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**FACULTY OF EDUCATION**

DEPARTMENT OF APPLIED EDUCATION

**FACTORS CONTRIBUTING TO THE POOR PERFORMANCE IN ENGLISH AT ORDINARY LEVEL IN RURAL SCHOOLS IN UMGUZA DISTRICT.**

BY

**NCUBE CYNTHIA. S**

**REG. NO. R141246H**

**A DISSERTATION SUBMITTED TO MIDLANDS STATE UNIVERSITY IN PARTIAL FULFILMENT OF THE REQUIREMENTS FOR THE AWARD OF THE BACHELOR OF EDUCATION DEGREE IN ENGLISH.**

**GWERU, ZIMBABWE**

**OCTOBER 2017**

**MIDLANDS STATE UNIVERSITY**

FACULTY OF EDUCATION

DEPARTMENT OF APPLIED EDUCATION

**APPROVAL FORM**

The undersigned certify that they have read and recommended to the Midlands State University

for acceptation as a dissertation entitled: Factors contributing to poor performance in English at

ordinary level in rural schools in Umguza district.

By

Cynthia. S. Ncube

Submitted in partial fulfilment of the Bachelor of Education degree in Accounting.

Student: ……………………. Signature……………………. Date…………………….

Supervisor……………………Signature……………………...Date…………………….

Chairperson……………………. Signature……………………...Date…………………….

External examiner………………Signature……………………….Date…………………….

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Signed: …………………………………………

Address: 194 Emakhandeni

P. O Entumbane

Bulawayo

Date: October 2017

# DECLARATION

I, Ncube Cynthia. S. declares that this research report herein is my own work and has not been copied or lifted from any source without the acknowledgement of the source.

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# DEDICATION

This study is dedicated to my loving parents Baker and Simangele Ncube as well as my husband Prince Ndhlovu. Without their support and encouragement, this work would not have been accomplished.

# ACKNOWLEDGEMENTS

# ABSTRACT

The research study sought to find the factors contributing to poor performance in English at ordinary level in rural schools in Umguza district. Qualitative research design was used. It enabled the researcher to look at various aspects of the study in their natural setting. Purposive sampling was used to select school heads, English teachers and ordinary level pupils who participated in the study. The researcher used interview and observation guides as well as document analysis to generate data. Data generated was analysed using thematic analysis approach. Some of the factors contributing to poor performance were, pupils' negative attitude and shortage of teaching and learning resources. Some of the recommendations were that teachers should reward pupils who speak English as a way of motivation and that schools should engage in fundraising activities to mobilise teaching and learning resources.

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# CHAPTER 1

## THE RESEARCH PROBLEM

## 1.0 INTRODUCTION

English language is the instrument of communication in Zimbabwean education and is the official language of the country. Despite the importance of English, most students are failing to produce desired results at O-Level English. Hence, the research had to establish the factors which contribute to poor performance in English at some rural schools in Umguza. Background, statement of the problem, research questions, justification, delimitations and limitations of the study as well as definition of terms were taken into consideration.

## 1.1 BACKGROUND OF THE STUDY

English is important because it is the official language (Kannan, 2010). English language is mostly used in schools to learn and teach other subjects. However, pupils have higher chances of performing badly in English. Hence, it is a right for every child to be educated and know the language as it is an internationally recognized language. Despite the rights of the children, those rural schools in Umguza district had been producing poor pass rate in English language which prompted the researcher to carry out the study.

The researcher noted with much concern that students in rural areas had some challenges in English language. For example, pupils used direct translation from their native language instead

of proper English.  This meant that they thought in their native language and translated that into English which ended up violating English rules. Pupils also failed to understand and use the English language rules properly. This resulted in only a few managing to perform well in the Zimbabwe School Examinations. In 2007, the school and those nearby in the district hardly produced 35% pass rate in English language which showed that there was a serious problem in the teaching and learning of English as a subject.

The researcher also noted that pupils failed to grasp the English concepts in 2012-2013 during her years as a temporary teacher. Many pupils sat for the paper for more than three times but still did not pass it. During the lessons, pupils were comfortable and participating during the learning and teaching of the subject, however, when given a test, results proved that more practice and understanding of the subject was needed. Despite these poor performance pupils still declared to be not having any problems in the subject. Pupils took more of their time working on science subjects as they claimed to be the difficult subjects. Pupils hardly prepared for English examinations but instead focused on other subjects. However, there was no improvement in the performance of ordinary level pupils in English. All this then prompted the researcher to find out the factors contributing to the poor performance in English at O' level in rural schools in Umguza.

Table 1.1 **English language pass rate for schools' A and B at ordinary level**.

| Year | % Pass rate for school A | % Pass rate for school B |
|------|--------------------------|--------------------------|
| 2013 | 8 | 12 |
| 2014 | 10 | 7 |
| 2015 | 2 | 20 |
| 2016 | 17 | 15 |

Table 1.1 clearly shows that English pass rate for both schools was very poor. There was little or no improvement hence, the researcher carried out this study to find out the factors contributing to the poor performance in English at ordinary level in rural areas in Umguza district.

## 1.3 STATEMENT OF THE PROBLEM

As indicated by table 1.1, students were performing badly in O' level English. Therefore, there was need to find out factors contributing to the poor performance in English at some schools in Umguza.

## 1.4 PRIMARY RESEARCH QUESTION

What are the factors contributing to the poor performance in English in rural schools?

**1.4.1 Sub research questions**

1.4.1.1What are the qualifications and experiences of English teachers at O' level?

1.4.1.2 What is the attitude of rural students towards English?

1.4.1.3 What teaching and learning materials are available in the school for the teaching of English at O' level?

1.4.1.4 What teaching methods are used in teaching English at O' level?

## 1.5 JUSTIFICATION OF THE PROBLEM

Language is our primary source of communication. It's the method in which we share our ideas and thoughts with others. Chopra (2015) asserts that English is the most common language spoken everywhere and with the help of developing technology, English has been playing a major role in many sectors including medicine, engineering and education.

The teaching and learning of English language is of great importance to teachers, pupils and education system. When pupils have good language proficiency it becomes easier for the teacher to teach concepts and pupils understand better thus, improving the performance on the subject. It is of great importance that pupils learn English as it enables them to have listening, reading, speaking and writing skills in the language effectively.

More so, English as the dominant business language, it has become a necessity for people to speak English if they are to enter the global workforce. Most businesses are now conducted in

English; hence, one definitely needs the knowledge of this language so as to compete effectively in the business industry. This meant that one would be able to communicate with people from other countries. Employers also prefer to hire the person with the knowledge of English knowing that good communication would result in work being done effectively.

Most of the world's top books, music and films are published in English (Chopra, 2015). Therefore, by learning English one has access to more information and can have a greater cultural understanding. Findings of the study helped students measure their performance and improve where they had fault in their studies.

The study would also help teachers evaluate their teaching. As teaching methods and materials were tackled, teachers therefore, improved their teaching techniques and improved where they were lacking and even gained knowledge on how to tackle some concepts in the teaching of English language. This would improve the pass rate in English language in Umguza district.

