

**AN ANALYSIS OF SECONDARY SCHOOLTEACHER'S PEDAGOGICAL CONTENT
KNOWLEDGE IN 'O'-LEVEL LITERATURE IN ENGLISH CURRICULUM: A CASE OF
ZAMBEZI DISTRICT OF ZAMBIA**

By

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fulfillment of the requirements for the award of the degree of Master
of Education in Curriculum Studies**

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2025

DECLARATION

I, **Mbaita Chizelu** do hereby solemnly declare that this dissertation represents my own work, except where acknowledged and that it has never been previously submitted for a degree at the University of Zambia or any other university elsewhere.

Signature.....

Date.....

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ABSTRACT

This study was focused on teachers' pedagogical content knowledge (PCK) in Literature in English curriculum in Zambezi district using a qualitative case study approach. Guided by an interpretivist research paradigm, the study involved 49 participants, including Literature in English teachers, who were purposefully selected. Data were collected through interviews and focus group discussions. The objectives were to find out teachers' PCK, establish the availability and usage of teaching and learning resources, and analyse perceptions of learners in Literature in English. Findings revealed that while teachers demonstrated content knowledge, their pedagogical strategies were often limited, affecting learners' engagement. The availability of teaching and learning resources were inconsistent, with many schools lacking essential texts, impacting teaching effectiveness. Additionally, perceptions of Literature in English varied; some teachers and learners viewed it as challenging and less relevant to career prospects. From this study it was concluded that enhancing teachers' pedagogical strategies, improving resource provision, and fostering positive attitudes toward the subject are essential for better learning outcomes. The recommendations targeted professional development, increased government and stakeholder support for resource provision, and advocacy to improve the perception of Literature in English in the curriculum.

Keywords: *pedagogical content knowledge, effectiveness, strategies, literature in English*

DEDICATION

This work is dedicated to my dear husband Joseph Kazanga, children and mother. The support and love I received throughout the academic journey is incomparable. May God bless you in all your daily endeavors.

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I wholeheartedly give thanks to God Almighty for the knowledge and wisdom he granted me throughout my academic journey at the University of Zambia. With God by my side, my academic pilgrimage was made a success. This dissertation therefore is not a product of my own effort but rather a combination of thoughts of many people who were willing and committed to sharing their professionalism and extensive experience in educational practice in Zambia in particular and beyond.

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ACRONYMS AND ABBREVIATIONS

CA	Continuous Assessment
CPD	Continuous Professional Development
DEBS	District Education Board Secretary
DESO	District Education Standards Officer
ECZ	Examination Council of Zambia
FGD	Focus Group Discussion
HoD	Head of Department
MoE	Ministry of Education
PCK	Pedagogical Content Knowledge
SDG	Sustainable Development Goals

CHAPTER ONE: INTRODUCTION

1.0 Overview

In this chapter the background of the study, statement of the problem, aim of the study, research objectives and research questions have been presented. Furthermore, the chapter also has, the, theoretical and conceptual frameworks, delimitation and operational definition of terms.

1.1 Background

The study of literature in English plays a crucial role in developing critical thinking, communication skills and cultural understanding among learners (Chishimba 2014). Access to quality literature in English play significant roles in shaping learners' language proficiency, critical thinking skills and cultural awareness. It was for this reason that the 2013 Zambian curriculum was revised to prepare learners for the challenges they were to face in a rapidly changing world (MoE, 2013). According to Chishipula (2016) the evaluation process typically consists of a combination of formative and summative assessments which are designed to gauge pupils' comprehension, critical thinking and communication abilities related to literature. The curriculum aims to develop learners' reading, writing and interpretative skills through the study of literature in English. The learning of Literature in English can be traced way back from colonial times. The subject was introduced to equip the natives with competencies which would enable them to communicate effectively in English language as professed by (Chazangwe 2011).

