

**CHALLENGES AFFECTING PERFORMANCE OF LITERATURE IN
ENGLISH IN TANZANIA ORDINARY LEVEL SECONDARY SCHOOLS: A
CASE OF TABORA MUNICIPALITY**

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**A THESIS SUBMITTED IN FULFILMENT OF THE REQUIREMENTS FOR
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CERTIFICATION

The undersigned certifies that he has read and hereby recommends for examination by the Open University of Tanzania a thesis entitled: “Challenges affecting performance of literature in English in Tanzania ordinary level secondary schools: A case of Tabora Municipality”, in fulfilment of the requirements for the degree of Master of Arts in Literature (MALT).



Dr. Dunlop Ochieng
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29/10/2019

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I, Caroline Nimehi Mugolozzi, do hereby declare that this thesis is my own original work and that it has not been presented and will not be presented to any other university for similar or any other degree award.



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Date

DEDICATION

My thesis is dedicated to my lovely husband, Mr. Bwire Simagi Manyama and my children: Albert Issa Bwire, Maria Kasana Bwire, Alex Simagi Bwire and Martha Nyabweke Bwire. Their patience throughout my studies was highly appreciated.

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ABSTRACT

Literature in English is an important section within English language subject in secondary schools which requires special focus in preparation of learners to successfully finish that level of education. However, most of form four students seem to lack interest of studying the subject and have been performing poorly in literature section in their national examinations. Through this realization, the present study found it interesting to explore the challenges. In line with this objective, the study deployed questionnaire, interview guides, documentary review and observation for data collection in Tabora Municipality. The data were processed, analyzed and interpreted according to the Reader Response Theory and Cognitive Learning Theory. The findings of the process revealed that, the studied ordinary level secondary schools in Tanzania had poor environment for teaching and learning literature effectively. Similarly, the teacher centered methods which hindered students' thinking capacity and creativity in literary appreciations were found to be the dominant methods used in the teaching of literature in English the situation that demotivated students to study it. The role of professionalism and motivation in the performance of literature in English was also affected due to teachers' lack of self-commitment in guiding students on how to study the subject. This is particularly reading and understanding the literary books, analyzing and interpreting the stories presented by the writers and narrators, hence failing to recognize the importance of the subject and its value in identifying its role in affecting historical and cultural identities that are key to the development of mankind. It is therefore recommended that deliberate efforts to be taken to solve these challenges that affect the performance of literature in English in ordinary level secondary schools in Tanzania.

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LIST OF ABBREVIATIONS

| | |
|-----------|--|
| 'O' level | Ordinary Level |
| CSEE | Certificate of Secondary Education Examination |
| EFL | English as a Foreign Language |
| ESL | English as a Second Language |
| ICT | Information Communication and Technology |
| MoEST | Ministry of Education, Science and Technology |
| MoEVT | Ministry of Education and Vocational Training |
| MoRALG | Ministry of Regional Administration and Local Government |
| NECTA | National Examinations Council of Tanzania |
| OECD | Organization for Economic Co-operation and Development |
| OUT | Open University of Tanzania |
| SSQA | Secondary School Quality Assurers |
| TALIS | Teaching and Learning International Survey |
| TIE | Tanzania Institute of Education |

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

The performance of literature in English in ordinary level secondary schools has for years been facing many challenges worldwide. Unfortunately, these challenges haven't been resolved despite the fact that the teaching of the subject, in the same level started many years back until now. According to Applebee (1993) literature in English teaching in ordinary level secondary schools around the world started since 19th century up to date. This teaching of literature in English involved different genres such as novels (fiction), short stories, plays (drama) and poetry.

These genres of literature in English have become very important elements within English language subject which require special attention in the process of teaching them to learners. This is because of their great importance to different societies around the world (Applebee, 1993). For instance, the teaching of literature in English in ordinary level secondary schools improves learners' ability of literary appreciation in relation to contemporary societies (Alexander, 2000). Teaching literature in English in ordinary level secondary schools, aims at helping individual learners to understand literary works and different societal values at large (Çetin & Demiral, 2012).

It is therefore suggested that any 'O' level secondary school English language curriculum around the world should help students to acquire basic knowledge and competences of literature in English by the end of schooling. These include: to analyze form and content of various literary works, to evaluate the relevance of

messages from literary works to contemporary societies and to help individual students to understand themselves in life (Applebee, 1993). The teaching of literature in English becomes meaningful to students if at all they understand what is intended to be taught and demonstrate the targeted competences by the end of the course (Carter & McRae, 2017).

Contrary to that the teaching of literature in English in ordinary level secondary schools seems to be a worldwide problem. This owes to the fact that students fail to reveal the required basic knowledge and competences of the subject matter when tested, hence perform poorly. For instance, the problem was revealed in Turkey in 2012 when secondary school students of literature in English were tested according to their national examination criteria of evaluation. It was reported that when the students attempted to answer English literary examination questions, they failed to support their arguments and did not manage to construct appropriate individual interpretations in relation to English literary works. That situation was associated with the fact that literature in English teaching was not conducted well to 'O' level students (Çetin & Demiral, 2012). The same thing was exposed in Malaysia in 2016 where most of the 'O' level students were reported to have failed to reveal the required basic knowledge of literature in English when they answered their national examination questions. This failure was a result of ineffective teaching of the literature in English because the teachers used teacher centered methods in the classroom teaching of the subject matter (Ling & Eng, 2016).

Applebee (1989, 1993) who conducted his study in America suggested that the teaching of literature in English needs to be provided with helpful school contexts.

He added that teachers should improve own methods of teaching and implement subject goals. This means, with absence of conducive teaching environment and effective teaching methods lead to ineffective teaching process which results to failure by students to get the required knowledge and competences hence poor performance.

In African contexts, the teaching of literature in English in ordinary level secondary schools seems to be also a problem. Labo-Popoola (2010) for example, conducted his study in Nigeria and reported that lack of specific teaching methods in literature in English classes affects the effectiveness of teaching the intended knowledge to learners. The inadequate teaching materials, lack of libraries with professional librarians and teaching staff also result to ineffective teaching of the required knowledge of literature in English. Hence, literature students fail to understand the required knowledge and therefore, they cannot read and understand, analyze, interpret and answer literary examination questions properly (Emmanuel, Alexis & Theophilus, 2013; Ehiane, 2014; Odeh, Oguche & Ivagher, 2015; Lemessa, 2015).

The situation is similar in Tanzania. Mkumbo (2011) for instance observed that teachers of ordinary level secondary schools in Tanzania are not committed and motivated to their teaching profession due to poor working conditions, poor salaries and lack of regular in-service trainings. The result is, most of 'O' level students fail to reveal the required basic knowledge and competences of various subjects including literature in English. They fail to meet the demands of their national examination questions. For instance, the detailed response analysis reports of 2013, 2014, and 2015 show that form four candidates performed poorly continuously for

three years in terms of average in literature section of the English language subject examinations: response to reading part (The NECTA 2013, 2016).

In this view, there is a doubt whether the teaching of literature in English in 'O' level secondary schools in Tanzania is done appropriately. This study therefore, was set out to assess various challenges affecting performance of literature in English in ordinary level secondary schools in Tanzania, particularly Tabora municipality in order to reveal the source of the research problem (students' poor performance).

1.2 Statement of the Problem

The required basic knowledge and competences of literature in English in ordinary level secondary schools in Tanzania include: reading and analyzing form and content of various literary works (novels, short stories, plays and poetry), interpreting and evaluating the relevance of messages from literary works to contemporary societies, self-understanding and expression of writing logical essays (MoEVT, 2010, 2012). However, the majority of form four students in Tanzania failed to demonstrate the required basic knowledge and competences in the questions of literature in English section in their national examinations.

This is shown in the detailed response analysis reports by the National Examinations Council of Tanzania (NECTA) of 2013, 2014, and 2015. This means that students failed to meet the requirements of questions hence performed poorly in literature section of the English language subject examinations (response to reading part) - see appendices 9 and 10 (The NECTA 2013, 2016). The performance in this section was reported to be 37.4% in 2013 report, 53.65% in 2014 report and 25.4% in 2015

report respectively. The average performance in this section for three years was therefore 38.8% – far below the minimum average for good performance set by NECTA which was between 40% - 79% (MoEVT, 2013).

The reports showed that the candidates failed to understand questions and or failed to analyze form and content of various literary works. However, these reports did not inform underlying challenges for the observed failure of students in responding to the questions as it was expected. They did not report institutional, infrastructural and technical challenges for the outcomes seen in literature examinations papers. It is therefore in this backdrop that this study took academic responsibility to explore various challenges that lead to students' poor performance in literature section. The findings of this study are therefore a feedback to all stakeholders of education on the way forward to improving the performance of literature in English in Tanzania ordinary level secondary schools.

1.3 Research Objectives

1.3.1 General Research Objective

The general objective of this study was to assess the challenges affecting performance of literature in English in Tanzania ordinary level secondary schools particularly Tabora Municipality.

1.3.2 Specific Research Objectives

- i. To determine the nature of teaching environment in the performance of literature in English in Tanzania ordinary level secondary schools,

- ii. To identify the teaching methods in the performance of literature in English in Tanzania ordinary level secondary schools; and
- iii. To analyze the role of professionalism and motivation in the performance of literature in English in Tanzania ordinary level secondary schools.

1.4 Research Questions

- i. How does the teaching environment of literature in English look like and how does it affect the performance to ordinary level students in Tanzania?
- ii. Which teaching methods of literature in English are used and how do they affect the performance to ordinary level students in Tanzania?
- iii. How do professionalism and motivation affect the performance of literature in English in Tanzania ordinary level secondary schools?

1.5 Significance of the Study

This study is significant at both theoretical and practical levels. For instance, the research outcomes are significant to various education stakeholders, educational institutions and officers such as officers from the Ministry of Education, Science and Technology (MoEVT), officials from Ministry of Regional Administration and Local Government (MoRALG), officers from different certificate and diploma colleges and universities, regional and district educational officers, college and secondary school quality assurers, educational policy makers and curriculum developers.

The researchers can get new knowledge, modify their studies and conduct further research. This study is also significant as it will add new experience to teachers who

may need to improve their teaching environment, methods, and understanding their role of professionalism and motivation in order to implement the stated objectives and competences indicated in the syllabus. Therefore, this study will be very significant at individual and international levels, as it aimed at showing the results on how various challenges affected the students' performance of literature in English in Tanzania ordinary level secondary schools and how to improve the students' performance.

1.6 Delimitations

This study aimed at assessing the challenges affecting performance of literature in English in Tanzania ordinary level secondary schools, specifically in Tabora Municipality. Therefore, it focused only on how various challenges affected the students' performance of literature in English in Tanzania ordinary level secondary schools and not otherwise. The study also included only 15 sampled ordinary level secondary schools and involved both form four students and teachers of literature in English. The heads of school and secondary school quality assurers (SSQA) for literature in English from Tabora Municipality were also included. In this view the findings and discussions are based on the sampled schools and SSQA only.

1.7 Definitions of Some Basic Concepts

1.7.1 Literature in English

Literature in English is any literature in the English language and not necessarily from England (Al-Ghazali, 2009). Literature in English is the study of literature written in English language (Fletcher, 2015). In this study, literature in English refers to the section which is studied within English language subject. It includes English

literary works such as novels, plays, short stories and poetry (MoEVT, 2012). In ordinary level secondary schools national examinations, this section is known as response to reading where there is literature in English questions (NECTA, 2013, 2015).

1.7.2 Teaching

Teaching is a total of different actions that are planned outside the students in order to help them acquire knowledge and skills (Ball, *et al.* 2008). Teaching involves various activities of both the teachers and learners so as to support the learners get the intended objectives (Lowenstein, 2005). In this study, teaching refers to process which involves different methods and activities done by the teachers and students in and outside the classroom in order to help learners acquire the required basic knowledge and competences so that by the end of the course they perform well.

1.7.3 Teaching Methods

Teaching methods refers to the techniques used by teachers in order to facilitate their subject matter effectively in classrooms (Mushi, 1997). Teaching methods refers to various procedures employed by teachers in classroom for effective teaching process (Celce-Murcia, 2001). In this study, teaching methods refers to different techniques used by teachers in classrooms for effective teaching of literature in English, in order to enable learners understand the required basic knowledge.

1.7.4 Performance

Performance refers to the ability of conducting a certain activity as required (Thomas & Eden, 2004). Performance means the capability of doing something as it is

intended (Zollo & Meier, 2008). In this study it refers to the ability of achieving the required basic knowledge and competences of literature in English as it is intended.

1.7.5 Poor Performance

Poor performance means unable to obtain/achieve the required outcomes (McDonald & Westphal, 2003). Poor performance refers to incapability of attaining the expected goals (Mji & Makgato, 2006). In this study, poor performance means failure to achieve the required basic knowledge and competences of literature in English as it is intended.

1.7.6 Secondary School Quality Assurers

These are secondary education officers who examine the quality and standards of education in secondary schools (Mwinyipembe & Orodho 2014). The United Republic of Tanzania (2008) argues that secondary education quality assurers are educational officers who deal with evaluation of standards and quality of education in Tanzania. In this study, these are education officers in Tanzania (commonly known as school inspectors) who examine the standards and quality of education in 'O' level secondary schools, through inspecting the trend of teaching literature in English.

1.8 Organization of the Report

This report is organized into the following chapters: Chapter One is the introduction part of this study. Chapter Two contains literature review. Chapter Three involves research methodology. Chapter Four comprises findings and discussions and chapter Five deals with summary of the study, conclusion, the knowledge gap and

recommendations (recommendations for action and recommendations for further research). All these chapters explain issues towards the successful of this study.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter presents a review of literature related to this study. The study reviewed a theoretical study which covered the Reader Response Theory and Cognitive Learning Theory. It also involves empirical studies which covered three parts such as (studies from foreign countries, studies from Africa and studies from Tanzania) and the research gap. The last part of this chapter is the conceptual framework of the study.

2.2 Important Theories

2.2.1 The Reader Response Theory

This is a literary theory that focuses on the readers or audiences being active in producing the meaning of the literary works and using their experiences in order to understand it clearly (Connell, 1996). It was developed by Louise Michelle Rosenblatt, the most famous researcher on Literature teaching and learning. Rosenblatt (1978) cited by Connell (1996) states that, the practice of interpreting literature entails a transaction between the reader and the text. Every “transaction” is an exceptional knowledge that the reader and text constantly work and both have a chance to win one another. She insisted that, poems do not have equal implication to each one, as every audience get self understanding, altitudes and background to the specific text. Therefore, the meaning of a text relay not in the work itself but in the reader’s interaction with the work.

The theory is guided by some premises as they are discussed by Beach (1993) who argues that; the theory analyzes a transaction between the reader and text. This

means, both the reader and the text are necessary in the production of literary meaning. Also, it emphasizes a reader to achieve activities especially on affective stylistics. That is, an event that occurs on time, and considering other readers experiences or what they felt after reading the same text. Here, the reader innovates meaning of the text through his/her experience.

The theory is related to this study because it helped the researcher to prepare and analyze the second specific research objective which based on the teaching methods. That is which teaching methods that affected the students' performance of literature in English. This is due to the fact that, the theory recognizes that the learner centered methods are very important in the students' performance of literature in English. This is because the theory recognizes the reader / learner being a critical person in reading, understanding, analyzing and interpreting the literary work in collaboration with the literary text itself but the reader is centered. One of its weakness is that the reader / learner can be biased based on a certain approach or perspective and may lead to misinterpretation of the literary texts. Therefore it needs the role of the teacher in order to guide the reader / learner and the conducive environment for reading / learning. This weakness demanded the study to employ another theory which suited all three specific research objectives of this study; the Cognitive Learning Theory.

2.2.2 The Cognitive Learning Theory

Cognitive Learning Theory is an expansive hypothesis which explains how a child can construct new knowledge through mental processes in his/her environment as he/she grows (McLeod, 2018). It was developed by a psychologist, Jean Piaget in

1936 who made a study on cognitive development of a child and learning. In learning contexts, the theory holds that: effective learning takes place in a conducive school environment, teaching learners through constructive methods such as asking questions about prior knowledge, encouraging students to construct ideas for themselves results to better understanding of the subject matter, mental activities which involves a deeper engagement of the learners increases effective learning, interaction between teachers and students or among students themselves results to better understanding of the required knowledge and competences by the learners, learning environment requires provision of guidance and counseling services by teachers and allowing students to make reflection of what they have learnt (Pritchard, 2009).

The theory insists that effective learning by students requires the presence of conducive learning environment, appropriate learning methods, commitment of teachers in teaching and motivations. If these things are ineffective at secondary schools the students might not get the intended knowledge. The result is, when students are provided with tests and examinations, they might fail to reveal the required knowledge and competences hence perform poorly.