More so, the research would be of much value to the school heads as resultswouldassist them to take methods which would improve pass rate in English. The study would show the areas which need more support financially and socially. The study would also, caution school heads to make available adequate resources to promote interactive teaching and learning of English. School heads would be shaken and inspired to make regular follow ups in the teaching and learning of English and even know what kind of teachers to employ to improve their pass rate.

## 1.6 ASSUMPTIONS

1.6.1 Learners from the sampled schools are the same as those from other schools.

1.6.2 The sampled schools use the same ordinary level curriculum.

1.6.3 All schools covered in the research study use the same teaching and learning materials for Ordinary level English as other schools.

1.6.4 Sampled schools allocate the same teaching and learning time for Ordinary level English in as in other schools.

1.6.5 Teachers have the same qualifications as those from other schools.

1.6.6 The learning environment of the sampled schools is similar to that of other schools.

## 1.7 DELIMITATIONS OF THE PROBLEM

The researcher focused on two selected secondary schools in Umguza district. I focused on form four students, head of departments (H.O. D's) and teachers of English language. The concern was to identify the factors that contributed to the poor performance in English.

## 1.7 LIMITATIONS OF THE STUDY

Financial resources, respondent based biases, time and bureaucracy were some of the constraints that were faced by the researcher and somehow compromised the quality of the study. However, maximum effort was put to gather all necessary information to this research.

### 1.8.1 Financial resources

Conducting a research required commitment of financial resources. Hence, limited financial resources were a major challenge to the researcher. The researcher needed a lot of money for stationary, transport to and from home and schools at different areasin Umguza district. The researcher therefore, took note to her supervisor's comments throughout the process to avoid much financial limitations and wastage of material resources.

### 1.8.2 Respondent based biases

The reliability of the research study was affected by respondents based biases. Some respondents were shy; to tell the truth and disliked the interview and this led to bias information. Other respondents hid certain information from the researcher and provided little and unnecessary responses, irrelevant to the study. This kind of information was difficult to analyze, because of different responses received. Therefore, it was then difficult to maintain the validity of the responses. In addition to that, the researcher faced challenges obtaining information from respondents, since the lack of English understanding was sensitive as those who did not understand the language were stereotyped as inferior in some cases due to lack of information. However, the researcher tried to use simple English and a little bit of vernacular for easy understanding and communication.

### 1.8.3 Time

The researcher had a short time to effectively carry out the study since it required a lot of time to research to get detailed information. Time was limited as the research was carried out within two semesters. This was a very short time since the researcher was also attending lectures, and working on assignments which needed much attention as well. Drawing a conclusion within such

a short time was challenging and therefore, negatively affected the validity and reliability of the research.

## 1.8.4 Bureaucracy

In generating data, the researcher had to follow some procedures. Firstly, she had to seek approval from Midlands State University, education head, provincial, district offices and the school administration offices. Authorization was necessary from the above offices for the research to be carried out. However, not all office holders were co-operative in offering with adequate support as estimated. Despite all that the researcher followed the stipulated rules.

## 1.8 DEFINITION OF TERMS

Some terms which were used in this paper are defined according to their usage in the research. These include performance, student, English, factor, attitude and official language.

### 1.9.1 Performance

Performance is the accomplishment of a given task measured against present known standards of accuracy, completeness and speed.

### 1.9.2 Student

A student is someone learning at a school.

### 1.9.3 English

English is the language of England now widely used in many varieties throughout the world and now the official language of Zimbabwe.

### 1.9.4 Factor

A factor is an element that influences a result.

### 1.9.5 Attitude

Attitude is a way of expression or behavior towards something.

### 1.9.6 Official language

An official language is a language that is recognized and commonly used in formal places.

### 1.10 SUMMARY

The chapter introduced the purpose of the study which was to examine the factors which contribute to the poor performance in English at ordinary level in rural schools in Umguza district. The researcher was prompted to carry this study because pupils have been failing English since her secondary days and as temporary teacher. This research study is of great importance because with the knowledge of English it would be easier for pupils to communicate effectively and understand concepts written in English. Financial resources and respondent based biases were some of the limitations of the study. The next chapter would review related literature.

# CHAPTER TWO

## REVIEW OF RELATED LITERATURE

### 2.1 INTRODUCTION

This chapter reviews related literature on the factors contributing to the poor performance of pupils in English. Reviewing of literature assisted the researcher to contextualize the subject matter and discovering the gaps of data which other academics have not researched on. It also, helped the researcher to pinpoint the issues which contribute to poor performance. The literature was reviewed mainly on qualifications and experience of teachers, pupils' attitude towards the learning of English, the teaching and learning resources and the teaching methods used in English.

### 2.2 QUALIFICATION AND EXPERIENCE OF TEACHERS

Teacher qualification and experience plays a pivotal role in pupil's performance. Any education system depends on the quality of teachers (Abegon, 2011). The teacher who knows well the concept that he or she teaches would result in good explanation and transmission of knowledge to pupils. This would then result to high level of performance by pupils. Whereas the one who is not well versed with what to be done would transmit doubt and wrong information to pupils, resulting in poor performance. A key factor that elects the achievement of students in final examinations and education performance in overall is the teachers' qualification, experience and commitment (Yara, 2009). He advances that there is a strong connection concerning qualification, experience, commitment and efficiency. Glewwe (2008) argues that teacher

competence is directly linked to his or her level of qualification. Hence, teachers' qualification is determined by pupils' performance.

Degreed teachers can produce better results than diploma holders (Gladhaber, 2007). This would be because those with degrees would have more time being prepared for classroom management and gained more knowledge in some way. Teachers with more qualification and have specialized on the subject have higher chances of producing good results. pupils learning also depends on the English teachers as authorities, hence, if the teachers are not well versed with the language pupils would not be motivated and therefore, lack the right skills on how to use the language.

More so, experience promotes effectiveness. For instance, if one continues doing the same thing repeatedly the person would be fond to end up excelling in that particular activity. This is supported by (Glewwe, 2008) who is of the view that there is a positive relationship between years of teaching experience and pupils' performance. Age and experience improves results (Chikowore, 2013). Those teachers who have serviced for a long time would seem to have so much experience on how to deliver different concepts of the subject and on how to deal with students of different needs. Therefore, by the end of the day those teachers would produce better and best pupils' performance.

Improvement in teacher qualification especially among the poorest schools appears to have resulted in improved student achievement (Boyd, 2008). Hence, if teachers improve their

qualifications there is higher possibility that pupils' would achieve positive performance. To add on, the teacher must understand the subject as well as the understanding of how children learn (Capenter & Gould, 2012). This would help the teacher transmit knowledge easily to pupils and device different learning methods which suits each and every learner. Educators must intellectualize the curriculum so that they would be competent in interpreting it (Miles, 2008). Incapability to understand the curriculum has undesirable significances on pupils' performance because the educator is not able to teach the recommended content. Not knowing the subject syllabus would result in the teacher teaching irrelevant information to pupils and pupils grasping the information which would not help them in their final examinations. Hence, this shows that there is great need for the teacher to be well versed with the subject syllabus and content to be taught. Lesson preparation is important as this gives the teacher time to look into depth of the content to be taught for the day or week. Educators should organize their work well before delivering the lesson (Hansen, 2012). A carefully planned lesson offers confidence and direction to the teacher in performing work. When the teacher is, confident and has direction, pupils would have confidence in the teacher and be eager to learn the subject. When pupils are eager to learn, there is higher possibility of pupils to grasp the concept and perform well. Hence, the researcher has to find out whether teacher qualification and experience contribute to the poor performance of pupils.