Literature in English is considered beneficial to the learners who take it. El-Helou (2010) stated that learners of Literature are able to develop insightful responses, literal comprehension, and personal connection, cross cultural themes, interpretations and evaluations of texts (Mubita 2018) To this effect, the study of literature in English can go a long way in helping nurture individuals to possess competencies that will enable them became useful citizens (Mwaba, 2018). The aim of Literature in English was to develop learners in the realms of intellectual or cognitive, emotional or affective linguistic or communication. The 2013 curriculum intended to expand learners' language proficiency, cultural literary, analytical skills and creative imagination, existing empirical reasoning (MoE 2013)

Musonda (2014) observed that there could be many schools with well-equipped libraries, which learners' access a wide range of literary works and supplementary resources. Furthermore,

literature in English should be sensitive to the cultural context of the learners. The inclusion of local literature and indigenous narratives can enhance learners' cultural understanding and appreciation, fostering a sense of identity and connection with the subject matter as postulated by Chirwa (2017). However, the availability and integration of local literature into the curriculum may be limited. Teachers of Literature in English are expected to help learners navigate through the set texts in order to fully comprehend the texts. They are also expected to avail learners an opportunity to interact with the texts by reading it in depth, not only for the purpose of passing the Literature final examinations, but more so to help them find pleasure in the literary text. Chirwa (2017) propagated that literature in English is a skills subject as it mainly focuses on the skills the learners acquire as opposed to the content. Further the subject is very important because it helps the learners in improving on their acquisition of the English language, develop learners' fluency in language use and builds on their vocabulary. Not only that, the subject offers the learner various benefits and opportunities for development.

Furthermore, Sanoto (2017) explained that literature in English adds to value in society that cannot be under estimated, because of the fact that literature offers the learner various benefits. Literature in English is studied as a foreign language as this provides learners with comprehension and analysis tools, through the subject, learners learn to identify and analyse conflicts, themes, issues and characters. Additionally, fostering a reading culture through initiatives such as reading clubs and literary events can help promote a love for literature and improve learners' performance (Mwaba, 2018).

According to Briton and Bunda (2016) Literature in English made people think about themselves, it entertains, and makes people laugh and sometimes literature makes readers cry and feel very angry. At the same time, it allowed readers to enjoy language and appreciate beauty. Moss (2013) the subject is summative assessed by the Examination of Zambia (ECZ) and only at the end of grand 12 and does not consider the formative assessment results which has been going on to be added as a continuous assessment. The formative assessment is done during teaching as the case is with any other subject although this does not add up to the summative examination in form of continuous assessment (CA).

Further, education was essential to human development and learners' academic success is greatly influenced by the efficiency of instructional methods. The value of a teacher's pedagogy content knowledge (PCK) in the field of literature in English cannot be overstated. Teaching and learning on common phenomenon of achieving the goals of education. According to Chishipula (2018) teachers need to have the pedagogical content knowledge (PCK) of a specific area of study in this case the literature in English. Additionally, when teachers have the appropriate pedagogical content knowledge (PCK) in literature in English they are able to effectively communicate the provisions of the curriculum to the learners. Chirwa (2017) difficulty in learning of literary texts have been extensively discussed by researchers as a contributing factor to the difficulties learners face when learning about novels. Mudenda (2019) identified that teacher's ineffective teaching methods and lack of qualification prevented them from engaging in proper reading of novels leading learners to failure. It is therefore very crucial for a researcher to take an analysis of how teachers' pedagogical content knowledge (PCK) in literature in English affect learners' academic progress. Sanoto (2017) discussed that teachers should have various competencies and those competencies are expressed as the knowledge, skills and attitudes that teachers should have in order to fulfil their profession effectively and efficiently. Some teachers in Zambezi are not really qualified to teach literature in English because most of them are seconded to secondary schools so it is very difficult to teach literature in English as they do not have the necessary (PCK) to teach effectively.

Further, understanding the background and various factors influencing learners' performance in literature in English provides a foundation to conduct research to identify specific areas for intervention and improvement in Zambezi district. Hence the research done by Mubita (2018) to analyse teacher's pedagogical content knowledge has influence on learner's poor performance in literature in English and probably identifying specific areas for interventions and improvements in Zambezi district. The table below shows the performance of pupils in different schools.

