowledge of literary skills.

Table 4.7 How the plot of the novel is taught

Technique	Frequency	Percentage	Cumulative Percent
Highlight identification of major events	5	62.5	62.5
Balloon debates	2	25.0	87.5
Other	1	12.5	100.0
Total	8	100.0	
<i>(Source: Primary data)</i>			N=8

From the table seven above, five (62.5%) of the respondents highlight identification of major events in a novel, two (25.0%) use balloon debates and one (12.5%) uses others to teach the plot of the novel. This shows that the plot is also taught well although lesson observation and students' note books did not reveal this.

It was discovered during the study that one teacher teaches in three of the selected schools at A' Level. Four more teachers each teaches in two schools though one of the schools was not among the sampled schools and the part-timing was in O' Level Literature or English language.

During interview with headteachers it was discovered that only four of the teachers were on the government pay roll so the rest had to "make ends meet". Consequently, they did not have enough time for students in their mother schools.

Going through the students' note books later, the researcher found no coverage of literary skills for example in school D the teacher had told the students to copy notes from a Literature guide on *Jane Eyre* as he did not have enough time to prepare and teach

the lesson. Skills like argument, interpretation, judgment and comprehension could therefore not be developed.

In the two schools where lesson observation took place, the researcher discovered that many of the teachers lack enough time to plan their lessons, for example, the teachers observed all said that their schemes of work were at home, while two teachers said they had taught for long, so there was no need to make lesson plans. This could mean that they were teaching from experience, without minding about the dynamics in the changing world and yet there is need to change approaches for better results.

During the conference after lesson observation these teachers said, “developing literary skills in the students requires a lot of commitment and yet I do not have time” They concentrated on ensuring that students pass examinations, “which is the urgent need now”. Their responses geared towards the fact that passing examinations was a good yard stick of good teaching, so the literary skills could be attained at higher levels where they are required. It is clear that this kind of attitude is some how having a negative impact on students’ performance in the novel because mere passing of examinations does not mean that students have acquired the necessary literary skills.

4.3 The effect of teachers’ knowledge of literary skills on students’ performance

Bio data which was collected through the teachers’ questionnaire was used as recorded in table seven below.

Table 4.8 Teachers' Teaching subjects

Teaching subjects	Frequency	Percentage	Cumulative Percent
English/Literature	7	77.8	77.8
History/English	1	11.1	88.9
Literature	1	11.1	100.0
Total	9	100.0	

(Source: Primary data)

N=9

From table eight above, seven (77.8%) of the total number of respondents were trained to teach English/Literature, one (11.1%) was trained in History/English and one (11.1%) was a senior six school leaver.

The teachers' questionnaire generally sought to find out their competence in teaching the novel i.e. definition of literary skills, approaches in teaching the novel, aspects of the novel taught and students' performance in final examinations. From their responses, the teachers who teach the novel and Literature in English as a whole did not know what literary skills were.

Teachers' conference questions after observation of lessons sought data on establishing what teachers did in the classrooms. This data was compared with that given in the questionnaires and it revealed that in the classrooms teachers are more concerned about students passing examinations; therefore, they strive to see that their learners are equipped with the required knowledge for this purpose as much as possible more than any other reason for teaching the novel. The researcher observed that the lecture method of teaching and dictation of notes from commentaries does curtail development of literary skills in the learners.

One of the teachers observed was teaching style of the novel Jane Eyre and he was using a commentary to teach this aspect. He dominated the lesson because he was using a teacher-centered method of teaching in which all the talking and reasoning came from him. Asked why he was using the teacher-centered method to teach the novel, he said, “I save time as the learner-centered method requires a lot of time which I do not have”.

The headteachers’ interview schedule sought to establish the number of teachers handling literature at A’ level, the criteria used to get teachers, and the literary skills they develop in the learners. One headteacher said,

Students do not perform well because currently the teachers are over loaded so they do not give students ample time outside the classroom.

They also have limited time for innovation.

Most of the headteachers interviewed revealed that the criteria they used to get teachers in their schools was, “a local arrangement ever since government put a ban on secondary school teacher recruitment”. This was to avert the crisis i.e. using part-timers and encouraging those not trained to help. They believed this could explain the poor performance.

All respondents said they were not happy with the performance of literature as a subject because, “poor performance has denied students opportunities for better courses at higher institutions of learning”.

