

CAUSES OF POOR PERFORMANCE IN POETRY AMONG SECONDARY SCHOOL
STUDENTS IN BUSIA DISTRICT, UGANDA

BY

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DECLARATION

I, Ajambo Susan, do hereby declare that the study entitled "Causes of Poor

Performance in the Poetry Course among Secondary School Students" is entirely *my own work*,

except where acknowledged.

Sign: 

Date 21/02/2023

Endorsement by the supervisor/mentor.

This research proposal has been prepared under my supervision upon appointment by Busitema University.

Madam Nakazinga Racheal.......... Date:24/02/2023

DEDICATION

I dedicate this research report to my Father, Wanyama David Harry; he should live to witness the outcome of this effort. May the almighty God bless him Now and forever, Amen! .

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ABSTRACT

The persistent low achievement in Literature in the UNEB exams is partly due to dismal results in Poetry. This course is taught as part of Literature and examined in Paper 208/1 of the literature in English Exam. Poor results in Literature have punitive implications especially since good grades in the subject are central and crucial in all career fields and further education and training. It is for this reason that this study sought to determine the factors that influence performance in Poetry among secondary school students. The focus was on the nature of poetry, learners' attitudes, teaching/learning resources and teaching methods. These factors have been verified by analyzing data collected using questionnaires.

Data was collected from Form three and four students, their English subject teachers and the respective Heads of Languages Departments in the schools that constituted the population of the study. A total of 4 schools were sampled, where an equal number of 10 students were selected in each class per school, a subject teacher and the Head of the Language -Department. The results revealed that the learners' poor attitude towards Poetry, inadequate teaching/ learning resources and poor teaching methods were responsible for the poor performance in Poetry. This is further compounded by the nature of Poetry and a heavy workload for teachers. These results have given insight into the problem. Luckily, practical remedies are possible. These include: encouraging learners to embrace poetry, improving teaching methods and providing adequate teaching/learning materials

CHAPTER ONE

INTRODUCTION

1.1 Overview

This chapter of the report is going to cover the Background of the study which broadly introduces the topic under study, the Statement of the Problem, the purpose of the study, Objectives, Research Questions, Scope of the study and the Significance of the study,

1.2 Background of the Study

Learners, and even some teachers, the world over, have a common perception that poetry is mysterious, difficult and confusing. That only the literary scholars can understand and enjoy it. This view is popular among most high school students and even teachers. This negative attitude towards poetry is not a recent phenomenon and has been largely responsible for the learners' poor performance in the subject to date.

Arthur, (1914), in his book, *The Teaching of Poetry in the High School*, admits that poetry has always been, and remains, a problem mainly because learners fail to relate it to their lives. That makes it difficult for them to comprehend and appreciate it.

According to Chatfield, (1975), teachers also feel handicapped to handle poetry. He reports that the National Endowment for the Humanities in America, conducted a three-week seminar in

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