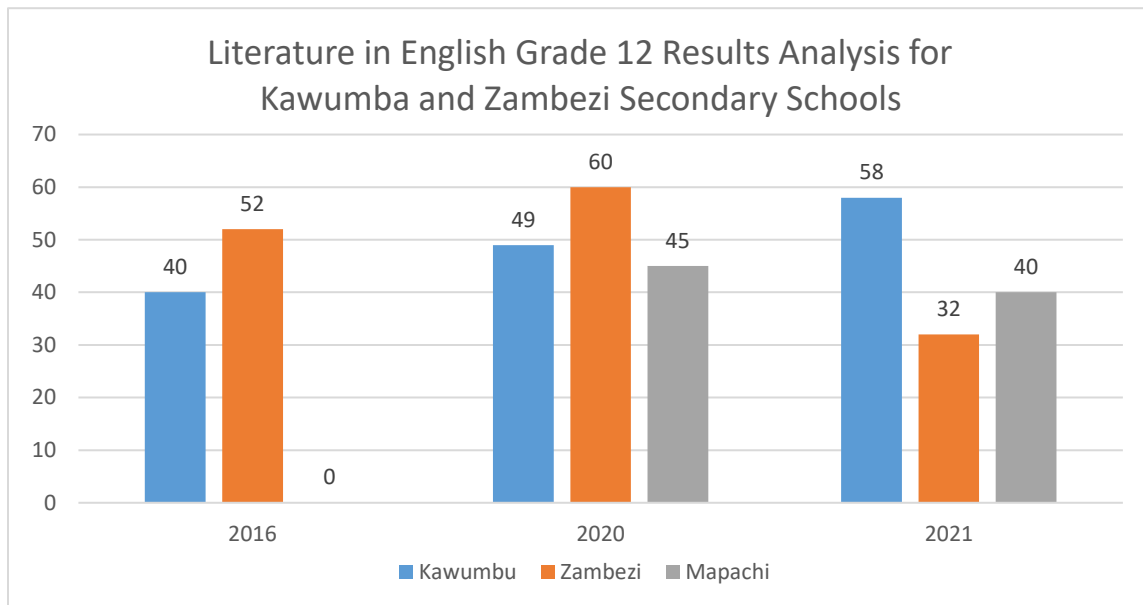


Figure 1.1: Literature in English Grade 12 Results Analysis for Kawumbu and Zambezi Day Secondary School

As it can be seen from Table 1.1 learners have not been performing well in Literature in English in the secondary schools. The subject is taught as an option so a lot of learners feel it is better not to study it but go for other subject such as History.

1.2 Statement of the Problem

Ideally, teachers PCK can enable them to merge subject matter with pedagogy, thereby enhancing their delivery and comprehension of literature among learners (Mulenga, 2015).

While multiple factors may influence learner performance, teachers' pedagogical content knowledge (PCK) plays a critical role in learner performance.

However, learners' achievement in Literature in English in Zambezi district has remained below average compared to other districts in North-Western Province (ECZ Report, 2016).

If this situation is left unchecked learners may shun from learning the subject, thus, it is important to find out teachers pedagogical content knowledge in o- level literature in English.

1.3 Purpose of the study

The purpose of this study was to assess teachers' pedagogical skills and their content knowledge in literature in English in Zambezi district of North-Western province of Zambia.

1.4 Objectives

The objectives of this study were to;

- i. find out teacher's pedagogical content knowledge of Literature in English in secondary schools in Zambezi district.
- ii. establish the availability and usage of teaching and learning resources for literature in English in Zambezi district.
- iii. establish learner's perceptions about learning Literature in English in secondary schools in Zambezi district

1.5 Research questions

- i. How effective was the pedagogical content knowledge of Literature in English employed by teachers in secondary schools in Zambezi District?
- ii. What was the availability and usage pattern of teaching and learning resources for Literature in English in secondary schools in Zambezi district?
- iii. How did learners in secondary schools in Zambezi district perceive their learning experiences in Literature in English?

1.6 Significance

This research was an analysis of teachers' pedagogical skills and their content knowledge in literature in English. By scrutinizing the teaching methods, understanding, and delivery of the subject matter by teachers, the findings of this, study are likely to shed light on the effectiveness of teaching strategies and also reveal the potential impact on learner's academic outcomes. This investigation could also provide valuable insights into refining teaching practices, curriculum development, and teacher education programs, ultimately contributing to the enhancement of educational standards and the fostering of an enriched teaching and learning environment.

Further, the findings of this study are a contribution to the existing body of knowledge on pedagogical skills and content knowledge in Literature in English. The information found is

essential for future references by other researchers who might carry out further researches in the field of study. It is also important to note; that this study is a contribution towards the attainment of the Sustainable Development Goals, goal number 4 (quality education) respectively.

1.7 Theoretical Framework

This study is grounded in Shulman's Pedagogical Content Knowledge Model. According to Shulman (1986) the model posits that effective teaching requires an integration of subject matter knowledge, general pedagogical knowledge, and knowledge of context. PCK is the unique knowledge that teachers develop, which allows them to transform their subject matter knowledge into forms that are comprehensible to learners (Moody, 1981; Shing et al, 2015).