The theory is related to this study because it helped the researcher to prepare and analyze the specific research objectives. The specific research objectives based on the teaching environment, methods and the role of professionalism and motivation and how they affected students' performance of literature in English. The theory also helped the researcher to know the kind of questions to ask the targeted respondents (interview guides), to prepare the questionnaire and an observational checklist.

2.3 Empirical Studies

2.3.1 Studies from Foreign Countries

The teaching process of literature in English in secondary schools should be facilitated through supportive environments such as the presence of enough professional teachers who teach effectively in classrooms and the availability of adequate instructional materials (Siegel & Kaemmerer, 1978; Applebee, 1993; Peterson & Deal, 1998; Graff & Di Leo, 2000; Jenkins, 2001; Kelley, Thornton & Daugherty, 2005; Darling-Hammond, & Berry, 2006; Callahan *et al*, 2009; Shindler, Jones, Williams, Taylor & Cadenas, 2009; Suleman & Hussain, 2014; Hashim & Denan, 2015; Jones & Shindler, 2016; Kudari, 2016).

Marshall (2006) and Kausar, Kiyani & Suleman (2017) added that the effective teaching process of literature in English needs conducive physical environments like adequate facilities such as chalkboards, water, maps, charts, posters, electricity, ventilation, furniture and overhead projectors. These conducive physical environments have positive impact on teaching of literature in English (Higgins, Hall, Wall, Woolner & McCaughey, 2005; Fisher, 2008; Lippman, 2010).

In addition to that Lyons (2001) suggested that the presence of school facilities such as teaching resources, teachers' skills and syllabus play a significant role to the classroom teaching process of literature in English. However, Hişmanoğlu, (2005) challenged that literature in English has very few appropriate teaching materials which can be used by teachers of literature in English. Bostick (1972) supported that lack of enough relevant literary texts in secondary schools affects the teaching process of literature in English in classes. These authors focused on classroom

environments. This study considered other physical environments which are out of classroom environment in the teaching of literature in English.

Haas (2002) and Davies, Doেকে & Mead (2013) argued that it is important to use different methods of teaching literature in English in ordinary level secondary schools that help learners to understand the intended knowledge. Hawang & Embi (2007) added that the use of different methods in teaching of literature in English is influenced by six reasons. These include: the culture of examination in secondary schools, language proficiency of the students, literary works' selection, large size of the class, students' thoughts and teachers' training programmes. With these reasons, teachers needed to determine their teaching methods in order to implement the required objectives of the subject concerned. These studies did not suggest the methods of teaching literature in English. Interestingly, this study investigated them and covered this part.

The teaching of literature in English in 'O' level secondary schools requires the reader response method in order to convey the required message to learners (Applebee, 1993; Connell, 1996; Castle, 2007). Reader response method is among of the student centered methods which involves small group discussion, creative dramatics and writing assignments that encourage learners to expand and support responses of their own and the texts (Hackett, Brown & Michael, 1968; Ali, 1993; Watson, 2005; Van, 2009).

Talif (1991), Kissau & Salas (2013), Nowrouzi et al (2014) and Padurean (2015) supported that student centered methods which are interactive methods motivate

students to learn effectively in the classes of literature in English. Xu (1996) and Nugrobo & Mayda (2015) also maintained that the use of motivational methods in teaching literature in English in Junior high schools, help learners to feel comfortable, relax and happy towards learning. Purves & Beach (1972), Roebuck (2015) and Yavuz (2010) emphasized that teaching poetry needs participatory methods (writing poetry exercise) which allow students to create various interpretations about the poems.

Participatory methods which include creative methods (warm up games, dialogue of characters, pair and group discussion, students' experience and question and answer) can be used to teach creative writing (Close, 1992; Benton, 1999). Question and answer method promotes learners' creativity and generates their own opinions (Graff & Di Leo, 2000; Jenkins, 2001; Davies, 2006; Thunnithet, 2011). Sidhu, Chan & Kaur (2010) criticized that teaching literature in English through comprehension question and answer method minimizes both teachers and students' creativity. Steiner (1972) and Close (1992) proposed that comprehension questions and answers method should be used together with a group discussion method for effective teaching of fiction in secondary schools.

Group discussion method attracts learners' participation in classes and helps to understand literary texts (Bain, Huss & Kwong, 2000; McGann, *et al* 2001; Harmer, 2003, 2008; Ghazali, Setia, Muthusamy & Jusoff, 2009; Ainy, 2011; Pham, & Renshaw, 2013). For example, small group discussion method in teaching poetry helps learners to understand poetry and motivate them in learning process (Lewis, 1903; Dillman, 2009; Rohaniyah, 2012; Bell, 2013). Group discussion also can be

used to teach plays and poems because it helps learners to write summaries and encourage them to write their own opinions to English literature (Somers, 1999; Sanchez, 2009; Padurean, 2015).

Rashid, et al., (2010) argued that the use of information based method (lecture, reading notes and explanation) by teachers of literature in English causes students failure to understand well literature in English lessons. They added that it results to poor students' thinking capacity and creativity in students' literary appreciations. According to Harahap & Emzir (2015) and Ling & Eng (2016) information based method is a teacher centered method as it hinders students to express themselves when answering English literary essay examination questions. Information based method is related to language based method which limits learners' thinking capacity during the learning process (Van, 2009). However, language based method when used in teaching literature in English effectively, help students to understand the required knowledge (Akyel, 1995; Nasharudin & Nadia, 2008; Poon, 2010; Timuçin, 2010; Bedi, 2011; Dhillon & Mogan, 2014). In addition to that using re-telling stories, recitation and reading paraphrased notes also prohibits students' creativity (Mustakim, et al., 2014).

Again, Killander (2011) pointed out that teachers of literature in English in secondary schools should apply a translation method in teaching poetry in order to increase students' understanding of the subject matter. In Tanzanian 'O' level secondary schools' contexts, this means some of the teachers do explain some issues from English language to Kiswahili language with a claim that it is a best way to help students to understand well the subject matter. This is not true as Lim & Omar

(2007), El-Helou (2010) and Yunus, et al., (2013) who opposed that the translation method minimizes students' creativity and that teachers are supposed to use English language in teaching literature in English as well as visual teaching aids like video, films, and watching television in order to raise their thinking capacity.

Mujawar (2013) and Yunus & Suliman (2014) insisted that teachers of literature in English have to use creative methods such as brainstorming activities, students' experience, various pictures, a sample of films and internet (ICT tools) in order to promote the teaching and understanding of the subject matter. Moreover, Savvidou (2004), Abraham (2010) and Yimwilai (2015) described that using integrated methods (pre-reading, while reading and post reading) in teaching literature in English help students' understanding of the subject matter. Obeidat (2014) emphasized that in addition to integrated methods, the use of teachers' prior knowledge, teaching experiences and students' experiences in the teaching of literature in English helps learners to understand the intended knowledge.

On the other hand, Tian (1991) and Allender (2002) portrayed that some English literary texts are difficult for teaching them and for students' understanding especially for the class where English is the second language. Dinneen (2012) and Saka (2014) contrasted that the difficult English literary texts can be taught using short stories so as to help learners' understanding. Teaching of poetry which is assumed to be difficult by some teachers, needs a stylistic method that motivates learners to understand the subject matter (Short & Breen, 1988; Ahmad, 2014; Jaafar, 2014; Gonzales & Flores, 2016). These studies are related to this study but most of them are based on methods of teaching single genres of literature in English.

This study intended to investigate various methods of teaching literature in English in all genres.

The issue of commitment is also addressed by the studies from abroad. The ordinary level secondary school teachers of literature in English are committed to work in conducive teaching environment which encourages them to work, recognize their well done work and less stress performances (Kanter, 1968; Anderman 1991; Applebee, 1993; Rhoades, Eisenberger & Armeli, 2001; MacNeil, et al., 2009; Schleicher, 2016). Firestone & Pennell (1993), Nehmeh (2009) and Riehl & Sipple (2014) supported that the commitment of professional teachers in 'O' level secondary schools results from various motivations such as better support from school administration, better relationship among teachers, high salaries and promotion of jobs. Amadi (2013) stressed that teachers of literature in English in ordinary level secondary schools should be provided with various trainings in order to motivate their teaching profession in classes. Lack of these motivations to literature in English teachers creates teaching professional inefficient (Ranjan & Rahman, 2010).

However, the teachers of literature in English have to reveal their teaching profession through self-commitment regardless of these motivations, this is done in order to develop learners' creativity and promote understanding of the subject matter (Gordon, 2002; Goe, Bell & Little, 2008; Goe, 2009; Little, Goe & Bell, 2009; Gore, & Begum, 2012; Muslimah, 2016; Victoria State Government, 2017). For instance, the students of ordinary level secondary schools also should be provided with counseling services by their teachers of literature in English in order to motivate

them learn and perform well (Zyngier, 1994; Juhdi & Hamid, 2009; Darling-Hammond, 2010; Khare, 2011; Neranjani, 2011; Çetin and Demiral, 2012; Maphosa, & Mutopa, 2012; Clarke, 2014; Donahue, 2014; Organization for Economic Cooperation and Development, 2016). These studies ignored some motivations which influence teachers' self commitment to their teaching professional. This study investigated more various motivations.

2.3.2 Studies from Africa

Effective teaching of literature in English in secondary schools results from conducive school environment (Adesoji & Olatunbosun 2008; Emmanuel et al, 2013; Ehiane, 2014; Odeh *et al*, 2015; Lemessa, 2015). These include: good relationship between teachers and students, students' discipline, provision of enough teaching facilities like English literary books, syllabus and improvement of teaching in classes. Availability of enough teaching materials of literature in English for example, helps teachers to implement the intended knowledge effectively to students (Akiri, 2013; Olanyinka, 2016). These studies ignored other teaching environments of literature in English of which this study assessed them.

Labo-Popoola (2010) stated that lack of specific teaching methods of literature in English in 'O' level secondary schools result to poor teaching and understanding of the subject matter to learners. Contrary to that Madondo (2012) proposed that specific teaching methods are very important like that of reader response method in the teaching of literature in English. This is because it allows students to provide several interpretations of literary texts. Fakeye & Adebile (2014) emphasized that Teachers of literature in English have to engage students in English literary club

activities (dramatization and reading English literary texts) for effective teaching process in classes. These activities stimulate the teaching process like that of using class discussion and assist students to understand the lessons easily (Athanasopoulou et al 2014; Yusuf, 2014; Gathigia & Njoroge, 2016).

Thematic and stylistics methods are proposed in teaching English poetry but are assumed to be teacher centered methods which limit students to understand the subject matter (Inyang, 2009; Abukhattala, 2014). Teachers are advised to use engagement methods in teaching literature in English (David & Amao, 2013). Engagement methods assist learners' participation in the interpretation of English literary texts. Ezeokoli & Patience (2016), Kembo (1991a, b) and Ezeokoli (2016) supported that effective teaching of literature in English (prose) needs various methods including lecturing, reading, story re-telling, provision of notes, questions and answers, group discussion and summaries.

Musa, Jimba & Ogundele (2015) argued that the teachers' role of literature in English in 'O' level secondary schools involves transferring skills, knowledge and attitudes to students that help in solving students' academic and societal problems. In order to maintain these roles, motivation is very important to effective teaching by staff in schools (Terhoven, 2012). If teachers of literature in English are not motivated, they may not be committed to their teaching profession (Oloruntegbe et al, 2010; Oloruntegbe, 2011) as a result, failure for the required learning outcomes. Fareo, (2015) supported that teaching profession in 'O' level secondary schools can be ineffective because the teachers of literature in English lack enough salaries, in service training and poor teaching environment. The presence of training

programmes to teachers of literature in English also contributes to effective teaching (Ramparsad, 2001; Mokua, 2010; Sule, 2013). Furthermore, Ihejirika (2014) added different idea that teachers of literature in English in ‘O’ level secondary schools should be provided with adequate number of periods per week in order to help them accomplish well their teaching process.

2.3.3 Studies from Tanzania

Mbise (1994a, b) argued that in order to improve the quality of teaching literature in English, the presence of qualified teachers of literature in English, teaching materials and methods should be considered. He added that English language skills such as speaking, writing, reading, grammar, vocabulary and comprehension are good methods of teaching literature in English which depend on each other. Mushi (1997) suggested that English language skills together with visual materials (word cards, pictures, charts, films, videos), can be used in the teaching of literature in English because they encourage students to learn effectively and understand what they are supposed to study.

Mkumbo (2014) pointed out that lecture and question and answer teaching methods are used by most of teachers of various subjects including literature in English in ‘O’ level secondary school. He added that these methods prohibit learners to participate well in the learning process. The result is, learners fail to understand well the intended knowledge of the subject matter and causes them to perform poorly by the end of studies. MoEVT (2007) and Project (2013) argued that in order to teach literature in English effectively in ‘O’ level secondary schools there should be in service trainings in order to motivate the qualified teachers to implement effectively

the intended knowledge to the targeted students.

2.4 The Research Gap

The review of literature shows that most authors wrote about the teaching of literature in English in ordinary level secondary schools. However, most of those previous studies were from abroad, Africa and only a few from Tanzania. The studies on Tanzania however would only focus on a single challenge that hinder the expected achievements in literature section. In bridging this gap, the present study combined various challenges affecting performance of literature in English in Tanzania to come up with comprehensive challenges for the observed poor performance in literature section. In addition there is a long time lag between the last study (Mkumbo in 2014) and this one. Definitely there have been developments that needed a recent study to capture. This study, therefore presents up to date challenges for poor performance of literature in English in Tanzania ordinary level secondary schools; using Tabora Municipality as a case study. It is therefore provides invaluable information to education stakeholders and planners in planning the effective teaching of literature in English in Tanzania so as to improve the students' performance.

2.5 The Conceptual Framework of The Study

According to Mugenda, (1999) conceptual framework refers to the clear description accompanied by pictorial presentation which shows the relationship of variables concerning the study. It is therefore a summary of the study. The relationship between literature in English (independent variable) and ordinary level secondary schools (dependent variable) were discovered when the data which were collected,

analyzed and interpreted well, were tested on the of ground variables (teaching system) which resulted to students' poor performance. Here below is a pictorial presentation.

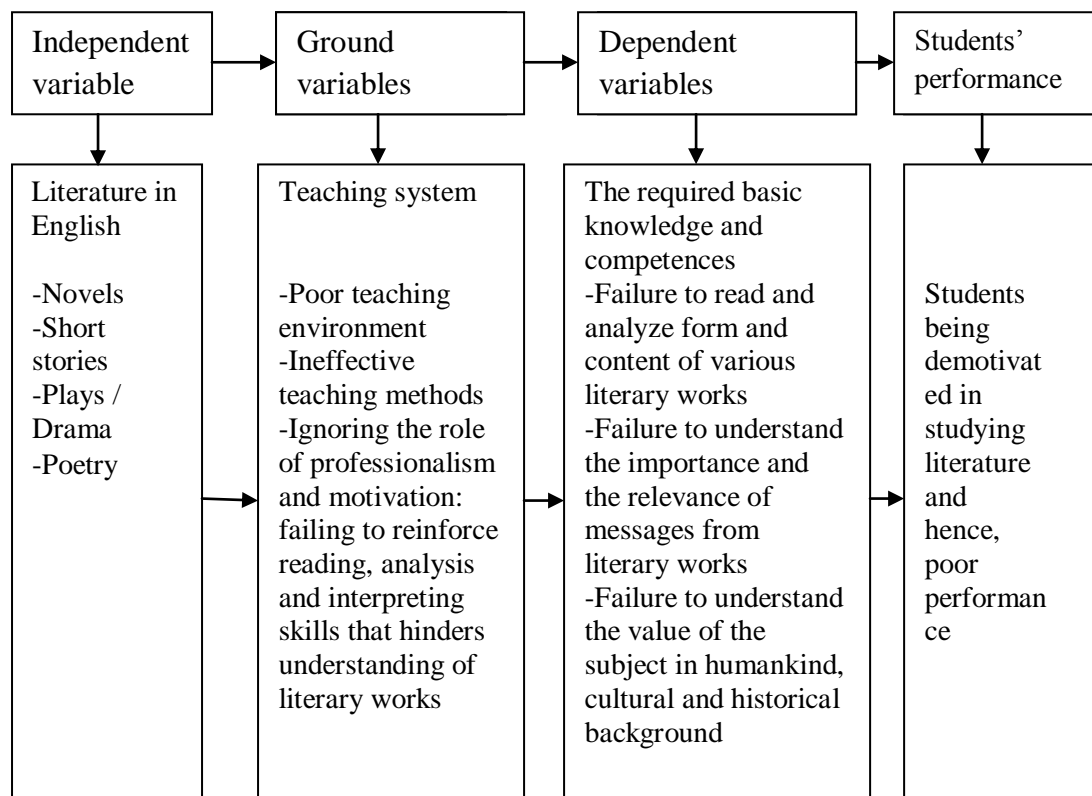


Figure 2.1: The Conceptual Framework

Source: Researcher's model (2019)

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter deals with research methodology of the study. It comprises the following sections: research approach, research design, population of the study, study area, sampling design and sampling size, methods of data collection (questionnaire, interview guides, documentary review and observation), validity and reliability of the data, sources of data collection (primary and secondary data), data processing, analysis and presentation and ethical issues.