## 2.3 ATTITUDE OF STUDENTS TOWARDS ENGLISH

Attitude plays an important role in second language learning as it determines to a large extent the learners' behaviors', for example action taken to learn or efforts exerted during the learning process. Attitude is considered as an essential factor influencing language performance and

received considerable attention from both first and second language researchers. Attitude is a settled behavior as indicating opinion, or settled mode of thinking (Sykes, 2010).

Attitudes are perceptions and emotional reactions to expectations, experience and observations (Hunt, 2008). Strong attitude has a tendency to lead towards self-fulfilling prophecies. In other words, a positive attitude yields positive results whilst a negative attitude also manifests negative results. Personal experiences and the surrounding experiences influences students' attitude towards education (Sirin, 2009). Socialisation with people who have a high opinion about education and its worth contribute to student engagement and participation in school related matters. English language is generally used as an international language for communication among people from different language backgrounds in all parts of the world (Ton & Phan, 2010). However, many students think that English is only a school subject and they don't see its significance for their prospective employment to work with multinational or national companies where English is employed (Murray & Christison, 2010). This may be because pupils are not getting any extrinsic motivation. When both teachers and parents do not use the language outside the classroom setup, pupils conclude that the language is only for learning and would not put any effort to practice the language further for their improvement. Hence, motivation and encouragement is of great importance in students learning.

More so, school engagement involves both behaviours such as effort, attention and persistence. School work attitudes involve positive learning values, motivation, interest, pride in success and enthusiasm (Gosken, 2006). Absence of these positive attitudes towards school may lead to poor

performance. Motivated and engaged students are involved in activities, inside and outside the classroom, that lead to successful learning (Sabates, Hosain&Lewin, 2010). They also display a desire to know more, curiosity and positive emotional responses to school and learning. Positive attitude, engagement and motivation are critical elements in student success and learning. Motivated students retain more, learn more and enjoy learning activities more than students who have negative attitude or are not engaged. Strongly motivated students enjoy learning the language, need to learn the language and attempt to learn the language (Sakiroglu & Dikilitas, 2012). Motivation can also, influence students' freedom, attention, attempt, patient, the frequency of using learning strategies and their learning success (Zhou, 2012). Meaning that those pupils who are strongly motivated would strive to improve in their use and practice of English language which would produce good results at the end as performance would have improved. Motivation has usually been the key concept in the learning of foreign language (Klimova, 2011).

The matter of learner's attitude is acknowledged as one of the most important factors that impact in learning a language (Fakeye, 2010). It is believed that learners attitude dictate whether or not they would be able to absorb the details of a language. In other terms achievement in a target language relies not only on intellectual capacity but also on the learners' attitude toward language learning. Tella, Indoshi and Outhon (2010) suggest that negative attitude towards English is the most affective and psychological factor that results in the students' poor performance in English. Besides the intellectual perspective; the nature of language learning has psychological and social aspects and depends primarily on the learners' motivation and attitude

to learning the target language (Padwick, 2010). He goes on to say that the ability of students to master a second language is not only influenced by the mental competence or language skills but also on the students' attitudes and perceptions toward the target language.

Attitude concept could enhance the process of language learning, influencing the nature of students' behaviors and beliefs toward the other language, its culture and community and this would identify their tendency to acquire that language (Abidin, 2012). Attitude is characterized by a large proportion of emotional involvement such as feelings, self, relationships in the community (Fakeye, 2010). Learning could not come about easily unless students have positive attitudes toward it on one hand and attitudes might originate from life experiences, on the other hand. As such, since attitude can influence success or failure in learning it plays a very crucial role Brown, (2001) cited in Inal, Erin and Sarcaloglu(2005).

Students have affirmative attitudes and high enthusiasm towards English (Shams, 2008).Most of them show positive attitude towards English language and its learning which in turn emphasizes the value of English language efficiency in the daily life. Momani (2009) also in the finding of investigating secondary stage students' attitude towards learning English as a foreign language and their achievements in reading comprehension indicated that the respondents have positive attitudes towards learning English.

More so, learning is an emotional process (Feng & Cheng, 2009). It is affected by different

factors. The teacher and students engage in various emotional activities in it varied results of emotions are yield. Teachers are therefore encouraged to acknowledge that high motivation and positive attitude of students facilitate second language learning. Thus, if a learner does not have interest and tendency in acquiring the target language to communicate with others, this learner would possess a negative attitude and would not be motivated and enthusiastic in language learning. Therefore, learners' attitudes could incorporate in language learning because it may influence their performance in acquiring the target language.

Students like English and think it is important. However, they consider learning English difficult (Alkaff, 2013). Pupils believe that they can improve their English by overcoming their personal problems that prevent them from practicing and learning English such as shyness and lack of confidence. A considerably large percentage of the students are challenged by the lack of time, which hinder their efforts to improve their language. They have challenges in managing well their time hence, resulting in them not giving much time in practicing English.

According toKara (2009), positive attitude leads to the exhibition of positive behavior toward studying, absorbing themselves in it and striving to learn more. Although, there is a lot that the teacher can do at the end of the day, it is all up to the students whether or not to participate positively in the lesson (Abu-Melhim, 2009). In other words, all boils down to one's attitude. This study seeks to find out if the influence of pupils' attitude towards English contributes to poor performance at ordinary level. Therefore, this study seeks to find out whether the influence of student's attitude towards English contributes to their failure in the subject.

## 2.4 TEACHING AND LEARNING RESOURCES

Resources refer not only to teaching methods but also the time available for instruction, the knowledge and skills of teachers acquired through training and experience (Owoko, 2010). Learning is a complex activity that involves interplay of students' motivation, physical facilities, teaching resources, and skills of teaching and curriculum demands (Lyons, 2012). Availability of teaching and learning resources therefore enhances the effectiveness of schools as they are the basic resources that bring about good academic performance in the students.

Learning is strengthened when there are enough reference materials to be used in a classroom (Mutai, 2016). Enough resources would make learning interesting and pupils would be eager to construct their own knowledge from the available resources. Momoh (2010) supports that teaching and learning resources help improve access and educational outcomes since students are less likely to be absent from school that provide interesting, meaningful and relevant experience to them. These resources therefore should be provided in quality and quantity in schools for effective teaching and learning process. Using the above researchers' points of view, it can be then concluded that teaching and learning resources should be available for the smooth and interesting lesson to take place.

There is a serious shortage of books in rural secondary schools (Ngara & Chung 2008). This then forces teachers to adhere to the same book when teaching which create boredom to both teachers and pupils. This kind of learning environment would not motivate both teachers and pupils and this would lessen the performance of pupils. The quality of facilities and achievement of pupils

are closely linked (Deg, 2007). Availability of facilities such as desks, good classroom plays an important role in the teaching and learning process. When these are in a bad state or not there at all, it creates a dull environment, which demotivate pupils and as a result performs poorly. Hence, a conducive learning and teaching environment is necessary for effective teaching and learning process (Wilkson, 2008).