Shulman's model consists of six processes that generate and support the development of PCK (Shing et al, 2015):

1. Comprehension of subject matter, curricular goals, and educational purposes
2. Transformation of subject matter knowledge through preparation, representation, selection, and adaptation to learner characteristics
3. Teaching involving management, presentations, and interactions
4. Evaluation of learner understanding and one's own performance
5. Reflection on the teaching experience
6. New comprehension of purposes, subject matter, learners and teaching

PCK is a form of knowledge that makes teachers distinct from subject matter experts. It involves understanding the most useful ways to represent ideas, powerful analogies and examples, and what makes certain concepts easy or difficult for learners to grasp (Shulman, 1986; Shing et al, 2015). Assessing PCK requires a combination of approaches, such as classroom observations, interviews; and analysis of lesson plans and concept maps, as it is both an internal cognitive structure and an external construct. Ultimately, PCK is crucial for effective teaching and learner learning outcomes (Shulman, 1986; Shing et al, 2015).

To apply Shulman's Pedagogical Content Knowledge (PCK) model in this study on teacher PCK in literature in English in Zambezi district, the researcher analysed how teachers integrate their understanding of literature (content knowledge) with effective teaching strategies (pedagogical knowledge). The research questions and objectives align with this model by assessing teachers'

PCK, the use of teaching resources, and learners' perceptions of their learning experiences. By examining these areas, the researcher gained insights into how well teachers' knowledge and teaching methods influence student performance in literature. Moreover, the researcher observed the actual lessons that teachers prepare and teach in class.

The theoretical framework depicts PCK as a central variable that affects teaching strategies, resource utilization, and ultimately, learners' academic performance in literature. This approach has helped the researcher understand how the integration of content and pedagogical knowledge impacts the effectiveness of literature teaching and provides valuable insights for improving teaching practices and educational outcomes in Zambezi district.

1.8 Conceptual Framework

The framework illustrates the interrelationships between the teachers' pedagogical content knowledge and how they impact on learner's performance in literature in English. This diagrammatic representation illustrates the main variables and their relationships in a hierarchical structure. The Teacher Pedagogical Content Knowledge (TPCK) serves as the top-level variable that directly influence learners' performance in secondary schools.