3.2 Research Approach

This study used mixed methods research approach. According to Teddlie & Tashakkori (2009) mixed methods research approach involves the mixture of both qualitative and quantitative research approaches for the purpose of generating deep information by the end of the study. This approach was used in this study because it helped the researcher to collect deep information through triangulation method. This method included various data collection methods such as questionnaire, interview guides, documentary review and observation. Therefore, it helped the researcher to produce very strong results with regard to the research problem.

3.3 Research Design

According to Kombo and Tromp (2006) research design refers to the structure of the study used by the researcher when he or she tries to answer the fundamental research questions. This study used a case study design. According to Kombo and Tromp

(2006) case study design involves the process done by the researcher in order to get the information in depth. The case study design was employed in this study because it allowed the researcher to collect the required data deeply from the specific area and from respondents about their opinions, attitudes and perceptions on the challenges affecting performance of literature in English in Tanzania ordinary level secondary schools.

3.3.1 Population of the Study

A population refers to a group of people who have common features (Kombo and Tromp, 2006). Tabora Municipality comprises 32 ordinary level secondary schools with an approximation of 2743 form four literature in English students (DEO, 2017). The population of this study therefore included 2743 form four students, 32 literature in English teachers, 15 heads of school and 4 secondary school quality assurers. The total population entailed an approximation of 2794 respondents.

The reason for choosing these respondents was that: Students were victims of the national examinations: Teachers were the main stakeholders in facilitating the literature section in classes: Secondary school quality assurers were the great stakeholders when it comes to the issues of assessment of literature in English and schools in general: Heads of school were included because of their title of administration and some of them were teachers of literature in English. That is they were responsible to various activities performed at schools. For instance, teaching activities and students' poor performance. Thus, all these groups were expected to provide relevant information on the research problem.

3.3.2 Study Area

This study was conducted in Tabora Municipality which is located at Tabora Region in Tanzania. A Map of Tabora Municipality which shows existing ordinary level secondary schools with students who study literature in English is attached in appendix 11 of this study. The area was chosen because it was selected randomly and its representativeness of the phenomenon at hand because the area was among of the areas with candidates of poor performance in the part of literature in English (Response to reading) as they are seen in appendices 9 and 10 of this study.

3.4 Sampling Design and Sampling Size

3.4.1 Sampling Design

This is a technique of getting samples from the entire population (Kothari, 2004). This study used both probability (simple random sampling) and non-probability (purposive sampling). Probability sampling (simple random sampling) was used to select form four students. The technique was chosen because it allows every selected individual to represent the whole population, hence enabled the researcher to make generalization of the obtained results and reduced bias (Saunders, et al., 2009). Out of 32 ordinary level secondary schools, the researcher chose 15 schools and in each school she selected an estimation of 24 form four students who represented the whole targeted respondents.

Simple random sampling technique included the steps such as: to define the population of form four students which was 2743, to choose the sample size of form four students which was an approximation of 349 according to the sample size formula, to list the names of students obtained from selected schools, to assign

numbers to the units (names of students) for example, number 1 up to 2743, to find random numbers from a computer program (Microsoft excel) which generated them automatically and to pick the samples from the cell selected by the researcher (Roberg, 2017). The computer program (Microsoft Excel) included the following steps: firstly, the researcher selected the cell which she wanted to get the random numbers from. Secondly, within the active cell, she entered =RANDBETWEEN (1,2743). Thirdly, she held the control key and pressed enter in order to get the first random number. Fourthly, she dragged outside selection to extend the random numbers up to 349 numbers (Daniel, 2017). The random numbers were generated automatically.

Non-probability (purposive sampling) technique was used to select 15 teachers of literature in English, 15 heads of school and 4 secondary school quality assurers. This technique was used for teachers of literature in English because those teachers had similar characteristics needed by the researcher. In addition, the technique was also used for secondary school quality assurers because they were the only respondents with characteristics needed by the researcher and they were few in number. The same technique was used for heads of school because they were also few. Therefore, the technique helped the researcher to get the required data from respondents who represented the entire selected group (Kothari, 2004).

3.4.2 Sample Size

Sample size refers to the quantity of things to be chosen from the universe. An ideal sample is the one that satisfies the necessities of effectiveness, agency and adaptability (Kothari, 2004). The sample size of form four students was an

estimation 349 respondents. This was according to sample size formula for proportions by Yamane (1967), cited by Israel (1992) as it is seen here below:

$$n = \frac{N}{1 + N(e)^2}$$

Where 'n' is the sample size which was an estimation of 349, 'N' is the population size of form four students which was an approximation of 2743 respondents and 'e' is the level of precision which was 0.05.

The sample size formula was used for only form four students because their population was larger compared to the teachers and quality assurers. This is supported by Cochran (1963) and Yamane (1967), cited by Israel (1992) who argued that sample size formula is important where the population is large which starts from 1000 and above. The purpose of calculation was to help the researcher to get enough sample size for good approximation of targeted population and sampling error (Sarmah, *et al.*, 2013). Therefore, the total sample size of this study was an approximation of 383 where (349 form four students, 15 teachers of literature in English, 15 heads of school and 4 secondary school quality assurers for literature in English).

3.5 Methods of Data Collection

3.5.1 Questionnaire

According to Kombo and Tromp (2006), questionnaire is a study technique which collects information over a large selected population. Questionnaires are very highly structured questions that the researcher expects that if they will be answered well, he or she will get the information required. Questionnaire allows respondents to have enough time to provide the appropriate answers to the required questions (Fisher

2010). Currently, it is best through research assistantship, whereby assistants carry the questions and fill in them all answers and collect them back to the main researcher for processing (Sengo, 2009). This study used questionnaire to some of the targeted group of respondents (teachers, students and secondary school quality assurers) because it is capable of collecting data which are enough from a great number of people in a short time (saved the researcher's time). This is because the targeted respondents were many (about 368) and they were scattered geographically.

In order to save the researcher's time and administer the questionnaire, the researcher travelled up to the selected respondents according to the agreed time table. She provided the questionnaire to the respondents and waited them to fill as instructed with close supervision. Finally, she collected the filled questionnaire and went back to her location. The questionnaire also helped the researcher to analyze easily and got reasonable results. The filled questionnaire helped the researcher to obtain both qualitative and quantitative data.

3.5.2 Interview Guides

Interviews entail acquiring answers through questions that the researcher asks the respondents through oral session of face to face (Kothari, 2004). Interviews allow more critical questions to be asked by the researcher but involve costs of travelling from one point to another. This study used interviews because it helped the researcher to get direct information from respondents concerning the research problem. The researcher also had a chance of asking more questions which helped the respondents to understand and provide clear answers which were needed. The interviews were administered to the heads of school because they are believed to

have a lot of information about what was prevailing in classrooms and around the schools. The interview lasted for 12 to 15 minutes and through the respondents consent, the researcher recorded the responses by using the voice recorder. The recorded responses were entered in the computer, transcribed and coded effectively.

3.5.3 Documentary Review

Documents refer to the works of art which have their fundamental characteristic of written text (Mogalakwe, 2009). Review of documents, involves taking data from various written texts such as journals, books, reports just to mention few. Documentary review allows the researcher to get the readily information from authorized sources which are appropriate and sufficient. This study used documentary review to help the researcher to get the readymade information which had meaning to the research problem.

3.5.4 Observation

According to Saunders, Lewis & Thornhill (2009) observation refers to the data collection method which involves the researcher to observe directly the issues in their natural phenomena. This study used non participant observation because the researcher was not involved directly in the classroom teaching. The researcher observed only what took place in the classes of literature in English. Observation was used in order to help the researcher to get the intended information with regard to the specific research objectives (teaching environment, teaching methods and the role of professionalism). Both teachers and students were observed in the classroom sessions. Within a week, 5 lessons were observed and each observation spent 2 periods. This was according to the school time tables. In the classroom observation,

the researcher noted various important issues including the number of students, teaching methods, presence of schemes of work and lesson plans and others in relation to the researcher's checklist.

3.6 Validity and Reliability of the Data

3.6.1 Validity

According to Kothari (2004) the validity of research instruments refers to the quality of gathering instruments or procedures which measures what they are supposed to measure. In this study, the validity was achieved through respondents' validation technique. This technique involved analysis of the first findings from respondents in order to verify whether the instrument was accurate (measured what was supposed to measure) as per specific research objectives.

3.6.2 Reliability

Reliability is the degree to which a test is free from measurement errors, since the more measurement errors which occurs the less the reliability of the test (McMillan & Schumacher, 2006). To ensure reliability of the data in this study, the researcher used various techniques. For instance, the instruments were pre-tested and involved different stakeholders such as three teachers of literature in English and heads of school, five form IV students and one secondary school quality assurer. The piloted respondents were not among the respondents involved in the real study. Additionally, the data were collected with close supervision by the researcher.

3.7 Sources of Data Collection

Data refers to details / information with accumulated facts meant for report. Data collection refers to the process of collecting facts with the aim of providing or

verifying some information (Kombo and Tromp, 2006). There are two types of data collection sources namely primary and secondary data. The study used both primary data and secondary data. The collected data helped the researcher to get relevant information concerning the research problem.

3.7.1 Primary Data

The primary data refers to information accumulated for the first time and are regarded as new; hence they are considered to be original data (Kothari, 2004). Kothari emphasized that primary data is that data which is collected directly from the respondents, through questionnaire and interview. In this study, the primary data was collected through questionnaire, interview guides and observation which enabled the researcher to provide insights into how literature in English was taught in Tanzania's ordinary level secondary schools.

3.7.2 Secondary data

The secondary data refers to information accumulated by the researcher, which has been already gathered, written or published by other people (Kombo and Tromp, 2006). Under this study, the researcher used documentary reviews such current curriculum for ordinary level secondary education in Tanzania, MoEVT (2013), reports by the NECTA (2013, 2016) to gather relevant information concerning the research problem.

3.8 Data Processing, Analysis And Presentation

3.8.1 Data Processing

Data processing involves editing, coding, classification and tabulation of collected

information so that they are agreeable to analysis (Kothari, 2004). Data Processing of this study was done in a mixed way (manually and computerizing). For example, the processing of both qualitative and quantitative data was done manually by editing and coding the questionnaires and later on, entered in the computer.

3.8.2 Data Analysis

According to Kombo and Tromp (2006) data analysis involves investigating the regulated information, seriously with clear conclusion. Under this study, both qualitative and quantitative data were analyzed with the help of Statistical Packages for Social Sciences (SPSS) version 20. This was through simple statistical methods which involved the use of tables, graphs and pie-charts. Information from the key informants on subject to content was interpreted to provide answers to the questions that triggered this research. Furthermore, qualitative data analysis was done through explanations, data reduction, using tables, summaries, ranking and comparisons.

3.8.3 Data presentation

The results of both qualitative and quantitative data analysis were presented in the form of text, tables and statistical charts. That means, data of this study was done through critical explanations, graphs, pie charts, percentages, frequencies, summaries of group of information and discussion of the research results.

3.9 Ethical Issues

The researcher asked the permission from relevant authorities in order to collect the required data (Refer to appendices 6, 7 and 8).

CHAPTER FOUR

FINDINGS AND DISCUSSIONS

4.1 Introduction

This chapter presents research findings and discussions. These findings and discussions are presented in accordance with three specific research objectives of this study. These included: to determine the nature of teaching environment in the performance of literature in English in Tanzania ordinary level secondary schools, to identify the teaching methods in the performance of literature in English in Tanzania ordinary level secondary schools and to analyze the role of professionalism and motivation in the performance of literature in English in Tanzania ordinary level secondary schools.

The findings were obtained through questionnaire, interview guides, documentary review and researcher's observation and then they were discussed in this study. This chapter consists of two main parts. The first section covers the respondent's demographic characteristics such as sex, age, academic qualifications, working experiences and the second part of this chapter presents findings based on specific research objectives.

4.2 Demographic Characteristics About Respondents

The demographic characteristics about respondents (students, teachers and secondary school quality assurers) included sex, age and academic qualification as well as working experiences. This information was obtained from respondents during research data collection from the field. The information revealed the characteristics of the respondents who participated fully in providing their views, ideas and

opinions concerning the study.

4.2.1 Sex

This study considered sex which included both males and females during data collection in order to avoid biases as indicated in Table 4.1.

Table 4.1: Sex Distribution among Respondents

| Title | Male | | Female | |
|-----------------------------------|-----------|-------------|-----------|-------------|
| | Frequency | Percent (%) | Frequency | Percent (%) |
| Students | 157 | 45% | 192 | 55% |
| Teachers | 10 | 66.7% | 5 | 33.3% |
| Secondary school quality assurers | 3 | 75% | 1 | 25% |

Source: Field data (January, 2018)

The findings revealed that out of 349 students, 157(45%) of students were males and 192(55%) of students were females. This slightly difference of percentages was due to the fact that some schools possessed only boys or girls only and others had both sex who were boys and girls. The teachers also participated in answering the questionnaire from the field. The findings showed that out of 15 teachers, 10(66.7%) of teachers were males and 5(33.3%) of teachers were females. The big difference between males and females is because of the presence of more male teachers than female teachers who were teaching literature in English during data collection.

Moreover, a total of 4 respondents (secondary school quality assurers) were involved in answering the questionnaire during data collection. Out of 4 secondary school quality assurers, 3(75%) of secondary school quality assurers were males and 1(25%) of secondary school quality assurer was a female. The results showed that there were more males than females during data collection. The study almost had

balance for both males and females; this was to help the researcher to get the views without sex biases.

4.2.2 Age

This study included respondents of different ages in order to avoid biases which would occur if the researcher would include respondents of similar ages as shown in Table 4.2.

Table 4.2: Age Distribution among Respondents

| Title | Statistics | | | | |
|-----------------------------------|------------|-------|----------------|---------|---------|
| | N | Mean | Std. Deviation | Minimum | Maximum |
| Students | 349 | 17.14 | 1.042 | 14 | 20 |
| Teachers | 15 | 34 | 7.161 | 26 | 56 |
| Secondary school quality assurers | 4 | 46 | 6.055 | 37 | 50 |

Source: Field data (January, 2018)

The findings showed that students' mean age was 17.14 years, with the lowest age which was 14 years and the highest age was 20 years while standard deviation was less than 2 which means there was very slight difference of ages among students. Therefore the students with 17 years and above had higher thinking capacity, thus they understood the questionnaire and were able to provide constructive views in the study.

On other side teachers had a mean age of 34 years with the lowest age of 26 years and the highest age of 56 years while standard deviation was (7.161) that was greater than 2, which means there was difference of ages among teachers but it was not significantly (less than 10). Since mean age for the teachers was 34 years, this shows

that they had enough experiences to provide helpful contribution in this study which could be used to solve the problem addressed through this research.

The results also revealed that secondary school quality assurers had a mean of 46 years with the lowest age which was 37 years and the highest age was 50 years while standard deviation of (6.055) that was greater than 2, which means there was difference of ages among secondary school quality assurers but it was not significantly (less than 10). Since mean age for the secondary school quality assurers was 46 years, this huge experience in education sector could provide useful views for this study.

4.2.3 Academic Qualifications

This study included the respondents with different academic qualification. This part was included in order to reveal the qualification of literature in English teachers who were teaching in ordinary level secondary schools. That is to reveal whether the qualification of literature in English teachers contributed to affect the students' performance of literature in English in ordinary level secondary schools. The researcher also wanted to show the qualification of secondary school quality assurers who use to examine the quality and standards of education at ordinary level secondary schools. The findings from questionnaire are indicated in table 4.3.

Table 4.3: Academic Qualifications among Respondents

| Academic qualifications | Teachers | | Secondary school quality assurers | |
|-------------------------|-----------|---------|-----------------------------------|---------|
| | Frequency | Percent | Frequency | Percent |
| Diploma | 4 | 26.7 | | |
| First Degree | 10 | 66.7 | 3 | 75 |
| Masters degree | 1 | 6.7 | 1 | 25 |

Source: Field data (January, 2018)

The findings indicated that most of literature in English teachers who were included in this study were first degree holders who comprised of 10(66.7%) while masters degree was only 1(6.7%) teacher. According to MoEVT (2013) the minimum qualifications for ordinary level secondary school teachers is a Diploma in Education. This shows that most of literature in English teachers had enough education to teach literature in English and they were able to assist students to acquire the intended basic knowledge and competences in order perform well.