The teachers’ questionnaire sought to establish the literary skills the teachers of the novel develop in the learners. This data is tabulated in table eight below.

Table 4.9 Literary skills the teachers of the novel develop in the learners

Literary skills	Frequency	Percentage	Cumulative Percent
Communication skills	1	33.3	33.3
Appreciation of language	1	33.3	66.6
Interpretation of setting	1	33.3	100.0
Total	3	100.0	

(Source: Primary data)

N=3

Of the total number of three respondents, one (33.3%) said literary skills were communication skills, another one (33.3%) said they were appreciation of language and the last one (33.3%) said they were interpretation of setting. Though the table shows that the teachers are knowledgeable, on the ground the reverse was true because this knowledge could not be seen during the lesson observations mentioned or during the conferences after the lessons therefore the teachers hardly develop any literary skills in the learners.

4.4 Teachers' level of training and students' performance in the novels

Teachers' level of training plays a big role in students' performance. It has been observed in the field that many of the schools in Busia district which offer Literature in English at A' level do not have enough trained teachers. The researcher discovered from the teachers' bio data in their questionnaire on an item on teachers' qualifications attained that most of the teachers teaching at A' level are Diploma holders, as seen in table nine below:

Table 4.10 Respondents' Qualifications attained

Qualifications	Frequency	Percentage	Cumulative Percent
U.A.C.E.	1	11.1	11.1
Dip. Ed	4	44.4	55.5
Dip Ed/B.ED	3	33.3	88.8
B.A/Ed	1	11.1	100.0
Total	9	100.0	

(Source: Primary data)

N=9

From the table above, one (11.1%) respondent is a senior six school leaver hence no qualification, four (44.4%) respondents had a Grade V diploma, three (33.3%) had a Grade V diploma and Bachelors degree in Education and one (11.1%) had a Bachelors of Arts with Education degree and is evidence that only four out of the nine teachers in the district are qualified to teach the subject at A' level.

All the head teachers in their interview said, “many times we are forced to take on non trained teachers to occupy the students so as to save the crisis of shortage in man power”. This was brought about by the ban on recruitment of secondary school teachers by government. This state of affairs definitely affects students' performance greatly because the teachers taken on have limited knowledge of the skills learners need to acquire.

Question three on teachers' questionnaire sought data on whether the teachers enjoyed teaching the novel or not. Question 7a on the students' questionnaire also required them to say whether they enjoyed their P310/3 lessons or not. Results for the teachers are indicated in table ten.

Table 4.11 Teachers view on whether they enjoy teaching the novel or not

Teachers' view	Frequency	Percentage	Cumulative Percent
No	1	11.1	11.1
Yes	8	88.9	100.0
Total	9	100.0	

(Source: Primary data)

N=9

From the table above, one (11.1%) respondent did not enjoy teaching the novel and eight (88.9%) enjoyed teaching the novel. This means that though most of the teachers enjoyed teaching the novel, and most of the learners enjoyed the lessons, the performance does not reflect this interest since it is poor.

From the students' responses, three (7.3%) of the total number of respondents represented did not enjoy their literature lessons while 38 (92.7%) enjoyed their lessons. The results reveal that 88.9% of the teachers enjoy teaching the novel while 92.7% of the students enjoy P310/3 lessons but these high percentages are not reflected in the students' performance in the final examinations.

The teachers' conference after lesson observation however revealed that teachers groom students to pass examinations. It therefore appears that the students are not aware of the right literary skills required for appreciating Literature or they enjoy the way they are being prepared for examinations after all our education system can be termed examination oriented i.e. focusing on results rather than the process of real education to prepare learners for life.

Question 9a in the teachers' questionnaire asked them to rate their students' performance in final examinations in the novel and question seven in the headteachers' interview guide asked them to give an opinion about the same. These were recorded in tables twelve and thirteen.

Table 4.12 Teachers' assessment of students' performance in final examinations in the novel

Assessment	Frequency	Percentage	Cumulative Percent
Good	2	28.6	28.6
Fair	5	71.4	100.0
Total	7	100.0	
<i>(Source: Primary data)</i>			N=7

From the table twelve above, two (28.6%) teachers rated their students' performance as good while five (71.4%) respondents rated their performance as fair. In line with this, the headteachers' interview revealed that 25% of them are proud of the students' performance while 28.6% rated this performance as good. This means that the students' performance is not good because all the headteachers said, "poor performance does not enable the students to compete for good courses at higher institutions of learning".

