

**THE POSITIVE IMPACT OF LITERARY CHARACTERS ON LITERATURE
STUDENTS**

BY

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DECLARATION

I MAYENDE COLLINS ISRAEL declare that this research Proposal is my original work and has never been published or submitted to any university or institution of higher learning for the award of a Degree in Education.

Signature

Date -----

APPROVAL

This research proposal will be under taken with my supervision and will be submitted to the academic Board of the Faculty of Education and Science of Busitema University Uganda for the award of a Bachelor’s Degree in Education.

SUPERVISOR

M/S KWAGALA OLIVIA

Sign.....

Date.....

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DEDICATION

I entirely dedicate this work to my beloved Mother Acham Ruth Isara for her selfless sacrifice that enabled me make it to this point. To my dear Sister Nafuna Comfort Desire Rebecca , thank you for being there and doing all you could to see to it that everything was in place, the resources needed, the encouragement and above all the love and prayers. I also dedicate this work to my Brother Wabwire Ronald for the inspiration by bringing the first degree home and provision in terms of resources needed. Aunty Hope and Uncle Jimmy Ogwang, I shall forever be grateful for your kindness and love. Grandma Hellen Akello , my Father Mayende Francis, Mkurunzi Selina Ndizeye, Bro Collins Quansah and all other people I have not mentioned here, thank you so much for supporting my Educational Journey up to this point. Above all, the Almighty God who has brought me this far , may His Name be Glorified Forever.

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ABSTRACT

The study is meant to investigate the positive impact of literary characters on Literature Students in Tororo District. This will be done with specific reference to the Literature plays The Return of Mgofo by Francis Imbuga and Oedipus the King by Sophocles

The researcher will seek opinions, responses and attitude from , teachers and Learners concerning the positive impact of literary characters on Literature Students.

Case Study and Descriptive Research Design will be used through face to face discussions, interview guides and questionnaires after which data will be collected from respondents.

Data collection will be analyzed by consensus which will be presented descriptively.

CHAPTER ONE

1.0. INTRODUCTION

Literature in English is one of the oldest subjects to be introduced to the Ugandan school Curriculum. It was introduced as soon as high school was introduced in the school system in 1959. It is one of the principle subjects and it falls under Arts and Humanities. (Emmanuel Okiria, Head of Department St Kizito SSS Bugolobi, Literature in English and General Paper.)

The subject comprises three genres namely; Prose and Poetry, Plays/Drama, and the Novel. The subject is compulsory in the lower secondary and it becomes optional from S.3-S.6. It is of great importance to have Literature in English taught in schools though this is not the case in certain Schools.

1.1. BACK GROUND OF THE STUDY.

Literature has mainly two functions i.e. Aesthetic and Ethical. The Aesthetic theory advocates that art should be pleasant, beautiful to read or listen to and should exist for its own sake. The Ethical approach insists on the usefulness of art to society therefore Art should have moral and ethical issues. This research intends mainly to assess the ethical approach's "positive impact of Literary characters on Literature Students."

Relating to the content and function of Literature, the most important roles of Literature involves moral development. (Nie, 2006). This view by Chinese Writer and Academician ZhenZhao Nie who is Professor of English Literature and Comparative Literature at Central China Normal University, highlights the key importance of Positive Literary characters-moral development. Nie, who is also the founder of Ethical Criticism in China further says "Literature is historically contingent presentation of ethics and morality and that reading Literature helps humans to reap moral enlightenment and thus make better ethical choices."

The study of Literature in English is not just for formality. Literature in English is more than just a subject studied at School. It has more vital aspects than just being studied for examination purposes. A number of Literary "Giants" have supported this view throughout the ages. The Great Greek Philosopher, Plato in his book "The Republic" stresses that "Poetry (Literature) should not just offer pleasure. It should teach some morals should contribute to the knowledge. A poet should also be a good Teacher."

1.2. STATEMENT OF THE PROBLEM

Nie not only invites us to see the origin and function of Literature from an ethical perspective but also illuminates the working mechanism of ethical literary critics and it's terminology in detail including ethical taboo, ethical identity...rational will, irrational will, natural will, free will etc.(Shang,2013)

A good number of Secondary Schools do not teach Literature in English.Among the reasons for this is that some Head Teachers as are afraid of spending too much money on purchasing literary texts.However,a certain group of schools do not teach Literature because they don't really see any valuable return of investment and benefits to the students.

This is a big problem. In an era where parents are busy working day and night to make ends meet thus having little or inadequate time to interact with their children. It's imperative that all Schools introduce and teach Literature in English. This will inculcate good reading habits and set a foundation on which literary characters can have positive impact on the students.

THE PURPOSE OF THE STUDY

The general aim of the study is to analyze the positive impact of Literary Characters on Literature Students.

1.3. OBJECTIVES OF THE STUDY

By end of this study, the researchers seek to;

1. To analyze the positive impact of Literary characters on Literature Students.
2. To discover at least four positive characters in the plays The Return of Mfogu and Oedipus the King.
3. To find out the applicability of the positive impact of Literary Characters.

1.4. RESEARCH QUESTIONS

1. What are the positive impacts of Literary characters on Literature Students?
2. Who are the four positive literary characters in each of the two plays being analyzed?
3. How applicable are the positive aspects learnt by Literature Students?

1.5. SIGNIFICANCE OF THE STUDY

The significance of the study is to inform the public especially Secondary schools that don't teach Literature in English and other Stakeholders in the Education sector of the importance of teaching Literature. This will perhaps act as an eye opener and catalyze the teaching of Literature in English in more Secondary schools around Uganda, East Africa and World at large.

The results will be a win-win situation whereby more schools will adopt teaching Literature in English and students will receive guidance and counseling through the positive impact of the Literary characters they will encounter in Literature works.

1.6. THE SCOPE OF THE STUDY

The study will be carried out in two schools within Tororo Western sub-county in Tororo District which is bordered by Mbale in East , Malaba to South , Busia to the West and Butaleja to the North.

The schools under investigation will include;-

Rubongi Army Secondary School

Rock High School

These schools are representatives of the characteristics of others in terms of teaching and learning of Literature in English Language.

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