However, the researcher through interview revealed that out 15 teachers who taught literature in English in ordinary level secondary schools, 4 teachers lacked the required qualifications of teaching. They only completed form six and they taught because of experiences. One headmaster from private schools claimed that teachers who completed form six were employed because they were paid low and were tolerant compared to the teachers who completed degree as it is stated here below:

“In these private secondary schools, teachers who completed form six are paid low and are tolerant compared to the teachers who completed degrees. Degree holders tend to quit when government employments are announced” (Headmaster, October 4, 2019)

Based on these findings, this study assumed that lack of teaching profession and expertise in the subject has contributed to affect the required basic knowledge and competences to the form four students and hence caused students’ poor performance. MoEVT (2013) emphasizes that the teachers who are supposed to teach ordinary level secondary schools in Tanzania should have a teaching profession with the minimum qualifications of a Diploma in Education. The findings suggests that form six teachers failed to use professional approach in classroom the situation that

effected understanding of the subject. This also suggests the challenge for students' poor performance.

On the part of secondary school quality assurers who were involved in this study, the first degrees were 3(75.0%) and a master degree was 1(25.0%). This also shows that most of secondary school quality assurers had minimum required qualification (first degree) but it is suggested that for effectiveness of examining the quality and standards of secondary school education, the secondary school quality assurers should have Masters Degree (MoEVT, 2013). This is because in order to assess the deficiencies of the teachers of first degree they have to possess higher education.

4.2.4 Working experiences

The results of working experiences were collected from teachers and secondary school quality assurers. Most of teachers had experience of teaching literature in English for 4 to 6 years as shown in Figure 4.1.

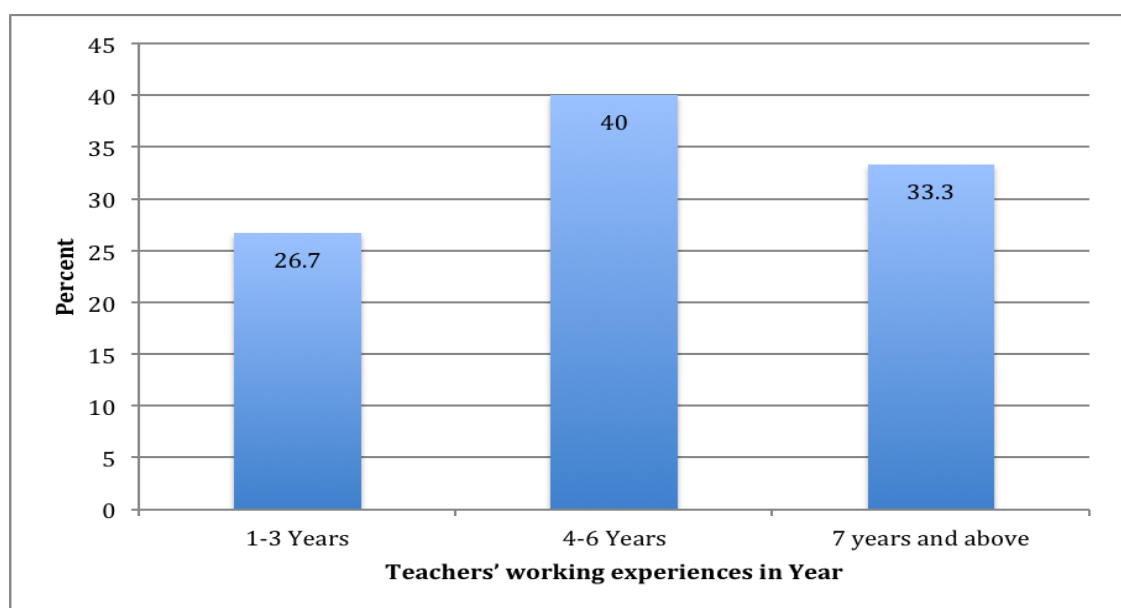


Figure 4.1: Working Experiences of Literature in English Teachers

The findings showed that the teachers with working experiences between 1-3 years were (26.7%) and those with working experiences between 4-6years were (40.0%). Working experiences from 7years and above were (33.3%). The information suggested that the teachers with more working experiences (40.0%) who were between 4-6 years had enough experience to know the challenges in teaching literature in English and were in a position to propose some solutions.

Again the majority of secondary school quality assessors had working experience of 6 years and above as shown in Figure 4.2.

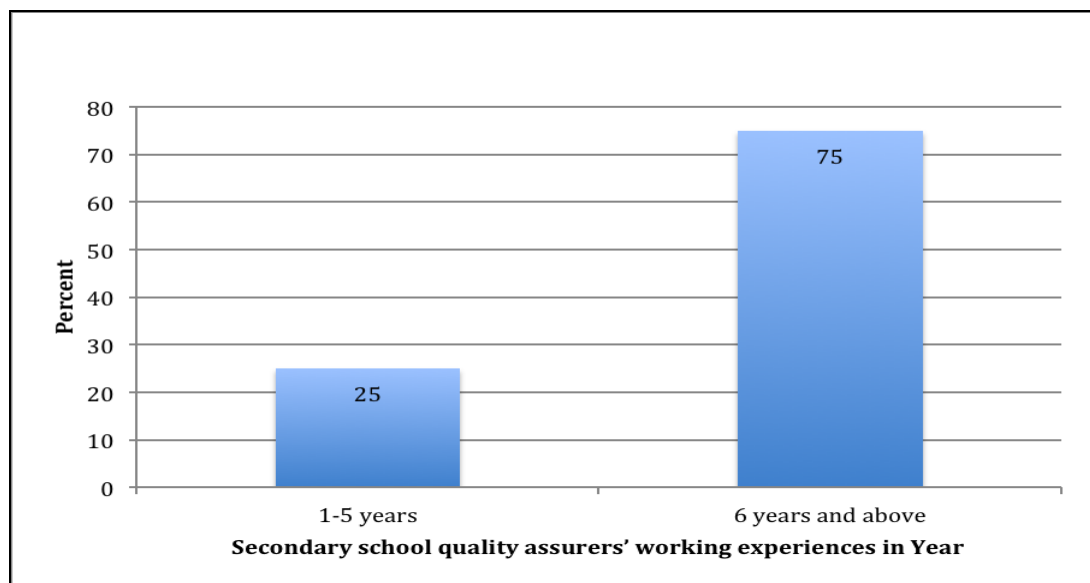


Figure 4.2: Working Experiences of Secondary School Quality Assessors

The findings revealed that there was 1(25.0%) secondary school quality assessor with working experience between 1-5 years. The majority of secondary school quality assessors who were 3(75.0%) had 6 years and above working experiences. This working experiences of secondary school quality assessors indicated that their responses had enough experiences to provide helpful contribution in this study.

Furthermore, in the part of 15 selected heads of school, the researcher also chose both males and females respondents in order to avoid biases. Their ages ranged between 35 to 59 years old and their academic qualifications were both Bachelor, 10 (66.7%) and Master Degrees, 5(33.3%). Their working experiences in their leadership ranged between 4 to 16 years. These aged, academic qualifications and working experiences the head of schools indicated that their responses had enough experiences to provide helpful contribution in this study.

4.3 Nature of Teaching Environment in the Performance of Literature in English in Ordinary Level Secondary Schools

The first specific objective of this study was to determine the nature of teaching environment in the performance of literature in English in Tanzania ordinary level secondary schools. The researcher used various data collection methods in order to collect the data concerning this specific research objective. These included questionnaire and interview guides. The findings from 368 respondents (349 form four students, 15 teachers of literature in English and 4 secondary school quality assurers) who participated to answer the questionnaire are presented here below in sub sections. These include: availability of adequate teaching materials, number of periods per week for literature in English and school libraries and professional librarians.

4.3.1 Availability of Adequate Teaching Materials

The study considered the issue of the availability of adequate teaching materials such as English language syllabus, books of literature in English, reference books which were related to literature in English, teacher's guides in ordinary level secondary

schools. The study considered this section in order to reveal how it affected the performance of literature in English to ordinary level students. The data were collected using questionnaire from Tabora Municipality and 368 selected respondents were involved to answer the questionnaire effectively. The findings are as presented in as follows;

Table 4.4: Availability of Adequate Teaching Materials of Literature in English

| | | There are adequate teaching materials for literature in English | | Total |
|-------|------------------|---|-------|--------|
| | | Yes | No | |
| Title | Quality assurers | 25.0% | 75.0% | 100.0% |
| | Teachers | 13.3% | 86.7% | 100.0% |
| | Students | 32.0% | 68.0% | 100.0% |
| Total | | 31.1% | 68.9% | 100.0% |

Source: Field data (January, 2018)

The findings showed that all respondents (secondary school quality assurers, teachers of literature in English and students) responded ‘no’ which means that teaching materials of literature in English in ordinary level secondary schools were not enough. This response involved more than 68.0% of the selected respondents. The findings implied that students lose the interest of studying and understanding the subject, hence performed poorly by the end of schooling.

In addition, the researcher wanted to know the ratio between the number of students in the classrooms and the number of the available books of literature in English (novels, plays and poetry). The aim was to reveal how this relationship affected the performance of literature in English to form four students. The teachers from 15

selected ordinary level secondary schools responded on the questionnaire effectively and here below is an example of a class which had a very big number of students (108 students) with very few English literary books as follows:

Table 4.5: The number of students in classrooms in relation to the number of available books of literature in English

| Number of students in classrooms | Title of the English literary books and Authors | Number of available books |
|----------------------------------|---|---------------------------|
| 108 | NOVELS | |
| | (i) A wreath for Father Mayor by S.N. Ndunguru | 04 |
| | (ii) Passed Like a Shadow by Bernard Mapalala | 05 |
| | (iii) The Interview by Patrick M. Ngugi | 02 |
| | (iv) Spared by S.N. Ndunguru | 03 |
| | (v) Unanswered Cries by Osman Conteh | 05 |
| 108 | PLAYS | |
| | (i) Three Suitors One Husband by Guillaume Oyono Mbia | 05 |
| | (ii) The Black Hermit by Ngugi wa Thiong'o | 09 |
| | (iii) This Time Tomorrow Ngugi wa Thiong'o | 08 |
| | (iv) The Lion and the Jewel by Wole Soyinka | 04 |
| 108 | POETRY | |
| | (i) Summons by Richard S. Mabala | 07 |
| | (ii) Growing up with Poetry by David Rubadiri | 03 |
| | (iii) Selected Poems by Tanzania Institute of Education | 01 |

Source: Field data (January, 2018)

These findings showed that the ratio between the number of students in classrooms and the number of available books of literature in English affected the acquisition of the required basic knowledge and competences to form four students. For instance the novels titled "A wreath for Father Mayor" by S.N. Ndunguru were 4 and number of students in the classroom was 108. Therefore the ratio was 1:27. This means one book was supposed to be read by 27 students in the classroom. This implied that there was a very big problem of inadequate teaching materials of literature in English in ordinary level secondary schools. These findings indicated that students lose the

interest of studying and understanding the subject, hence performed poorly by the end of schooling.

Based on these findings as indicated in table 4.4 and 4.5, the inadequate teaching materials of literature in English in ordinary level secondary schools affected the performance of literature in English to ordinary level students as follows: It caused poor preparation for teachers before going to teach the specific lessons in the classroom. For instance, the teachers failed to prepare well the schemes of work, lesson plans, lesson notes and teaching aids due to the absence of enough teaching materials. This led to poor facilitation of the intended knowledge and lack of students' competences. This is supported by Allwright (1981) who argued that ineffective preparation for teachers before going to teach in the classes result to ineffective teaching process of literature in English that results to students' poor performance.

This is different from Ihejirika (2014) who added that availability of adequate teaching materials in ordinary level secondary schools help teachers to prepare well before teaching sessions and therefore, lead to effective teaching process of literature in English in the classroom. This is also proved by Lyoni (2001) who suggested that ordinary level secondary schools facilities such as English language syllabus, English literary books, reference books and teacher's guides play a significant role in the classroom teaching process of literature in English.

In addition to that, Allwright (1981) proposed that availability of enough teaching materials in secondary schools helps learners to accomplish the syllabus effectively.

This is due to the fact that students can study privately in order to add new knowledge and improve where the teachers did not cover the topics properly. In the case of literature texts, students can read the literary works on their own before classroom sessions and this would ease their discussion and understanding in teaching and learning process (Nasab, Esmaeli & Sarem, 2015). Mazgon & Stefanc (2012) also emphasized that adequate teaching materials in secondary schools helps students to learn comfortably and very easily because they increase motivation and creates interests of learning.

Moreover, the findings revealed that both teachers and students were disturbed because of having few teaching materials which were not relating to the number of students in the classroom. The teachers therefore became uncomfortable to teach the required knowledge and competences of literature in English. For instance, if the classroom had many students (108 students) as it is presented in table 4.5 and the English literary books were few in numbers, the teacher definitely found it difficult on how to distribute the few books to students. In addition to that students also were disturbed when there were few learning materials in the class. This is because some of the students were forced to study while standing up if at all the group discussion method was used in order to share the few books. These situations lead to ineffectiveness of teaching literature in English in ordinary level secondary schools. This is supported by Nasab et al (2015) who emphasized that if both teachers and students are disturbed in the class the effective teaching process is also disturbed.

Furthermore, the findings showed that the absence of adequate teaching materials of literature in English in ordinary level secondary schools lead to poor performance to

students at the end of their studies. This was due to the fact that students were forced to share the available few English literary texts and or to listen to the teacher or fellow friends in order to understand the intended knowledge, something which resulted to poor understanding of literature in English contents. Other students did not access the English literary books because they were not available at schools for different emergencies. Therefore, they did not get the required basic knowledge and competences of the subject matter at all. By the end of their studies students were not able to answer well their final examinations, hence students' poor performance. Ehiane (2014) who emphasized that the inadequate teaching materials of English literature in classes lead to students' poor performance.

Following these findings and discussions, this study suggests that the teaching environment of literature in English in ordinary level secondary schools was not conducive due to inadequate teaching materials. This situation affected the performance of literature in English to ordinary level students which led to students' poor performance. This is supported by Bostick (1972), Adesoji & Olatunbosun (2008), Emmanuel et al (2013), Ehiane (2014), Odeh et al (2015) and Lemessa (2015) who argued that lack of enough teaching materials of literature in English in ordinary level secondary schools in Nigeria affect the teaching environment in the performance of literature in English in classes.

4.3.2 Number of Periods Per Week For Literature in English

This study included this part in order to understand the number of periods per week allocated to literature in English section. The aim was to know how it affected the performance of literature in English to ordinary level students. The researcher

involved 15 teachers and 349 form four students in responding to the questionnaire.

The findings are presented in Table 4.6 as follows;

Table 4.6: Number of Periods per Week for Literature in English

| | | Number of periods per week for literature in English | | | Total |
|-------|----------|--|-----------|-----------|--------|
| | | 2 periods | 3 periods | 4 periods | |
| Title | Teachers | 66.7% | 20.0% | 13.3% | 100.0% |
| | Students | 77.0% | 23.0% | | 100.0% |

Source: Field data (January, 2018)

The results indicated that 10 (66.7%) of teachers and 269 (77.0%) of students said that they had 2 periods of literature in English per week. Only 2 (13.3.0%) of teachers said that they had 4 periods of literature in English per week while no student was agreed with 4 periods per week were arranged in their school time tables. The presence of 3 periods of literature in English per week was agreed by only 3 (20%) of teachers and 80 (23%) of the students. These findings revealed that there was no uniformity of the number of periods per week for literature in English in ordinary level secondary schools in Tabora Municipality. The number of periods per week for literature in English differed from one school to another school. Most of ordinary level secondary schools in Tanzania had 2 periods of literature in English per week while very few schools had 3 or 4 periods per week.

Based on these findings, the differences in number of periods per week in ordinary level secondary schools disturbed the students' performance of literature in English in various situations. For instance, in ordinary level secondary schools which allocated many periods example 4 in the classes of literature in English, the teachers

had a chance of accomplishing the planned set objectives if at all they used them effectively. The students also had a chance of acquiring the intended knowledge and competences of the subject matter and therefore they were able to answer well their examinations as a result they performed well.

Contrary to that for ordinary level secondary schools which provided few numbers of periods example 2 in the classes of literature in English, the teachers did not accomplish the intended set objectives. The majority of students also did not get the required basic knowledge and competences of literature in English and hence they failed to answer well their examination questions as required. The result was that they did not perform well due to few numbers of periods that is poor teaching environment.

Through the documentary review, the researcher also discovered that the current curriculum for ordinary level secondary education in Tanzania, MoEVT (2013) suggests only 5 periods per week for English language subject without specifying the number of period per week for literature section. This situation becomes a challenge to teachers of literature in English in ordinary level secondary schools when implementing the curriculum. That is why every school had different number of periods per week for literature in English. The thing to note is that novels, short stories, plays and poetry need enough periods in order to accomplish the syllabus. This is because they differ in terms of form and contents. Example the novels and poetry take more time to finish them teaching compared to the plays and short stories.

It should be noted that, a well prepared ordinary level syllabus of English language should indicate the number of periods per week in order to help the teachers plan well their lessons before going to teach and during the actual teaching in classes (Ihejirika, 2014). This is to help students' acquire the intended knowledge and competences of literature in English and perform well by the end of their studies. Based on these findings and discussions, this study suggests that most of ordinary level secondary schools had few periods for literature in English sections which were 2 periods per week. This hindered the teachers to accomplish the intended set goals and objectives. This situation contributed to poor teaching environment in the performance of literature in English, hence students' poor performance.