More so, absence of school and community lending library has an excessive effect in poor performance which is documented in rural location (Heyneman, 2006). He advances that; accessibility of set books is the distinct positive factor in forecasting pupil academic achievement. In support of that Burnham and Diaz (2008) declare that a pupil who cannot exercise on his or her own is disposed to failure. It can be argued that shortage of textbooks creates laziness to pupils as they would rely on the teacher who would have to inscribe what is in the textbook on the chalkboard. Pupils would not put effort in studying on their own as there won't be libraries where they can do further research.

Furthermore, Adeogun (2011) suggests that there is a very strong positive significant relationship between schools that are less endowed. The utilization of resources in education brings about fruitful learning outcomes since resources stimulate students learning as well as motivating them, (Meghir, 2012). It is therefore, the researchers concern to investigate and establish whether shortage of resources have a negative impact in the teaching and learning of English.

## 2.5 TEACHING METHODS

The primary purpose of teaching at any level of education is to bring a fundamental change in the learner (Tebabal & Kahsay, 2011). To facilitate the process of knowledge transmission, teachers should apply appropriate methods that suit best specific objectives. The objectives should be learner centered so as to allow learners to explore on their own and come up with their own conclusions.

Nanyonjo (2007) in a study of educational input in Uganda established that inputs play a crucial role in pupils' achievement. Use of variety techniques accommodates different kind of learners, for example audio and visual learners. Hence it is the teachers' role to vary the teaching methods so as to promote people centered activities. Poor academic performance by the majority students is fundamentally linked to ineffective teaching methods by teachers to impact knowledge to learners (Adunola, 2011). Substantial research on effectiveness of teaching methods indicates that the quality of teaching is often reflected by the achievements of learners. For the method used for teaching to be effective, teachers need to be conversant with numerous teaching strategies that take recognition of the magnitude of complexity of the concepts to be covered (Adunola, 2011).To bring desirable changes in students, teaching methods used by educators should be best for the subject matter (Adunola, 2011). Furthermore,Bharadwaj and Pal (2011) sustain that teaching methods work effectively mainly if they suit learners' needs since every learner interprets and responds to questions in a unique way.

Teaching should not merely focus on dispensing rules, definitions and procedures for students to

memorize, but should also actively engage students as primary participants (Daud, 2010). For instance, the uses of models help pupils to have a clear picture of what is being taught and interact with the object. Models also facilitate students to validate and compare predictions to observations thereby increasing their understanding (Petty, 2006). For example, in the teaching of literature real objects have more impact than words. There is a positive relationship between teaching methods and learners' achievements (Glewwe, 2008).

To add on, Chen (2011) argues that use of teaching methods such as demonstrations attract learners' attention and commitment. Teaching methods such as group work and presentations play a pivotal role in the teaching and learning process. They allow pupils to construct their own ideas and conclusions from observations. Active learning gives learners a degree of autonomy and control the organization, direction and activity (Poore, 2013). For example, role play and group discussions motivates pupils as they would be the ones in forefront. This method is more effective as it would motivate pupils and create interest within them towards the subject. In role play learners use their own experiences to play a real-life situation. When done well, a role play increase the learners' self-confidence given the opportunity to understand and feel empathy for other people's viewpoints and usually ends up with practical answers, solutions and guidelines.

Language teaching is viewed as a learner centered process, where the student is seen as an independent actor who's learning the teacher supports and guides. A child centered approach encourages children to develop greater decision meaning and problem-solving skills and hence to promote greater independence. Teachers choose and use different methods to help their learners

to learn, meaning that use of learner centered teaching methods means high level of activation among learners (Marzano, 2007). Here is some learner centered teaching methods used in English.

**2.5.1 Role play**

Role play is a technique that allows students to explore realistic situations by interacting with other people in a managed way in order to develop experience and trial different strategies in a supported environment, (Glover, 2014). This allows a pupil to gain experience and be encouraged to develop on understanding of the situation from the opposite point of view. Glover goes on to say that through role play students have the capability of developing deeper involvement and knowledge about the issues at hand. For example, literature students may have a better understanding of characters in a novel by dramatizing the roles of those characters, thus enhancing understanding. This is also important to teachers because they can observe realistic behavior in role playing that can be used to assess and diagnose where students are in their skill level and development of knowledge. This therefore, means that a teacher may notice which and where students are having challenges and then come up with a solution at that instance.


In addition, role play proves to help students apply learnt content in relevant real-life world context. Meaning that they would not learn on the new world separating what they have learnt with what they do in their everyday lives. This in other terms allows pupils to practice different situations before they get involved in them, hence a good practice for pupils as when the actual instance happens they know how to handle such. More so, role play allows pupils to transcend and think beyond the confines of the classroom setting (Glover, 2014). They can now view life in

a different setting, see and prove how things are done on their own. Students are fond to remember much more easily their role in these scenarios and discussions they have been involved in even long after the scene has ended.

### 2.5.2 Field trips

A field trip is a visit to a place outside the regular classroom designed to achieve certain educational objectives which cannot be achieved as well by using other means (Limbu, 2012). Field trips give opportunity for students to get out of the classroom and experience something new. Pupils become motivated through increased interest and curiosity. On field trips pupils, would be eager to explore new things in a different environment and this seems to be an interesting learning experience. Also, students on their own learn to interact with each other and the teacher better than in a classroom setup as everyone would be free to talk in an informal setup. Hence, it is encouraged that teachers plan field trips for their pupils so that they are motivated to learn.

Atherton (2011) contends that involvement in a real-world experience makes learning more meaningful and memorable. Concrete skills such as note taking, speaking and writing are enforced in pupils as they would be taking notes during the tour on what they have observed or learnt and may be also asked to write thank you letters to the trip organizers or even writing a report on their experiences during the trip.  After the trip pupils, would be able to draw conclusions, make predictions and acquire more knowledge through the experiences they had on the trip. Field trips therefore, prove to have more impact in the teaching and learning.

### 2.5.3 Group work

Group work is a method of teaching which allows the teacher to assign pupils some work so that they work together as a team. This is an effective method to motivate students, encourage active learning and develop key critical thinking, communication and decision making (Zvavanhu, 2010). In group work the teacher determines what is to be achieved through small groups' activities academically and socially. All groups feel and have a sense of personal responsibility for the success of their team mates and realize that their individual success relies on the group's success.

### 2.5.4 Discussion

Discussion refers to the method of instruction which give pupils an opportunity to express their views orally on certain views (Zvavanhu, 2010). In simpler terms, it is the exchange of ideas between several people. Discussion provides an opportunity for pupils to learn from each other, thus encouraging team work. It also teaches interpersonal skills such as understanding and communication. Pupils realize that they are different aspects to one topic and hence, understand the topic from different aspects. Leadership styles are promoted as pupils would have to say and support the view they have on a certain topic and therefore convince the whole group to understand the view. These teaching methods are helpful in the teaching and learning of English as they are learner centered. They allow pupils to construct their own knowledge from what they have observed from their learning. It would be of greater advantage if they are employed in the teaching and learning for the student's benefit.