From the findings, twenty two (55%) students did not offer literature in English at O' level while eighteen (45%) offered literature at O' level. Since 10% more of the students did not offer literature at O' level, this could be an explanation for below

average performance in final examination due to lack of O' Level foundation in Literature.

The students' questionnaire required those who offered literature at O' Level to give the aggregate they scored in U.C.E. the findings showed that students had a wide range of passes from Distinction two to Pass seven. The range reflects a wide variation in the students' literary abilities from very high to below average and confirms what one headteacher revealed, "I think the literature students we have are the ones who are basically interested in the subject".

Question six on the students' questionnaire meant to establish whether students know the benefits that accrue from studying literature. Question eight on the teachers' questionnaire also sought to establish the same. Findings are tabulated in table fifteen.

Table 4.13 Students' perception of benefits from studying literature

Benefits of Literature	Frequency	Percentage	Cumulative Percent
Choice of career	21	52.5	52.5
Improving vocabulary	8	20	72.5
Effective communication	4	10.0	82.5
Widening ones knowledge	7	17.5	100.0
Total	40	100.0	

(Source: Primary data)

N=40

The teachers know what students' benefits from studying literature after A' level are, yet the table shows that only 47.5% of the students have an idea of what they expect from studying the subject. This is an anomaly because all students of literature ought to be knowledgeable of the possible benefits that accrue from studying the subject which could imply lack of career guidance on the part of the teachers.

The above findings show that to a greater extent students' performance depends on the teachers' level of training though the minimum qualification may not be a degree in teaching. Even the headteachers' interviews revealed that students' performance in final examinations depends on teachers' level of training to a greater extent.

4.5 Hypotheses testing

In this section, the researcher tested the assertions (hypotheses) as regards the variables under study.

Chi-Square Test

Table 4.14 Literary skills

Skills	Observed N	Expected N	Residual
Appreciation of literary piece of work	3	2.7	1.7
Knowledge of a given text	3	2.7	1.7
Aspects of the novel	2	2.7	-0.7
Total	8		

Table 4.15 Test Statistics

	Literary skills
Chi-Square (a,b)	1.5185
Df	2
Asymp. Sig.	.599

From the table above, the chi-square value of 1.5185 is greater than the test value of 0.599 at 0.05 (5%) level of significance, the hypothesis that the teachers' knowledge of literary skills does not facilitate students' performance in the novel at A' level is rejected and conclude that the teachers' knowledge of literary skills does have a significant effect on the students' performance in the novel at A' level.

Table 4.16 Teachers' knowledge of literary skills and students performance

Performance Index	Observed N	Expected N	Residual
Career choice	8	10.0	-2.0
Improved vocabulary	13	10.0	3.0
Effective communication	4	10.0	-6.0
Widens ones knowledge	15	10.0	5.0
Total	40		

Table 4.17 Test Statistics

Teachers' knowledge of literary skills and students' performance	
Chi-Square (a,b)	7.400
Df	3
Asymp. Sig.	.060

a 3 cells (100.0%) have expected frequencies less than 5. The minimum expected cell frequency is 2.7.

b 2 cells (100.0%) have expected frequencies less than 5. The minimum expected cell frequency is 4.5.

From the table above, the chi-square value of 7.400 is greater than the test value of 0.060 at 0.05 (5%) level of significance, the hypothesis that teachers of the novel at A' level have limited knowledge of literary skills is rejected and conclude that one needs to have the knowledge of literary skills in order to teach the novel at A' level.

Table 4.18 Teacher's qualifications attained

Qualifications	Observed N	Expected N	Residual
Dip.Ed	4	2.7	1.3
Dip.Ed/B.ED	3	2.7	.3
Dip.Ed/B.A	1	2.7	-1.7
Total	8		

Table 4.19 Test Statistics

	Qualifications attained
Chi-Square(a,b)	1.750
Df	2
Asymp. Sig.	.417

a 3 cells (100.0%) have expected frequencies less than 5. The minimum expected cell frequency is 2.7.

b 2 cells (100.0%) have expected frequencies less than 5. The minimum expected cell frequency is 4.5.

From the table above, the chi-square value of 1.750 is greater than the test value of 0.417 at 0.05 (5%) level of significance, the hypothesis that students' performance in the novel at A' level does not significantly depend on teacher's level of training is rejected and conclude that one needs to have a minimum qualification of Grade V in order to teach the novel at A' level.