4.3.3 School Libraries and Professional Librarians

Under this section, the researcher wanted to explore whether ordinary level secondary schools in Tabora Municipality had school libraries for keeping materials of literature in English and if the school had rooms within school libraries for self studying for both teachers and students. It should be noted that, literary materials are many if at all they are found in relation to the number of students in the classrooms. Therefore schools need libraries in order to be kept them well, safely for daily use and for future. If they are not kept well they can be stolen or toned and become insufficient to both teachers and students. The researcher also wanted to know the presence of school professional librarians who arrange, keep well the literary materials and assist learners to get the relevant materials in school libraries.

4.3.3.1 Presence of school libraries

Secondary school quality assurers, teachers of literature in English and students

responded on the presence of school libraries in ordinary level secondary schools as presented in Table 4.7.

Table 4.7: Presence of School Libraries

| | | Presence of school library | | Total |
|-------|------------------|----------------------------|-------|--------|
| | | Yes | No | |
| Title | Quality assurers | 25.0% | 75.0% | 100.0% |
| | Teachers | 26.7% | 73.3% | 100.0% |
| | Students | 21.8% | 78.2% | 100.0% |
| Total | | 22.0% | 78.0% | 100.0% |

Source: Field data (January, 2018)

The findings showed that there were no school libraries in most of ordinary level secondary schools when asked whether there were school libraries. All respondents (secondary school quality assurers, teachers of literature in English and students) said “no” by more than 73.3% of respondents. These results revealed that the majority of ordinary level secondary schools in Tanzania had no school libraries.

In addition, the researcher through interview guides discovered that with absence of school libraries in ‘O’ level secondary school, both the teachers and students were prohibited to get new knowledge, skills and competences of literature in English.

This was also emphasized by one of the heads of school that:

“Both teachers and students do not get new knowledge related to their subjects including literature in English because there are no school libraries that can enable them access information which can help them read, analyze and interpret various literary works” (Headmaster, October 7, 2019)

These findings revealed that absence of school libraries affected the performance of literature in English to ordinary level students in many ways: With absence of

schools libraries in ordinary level secondary schools contributed to failure of improving the reading and writing skills to both teachers and students. This is because both teachers and students did not have a chance to practice reading frequently and writing down the important issues which were read from literature in English materials. For instance, they lacked many reading skills such as reading for comprehension, reading for general and specific information as well as reading for comprehension together with writing skills.

In addition to that they lacked an opportunity of reading silently and aloud for more understanding of the intended knowledge and competences of literature in English from the school library. The classroom environments were not enough for improving these reading and writing skills. They needed school libraries in order to have more time for improving frequent reading and writing skills from various sources for the purpose of understanding the intended knowledge competences of literature in English. This is supported by Ashikuzzaman (2013) who argued that the presence of school libraries in secondary schools improves reading and writing skills for the aim of increasing understanding of the required knowledge and competences of the subject matter.

In addition to that the absence of school libraries in secondary schools prohibited both the teachers and students to get new knowledge of literature in English from various sources apart from those found in classes. For instance, school libraries contain a variety of teaching and learning materials including English literary books, reference books which show how to analyze form and content of literary works, teacher's guides, journals, magazines, newspapers just to mention few. All these

sources could help teachers and learners to get new information, ideas and views concerning literature in English. Unfortunately, both teachers and students were limited to the classroom environment which did not provide the chance of accessing new information and ideas from different authors.

The results also indicated that students lacked the chance of sharing ideas, opinions and various views from their fellow students and or teachers because they lacked school libraries. This resulted to decreasing students' higher cognitive skills such analysis, synthesis and evaluation. For these reasons students lacked the opportunities of understanding well the required basic knowledge and competences of literature in English and were not able to understand how to analyze, interpret, synthesize and evaluate the works of literature in English. These trends led to students' poor performance during their national examinations. School libraries have a significant role of helping learners to make academic communication with other learners in order to understand the required knowledge of the subject matter. This idea concurs with that of Reutzel, Fawson & Fawson (2002) and Hofmann (2007) who suggested that school libraries provide opportunities of sharing, discussing, making criticism with various learners from different levels or schools and conducting literary clubs.

Moreover, lack of school libraries in ordinary level secondary schools prohibited both teachers and students to have chances of self studying. They lacked the chance of independent or private studying. For instance, they did not have a chance of making self assessment as to which topics needed more concentration and plan on how to improve them. Improvement of what was learnt from the classroom needed

students to have private studies in order to fill the gaps left by teachers of literature in English from classes. School libraries have their own unique importance as it is supported by Ruch (2007) who stressed that school libraries help both teachers and learners to have self studies in order to promote individual understanding of the intended knowledge of the lesson concerned.

Furthermore, the findings indicated that lack of school libraries hindered both the teachers and students to fulfill some of their roles and responsibilities. For instance the teachers lacked an opportunity to select relevant and appropriate topics or other materials for their learners according to the nature of learners, level of the class and contents. This means that teachers were not prepared well before going to the teaching. The students also did not have the chance to increase knowledge and skills of selecting relevant materials (literature in English books) which were relevant to their topics. This was the students' role of getting the prior knowledge of literature in English before going to learn new things in the classroom. This is in line with Omenyo (2016) who proposed that because school libraries act as centers of teaching, they help both teachers and students to prepare well before the teaching session of any subject matter. This means the effective teaching of literature in English needed competent teachers and students who are well prepared for learning.

4.3.3.2 Presence of School Professional Librarians

This study considered also the presence of school professional librarians in ordinary level secondary schools and how it affected the students' performance in literature section. The teachers responded as it is indicated in Figure 4.3 here under.

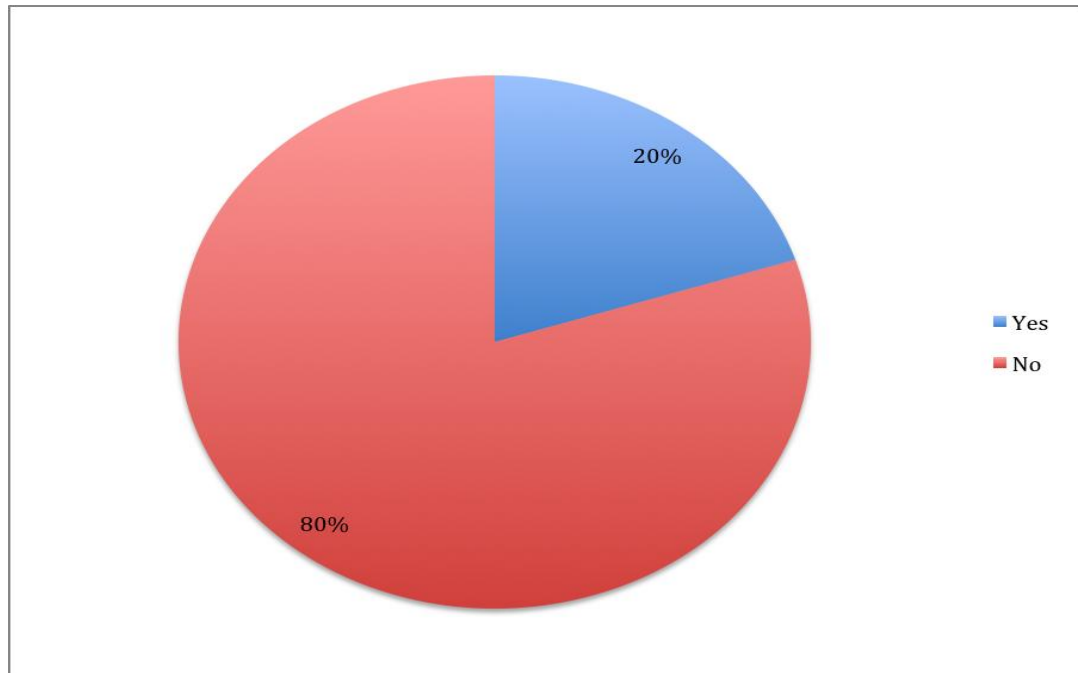


Figure 4.3: Teachers' Responses on Presence of School Professional Librarians

The findings revealed that 12 (80.0%) of teachers responded 'no' which means that their school did not have professional school librarians and 3 (20.0%) of teachers responded 'yes' that is, their schools libraries had professional librarians. These findings showed that the few school libraries, which are in ordinary level secondary schools in Tanzania lacked professional school librarians.

With absence of professional school librarians in ordinary level secondary schools affected the performance of literature in English as follows; both teachers and students lacked the chance of selecting the relevant materials for their studies because they lacked assistance from professional school librarians. It should be noted that professional school librarians know how to arrange well the materials properly. This means their presence is necessary as they can assist learners to access relevant materials to their field.

With these findings and discussions, this study suggests that the teaching environment in the performance of literature in English in ordinary level secondary school was affected which resulted to ineffective teaching of literature in English and students' poor performance. This is because most of ordinary level secondary schools in Tanzania had no school libraries and lacked professional librarians. The importance of having school libraries and professional librarians is recommended by Applebee (1993) who argued that effective teaching of literature in English in ordinary secondary schools requires conducive environment including presence of libraries and professional librarians.

That means that availability of school libraries which are well equipped with all necessary books and other teaching and learning materials together with professional librarians contributes to conducive teaching environment in the performance of literature in English. This motivates the learning of literature in English in ordinary level secondary schools. School libraries are very important at ordinary level secondary schools. MoEVT (2010, 2013) insists on this idea as it declared that school libraries are very important at secondary schools for facilitating teaching process and enhancing self studying by both the teachers and students for improving students' performance.

4.4 Teaching Methods in the Performance of Literature in English in Ordinary Level Secondary Schools

The second specific objective of this study was to identify the teaching methods in the performance of literature in English in Tanzania ordinary level secondary schools. This part was included in order to reveal which teaching methods were used

and how they affected the performance of literature in English to ordinary level students. The appropriate data were collected by using questionnaire, interview guides and observation. To start with the questionnaire, 368 respondents (349 form four students, 15 teachers of literature in English and 4 secondary school quality assurers) responded about the teaching methods employed by teachers of literature in English in ‘O’ level secondary schools in Tabora Municipality. The findings are indicated in Table 4.8 as follows;

Table 4.8: Teaching Methods of Literature in English

| | | Teaching methods of literature in English | | Total |
|-------|-----------------------------------|---|--------------------------|--------|
| | | Teacher centered methods | Learner centered methods | |
| Title | Secondary school quality assurers | 75.0% | 25.0% | 100.0% |
| | Teachers | 66.7% | 33.3% | 100.0% |
| | Students | 75.5% | 24.5% | 100.0% |
| Total | | 75.1% | 24.9% | 100.0% |

Source: Field data (January, 2018)

The findings discovered that the most famous teaching methods used by the majority of literature in English teachers in ordinary level secondary schools were teacher centered methods. This was responded by more than 66.7% of the respondents such as teachers of literature in English, form four students and secondary school quality assurers. The results also uncovered that there were very few teachers who employed learner centered methods in teaching of literature in English. This was responded by not more than 33.3% of the respondents.

Through interview guides, the researcher discovered that most of the teachers used teacher centered methods in the classes of literature in English with the claim that

the literary materials were very few compared to the number of students available in the classes. One of the heads of school stated that:

“Teachers mostly use teacher centered methods like lecture, provision of summary to a great extent because the books of literature in English are very few. This means the book is only for teachers’ use and the students do listen and take short notes” (Headmaster, October 4, 2019).

In addition to this, another head of school affirmed that:

“Most of the teachers in my school use teacher centered methods when teaching literary books in classrooms. For instance we have only five novels of “A Wreath for Father Mayor” and ninety five form four students; how can a teacher distribute the books to students?” (Headmaster, October 5, 2019).

These results suggested that the teacher centered methods were dominant in ‘O’ level secondary schools in Tanzania and Tabora Municipality in particular.

In the classroom observations, the researcher discovered that the majority of literature in English teachers about 80% used the methods of lecture / explanations, translation, provision of summary / short notes and brainstorming. The other few teachers about 20% used group discussion together with question and answer methods. When lecture / explanations were employed, the students just listened to their teacher and very few took notes. For instance the researcher observed one of the teachers who taught the characters found in the novel titled “A Wreath for Father Mayor” by S.N. Nduguru. The teacher just mentioned and explained the characters (Father Denis Moyo, Kalistus, James O’Brien, Calabrin, Bwanali, Bwanapima, Papandreaus Gang, Paul, Mpangala, Father Mayer and Sister Gaudiosa). The students’ listened and noted some notes (Observation, March 4, 2019). The findings implied that students were not interested and motivated to learn because they were

not involved in different activities.

The researcher also observed translation method employed by another teacher who taught a play titled “Three Suitors One Husband” by Guillaume Oyono Mbia. The teacher translated this title in Kiswahili language as “Waposaji watatu mume mmoja” (Observation, March 6, 2019). This situation contributes to students’ failure to master well the English Language in order to improve self expressions. Another observation was seen when the teacher provided short summary / notes to the students in order the students to write. The summary concerned with the themes found in the poem “Development” by Kundi Faraja. These themes included: selfishness, corruption, classes in the society, exploitation, and poor social services. The students wrote the notes without understanding how to analyze and interpret them. (Observation, March 8, 2019).

On the other hand, questions and answers method was observed by the researcher in the classes of literature in English. One of the questions asked by the teacher was that “Mention the characters found in the novel Passed Like a Shadow” The students just mentioned the characters (Adyeri, Amoti, Atwoki, Abooki, Vicky, Birungi, David, John, Edda, Aliganyira, Uncle Araali, Tussiime and Kunihira) (Observation, March 11, 2019). In this observation, the question was very simple which did not involve much thinking from the students. Thus students lacked the chance of practicing cognitive skills in analyzing literary works.

When group discussion was employed in the classroom, it was observed that the groups comprised of 8 to 12 students. One of the questions noted by the researcher

was, “Mention the themes found in the play *This Time Tomorrow*”. The discussion took 5 to 6 minutes. Other students discussed while standing up, others did not participate fully when the discussion proceeded. The teacher also did not participate fully to pass through the groups to encourage students to participate fully. After the discussion, the students lacked the chance of oral presentation because of time limitation. The teacher named the students in the groups who believed to be intelligent to provide the answers. The questions provided in group discussion did not encourage students’ cognitive skills (Observation, March 13, 2019). The results meant that the students did not develop the higher cognitive skills such as analysis, synthesis and evaluation.

Generally, in the observed classes of literature in English, the teaching methods employed by most of the teachers of literature in English were teacher centered methods. Very few teachers used learner centered methods with minimal supervision. Teacher centered methods did not help form four students to analyze and interpret form and content, express themselves individually and to develop their cognitive skills. This is contrary to the MoEVT (2012) which suggested the use of mostly learner centered methods together with minimal teacher centered methods. Following these findings, the discussion is made under the following sub sections:

4.4.1 Teacher Centered Methods

These are teaching approaches which are based on the teacher being an informer, instructor and evaluator (Weimer, 2002; Ahmed, 2013). Tursunov (2016) and Emaliana (2017) supported that teachers become the providers of information and students receive such information thus learners are regarded as passive and not

active learners in classrooms. According to Toh (1994), MoEVT (2012) and Farooq (2013) teacher centered methods include lecture method / explanation, translation method (for example from English to Kiswahili languages), provision of notes by teachers or summary and reading aloud in the class.

The findings revealed in this study implied that, the use of teacher centered methods in the classes of literature in English affected the teaching process in various ways: students were not motivated to learn because they were not involved in different activities which accelerated them to thinking, cooperating and interacting to each other. For instance when the teachers used specific books in the teaching of literature in English, the students also became individualistic depending on the teacher only. This is supported by Emaliana (2017) who suggested that teacher centered methods reduce students' motivation because students do not have a chance of interacting and thinking widely.

Again, the findings indicated that using teacher centered methods in the teaching of literature in English in classes prohibited learners to develop the culture of self independence. This is because the teaching methods prohibited the students to express freely their feelings, ideas, views, criticism and attitudes. The students did not have self skills at schools and community at large. According to Zhao (2010) teacher centered methods do not provide study skills and life skills to students rather they cause them to be dependants of other peoples' ideas. This means that students lacked general competences which could help them at school level and society at large. For instance, students lacked skills of solving challenges concerning their studies like analyzing form and content of literature in English books (novels, drama

/ plays, poetry and short stories because they were not competent and lacked self confidence.

The results further meant that with the use of teacher centered methods, the students did not develop the higher cognitive skills such as analysis, synthesis and evaluation because they did not participate fully in cognitive learning activities which include: questions and answers, problem solving, group discussion, analysis and evaluation of the hypothesis. Hanna (2007) supported that if learners are not exposed to cognitive activities in classes, the higher cognitive skills such as synthesis, analysis and evaluation cannot be developed to learners.