## 2.6 SUMMARY

Teacher qualification and experience are very important in the teaching and learning of pupils. The teacher who knows well his or her work enables pupils to perform better in their learning. Pupils who are strongly motivated have higher chances of performing well in their learning. Different teaching methods and availability of learning materials contribute much in higher performance of pupils. The next chapter would focus on the methodology.

# CHAPTER 3

## RESEARCH METHODOLOGY

### 3.1 INTRODUCTION

This chapter explains the methods which were used in generating data. It focuses on research design, population, sample and sampling technique. The research instruments, data generating procedures, data analysis and ethical considerations are also considered.

### 3.2 RESEARCH DESIGN

A research design is a strategy or structure for a study (Anderson, 2011). He further explains that it is a set of plans and processes that lessen mistake and concurrently assist the researcher get firsth and data about isolated variables of interest. The researcher used qualitative research design. Qualitative research design allows research participants to take part in open ended interviews and focus group discussions in which the researcher can establish the factors as well as the solutions to the research problem (Dizon-Lina, 2013). Qualitative research is based on human experiences; (Marshall& Rossman, 2011) hence; the research was based on human experiences of learners and teachers on the issue of poor performance in English by ordinary level students. In the same manner, Tichapondwa (2013) speculates that qualitative research is an individual method used to define life knowledge and provide them with meaning. Therefore, the study employed qualitative research which gave the researcher an opportunity to look at various aspects of the study in their natural setting.

## 3.3 POPULATION AND SAMPLE

The population of this study consisted of two secondary schools, all students at ordinary level and teachers from the sampled schools. Cohen, Manion and Marrison (2011) define population as a group of people which is of interest to the researcher to generalize the results of the students. The sample of the research comprised of two teachers, ten students and one head from each of the sampled schools. A sample is a number of individuals for a study that represent the larger population (Hajimia, 2014). More so, it is a subset of population representing the whole population (Cherry, 2010).

## 3.4 SAMPLING TECHNIQUES

Sampling is a process of selecting a representative group of the population under the study (McLeod, 2014). Purposive sampling was used for this study because it focuses more on particular characteristics that are of interest. This sampling technique focuses on the sample that has similar traits and under this study they share the same age. This kind of technique helped the researcher with justification to make generalization from the sample that is being studied.

## 3.5 RESEARCH INSTRUMENTS

The researcher used semi-structured interview and observation guides as well as document analysis. These helped in the generation of data. Interviews and observations were methods used to generate primary data. These were relevant for the research since they gave a clear picture of what is happening.

### 3.5.1 Semi- structured interview guide

Interviews explore the views, experiences, beliefs, and motivations of individuals on specific matters (Silver, 2010). They are most effective and appropriate where little is known about the study and where detailed insights are required from participants. Hence, this tool was suitable for this research because it focused on respondents' views and experiences to draw conclusions and describe the situation to give answers to the research question. Semi- structured interview provides a clear set of instructions for interviewers, reliable and comparable qualitative data can be generated. The researcher can also have an insight of the participants' attitude in the way they answer questions and even their facial expression.

Semi- structured interviews permitted participants the freedom to express their views in their own terms (Teijlingen, 2014). It also allowed the researcher to probe for more response from the participant or to allow them explain further from the original response. The interviews were carried out in thirty minutes so that the participants would provide with truthful data and also as a way of avoiding boredom during the process. Participants can give more and relevant information whilst they are still energetic unlike when they are tired. When bored and tired they may just respond anyhow so as to end the process.

### 3.5.2 Classroom observation guide

Observation fosters an in-depth and rich understanding of a phenomenon, situation and the behavior of the participants in that setting. The researcher used an overt observation whereby all participants knew that they were being observed. The researcher also gave a detailed explanation on why the research was important so that participants were well informed of what is happening and for what reason. Observation technique does not rely mostly on respondents' willingness to

provide data but on the researchers' observation and ability of note-taking (Cohen & Manion, 2012). This tool often produce factual results as respondents would be in their natural setting hence, would be free to express themselves and their views anyhow. The researcher was an observer and taking note of what was said, and this was essential in gaining an understanding of naturalistic settings and its member's ways of seeing.

Observation enabled the researcher to get first-hand information through the participants' behavior and activities from classroom observation. Observation guide was chosen as it allowed the researcher to learn and observe more on the participants' behavior and actions, as it is said that "actions speak louder than words". It was also, the quick and effective technique of attaining initial evaluation of the situation of the object. Observation was suitable as it gave an insight of the environment and attitudes of respondents.

### 3.5.3 Document analysis

Document analysis is a form of qualitative research in which documents are interpreted by the researcher giving the meaning of the research topic (Bowen, 2009). Therefore, documents like registers, scheme books and past results analysis books were examined. These documents wereof great importance as they showed the previous and current trend of the research topic which assisted the researcher to have a better understanding of the situation in Umguza district. Thus, giving understanding on some of the factors contributing to the poor performance in English.

Documents present a clear presentation and meaning. Documents like scheme books, attendance

register shows what has been covered and who was present. Information from documents is easy to interpret hence easy presentation in the study.

## 3.6 VALIDATION OF DATA

In trying to validate data, the researcher used triangulation which is the use of more than one method to generate the same data. In this study the researcher used semi-structured interviews, classroom observation and also document analysis guides in generating data.

## 3.7 DATA GENERATION PROCEDURES

The researcher collected a letter of introduction from the faculty of education, Midlands State University which was submitted to the Ministry of Primary and Secondary education seeking permission to study schools in Umguza district. The researcher also made appointments with the heads of the selected schools so that she was expected when coming to generate data. The purpose of the study was explained to the school heads, ordinary level English teachers and students. Interviews, observation and document analysis was done in person so as to ensure quality data. Personal contact with the participants also helped in generating informed data as the researcher was able to observe the behaviors' and attitude displayed by the participants during the research.

## 3.8 DATA PRESENTATION

The researcher used descriptive statistics to present data. Descriptive statistics is when the researcher explains findings (Winkler, 2009). It enabled the researcher to present findings in a more meaningful way since it allows simple interpretation of the data. Generated data was

presented in tables to enhance quick and easy interpretation.

## 3.9 DATA ANALYSIS

Data analysis is a process by which data is simplified to make it meaningful and comprehensive (Cohen & Manion, 2009). The researcher made use of thematic analysis approach. Thematic analysis is a qualitative analytic method for identifying, analyzing and reporting themes within data (Braun & Clark, 2006). In thematic analysis, the researcher became familiar with the data generated, generated initial codes, searched for themes and then produced a report. Findings of the research were in line with reviewed literature and data interpretation was done to establish the possible factors contributing to the poor performance in English at ordinary level.

## 3.10 ETHICAL CONSIDERATIONS

Jonhstone cited in Fouka and Mantzorou (2011) defines ethics as a system of principles which can critically change previous considerations about choices and actions. Sunder (2009) refers to ethics as the appropriateness of the researcher behavior in relation to the rights of those who become the subject of your work or the one affected by it.