4.6 Summary of findings

The findings of this study were;

1. Knowledge of literary skills does have a significant effect on students' performance in the novel at A' Level.
2. Teachers need to have knowledge of literary skills in order to teach the novel at A' Level.
3. Students' performance depends on the teacher's level of training.

Chapter 5

Discussion, Conclusion and Recommendations

5.1 Introduction

This study was concerned with teachers' literary knowledge and students' performance in the novel(P310/3) through finding whether the teachers of the novel develop literary knowledge in the students hence leading to good performance in final examinations .The study was restricted to six secondary schools that offer Literature in English at A' Level in Busia district. The data which was collected was analysed and interpreted in chapter four. In this final chapter the researcher discusses the findings, gives conclusions and makes recommendations and areas for future researchers.

5.2 Discussion

5.2.1 The literary skills teachers of literature P310/3 have.

The analysis of the results shows that many teachers of Literature in English at A' Level hardly possess knowledge of literary skills. As presented in chapter 4, it was exhibited that some teachers do not completely have any knowledge of literary skills. Such teachers stressed passing of examinations to students because to them, if students passed their examinations highly, it was regarded as good teaching. They also thought students could attain knowledge of literary skills at higher levels where it is required.

The researcher observed that many of the teachers of Literature in English and the novel in particular lacked knowledge of literary skills. Two of the teachers observed in

class while teaching were using commentaries directly which does not develop learners' skill of interpretation. The other two were using notes that appeared to have been used for a number of years meaning they did not update their notes to cater for changing dynamics. The researcher thought that the teachers were not creative enough but on discovering that many of them part-timed in other schools, she concluded it was due to limited time for lesson preparation. This kind of teaching leads to students missing out on the skill of argument just like Widdowson (1990) argued.

From the teachers' questionnaire 37.5% of the teachers defined literary skills and 62.5% of them gave only one aspect of what literary skills are. This shows that the teachers have limited knowledge of literary skills hence what they develop in the learners is also limited and contributes greatly to students' poor performance in their examinations.

Observation of students' note books also revealed lack of literary skills. The analysis of what their teachers focused on when teaching also revealed that 36.8% focus on themes and setting, 42.1% on style, 10.5% on understanding of events and 10.5% on author's intention. This shows that the teachers' knowledge of literary skills is limited therefore students find difficulties when studying the novel as seen in the analysis of the findings. 14.6% of the learners found difficulty in identifying characterization; 63.4% in interpretation of style, themes, plot and setting; 7.3% in characterization and characters and 14.6% in other difficulties. This shows that generally students find analysis of a text difficult.

From the headteachers' interview 25% of the headteachers said literary skills were communication skills, 25% said they were appreciation of language and 25% said they

were interpretation of setting. One headteacher said she was a scientist hence she did not want to guess. The analysis shows that even many of the headteachers are not aware of the literary skills that ought to be developed in the learners and so when they carry out supervision in their schools they do not find any fault in the teaching of the novel. Following this analysis, the researcher concurs with Mugume (2000)'s advice.

The researcher has observed from the study that knowledge of literary skills facilitates the teaching of the novel but many of the teachers do not exhibit this which has greatly affected students' performance in final examinations.

5.2.2 The effect of teachers' knowledge of literary skills on students' performance

Analysis of the findings revealed that teachers' knowledge of literary skills has a significant effect on students' performance in final examinations. This is because data in their questionnaire showed that they have knowledge of literary skills yet observation in the classroom and the conferences after the lessons revealed the reverse.

Analysis of the teaching-learning process in the classroom also revealed that teachers are more concerned about students' passing of examinations; as such they strive to see that their learners are equipped for this purpose more than any other reason for teaching the novel. Since A' level Literature demands serious analysis and reasoning on the part of the students, it calls for dedication on part of the teachers if good results are to be achieved but this is not so in Busia schools.

The analysis also revealed that the teachers employ teacher-centered methods of teaching as opposed to the learner-centered methods. Many of them dictate notes from commentaries which undermine the development of literary skills in the learners.

Whereas it is in a bid to save time, it nevertheless seriously affects students' performance since they are not able to reason out issues from the texts.