The results further pointed out that teacher centered methods lead to poor performance to most of the students in their final examinations (see appendices 9 and 10) by the National Examination Council of Tanzania. This happened because in the classes where teacher centered methods were used, students tended to understand very few limited sets of knowledge because of being taught specific things from the teachers only. For instance, in classroom observation most of the teachers taught characters and themes from novels, plays, short stories and poetry. This is contrary to MoEVT (2012) which insists teachers to teach both form (plot, style, setting, language / diction and characters) and content (themes and messages).

The teacher who was an instructor, informer, and director tended also to make assessment to students. The questions normally covered few things taught by the teacher only. They were not as standard as those which came from the National Examination Councils of Tanzania. When students were required to attempt the

National Examination questions, they either failed to understand the questions, interpret them, explain, discuss or analyze effectively, as a result they performed poorly. Kompa (2012) emphasized that when teacher centered methods are mostly used in the teaching process, they affect students' performance by the end of the course.

In addition to that, teacher centered methods hindered students' participation in literature classes. The result is, students failed to understand the intended knowledge of literature in English. This idea is supported by Ling & Eng (2016) who argued that teacher centered methods hinder students' thinking capacity and creativity in English literary appreciations hence poor performance.

4.4.2 Learner Centered Methods

Ahmed (2013) argued that learner centered methods refers to the teaching approaches which are based on ideas, interests and experiences of the learners. According to Timothy (2015) learner centered methods refers to teaching methods where learners become involved actively in the whole process of learning. This means that in the teaching process the teachers become facilitators of the lessons and students should participate fully in the learning process. Felder & Brent (2017) supported that when teachers become facilitators in the classrooms, the learners are involved in different activities. These include: asking and responding to questions, brainstorming, discussing, explaining, debating and or solving their problems. According to Weimer (2012) learner centered methods included oral presentations, group discussion, questions and answers, debate, role playing and watching films.

The findings showed by not more than 33.3% of all respondents implied that the use of learner centered methods in the classes of literature in English improved the teaching process of very few students. For instance, learner centered methods resulted to better performance of few students in the National Examinations (refer appendices 9 and 10) by the National Examinations Council of Tanzania. This means that learner centered methods helped students to understand the required knowledge of the subject matter and performed well at the end of the course. This argument is proved by Steiner (1972), Close (1992), Bain, *et al* (2000), McGann, *et al.* (2001), Harmer (2003, 2008), Ghazali *et al* (2009), Ainy (2011) and Pham & Renshaw (2013) who argued that when learner centered methods are used effectively in the teaching process they help learners to understand the intended knowledge and accelerate better performance to learners.

Following the above findings and discussions, the study suggests that teacher centered methods were mostly used by the majority of literature in English teachers; the situation which affected the effectiveness of teaching and performance of literature in English to ordinary level students; hence students' poor performance.

4.5 Role of Professionalism and Motivation in the Performance of Literature in English in Ordinary Level Secondary Schools

The third specific objective of this study was to analyze the role of professionalism and motivation in the performance of literature in English in Tanzania ordinary level secondary schools. This specific objective aimed at analyzing how professionalism and motivation affected the students' performance of literature in English in Tanzania ordinary level secondary schools specifically in Tabora Municipality. In

order to meet this objective the appropriate data were collected through questionnaire, interview guides and observation methods. The findings from 349 form four students, 15 teachers of literature in English and 4 secondary school quality assurers who answered the questionnaire, are presented in sub-sections here under as follows;

4.5.1 Preparation of Schemes of Work and Lesson Plans of Literature in English

Preparation of schemes of work and lesson plans is among of the very important components of the effective teaching process of literature in English in ordinary level secondary schools. The researcher wanted to recognize the reasons which hindered professional teachers of literature in English to prepare schemes of work and lesson plans before going to teach in classrooms. This is because through pilot study, interview guides and observation, the researcher realized that majority of teachers do not prepare schemes of work and lesson plans.

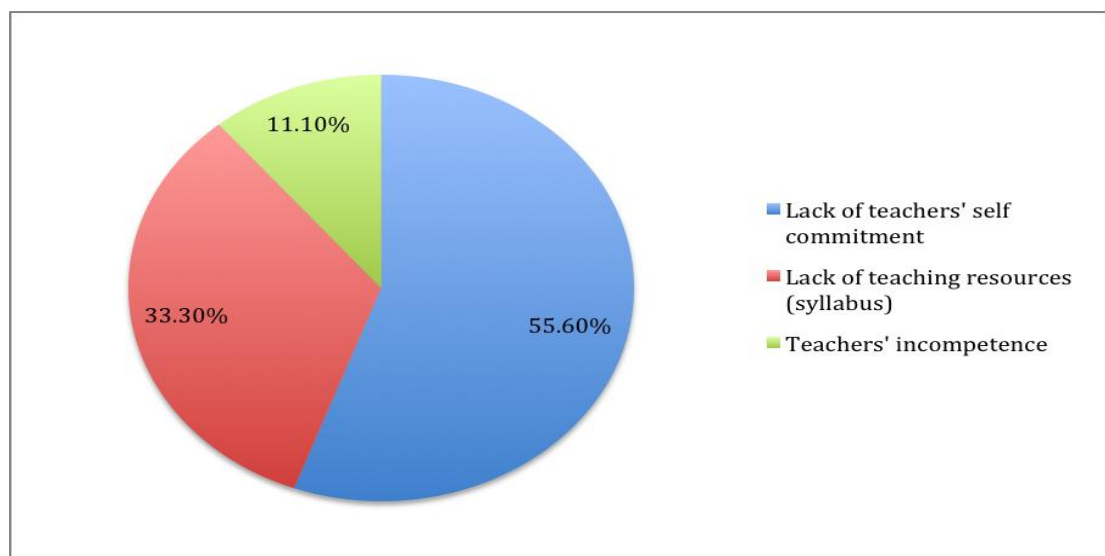


Figure 4.4: Reasons Which Hindered Teachers to Prepare Schemes of Work and Lesson Plans

The secondary school quality assurers were involved in answering the prepared questionnaire. This is because they were responsible for examining whether teachers prepare and how they prepare appropriately the schemes of work and lesson plans up to the implementation in the classrooms. The findings are presented in the following Figure 4.4.

The findings indicated that 55.60% of secondary school quality assurers responded that most teachers of literature in English were not self committed to their teaching profession because they were not preparing the schemes of work and lesson plans. About 33.30% of respondents commented that lack of teaching resources such as English language syllabus, literary books (novels, plays, short stories and poetry), reference books and teacher's guides affected teachers' preparation of schemes of work and lesson plans. The teachers' incompetence also hindered the teachers to prepare the schemes of work and lesson plans and it was responded by 11.10% of respondents.

These findings showed that the role of professionalism and motivation in the performance of literature in English was affected in various ways as follows; Lack of teachers' self commitment in preparing schemes of work and lesson plans affected the meaningful lesson to students (students were not motivated to learn the subject matter). This is because most of the teachers did not arrange well the topics and subtopics to be taught in the literature in English classes. They did not think widely on how to write well the objectives (general and specific). They did not select the appropriate teaching materials for learners; they did not select the relevant teaching methods and activities in relation to the required objectives. They did not set the time

required for the teaching the specific periods in classes. Under this situation, teachers did not understand how to relate one part of the lesson plan to another in the actual classroom session. Eventually, the evaluation process was very hardly. As a result students did not have a chance of understanding the required basic knowledge and competences of literature in English, hence performed poorly.

In addition to that lack of teachers' self commitment in preparing schemes of work and lesson plans decreased the effectiveness of teaching literature in English which led to students' poor performance. This is contrary to Magdalena (2009), Mart (2013), Qureshi (2016) who emphasized that teachers' self commitment is an important feature of effective teaching of literature in English in ordinary level secondary schools. This means that self commitment was one of the best qualities of a professional teacher in ordinary level secondary schools.

Wardoyo, et al. (2017) further insisted that when teachers are self committed to their teaching profession in every aspect regarding teaching, they can facilitate well the teaching process of literature in English in ordinary level secondary schools with the aim of helping students understand the required basic knowledge of the subject matter. This is supported by Gordon (2002), Goe et al (2008), Goe, (2009), Little et al (2009), Gore, & Begum (2012), Muslimah (2016) and Victoria State Government (2017) who argued that teachers who teach literature in English have to reveal their teaching profession through self-commitment in order to develop learners' creativity and promote understanding of the subject matter. This means that the professional teachers of literature in English have to be self committed to their teaching

profession in order to help students' understand the intended basic knowledge and competences.

Moreover, the findings responded by 33.30% indicated that lack of teaching resources in preparing schemes of work and lesson plans prohibited teachers of literature in English to get new knowledge and hence they became incompetent in classroom teaching. Teachers of literature in English lacked the opportunity of evaluating their own knowledge in accordance with their topics which they taught. For instance if the teacher had to teach the complex concept of literature in English, he or she had to discover the challenges and some solutions during lesson planning. Teachers remained without new skills and knowledge of teaching literature in English.

Furthermore, teachers' incompetence which was responded by 11.0% of respondents meant that the teachers of literature in English were deprived to their teaching professions. This was due to lack of seriousness to their teaching professions and or decrease of knowledge because of not preparing schemes of work and lesson plans frequently. The teachers did not perform their role effectively which hindered learners to get to intended knowledge and competences as a result they failed to achieve what was supposed to be achieved by learners.

In classroom observation it was discovered that most of the teachers did not prepare lesson plans. For instance the researcher observed the teacher who wrote on the chalk board the topic of the lesson as "Reading literary works and the sub-topic was the themes in The Black Hermit". He asked the students to list the themes found in

the play. This shows that he was not prepared before the classroom session and thus he did not know well the sub-topics. According to MoEVT (2012) the topic was supposed to be “Reading literary works but the sub-topic was identifying themes”. The teacher therefore was supposed to write the sub-topic as “Identifying themes which are found in *The Black Hermit* by Ngugi wa Thiong’o”. This was to help students understand how to identify themes from the respective play.

Through interview, the researcher uncovered that most of teachers did not prepare schemes of work and lesson plans because of many reasons. These include lack of knowledge on how to prepare them (refer to teachers who completed form six), lack of enough teaching materials (syllabus, teacher’s guides, literary books, reference books related to literature and uninterestingly the teachers’ negligence was among of these reasons. This was affirmed by one of the heads of school in ordinary level secondary schools as:

“Most of the teachers do teach literature in English without schemes of work and lesson plans because of teachers’ negligence, lack of clear knowledge and lack of enough teaching materials like syllabus, teacher’s guides, literary materials and reference books related to literature” (Headmistresses, October 8, 2019).

This is contrary to the findings by Musingafi, Mhute, Zebron, & Kaseke (2015). They stressed that effective teaching process of literature in English requires effective preparation of schemes of work and lesson plans. This means that teachers were required to devote their time in order to prepare themselves well before going to teach. This could help students understand the required basic knowledge, competences and perform well by the end of the course.

Basing on these findings and discussions, this study suggests that lack of schemes of works and lesson plans affected the performance of literature in English in Tanzania ordinary level secondary schools. This was because students did not get the required basic knowledge and competences of the subject matter and hence, they performed poorly during their final examinations.

4.5.2 Guidance and Counseling Services to Students

Guidance and counseling services are among of the qualities of professional teachers in ‘O’ level secondary schools. This part was included in this study for the purpose of investigating whether the students received academic, social, and psychological guidance and counseling services. That is if students were motivated to learn the subject matter comfortably. The students responded in this part and the findings are presented in Figure 4.5.

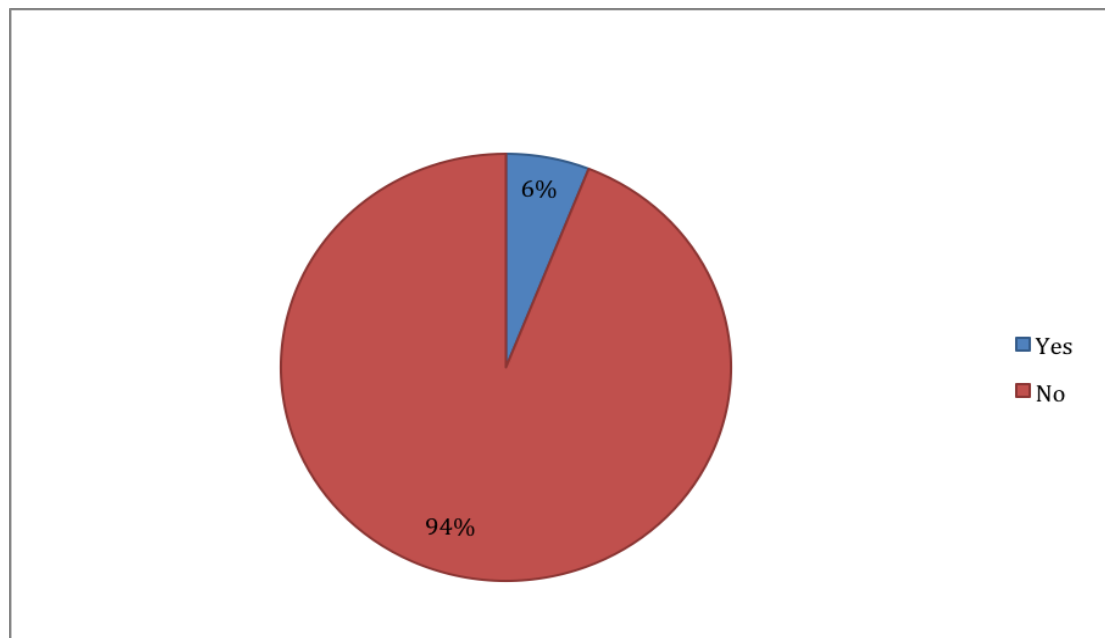


Figure 4.5: Students' Responses on Provision of Guidance and Counseling Services

The findings indicated that most of students were not provided with guidance and counseling services from their teachers of literature in English. This was responded by 328 (94.0%) of the students. About 21 (6.0%) of the students responded that they received guidance and counseling services from their teachers of literature in English. These findings proved that the majority of professional literature in English teachers did not guide and counsel their students on academic, social and psychological issues.

Based on these findings, the students were not motivated to learn literature in English comfortably. This means that students were not attracted to study well the lesson when the teaching process was going on in classrooms. This was due to the fact that they lacked academic guidance and counseling services which affected the students' performance. For instance, the teachers did not guide the students about the objectives and competences of literature in English. The students were taught literature in English with little knowledge about the importance of the subject matter.

The teachers also, did not guide students on how to select the appropriate and interesting literary works (novel, short stories, plays and poetry). The students lacked interest of studying the subject matter. The result is, the students lacked motivation from their teachers. This is different from Mikaye (2012) and Nweze & Okolie (2014), who advised that the students need various motivations in their course of studying in order to achieve what is intended to be covered in a certain period of time. This is supported by Clarke (2014), Donahue (2014) and Nkechi, Ewomaoghene & Egenti (2016) who explained that students of ordinary level secondary schools should be provided with academic guidance and counseling

services in order to motivate them to learn well and get what is supposed to be taught and improve students' better performance.

Moreover, the findings meant that lack of social and psychological guidance and counseling services to students caused the students to lack concentration in learning literature in English. The students did not have settlement of mind when the teaching process of literature in English was going on. Students' challenges such as family problems and peer pressure challenges resulted to ineffective learning of literature in English. This is because students were learning while having social and psychological problems.

The students did not understand well the subject matter and hence performed poorly by the end of their studies. This is contrary to Lai-Yeung (2014) and Creasy (2015) who emphasized that professional teachers of literature in English have to provide social and psychological guidance and counseling services in order to help students concentrate in learning process. This study is supported by MoEVT (2013) which insisted that provision of guidance and counseling services in ordinary level secondary school helps learners to face various challenges including learning activities and how to solve them at school level and society at large. This means that the professional teachers should provide guidance and counseling services to students in order to help students face day to day challenges academically, socially and psychologically.

Following these findings and discussions, this study proposes that the role of professionalism and motivation was not performed effectively by teachers and

therefore, affected the performance of literature in English in ordinary level secondary schools. That is, teachers did not reveal their teaching profession because; professional teachers had to provide guidance and counseling services to their students for academic, social and psychological purposes.

4.5.3 Teachers' in-Service Training/Seminar

Teachers' in-service training is involved in this study since the researcher wanted to examine whether the teachers of literature in English were motivated to teach. That is, by attending to regular seminars or in-service trainings. The findings are presented in Figure 4.6.