### 3.10.1 Informed consent

Participants were informed that they were free to partake in the research and they had the right to withdraw from the research at any time. This providedchance for participants tochoose whether or not to be part of the study. Participants were informed about the research and the intended use of data that was generated. Time required for participation was clarified to the participants so that they have an insight of what to expect and would co-operate freely.

### 3.10.2 Anonymity and confidentiality

The issue of confidentiality and anonymity is closely connected with the rights of beneficence, respect for the dignity and fidelity. Beebe (2008) suggests that anonymity is protected when the subject's identity cannot be linked with personal responses. The researcher used code names rather than participant's actual names. Individuals were free to give and withhold as much information as they wished. The researcher was aware of social and psychological implications that a breach of confidentialityhad on subjects.

### 3.10.3 Protection from harm

Any research aims to discover knowledge that was previously not known. However, in doing this the researcher made sure that no one was harmed, forced and embarrassed in the course of their participation in the research. Participants were informed of the purpose of the study first and assured of their protection. The researcher informed participants on their rights, and used all possible anonymity systems regarded as appropriate in each case.

### 3.10.4 Deception

Deception involves not telling the truth to the participants about the study. The researcher explained to the participants about her study and the importance of the study so as to avoid deception.

### 3.11 SUMMARY

This chapter addressed the main elements of the research methodologies that were used in the study for the purpose of obtaining data from the participants. It focused on qualitative research design which enabled the researcher to establish the factors contributing to poor performance in English. Relevant and smooth generation of data to the study was facilitated by research instruments. Research ethics were considered and observed to avoid any compromise in the quality of findings.

# CHAPTER 4

## DATA PRESENTATION, ANALYSIS AND DISCUSSION

### 4.0 INTRODUCTION

This chapter focuses on data generated from respondents through interview and observation guides as well as document analysis. It also presents, analyses and discusses data which were generated from school heads, English teachers and school pupils from two schools in Umguza district.

### 4.1 BIOGRAPHICAL DATA

Table 4.1 summarizes the biographic data of respondents.

**Table 4.1 Biographic data of participants.**

| Category | Students | Teachers | School Heads |
|---|---|---|---|
| Gender | 7 boys<br>13 girls | 1 male<br>3 females | Both males |
| Age | 16 years- 3 boys and 8 girls<br>17 years- 4 boys , 5 girls | 45 years- male<br>30, 35,50 years females | 48 and 50 years |
| Qualification | | Diploma in Education- 3<br>Bachelor of education in English -1 (female) | Bachelor of education in English.<br>Bachelor of education in Agriculture |
| Experience | | 5, 8, 10 and 14 years | 17 and 25 years |

Table 4.1 shows the biographical data of participants. It shows the gender imbalances in all the respondents. Students ages shows that these are children at their teenage hood, hence, in need of so much guidance in their decision making. Teenagers have a tendency of falling prey to peer pressure hence, need elderly people to guide them throughout this stage. In this case teachers in their middle age are elderly people who are now responsible and can be good examples to the younger generation as well as guide them in making productive decisions in their studies and life in general. School head's ages confirm that they have lived long and are in a position to supervise the teachers.

## 4.1 TEACHER QUALIFICATIONS AND EXPERIENCES

An experienced teacher in this study is the one who has at least five years in the teaching field because s/he would have grasped the syllabus concepts and in a position to correct the encountered and noted challenges. Data in Table 4.1 shows that all teachers (100%) are in a position to be in the field as they are qualified for the job. This information was supported by the school heads and information got from teachers' files during document analysis.

This shows that teachers qualification and experience in this case is not the one contributing to poor performance of pupils in English. As all teachers have pedagogical skills, the researcher was made to believe that teachers were committed and working diligently to produce better results. The data is supported by Yara (2009) who states that, the success of pupils in public examinations and education performance is the teachers' qualification, experience and commitment.

## 4.2 ATTITUDE OF STUDENTS

During interviews both school heads (100%) agreed that pupils had a negative attitude towards the subject. All four teachers (100%) supported the existence of a negative attitude from pupils by indicating that pupils perform badly because they have a negative attitude towards the subject. One of the teachers said:

> *I no longer know how to help these pupils change their attitude towards English as they do not practice the language in speaking and do not even borrow books for reading.*

All pupils agreed that they would better keep quiet the whole day in class than to try and practice speaking English in classroom with each other. Sixteen out of twenty (80%) pupils indicated that English is a difficult and demanding subject. One pupil said that:

> *English is a challenging subject as l do not have enough vocabulary to express myself, hence, l prefers using my native language in which l have enough words to express myself.*

During lesson observation pupils showed their negative attitude by not participating when asked questions and some using their native language when the teacher had initially used English. More so, this negative attitude was reflected in pupils' exercise books on document analysis. Pupils exercise books had some unmarked work, clumsy work, uncovered exercise books, incomplete corrections and work. Despite the teachers' comments in encouraging pupils to complete their corrections pupils had not completed their corrections.

However, four out of twenty (20%) pupils said English was a good subject in which they were happy to learn. One of them said that:

> *l like English because it helps people of different cultures communicate.*

These pupils volunteered to read in class and were active participants on lesson observation. Even the work in their exercise books had promising marks compared to those who were seeing

the subject as challenging. Two out of four teachers (50%) said that only a few pupils were coming to borrow books for reading or even come forward to ask where they had challenges.

Data presented shows that pupils negative attitudes towards learning English, is another factor contributing towards their poor performance. This is supported by Marzano (2001) who says that when pupils have undesirable attitudes concerning the subject, there is slight chance of learning competently. These negative outlooksas well lead pupils to hating the educator and hence not committing themselves to learning. Therefore, it can be deduced that pupils' negative attitude contributes to their poor performance.

## 4.3 TEACHING AND LEARNING RESOURCES

Head of school A pointed out that there are now few resources to enable teaching and learning. He also indicated that teachers often use textbooks and rarely use other learning materials. However, for school B resources were enough to make sure that progressive learning was taking place. For school B, the school head indicated that they have enough learning resources and are now able to access internet so as to make learning interesting. School teachers were also in support of what had been said by their school heads. One teacher from school A indicated that textbooks are now few because pupils never return given books by the end of the year and most of them lose the textbooks and are not able to replace them. This then becomes a problem as pupils would be forced to share the little that is available and return them to the teacher as soon as the lesson end. However, when interviewed, school pupils indicated that their teachers usually

used textbooks during the teaching and learning of English. Hardly would teachers use other resources like charts, magazines or newspapers. Data from lesson observation revealed that teachers only depended on the textbook when teaching. The researcher also observed that textbooks were few as five pupils were sharing one book. This made it difficult for pupils to read on their own and see what was written in the textbook.

Due to shortage of textbooks, pupils had a challenge in finishing their work within the lesson. In lesson observation the researcher realised that some pupils were not writing the given work and in defence they would say they do not have textbooks. In addition, the researcher observed that both schools have no library building, which makes it difficult for pupils to read as there is no suitable environment for reading. During interviews two teachers (50%) indicated that pupils had a challenge in reading English. One of them said:

> *These pupils fail because they do not have a reading culture, they do not give themselves to read any source which may help them improve their language.*

However, when analysing documents, teachers in their scheme books indicated that they were using other teaching and learning materials other than textbooks. The researcher doubted this information as it was not practical in classroom but only in writing. The researcher was made to believe that teachers only use textbooks as a teaching resource because when observing pupils exercise books only work extracted from Step Ahead Book three was given as exercise to pupils.