Fifty percent of the teachers observed while teaching revealed that lack of a teaching syllabus for literature has made the teaching of literature and more so the teaching of the novel very difficult. The researcher concurs with them that a teaching syllabus is necessary because the teacher trainers can be guided on what the trainees should stress in the field. The researcher therefore concurs with Ssenyonga (1992)'s recommendation.

With a teaching syllabus in place, the trainees will be fully equipped, have the knowledge and how to pass it on to develop literary skills in the learners but one wonders whether the state of affairs would change very much since in a normal teaching-learning situation, schools have the opportunity to design their teaching syllabuses. Teachers should not use the absence of a teaching syllabus from the NCDC as an excuse for poor results but should help the learners to benefit from studying Literature in English.

In line with the above argument, it is not just a matter of qualifying with a B.A/Ed or a B.ED in English language and Literature in English but rather what the graduate has acquired through training that will enable him or her to teach the novel adequately. To this effect therefore, the minimum qualification required for one to be able to teach the novel adequately has been found to be a Grade V diploma in English double- main. This also depends on where the diploma was obtained, at what point in time and how the trainees were assessed because there are many examples of Grade V teachers admitted at Makerere for upgrading i.e. B.ED students who find studying and teaching Literature in English difficult.

5.2.3 Teachers' level of training and students' performance in the novel

On teachers' level of training and students' performance, analysis of the findings showed that Busia district had nine teachers who teach literature at A' Level. Of these four (36.4%) of them teach the novel at A' Level while five (42%) are over loaded as they teach 25-28 lessons per week. Of the total number of the respondents only four (36.4%) are on the government payroll. These are intervening variables which the researcher held constant by concentrating on teachers' knowledge of literary skills and students' performance in the novels.

Data analysis showed that the number of graduate teachers of Literature in English at A' Level is very small compared to the demand for them in the secondary schools in the district especially given the fact that in addition they must teach English language at O' Level which is a compulsory subject that involves big numbers of students.

This scenario has forced headteachers to take on Grade V diploma holders and even senior six school leavers as a way of improvising to have manpower. To some extent this has contributed to weak students' performance in final examinations as can be seen from the difficulties they find while studying the novel. If these had been addressed by the teachers, the researcher believes the results would be much better.

Knowing literature or about it is no guarantee that one can teach it since the teacher's role is to guide the learners to attain ability to share the experience in the texts. The teacher should not just inform the students of this experience because sharing the textual experience requires originality of thought and sensitivity to what is in the text.

The teacher should be equipped with knowledge of literary skills in order to handle the novel adequately.

In Busia district four of the teachers started teaching as Grade V teachers and their students were passing the novel and Literature as a whole well. Unfortunately, by the time of the research two of them had been transferred out of the district there fore this proves that students' performance greatly depends on teachers' level of training as was observed in the field.

5.3 Conclusions

The aim of this study was to find out whether teachers' knowledge of literary skills has an effect on students' performance in final examinations in the novel. Basing on the analysis and, interpretation of the findings, the researcher concludes that:

Some teachers of the Literature (P310/3) in Busia district have limited knowledge of literary skills as exhibited in the teaching-learning process in the classrooms. They have concentrated on preparing students to pass examinations rather than preparing them for the future which has led to students not achieving the stipulated aims of learning Literature in English at A' Level and this contributed to their poor performance.

A' Level Literature teachers of the novel were few in regard to the load they handle. Some of them were over loaded so much that headteachers had to improvise by taking on "teachers" not trained to occupy students. Such "teachers" have limited knowledge of literary skills and so they are not able to develop these skills in the learners. In line with over load, many teachers part- time to "make ends meet". Consequently, as observed

earlier these teachers do not have enough time to prepare lessons so some use commentaries while others dictate notes to their students. This leads to students missing out on a number of skills i.e. argument, interpretation, communication skills to mention but a few.

To a greater extent students' performance depends on the teachers' level of training. Since only 37.5% of the teachers had the required minimum qualification yet 71.4% rated their students' performance as fair and 28.6% as good then it means teachers' level of training is paramount, though some Grade V teachers teach the novel and students pass their final examinations fairly well.

5.4 Recommendations

The findings of this study should benefit teacher trainers and teacher trainees, the department of literature in the National Curriculum Development Centre (N.C.D.C), A' Level teachers of Literature in English and future researchers.