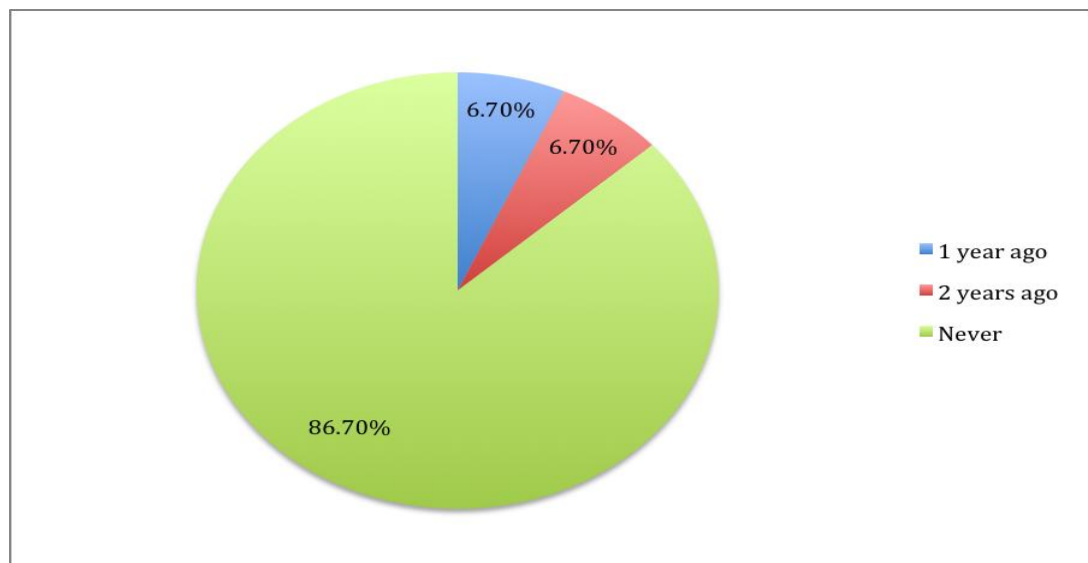


Figure 4.6: Teachers' Responses to in Service Training/Seminar

The results indicated that 13 (86.70%) of the teachers reported that they had never attended to in-service training about the teaching of literature in English since they were employed. About 1 (6.70%) of the teachers responded that it was 1 year ago since she attended to in-service training / seminar about the teaching of literature in English. The results further shows that 1 (6.70%) of the teachers responded that it

was 2 years ago since he attended to in-service training on the teaching of literature in English.

These findings showed that a lot of teachers of literature in English had never attended to in-service training/seminar in order to improve the teaching of literature in English. This means that since the teachers started to teach literature in English, they have their previous knowledge which is very challenging to this contemporary world which needs new materials, methods and skills of teaching effectively. For instance, during the few passed years literary books included “Things Fall Apart”, “The River Between”, “Song of Lawino and Ocol”, “The Cocubine” just to mention few. Currently the literary books include “A wreath for Father Mayor”, “Passed Like a Shadow”, “Spared”, “Summons”, “Growing up with Poetry” just to mention few. These books need new knowledge on how to teach them effectively to students in order to help them understand and perform well.

Through interview, the researcher also discovered that about 90% of the teachers of literature in English had never gone to in-service training in order to improve their knowledge, skills and competences of teaching the literary works. This was justified by one of the heads of school:

“I have six years now in leadership but i have never seen any in-service training to my teachers of literature in English. This trend diminishes them to improving their teaching profession” (Headmistress, October 9, 2019).

The results implied that in the process of teaching literature in English the teachers were not motivated and that situation created the professional of teachers to be ineffective. This can be proved by Ranjan & Rahman (2010) who argued that lack of

motivation such as in-service trainings/seminars to teachers of literature in English creates teaching professional unsuccessful. This indicates that if teachers are not motivated with in-service trainings and or seminars they lack new knowledge and skills of teaching literature in English and definitely they will lose the morale of teaching effectively in classes.

This is in line with Conco (2004), Essel, et al. (2009) and Amadi (2013) who argued that provision of regular in-service training to professional teachers in ordinary level secondary schools, is very significant because of different reasons. These include: it motivates teachers, which eventually increases the morale of working, adds new knowledge to both teachers and students. The result is, it improves the effectiveness of teaching. Altun (2011) and Osamwonyi (2016) added that students also benefit due to the new knowledge brought by the teachers and hence get the required basic knowledge of the subject matter. The objective is to help learners to receive the intended knowledge and perform well in their national examinations.

Following these findings and discussions, this study argues that the absence of regular in-service training in ordinary level secondary schools reduced teachers' motivation. This tendency affected the teaching process of the subject matter and resulted to students' poor performance.

4.6 General Challenges which Faced Literature in English Teachers

In this part, the researcher wanted to know in general the various challenges which faced teachers of literature in English when they were trying to fulfill their roles and responsibilities in 'O' level secondary schools. The findings are presented in Figure

4.7 as follows;

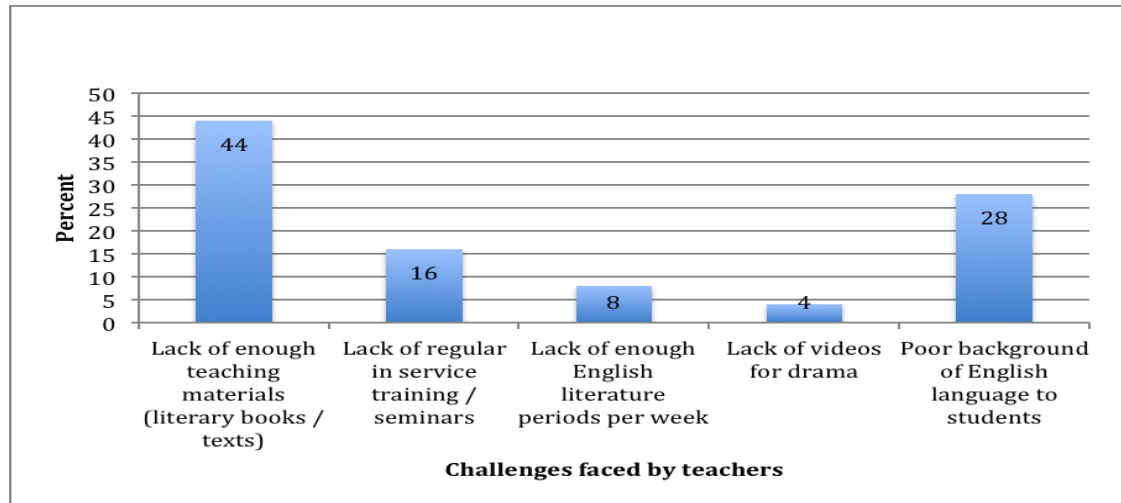


Figure 4.7: Challenges Faced by Teachers of Literature in English

The findings revealed that teachers of literature in English were faced with many challenges which differed in degree of percentages. However the very big challenge was lack of enough teaching materials. This is a serious problem in most of ordinary level secondary schools. This was responded by 44.0% of teachers. Students' poor background of English language was another challenge which affected their understanding of the required knowledge of the literature in English and it was responded by 28.0%.

Lack of in-service training and lack of enough periods allocated to literature in English per week also affected the teaching process. All these challenges in one way or another hindered the professional teachers of literature in English to fulfill their roles and responsibilities in ordinary level secondary schools. This is supported by Fareo (2015) who asserted that the teaching profession in ordinary level secondary schools is ineffective because literature in English teachers lack in-service trainings and there is poor teaching environment. This means that role of the professional

teacher is to make sure that he / she facilitates well the whole process of teaching in and outside the classroom. He added that the purpose of doing that is to involve learners to understand the intended knowledge of the subject matter and perform well in their examinations.

In addition, the researcher also discovered that poor background of English language to students prohibited most of teachers to implement well the required basic knowledge, skills and competences of literature in English to students. One of the heads of school declared that:

“Most of our students have poor background of English language, therefore cannot express themselves well. When it comes to reading, analysis, interpretation and evaluation of literary works such novel, plays and poetry, this becomes a challenge” (Headmistress, October 7, 2019)

With these findings, communication barrier through English language prohibited most of students to get the required basic knowledge and competences of literature in English.

The researcher through interview also discovered that the secondary school quality assurers did not visit frequently to most of the schools in order to discover the trend of teaching literature in English. One of the heads of school confirmed that:

“The secondary school quality assurers do not visit frequently in my school in order to advise on how to improve the trend of teaching in English materials like novels, plays, short stories and poetry” (Headmaster, October 5, 2019)

With these results, lack of frequent advice from the secondary school quality assurers also contributed to the problem of ineffective teaching of literature in

English which lead to students' poor performance

On the other hand, this study involved teachers who provided their comments on the ways to overcome these challenges. Figure 4.8 indicates the teachers' responses about the ways to overcome their challenges.

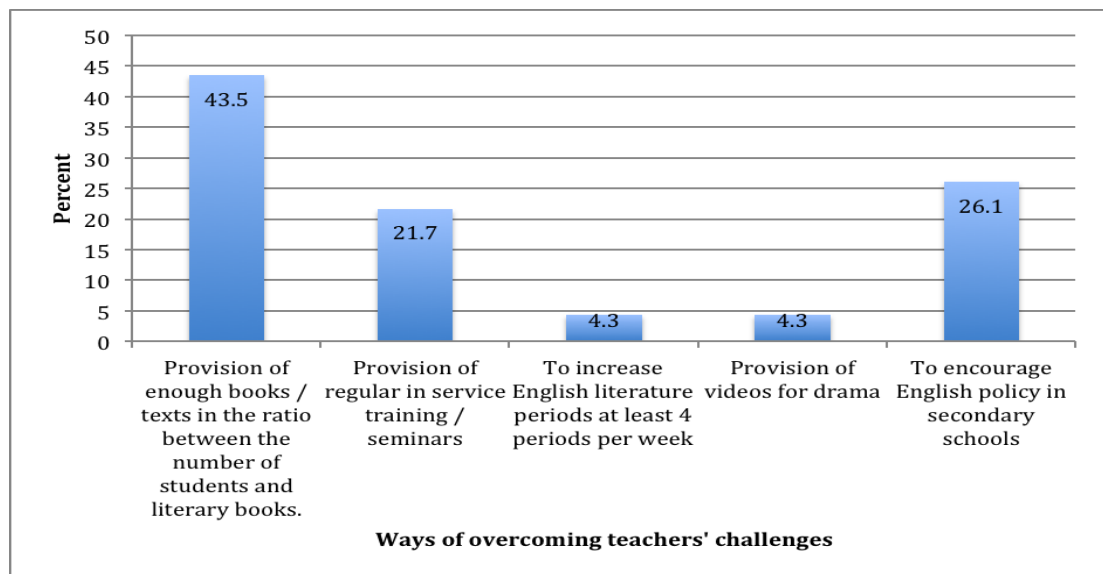


Figure 4.8: Ways of Overcoming Teachers' Challenges

The findings showed that 43.5% of teachers suggested that the provision of enough books / texts in the ratio of 1 to 1 can help to solve the existing challenge. The group of 26.1% of respondents argued that encouragement of English policy (campaign of students' frequent speaking) in ordinary level secondary schools might improve the students' English language skills such as speaking, reading, writing and listening towards understanding literary works.

Another group of participants who were comprised of 21.7% responded that provision of regular in-service trainings or seminars to the teachers of literature in English could help to solve the challenges related to lack of regular in-service

training / seminars. The other group of participants, who shared 4.3% each, responded that the challenges of teaching literature will be reduced if the number of periods allocated to literature section is increased to at least 4 periods per week. In addition, the use of video for teaching drama will be a motivating factor to both students and teachers.

Following these findings, this study agrees with the suggestions provided by teachers from the field because every suggested way contributes to solving one among the challenges which face teachers of literature in English. For more clarification, this study adds more information to the suggested ways as follows: Provision of adequate teaching materials should be both textual and non textual which are relevant to literature in English. For instance, textual materials which include: English language syllabus, literary books (novels, plays, poetry and short stories), reference books, and teacher's guide. There should be also non textual materials such as ICT facilities like computers, photocopy machines, scanners, printers and internet services. MoEVT (2013) emphasized that if the literature in English section is to be implemented successfully in ordinary level secondary schools, the provision of enough teaching materials (textual and non textual) is mostly important.

Furthermore, in order to improve the poor background of English language to students, there should be deliberate efforts which include: involving students in different learning activities that can prepare learners well from form one up to form four. This means that teachers have to engage learners to various activities such as teaching through class readers, class libraries, role playing, debate clubs, demonstrations, together with English campaign such as 'no English no service'. All

these activities aim to help learners to improve English language skills for the purpose of literary appreciations. When it comes to teaching literature in English, it becomes easier for students to understand the intended knowledge to be taught and how to interpret literary materials.

CHAPTER FIVE

SUMMARY OF THE STUDY, CONCLUSION, THE KNOWLEDGE GAP AND RECOMMENDATIONS

5.1 Introduction

This chapter deals with four parts. These include: summary of the study, conclusion, the knowledge gap and recommendations (recommendations for action and recommendations for further researches).

5.2 Summary of the Study

This study focused the challenges affecting performance of literature in English in Tanzania ordinary level secondary schools: Among of the specific research objectives of the study included: to determine the nature of teaching environment in the performance of literature in English in Tanzania ordinary level secondary schools, to identify the teaching methods in the performance of literature in English in Tanzania ordinary level secondary schools; and to analyze the role of professionalism and motivation in the performance of literature in English in Tanzania ordinary level secondary schools.

The Reader Response Theory by a researcher on literature teaching and learning, Louise Michelle Rosenblatt in 1978 and Cognitive Learning Theory developed by a psychologist Jean Piaget in 1936, helped the researcher to prepare and analyze the specific research objectives. The study entailed empirical studies from foreign countries, Africa and Tanzania. All these studies involved different views which assisted the researcher to identify various issues related to this study. The study used mixed methods research approach which involved both quantitative and qualitative

approaches. This approach helped the researcher to collect data through questionnaire, interview guides, observation and documentary review. The data were collected from 383 respondents where (349 form four students, 15 teachers of literature in English, 15 heads of school and 4 secondary school quality assurers for literature in English).

The research findings revealed that: the poor teaching environment affected the performance of literature in English in Tanzania ordinary level secondary schools because of inadequate teaching materials, inadequate number of periods per week, absence of school libraries and professional librarians. The teacher centered methods which were mostly used by the majority of teachers affected the performance of literature in English in Tanzania ordinary level secondary schools because they hindered students' thinking capacity and creativity in literary appreciations; hence students' poor performance. Ignoring the role of professionalism and motivation affected the performance of literature in English due to lack of teachers' self commitment, absence of guidance and counseling services (academically, socially and psychologically) to students and lack of in-service training/seminars to teachers. Therefore, these are the challenges which affected the performance of literature in English in ordinary level secondary schools in Tanzania and Tabora Municipality in particular

5.3 Conclusion

Basing on the research findings, it can be concluded that the challenges which affected the performance of literature in English in Tanzania ordinary level

secondary schools was associated with ineffectiveness of teaching the subject. This caused students' poor performance. Therefore, the Reader Response Theory was relevant in the part of teaching methods. This is because it has proved that the students' performance of literature in English is affected if teacher centered methods are mostly used in the classes rather than learner centered methods. The Cognitive Learning Theory was also relevant in this study because it has proved that the performance of literature in English cannot be good to students in ordinary level secondary schools in Tanzania, if there are poor teaching environment, ineffective teaching methods of literature in English and if the role of professionalism and motivation is ignored. In order to improve the students' performance these challenges should be solved effectively.

5.4 The Knowledge Gap

The purpose of any study is to come up with the knowledge gap. Therefore, the knowledge gap of this study is ineffective teaching of literature in English in ordinary level secondary schools in Tanzania which eventually resulted to students' poor performance.

5.5 Recommendations

5.5.1 Recommendations for Action

In order to improve the students' performance, the Government through the Ministry of Education, Science and Technology in Tanzania is advised to provide adequate teaching materials such as English language syllabus, books of literature in English and reference books related to literature in English as well as teacher's guides in order to help teachers facilitate well the process of teaching literature in English in

ordinary level secondary school in Tanzania. The government is recommended to build enough school libraries in order to enable teachers to improve their teaching profession. Professional librarians also should be employed in school libraries because they have the knowledge of keeping the teaching and learning materials accordingly. The students will also benefit because they will use school libraries for self studying in order to get prior knowledge and improve the previous knowledge.

The study recommends that the curriculum developers have to revise the English language syllabus for ordinary level secondary schools in order to increase up to 8 periods per week. This is for English language subject, of which literature in English is a part. This will enable schools to revise their school time tables and allocate at least 4 periods per week in the part of literature in English. This is because this study observes that the 2 periods per week for teaching literature in English led to students' poor performance. The study also recommends that the adequate number of periods per week is very important in order to enhance the effective teaching of literature in English. This is to enable teachers accomplish well their teaching process for students' better performance.

The secondary school quality assurers are advised to visit frequently in ordinary level secondary schools in order to help teachers improve their teaching of literature in English. This is for the purpose of improving students' better performance. In addition, the Government through the Ministry of Education, Science and Technology is advised to provide fund earlier to the quality assurers in order to enable them visit the schools timely.