From the presented data, it shows that resources are not enough and the available ones are not maximally used. The lack of a library also, contributes to pupils' poor performance as pupils are not motivated to read. This suggests that poor performance is intensified by the shortage of

materials. Syllabus instruction and positiveapplicationneeds the essentialsupportive resources, hence, without sufficient resources it is hard to produce worthygrades (Jobolingo, 2012). Textbooks are the pillar of the school without which teaching and learning come to be challenging (Saunders, 2012). Absence of textbooks contributes to poor performance in English. It is the scarcity of textbooks that learners lack individual practice. Teachers use and dependence on a single source may be contributing to pupils' poor performance.  The reliance on one source to teach pupils and to extract questions from, hold backpupils to being exposed to a diversity of questions and content.

## 4.4 TEACHING METHODS

Both school heads interviewed, highlighted that English teachers focus mostly on using teacher centred methods. One of the school heads said that:

> *We have managed to access internet so as to encourage teachers to use I.C.T methods however, they haven't started applying these methods. We are encouraging these methods so that pupils may be motivated to learn and trying to make them participate in the teaching and learning.*

Three out of four teachers (75%) agreed that teacher centred methods are the common methods used when teaching. The other (25%) of teachers indicated that they used learner centred methods like presentations, drama and poem which allows pupils to be in the fore-front. This was also noted in observation as the teacher allowed pupils to interact much during the lesson. During observation it was noted that (75%) of teachers were using teacher centred methods and pupils were simple spectators. One of the teachers using teacher centred methods said that:

> *l know that l has to focus much on learner centred methods but the pressure to complete the syllabus forces us to do all the work on our own as we would be racing against time.*

English teachers use teacher centred methods which may be another factor contributing to poor performance. Unlike teacher centred methods, learner centred methods attract learners' attention and commitment (Chen, 2011). This implies that learner centred methods allows pupils to be motivated to learn and learning becomes interesting to them as they would be the ones constructing knowledge on different concepts. A child centred approach encourages children to develop greater decision meaning and problem solving skills and hence, to promote greater independence (Marzano, 2007).

## 4.5 SUMMARY

This chapter presented data generated from the research, that is responses from interviews, observation guide and document analysis. Research findings showed that poor performance in English is contributed by factors like negative attitude of pupils, inefficient use of learning resources and poor background of pupils' primary education. Data generated from interviews, document analysis and observation showed that pupils negative attitude contributes to their poor performance. The next chapter would focus on summary, conclusions and recommendations of the study.

# CHAPTER 5

## SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

### 5.1 INTRODUCTION

This chapter presents the summary of the research study and also focuses on the conclusion of the factors contributing to the poor performance in English of ordinary level students in rural schools in Umguza district. Recommendations are also highlighted.

### 5.2 SUMMARY

The aim of the study was to find out factors contribute to poor performance in English at ordinary level in rural schools in Umguza district. The study mainly focused on two secondary school in Umguza district.The researcher was motivated to carry out the study as she realized that most rural students were performing poorly in English. She realized the problem of poor performance in English whilst still a secondary school student and when she was a temporary

teacher. During the researchers' years as a temporary teacher many pupils had challenges in using the language appropriately. During the study the researcher encountered some challenges which include financial resources and bureaucracy.

Research questions were constructed which guided the researcher in finding the factors which contribute to poor performance. These are: teacher qualification and experience, attitude of pupils, teaching and learning methods as well as the teaching methods used when teaching and learning English. Different sources and scholars were consulted as a way of having a better view on what other scholars have said on the topic. Among the key authors is Fakeye (2010) who suggests that learners' attitude is acknowledged as one of the most important factors that impact on learning a language. Adunola (2011) posits that poor performance by the majority of students is fundamentally linked to ineffective teaching methods by teachers to impact knowledge to pupils.

Qualitative research design was used to generate data using interview guide, observation guide and documents analysis. Generated data was then presented, discussed and analysed.

## 5.3 CONCLUSIONS

The next conclusions were drawn from the findings of the study:

**5.3.1** The researcher found that teachers' qualification and experience were not the one contributing to pupils' poor performance as all the interviewed teachers were well equipped in both qualifications and experience. Qualified and experienced teachers have the necessary pedagogical skills required to help pupils learn in a better way.

**5.3.2** Data revealed that pupils' negative attitude towards English contributes to their poor performance. Due to their negative attitude towards English, pupils do not put effort in practicing the language through speaking or writing. This then results in them performing poorly in English which they considered to be difficult.

**5.3.3** Teaching and learning resources were the other factor contributing to poor performance in English. The data showed that most teachers only use textbooks during their teaching. Hardly do teachers use other materials for providing variety in their work which in turn creates boredom in pupils and leading to poor performance in English. Textbook sharing ratio was high which hindered individual access to textbooks and students became passive in the classroom leading to poor performance. Having no library in the school and community does not build a reading culture in pupils which is the other factor contributing to poor performance.

**5.3.4** The researcher recognized that English teachers use teacher centred methods, for example lecture method was dominant, thuscausingpupils failing to understand concepts. Continuous use of teacher centred methods contributed to pupils' poor performance.

## 5.4 RECOMMENDATIONS

The researcher recommended the following:

**5.4.1** Teachers should reward those pupils who speak English as a way of motivating them to continue speaking.

**5.4.2**  The school should create clubs, school magazine, whereby pupils would be involved and would specifically use English. This would give pupils a platform to use English outside the classroom.

**5.4.3**  Schools should construct libraries stocked with English materials to provide pupils with a conducive environment for studying and borrowing books.

**5.4.4**  School managementought to engage in fundraising activities to organise teaching and learning resources to provide teachers with materials to carry out their jobs.

**5.4.5**  Teachers should use learner –centred teaching methods such as role play, drama, group work and discussion so as to improve students' performance.

**5.4.6**For future research, there is need for further study on the topic for a longer period and wider scale.

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## APPENDIX A

**MIDLANDS STATE UNIVERSITY LEETER FOR DATA GENERATION**

# MIDLANDS STATE UNIVERSITY

P. BAG 9055
Gweru
Zimbabwe

Telephone: (263) 54 60404/60337/60667/60450
Fax:     (263) 54 60233/60311

## FACULTY OF EDUCATION
## DEPARTMENT OF APPLIED EDUCATION

14 September 2017

### TO WHOM IT MAY CONCERN

The bearer...CYNTHIA. S. NCUBE.............................is a B.Ed/
MED/PGDE student at this University. She / he has to undertake research on the title:
FACTORS CONTRIBUTING TO THE POOR PERFORMANCE IN
ENGLISH AT ORDINARY LEVEL IN RURAL SCHOOLS AT
UMGUZA DISTRICT
He/she is required to present a Research Project in partial fulfilment of the degree
programme.

In this regard, the university kindly requests both your institution and personnel's
assistance in this student's research endeavours.

Your co-operation and assistance is greatly appreciated.