Teacher trainers

All those concerned with empowering teacher trainees should emphasize the most effective skills and content to them so that by the time they go out to the field, they are in position to teach the novel competently.

The teacher trainees should be conversant with the aims of teaching Literature in English so that they strive to achieve these aims by developing literary skills in the learners.

The National Curriculum Development Centre

Curriculum developers should outline what teachers need to teach the novel effectively. NCDC should therefore draw up a teaching syllabus for literature describing the content that should be taught or design the curriculum which encompasses literary skills of literature texts that should be taught.

A' Level literature teachers

Practicing teachers should focus on the stipulated aims of teaching literature. They should aim at developing in the students skills like analysis of language, analysis of style, analysis of meaning, interpretation of the author's meaning, comparison of characters, interpretation of the various aspects of the novel i.e. setting, plot, structure, themes, style, characters and characterisation. They should also use a wide variety of student- centered activities to achieve full active student participation.

The headteachers and heads of the Literature department should organize workshops and conferences for the teachers of literature to refresh them with current issues and what they could have missed out on. They should also have induction of new teachers as a way of enhancing capacity building for the department so that A' level students can benefit.

Future Researchers

The study has not exhausted the topic; therefore, other research studies should be done in the same area due to the fact that:

1. Literature as a subject consists of three genres- prose and poetry, plays and novels. This study confined itself to novels only so other researchers should carry out similar studies in the other genres to cover literature as a subject at A' Level.
2. The study was restricted to only one district so other researchers should try out other districts to establish whether the findings hold for the whole country.
3. A descriptive cross-sectional survey research design was used for this study. Other researchers could use other designs to establish whether the same results would be got.
4. The lessons observed were less than expected because most schools were sitting mock examinations and moreover two schools did not have a senior five class. The researcher suggests that for one to get a clearer picture of what goes on in the classroom, he or she would need almost a full term's classroom observation.

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Recommendation Letter

APPENDIX (i) Students' Questionnaire

Dear student,

You have been selected to participate in the ongoing academic study entitled, "Teachers' Literary Knowledge, Training and Students' Performance in the Novels (P310/3) in Selected Secondary Schools in Busia District". Here are some questions about the teaching of Literature P310/3. Please give the most appropriate answers as honestly as possible. This information shall be treated with the utmost confidentiality it deserves.

You need not write your names. Thank you very much for your contribution.

BIO DATA

School.....**Class**.....**Combination**.....

1. Did you offer Literature in English at O' Level? YesNo.....

a) If yes, with what aggregate did you pass?

b) If no, why didn't you offer it?

i).....

ii).....

iii).....

iv).....

v).....

2a) Did you choose to offer Literature in English at A 'Level? Yes.....No.....

b) Why or why not?

i)

ii)

iii)

iv)

v)

3. When studying the novel with your teacher, what does he or she focus on?

i)

ii)

iii)

iv)

v)

4. Tick the skills your teacher uses to teach the novel.

i) Analysis of the language used.

ii) Analysis of the style used.

iii) Identification of the author's intention.

iv) Analysis of the author's meaning.

v) Identification of the plot of a given novel.

vi) Analysis of the structure of a given novel

vii) Identification of the characters.

viii) Comparison of the characters.

ix) Characterisation of the characters.

x) Interpretation of the setting of the novel.

xi) Interpretation of the themes.

xii) Interpretation of the style used.

5. What difficulties do you find when studying the novel?

i)

ii)

iii)

iv)

v)

vi)

vii)

viii)

ix)

x)

6. What are the benefits for studying Literature?

i)

ii)

iii)

iv)

v)

vi)

vii)

viii)

ix)

x)

7a) Do you enjoy your paper three lessons? YesNo

b) Briefly explain why or why not.

i)

ii)

iii)

iv)

v)

vi)

8a. Use numbers 1, 2, 3 for the three papers of Literature in English, in order of your preference.

.....
.....
.....

b) Give reasons for your preference in (a) above.

i)

ii)

iii)

iv)

v)

vi)

APPENDIX (ii) Teachers' Questionnaire

Dear teacher,

You have been selected to participate in the on going study entitled, "Teachers' Literary Knowledge, Training and Students' Performance in the Novels (P310/3) in Selected Secondary Schools in Busia District".

You are kindly requested to answer all questions as honestly as possible. Your contribution is greatly needed and will be highly appreciated. All information given will be treated with utmost confidentiality.

Thank you very much.

