

**LOWER SECONDARY LITERATURE BACKGROUND AND PERFORMANCE
IN UPPER SECONDARY LITERATURE IN WEST BUDAMA-NORTH
CONSTITUENCY**

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**A RESEARCH REPORT SUBMITTED TO DEPARTMENT OF LANGUAGES,
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STATEMENT OF DECLARATION

I **Masika Gloria** hereby declare that this research report on Lower Secondary Literature background and performance in Upper Secondary Literature in West Budama-North Constituency is my original work and has not been presented for award of a degree in any other

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ACRONYMS

O' Level: Ordinary Level

A' Level: Advanced Level

DEFINITION OF KEY TERMS

Literature: According to the English Dictionary, is a collection/class or writings that are recognized and distinguished for their beauty of style or expression such as works of poetry, drama, oral literature (works of art spoken through the word of mouth) and prose.

Hypothesis: this refers to the supposition or proposed explanation made on the basis of limited evidence as a starting point for further investigation.

Lower Secondary: this means the ordinary secondary level (O' level)

Upper Secondary: this refers to the advanced level of education (A' level)

ABSTRACT

Literature background in lower secondary was highlighted as of great relevance in shaping the performance of learners in literature at upper secondary in West Budama North Constituency. This research therefore was to investigate the effect of literature background on their academic performance in literature at upper secondary in selected secondary schools in West Budama North Constituency. The selected schools were; Petta Community Secondary School and Nagongera Seminary Secondary School. The objectives of this study were; Students with literature background in lower secondary have better performance in upper secondary literature in West Budama North Constituency. Students without literature background in lower secondary have lower performance in upper secondary literature in West Budama North Constituency. Literature background in lower secondary has no effect on performance in upper secondary literature in West Budama North Constituency. The researcher was guided by the following questions;

Do students with literature background in lower secondary have better performance in upper secondary literature in West Budama North Constituency? Do students without literature background in lower secondary have lower performance in upper secondary literature in West Budama North Constituency? Does literature background in lower secondary have any effect on performance in upper secondary literature in West Budama North Constituency? The researcher will use a case study design, which involves an intensive and descriptive analysis of a group, institution, or phenomena in order to gain an insight into larger cases (Abel & Olive, 1999).

The researcher used thirty respondents, which consisted of 25 students of literature at advanced level and 5 teachers of literature at the mentioned level. The two schools consisting the study population boast of large numbers and literature being offered at advanced level, which provided a fruitful ground for this research. Being the only schools that offer literature at advanced level, the schools dictated the sample size for the research. The researcher used cameras for snapshotting, camcorder for recording audio-visuals, audio recordings and documents retrieved from the learners and teachers for the purpose and achievement of the objectives of the research. Data was collected using qualitative data collection approaches in order to achieve the objectives of the study.

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CHAPTER ONE

Introduction and Background to the Study

1.0 Introduction

This study investigated the relationship between background in literature knowledge at Ordinary Level (O-Level) and learners' performance at Advanced Level (A-Level) literature in secondary schools in West Budama-North Constituency, Tororo District.

This chapter provides insight into Background to the study, Problem statement, Objectives, Main Objective of the study, Specific objectives of the study, Hypotheses/Research questions, Significance of the study, and Scope of the study.

1.1 Background to the study

Literature is generally an optional subject that learners may opt for at the upper secondary commonly known as Advanced Level (A-Level) in secondary schools (Monitor, 2021). In Uganda, the subject is offered first as an option at lower secondary also commonly known as Ordinary Level (O-Level), and learners can go on to offer the subject with or without having offered it at the ordinary level. Exceptions are usually created by the performance of learners in English, where exceptional performers can offer the subject at the advanced level.

Introduced as a subject during the colonial times, Baguma (2002) suggests that literature was put in place to enable Africans to acquire skills and competences, which would make them, communicate effectively using the English language.

Literature, as a subject and for the purpose of this research, is an optional subject, literature is considered as an arts' subject because it employs language as a tool of conveyance.

In Uganda, at the Advanced Level of secondary education, the subject is taught as a single entity subject that students can opt for (Daily Monitor, 2021).

Performance of literature at Advanced Level is typically poor due to lack of background in literature at lower secondary.

Whereas at this level, teachers of Literature had a role of helping learners to peruse through the set books so as to have a full insight of their contents, and providing them the opportunity to have time with the texts by reading in depth (Mubita & Mwanza, 2020).

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