In order to improve the students' poor background of English language, the role of parents as first stakeholders of education should not be ignored. The parents are advised to buy story books and different literary books for their children in order to have home libraries for the aim of building the reading culture. The parents should be responsible to provide guidance and counseling to their children about the importance of reading literary materials. This is in order to improve writing, listening and speaking skills in relation to literature in English. This role of parents will help in improving the students' knowledge skills and competences in terms of reading, understanding and performing well in their final examinations.

The Ministry of Education, Science and Technology is advised to insist different story books, class readers and class libraries to be taught from form one up to from four. These books include story books, class readers, class libraries like that of "Mabala the Farmer", "Kalulu the Hair", "The Magic Garden", "The Pearl" for form one and two. This is to prepare students well to have reading culture and improve their English language.

Teachers of literature in English are recommended to use learner centered methods to a large extent and teacher centered method to small extent in literature in English classes. The aim is to improve the teaching process and students' performance of literature in English in ordinary level secondary schools. Teachers of literature in English are recommended to prepare effectively the schemes of work and lesson plans before teaching sessions. This will assist them to prepare their lessons effectively and help learners get the intended knowledge and perform well in their national examinations. The teachers are advised to provide guidance and counseling

services at ordinary level secondary schools in order to reveal their teaching professional and motivate learners to learn comfortably and solve their day at day challenges at school level and community at large.

The Ministry of Education, Science and Technology is proposed to provide in service training and seminars to the teachers of literature in English in order to motivate their teaching profession.

5.5.2 Recommendations for Further Research

This study is expected to reveal very constructive ideas which can contribute to other researchers to conduct further researches. Other researchers can be done to assess the importance of literature in English in ordinary level secondary schools.

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APPENDICES

Appendix 1: Questionnaire for teachers

Dear teacher,

I am Caroline Nimehi Mugolozzi from the Open University of Tanzania, (OUT) pursuing Master of Arts in Literature. I am conducting a research with the following title: “Challenges affecting performance of literature in English in Tanzania ordinary level secondary schools: A case of Tabora municipality”. I am requesting you to read the questions carefully and answer them correctly. The information which you are providing will be treated confidentially, for academic purpose only and not otherwise. Neither your name nor your status or personal information will be published in any way or how in the report of this investigation. Even the name of the school will not be identified in any report of this research.

Instructions:

Put a tick (√) to the appropriate answer, fill in the spaces provided and mention / explain where you are requested to do so.

1. Your sex: Put a tick (√)
 - a) Male ()
 - b) Female ()

2. Your age: _____ years old.

3. Your academic qualification. Put a tick (√)
 - a) Diploma ()
 - b) First Degree ()
 - c) Masters degree ()
 - d) Others-----

4. Your working experiences
 - a) 1-3 years ()
 - b) 4-6 years ()
 - c) 7 years and above ()
5. Does your school have a library for academic activities including literature in English?
 - a) Yes ()
 - b) No ()
6. Does your school have a professional school librarian?
 - a) Yes ()
 - b) No ()
7. Is your school furniture attractive and suitable for preparation of teaching literature in English?
 - a) Yes ()
 - b) No ()
8. Are the available teaching materials for literature in English enough to each student in your class?
 - a) Yes ()
 - b) No ()
9. Mention the number of students in your class of literature in English -----
10. Mention the number of books available for literature in English in your school in terms of:

NOVELS

- a) A wreath for Father Mayor by S.N. Ndunguru - _____
- b) Passed Like a Shadow by Bernard Mapalala - _____
- c) The Interview by Patrick M. Ngugi - _____
- d) Spared by S.N. Ndunguru - _____
- e) Unanswered Cries by Osman Conteh - _____

PLAYS

- a) Three Suitors One Husband by Guillaume Oyono Mbia - _____
- b) The Black Hermit by Ngugi wa Thiong'o - _____
- c) This Time Tomorrow Ngugi wa Thiong'o - _____
- d) The Lion and the Jewel by Wole Soyinka - _____

POETRY

- a) Summons by Richard S. Mabala - _____
- b) Growing up with Poetry by David Rubadiri - _____
- c) Selected Poems by Tanzania Institute of Education - _____

11. Which methods you use to facilitate the teaching of literature in English in your class?

- a) Teacher centered methods (lecture/explanations, summary/notes, translation, reading aloud ())
- b) Learner centered methods (oral presentations, group discussion, questions and answers, debate, role playing and watching films ())

12. How many periods of literature in English do you have per week in your school time table?

- a) 2 periods ()

b) 3 periods ()

c) 4 periods ()

d) 5 periods ()

13. When did you attend any seminar or in-service training about teaching of literature in English?

a) 1 year ago ()

b) 2 years ago ()

c) Never ()

14. What challenges do you face when you are trying to perform well your teaching profession of literature in English at your school? _____,
_____, _____.

15. Suggest ways of overcoming the above challenges. _____,
_____, _____.

Appendix 2: Questionnaire for students

Dear student,

I am Caroline Nimehi Mugolozzi from the Open University of Tanzania (OUT), pursuing Master of Arts in Literature. I am conducting a research with the following title: “Challenges affecting performance of literature in English in Tanzania ordinary level secondary schools: A case of Tabora municipality”. I am requesting you to read the questions carefully and answer them correctly. The information which you are providing will be treated confidentially, for academic purpose only and not otherwise. Neither your name nor your status or personal information will be published in any way or how in the report of this investigation. Even the name of the school will not be identified in any report of this research.

Instructions:

Put a tick (✓) to the appropriate answer, fill in the spaces provided and mention/explain where you are requested to do so.

1. Your sex: put a tick (✓)
 - a) Male ()
 - b) Female ()
2. Your age: _____ years old.
3. Does your school have adequate teaching materials for literature in English?
 - a) Yes ()
 - b) Not ()
4. Does your school have a library for academic activities including literature in English?
 - a) Yes ()

- b) No ()
5. How many periods allocated for literature in English per week in your school time table?
- a) 2 periods ()
- b) 3 periods ()
- c) 4 periods ()
6. Which methods does your teacher use to facilitate the teaching of literature in English in your class?
- a. Teacher centered methods (Lecture/explanations, summary/notes, translation, reading aloud ())
- b. Learner centered methods (oral presentations, group discussion, questions and answers, debate, role playing and watching films ())
7. What are the characteristics of your classroom? Choose one or more options
- a) Having enough furniture ()
- b) Good painted chalkboard ()
- c) Presence of reliable electricity ()
- d) Presence of adequate ventilation ()
- e) Enough space ()
8. Do you receive academic, social and psychological guidance and counseling services from your teacher of literature in English?
- a) Yes ()
- b) No ()

Appendix 3: Questionnaire for secondary education quality assurers

Dear Sir / madam,

I am Caroline Nimehi Mugoloji from the Open University of Tanzania, (OUT) pursuing Master of Arts in Literature. I am conducting a research with the following title: “Challenges affecting performance of literature in English in Tanzania ordinary level secondary schools: A case of Tabora municipality”. I am requesting you to read the questions carefully and answer them correctly. The information which you are providing will be treated confidentially, for academic purpose only and not otherwise. Neither your name nor even your status or personal information will be published in any way or how in the report of this investigation. Even the name of the school will not be identified in any report of this research.

Instructions:

Put a tick (√) to the appropriate answer, fill in the spaces provided and mention/explain where you are requested to do so.

1. Your sex: Put a tick (√)
 - a) Male ()
 - b) Female ()
2. Your age: _____ years old.
3. Your academic qualification. Put a tick (√)
 - a) Diploma ()
 - b) First Degree ()
 - c) Masters degree ()
 - d) Others-----
4. Your working experiences

- a) 1-5 years ()
- b) 6 years and above ()
5. When you go to examine the quality of teaching literature in English in ‘O’ level secondary schools, which methods / techniques do the teachers use during teaching process in classes?
- a) Teacher centered methods (Lecture/explanations, summary/notes, translation, reading aloud ()
- b) Learner centered methods (oral presentations, group discussion, questions and answers, debate, role playing and watching films ()
6. Why do you think teachers of literature in English do not prepare the schemes of work and lesson plans? _____,
_____, _____.
7. Do the ordinary level secondary schools in Tabora municipality have adequate teaching materials for literature in English?
- a) Yes ()
- b) No ()
- 8 Do the ordinary level secondary schools in Tabora municipality have school libraries for academic activities including literature in English?
- a) Yes ()
- b) No ()

Appendix 4: Interview guides for the heads of ordinary level secondary schools

Name of school-----Sex-----, Age-----, Academic qualification

Years of working experience in administration position-----

1. As a head of school, how many teachers of literature in English do you have?
2. What can you say about their academic qualifications? State whether, form four, form six, Diploma in Education, First degree, Master degree or others.
3. If there are teachers who completed form six in your school, why are they employed to teach literature in English?
4. Do your teachers of literature in English prepare schemes of work and lesson plans based on the current form four English language syllabus of 2012? If no, what do you think could be the possible reasons? Which actions do you take for the teachers who teach without schemes of work and lesson plans?
5. Does your school have a library and professional librarian? If no, how the required basic knowledge, skills and competences of literature in English are affected to both teachers and form four students?
6. In your experience, which are the teaching methods mostly used by teachers of literature in English in classes: State whether teacher centered methods or learner centered methods and why?
7. Have your teachers of literature in English been attended to any in-service training on how to improve their teaching? If yes, how long was the training took? Did the training had an impact to improving the teaching and students' performance?

8. How frequently do the secondary school quality assessors come to evaluate the quality and standard of education in your school? What are their effects with regard to improving literature in English teaching?
9. What are other challenges do your school and teachers of literature in English face when trying to implement the stated goals and objectives from the Tanzania curriculum?
10. What could be the possible solutions of the challenges in question 9 above?

Appendix 5: Observation checklist

| S/N | OBSERVED ITEMS | YES | NO |
|-----------|---|-----|----|
| 1. | Teaching environment of literature in English | | |
| | -Availability of teaching materials | | |
| | NOVELS | | |
| | • A wreath for Father Mayor | | |
| | • The Interview | | |
| | • Spared | | |
| | • Unanswered Cries | | |
| | PLAYS | | |
| | • Three Suitors One Husband | | |
| | • The Black Hermit | | |
| | • This Time Tomorrow | | |
| | • The Lion and the Jewel | | |
| | POETRY | | |
| | • Summons | | |
| | • Growing up with Poetry | | |
| | • Selected Poems | | |
| | English language syllabus for form four of 2012 | | |
| | Teacher's guide | | |
| | School libraries | | |
| | School librarians | | |
| | Number of periods per week | | |
| | Number of students in classrooms | | |
| 2. | Methods of teaching literature in English | | |
| | -Teacher centered methods | | |
| | • Lecture / explanations | | |
| | • Provision of summary /short notes | | |
| | • Translation from English to Kiswahili | | |
| | • Reading aloud | | |
| | -Learner centered methods | | |
| | • Questions and answers | | |
| | • Group discussion | | |
| | • Brainstorming | | |
| | • Role playing | | |
| | • Debate | | |
| | • Watching films | | |
| 3. | The role of professionalism and motivation | | |
| | Presence of schemes of work and lesson plan | | |
| | Proper preparation of schemes of work and lesson plan based on the syllabus | | |

Appendix 6: Research clearance

THE OPEN UNIVERSITY OF TANZANIA
DIRECTORATE OF, POSTGRADUATE STUDIES

Kawawa Road, Kinondoni Municipality,
P.O. Box 23409
Dar es Salaam, Tanzania
<http://www.out.ac.tz>



Tel: 255-22-2666752/2668445
Ext.2101
Fax: 255-22-2668759,
E-mail: drps@out.ac.tz

Date: 13th December 2017.

Our Ref: PG201610727

Regional Administrative Secretary,
Tabora Municipal,
P. o Box 25,
Tabora.

RE: RESEARCH CLEARANCE

The Open University of Tanzania was established by an act of Parliament No. 17 of 1992, which became operational on the 1st March 1993 by public notice No. 55 in the official Gazette. The act was however replaced by the Open University of Tanzania charter of 2005, which became operational on 1st January 2007. In line with the later, the Open University mission is to generate and apply knowledge through research.

To facilitate and to simplify research process therefore, the act empowers the Vice Chancellor of the Open University of Tanzania to issue research clearance, on behalf of the Government of Tanzania and Tanzania Commission for Science and Technology, to both its staff and students who are doing research in Tanzania. With this brief background, the purpose of this letter is to introduce to you Ms Caroline Nimehi Mugolozzi Reg No : PG201610727 pursuing Masters of Arts in Literature. (MA Literature). We here by grant this clearance to conduct a research titled "Assessing The Teaching of Literature in English in Tanzanian Ordinary Level Secondary Schools." She will collect her data at Tabora Municipal in Tabora Region From 18th December 2017 to 26th January 2018.

In case you need any further information, kindly do not hesitate to contact the Deputy Vice Chancellor (Academic) of the Open University of Tanzania, P.O. Box 23409, Dar es Salaam. Tel: 022-2-2668820. We lastly thank you in advance for your assumed cooperation and facilitation of this research academic activity.

Yours sincerely,

Prof Hossea Rwegoshora
For: VICE CHANCELLOR
THE OPEN UNIVERSITY OF TANZANIA

Appendix 7: Request for undertaking research

THE UNITED REPUBLIC OF TANZANIA
PRIME MINISTER'S OFFICE
REGIONAL ADMINISTRATION AND LOCAL GOVERNMENT
TABORA MUNICIPAL COUNCIL

(All correspondence should be forwarded to the Municipal Director)

TABORA REGION
TEL: 026 2604315/6088



MUNICIPAL DIRECTORS' OFFICE
P.O. BOX 174 – TABORA.

Ref.No. TMC/ESC/IID/234

Date: 20/12/2017

All Secondary school,
TABORA MUNICIPALITY.

RE: REQUEST FOR UNDERTAKING RESEARCH.

Please refer to heading above.

I am pleased to inform you that **Miss Caroline Nimehi Mugolozi** who is a student from **Open University of Tanzania** has requested to conduct her research at your school. Her research topic is: **Assessing the Teaching of Literature in English in Tanzania Ordinary Level Secondary Schools: A Case of Tabora Municipality.**

Hence, kindly you are asked to host the mentioned person for further procedures once she reports at your school. Your school will not be responsible to offer any kind of payment concerning her field work.

Sitta P. Ndamayape
.....
Sitta P. Ndamayape

**For: MUNICIPAL SECONDARY EDUCATION OFFICER
TABORA**


MUNICIPAL SEC. EDUCATION OFFICE
P. O. Box 174
TABORA

Appendix 8: Kibali cha kukusanya data na utafiti

Jamhuri ya Muungano wa Tanzania

OFISI YA RAIS
TAWALA ZA MIKOA NA SERIKALI ZA MITAA

Telegrams: MKUUMKOA
Telephone: (026) 2604058/2604116
Fax: (026) 260 4274
email: ras.tabora@tamisemi.go.tz
Tafadhali UnapojibuTaja:



Ofisi ya Mkuu wa Mkoa,
S.L.P. 25,
Tabora.

Kumb. Na.DA.116/247/01/219 19 Disemba, 2017

Mkurugenzi wa Manispaa,
Halmashauri ya Manispaa,
S.L.P.174,
TABORA.

YAH: KIBALI CHA KUKUSANYA DATA NA UTAFITI
BI CAROLINE NIMEHI MUGOLOZI

Rejea somo tajwa hapo juu.

Bi Caroline Nimehi Mugolozzi anakusudia kukusanya 'data' katika Halmashauri yako kwa ajili ya kufanya Utafiti wa "Assessing the Teaching of Literature in English in Tanzania Ordinary Level Secondary Schools".

Kwa barua hii amepewa kuanzia tarehe 20.12.2017 mpaka tarehe 26.01.2018.

Tafadhali apewe ushirikiano.


Aidan A. Lucas
Kny: KATIBU TAWALA MKOA
TABORA

Nakala: Katibu Tawala Mkoa, **KATIBU TAWALA MKOA**
TABORA. - *Aione kwenye jalada.* **TABORA**

" Katibu Tawala Wilaya,
TABORA.

" Bi Caroline Nimehi Mugolozzi,
Mtafiti.

Appendix 9: Analysis of candidates' performance per topic in English language subject (The NECTA, 2013)

| S/No. | Topic | Question Number | Percentage of Candidates who Got the Average of 40 Marks and/or Above | Remarks |
|-------|---------------------------|-------------------|---|---------|
| 1. | Comprehension and Summary | 1 and 2 | 55.8 | Average |
| 2. | Patterns and Vocabulary | 3, 4, 5, 6 and 7 | 21.9 | Weak |
| 3. | Language Use | 8, 9 and 10 | 43.4 | Average |
| 4. | Response to Reading | 11, 12, 13 and 14 | 37.4 | Weak |

Appendix 10: The analysis of the candidates' performance per topic in CSEE 2014 in comparison to CSEE 2015 (The NECTA, 2016)