BIO DATA

School

Teaching subjects.....

Classes taught

Papers taught

Teaching load per week

Qualification(s) attained i).....

ii)

iii)

iv)

Number of years taught

Questions

1. What are literary skills?

.....
.....
.....
.....
.....

2. List methods you use when teaching the novel.

i).....
ii).....
iii).....
iv).....
v).....
vi).....
vii).....
vii).....

3a) Do you enjoy teaching the novel? Yes No

b) Give reasons for your answer.

i).....
ii).....
iii).....
iv).....
v).....

4. What aspects of the novel do you teach?

i).....

ii).....

iii).....

iv).....

v).....

vii).....

vii).....

viii).....

ix).....

x).....

5. List the narrative techniques you teach in the novel.

i)ii)

iii)iv)

v)vi)

vii)vii)

ix) x)

6. How do you teach the plot in the novel?

i)

ii)

iii)

iv)

v)

7. List the details you teach about characters and characterisation.

Characters	Characterisation
i)	ii)
iii)	iv)
v)	vi)
vii)	viii)
ix)	x)

8. In your opinion what are students' benefits of studying Literature in English after A' Level?

i)

ii)

iii)

iv)

v)

9a) Tick the correct alternative in regard to your students' performance in final examinations in the novel?

a) Very good c) Fair

b) Good d) Poor

b) List the factors you think could be responsible for such performance.

i)vi)

ii)vii)

iii)viii)

iv)ix)

v)x)

10. What do to ensure that four students pass the novel very well?

i).....

ii).....

iii).....

iv).....

v).....

vi).....

vii).....

viii).....

ix).....

x).....

APPENDIX (iii) Observation guide

The researcher will attend lessons as teachers teach. She will take note of the literary skills the teacher exhibits and hopes to develop in the learners.

Literary skills include:

- Analysis of language
- Analysis of style
- Analysis of meaning
- Interpretation of the author's intention
- Identification of the plot
- Identification of the structure of a given novel
- Analysis of the characters and characterisation
- Comparison of characters
- Interpretation of the various aspects of the novel i.e. setting, structure, plot, themes, style, characters and characterisation
- Effect of language used

APPENDIX (iv) Teachers' conference questions

1. What were the objectives of your lesson?

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.....

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.....

.....

2a) Did you achieve them? Yes No

b) How do you measure the achievement?

.....

.....

.....

.....

.....

3. Which literary skills did you intend to develop?

.....

.....

.....

.....

.....

4a) Do you teach what you trained to teach? Yes No

b) If no, why?

.....

.....

.....

.....

.....

5. How have your students been performing in the novel in final examinations?

.....

.....

.....

.....

.....

6. What do you think has been affecting the results?

.....

.....

.....

.....

.....

7. Do you enjoy teaching the novel? Yes No

8. What difficulties do you face when teaching the novel?

- i).....
- ii).....
- iii).....
- iv).....

v).....

APPENDIX (v) Headteachers’ Interview guide

Dear Headteacher,

You have been selected to participate in the on going academic study entitled, “Teachers’ Literary Knowledge, Training and Students’ Performance in the Novels (P310/3) in Selected Secondary Schools in Busia District”.

You are kindly requested to answer all questions as honestly as possible. Your contribution is greatly needed and will be highly appreciated. All information given will be treated with utmost confidentiality.

Thank you very much.

BIO DATA

School

Job Title

Number of years spent as headteacher (Tick) <1..... 1-5.....6-10.....11+.....

Questions

1i) Do you have Literature in English at A. Level in this school? YesNo

ii) If yes, since when?

2. Why is this subject taught in this school or why not?

.....
.....
.....

.....
.....

3. Which literary skills do the teachers of the novel develop in the learners?

.....
.....
.....
.....
.....

4. How many teachers teach this subject of A' Level?

5. Are you comfortable with the manpower you have in the subject? Why?

.....
.....
.....
.....
.....

6. What criteria did you get to have these teachers in your school?

.....
.....
.....
.....

7. What is your opinion about the students' performance in final examinations?

.....
.....
.....
.....
.....

8i) Are you proud of this performance? Yes No

ii) Why or why not?

.....
.....
.....
.....
.....

9. What do you have to say about the performance of your students in P310/3 in particular?

.....
.....
.....
.....
.....

10. Do you think it has anything to do with the teachers of the novel?

YesNo.....