Thank you

Dr. M. Chauraya
**(Chairperson –Applied Education)**

MIDLANDS STATE UNIVERSITY
FACULTY OF EDUCATION
DEPARTMENT OF APPLIED EDUCATION

**1 4 SEP 2017**

PRIVATE BAG 9055 GWERU
ZIMBABWE TELEFAX: 054- 260416/7

DISTRICT EDUCATION OFFICER
MIN. OF PRY. & SECONDARY EDUC.
UMGUZA DIST. OFFICE (MAT. NORTH)

**0 4 OCT 2017**

P.O. BOX 555, BULAWAYO
ZIMBABWE

THE HEADMASTER
NHLAMBABALOYI SEC. SCHOOL

**0 6 OCT 2017**

P.O. BOX 2188, BULAWAYO

**APPENDIX B**

**APPROVAL FOR DATA GENERATION**

ZIMBABWE

**Reference:** C/426/Mat North
Ministry of Primary and
Secondary Education
P.O Box CY 121
Causeway
**HARARE**

25 September 2017

Ncube Cynthia
Midlands State University
P Bag 9055
Gweru

Re: **PERMISSION TO CARRY OUT RESEARCH IN MATABELELAND NORTH PROVINCE: UMGUZA DISTRICT: SOJINI SECONDARY SCHOOL.**

Reference is made to your application to carry out research at the above mentioned school in Matabeleland North on the research title:

**"THE FACTORS CONTRIBUTING TO POOR PERFORMANCE IN ENGLISH IN RURAL SCHOOLS IN UMGUZA DISTRICT"**

Permission is hereby granted. However, you are required to liaise with the Provincial Education Director Matabeleland North Province, who is responsible for the school which you want to involve in your research. You should ensure that your research work does not disrupt the normal operations of the school. Where students are involved, parental consent is required.

You are also required to provide a copy of your final report to the Secretary for Primary and Secondary Education.

E. Chinyowa
Acting Director: Planning, Research and Statistics
For: **SECRETARY FOR PRIMARY AND SECONDARY EDUCATION**
cc: PED – Matabeleland North Province

MIN. OF PRY & SEC EDUCATION
POLICY PLANNING RESEARCH
AND D      T
2 6 SEP 2017
P.O. BOX CY 121 CAUSEWAY
ZIMBABWE

DISTRICT EDUCATION OFFICER
MIN. OF PRY. & SECONDARY EDUC.
UMGUZA DIST. OFFICE (MAT. NORTH)
0 4 OCT 2017
P.O. BOX 555, BULAWAYO
ZIMBABWE
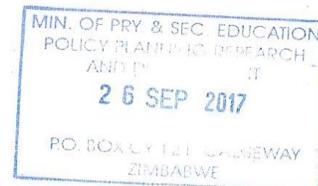
**APPENDIX C**

**INTERVIEW GUIDE FOR TEACHERS**

**INTERVIEW GUIDE FOR ENGLISH TEACHERS**

My name is Cynthia. S. Ncube a student at Midlands State University in the department of applied education. I am carrying out a research on the **factors contributing to the poor performance in English at ordinary level in rural schools in Umguza district.** Theinformationobtained would be strictly used for academic purposes and would be treated with confidentiality. Therefore, l kindly asks you to respond to the following questions genuinely**.**

1. What are your professional qualifications and experiences?

2. What are the pupils' attitudes towards English?

3. What teaching and learning materials are available for teaching English?

4. What teaching methods do you use when teaching English?

**APPENDIX D**

**INTERVIEW GUIDE FOR SCHOOL HEADS**

**INTERVIEW GUIDE FOR HEADS OF SCHOOLS**


My name is Cynthia. S. Ncube a student at Midlands State University in the department of applied education. I am carrying out a research on the **factors contributing to the poor performance in English at ordinary level in rural schools in Umguza district.** Theinformationobtained would be strictly used for academic purposes and would be treated with confidentiality. Therefore, l kindly asks you to respond to the following questions genuinely**.**


1. What are the professional qualifications and experiences of your teachers?

2. What are the pupils' attitudes towards English?


3. What teaching and learning materials are available in your school for teaching English?

4. What teaching methods are used by teachers when teaching English?

**APPENDIX E**

**INTERVIEW GUIDE FOR SCHOOL PUPILS**

**INTERVIEW GUIDE FOR SCHOOL PUPILS**

My name is Cynthia. S. Ncube a student at Midlands State University in the department of applied education. I am carrying out a research on the **factors contributing to the poor performance in English at ordinary level in rural schools in Umguza district.** Theinformationobtained would be strictly used for academic purposes and would be treated with confidentiality. Therefore, l kindly asks you to respond to the following questions genuinely.

1. What is your attitude towards English subject?

2. What teaching and learning materials are used when learning English?

3. What teaching methods are used during your lessons?

**APPENDIX F**




**OBSERVATION GUIDE**

**OBSERVATION GUIDE**

My name is Cynthia. S. Ncube a student at Midlands State University in the department of applied education. I am carrying out a research on the **factors contributing to the poor performance in English at ordinary level in rural schools in Umguza district.** Theinformationobtained would be strictly used for academic purposes and would be treated with confidentiality. Therefore, l kindly asks you to respond to the following questions genuinely**.**

**Date**                     ……………………………………………..

**School**                  ……………………………………………..........

**Class**                    …………………………………………

**Time**                     …………………………………………

Schemes of work, teachers file, head of departments file, books of inventory are going to be used.

1. Qualification and experience of teachers

   …………………………………………………………………………………………
   …………………………………………………………………………………………
   …………………………………………………………………………………………
   …………………………………………………………………………………………....

2. Teaching and learning resources

   …………………………………………………………………………………………
   …………………………………………………………………………………………
   …………………………………………………………………………………………

   Pupils textbook sharing ratio

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Exercise given

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3. Teaching methods

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Pupils attitude

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Teachers comments in pupils' exercise books

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**APPENDIX G**




**DOCUMENT ANALYSIS GUIDE**

**DOCUMENT ANALYSIS GUIDE**

My name is Cynthia. S. Ncube a student at Midlands State University in the department of applied education. I am carrying out a research on the **factors contributing to the poor performance in English at ordinary level in rural schools in Umguza district.** Theinformationobtained would be strictly used for academic purposes and would be treated with confidentiality. Therefore, l kindly asks you to respond to the following questions genuinely**.**

**Date**                    …………………………………..

**School**                …………………………………………..........

**Class**                 ……………………………………………

**Time**                 ……………………………………………

Schemes of work, teachers file, head of departments file, books of inventory are going to be used.

1. Qualification and experience of teachers

   ……………………………………………………………………………………………………
   ……………………………………………………………………………………………………
   ……………………………………………………………………………………………………

2. Teaching and learning resources

   ……………………………………………………………………………………………………
   ……………………………………………………………………………………………………
   ……………………………………………………………………………………………………

3. Teaching methods

………………………………………………………………………………………………………………………………………
………………………………………………………………………………………………………………………………………
………………………………………………………………………………………………………………………………………

4.  Attitude of pupils

………………………………………………………………………………………………………………………………………
………………………………………………………………………………………………………………………………………
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**APPENDIX H**

**TURNITIN REPORT**