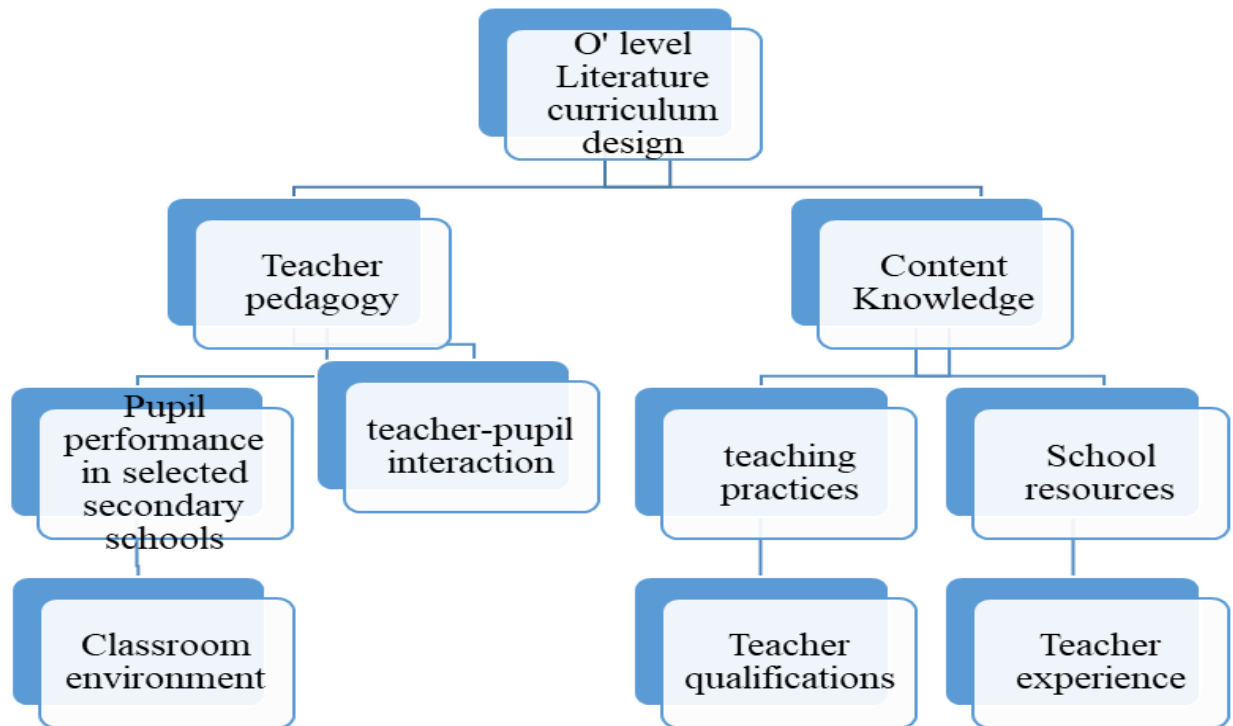


Figure 1.2: Conceptual Framework

1.9 Delimitation of the Study

This study focused specifically on analysing the teacher pedagogical content knowledge and in literature in English in Zambezi district of North western Zambia. It did not address other subjects or aspects of education. The research scope was limited to the identified district, and generalizations to other regions or contexts should be made cautiously.

1.10 Operational Definition of Terms

Curriculum- all planned learning experiences offered to learners under the supervision of the education institution.

Effective- ability of the education programme to accomplish its designed purpose

Pedagogy- the skill that enables the teacher to teach effectively

Pedagogical content knowledge- a skill that enables the teacher of literature in English to present concepts and teaching methods to the learner in a comprehensive manner.

1.11 Summary

In chapter one, the background of the study, and the statement of the problem have been presented. The purpose of the study, research objectives, research questions, significance of the study, theoretical and conceptual frameworks and definition of key terms have also been explained. In the next chapter literature of related studies that have been done.

CHAPTER TWO: REVIEW OF RELATED LITERATURE

2.0 Overview

The previous chapter gave an overview and background of the study. However, this chapter provides a review of this chapter various researches by different scholars in relation to the secondary school teacher's pedagogical content knowledge in O'level Literature in English curriculum. The researcher explored specific aspects on the importance of Literature in English to society, teacher's pedagogical content knowledge in Literature in English, and Literature in English curriculum design for secondary schools. Further the researcher reviewed literature teaching methods that secondary school teachers use in Literature in English, and finally the research gap is provided.

2.1 The Importance of Literature in English to Society

The significance of Literature in English within educational and societal contexts cannot be overstated. According to Sell (2005) Literature in English can enhance language learning at primary level since the cognitive processes of young learners and at secondary level are particularly adept at dealing with narrative structures; literature written in the target language or translated into the target language may give learners insight into other non-target language cultures, thus preparing them to act competently and appropriately in future dealings with representatives from those cultures; literature's contents may well be truer to life and more relevant to learners than typical textbook topics. This notion is expanded by Ball (1999); who highlighted literature's critical role in the cognitive and emotional development of learners, suggesting that it fostered holistic growth by engaging multiple facets of an individual's psyche. In realizing the importance of the young citizenry being the foundation of the development of the nation, many countries are signatories to the aspirations of the vision 2030.

Literature's potential to contribute to an individual's holistic development is further supported by El-Helou (2010) and Hwang & Embi (2007), who argued that it educates individuals comprehensively, influencing various aspects of their lives. Freyn (2017), underscored the historical importance of literature in language studies, noting that its evolving nature exposed learners to diverse themes, cultures, and perspectives, thus broadening their worldview and enhancing their critical thinking skills.

Moreover, literature was often regarded for its therapeutic value. Sanoto (2017) asserted that literature serves as a medium for moral and ethical reflection, allowing learners to glean lessons from the narratives they encounter. Saruq (2007) emphasized literature's dual function of teaching and entertaining, suggesting that it mirrors societal norms and behaviors, thereby enabling readers to relate to characters and situations within the stories. This reflective aspect of literature fosters empathy and self-awareness among learners.

From a linguistic perspective, Lazar (1993) argued that literature introduces learners to complex themes and diverse language uses, making it a valuable resource for language acquisition. Literature's rich, authentic language forms are essential for developing the four language skills (listening, speaking, reading, and writing) as noted by Belcher & Hirvela (2000, cited by Shazu, 2014). Simuchimba (2016) concurs, highlighting that literature exposed learners to the subtleties of the English language, thereby enhancing their linguistic proficiency.

The goals of studying Literature in English were multifaceted and broad-based. Kateregga (2014) suggested that literature enriches learners' lives by developing written and spoken language skills, sharpening judgment and analytical abilities, cultivating cognitive skills, and fostering empathy and social understanding. Rugambwa-Otim (2000) and Bakahuuma (2000) enumerated additional benefits, such as improved critical thinking, cultural awareness, and emotional intelligence.

At the senior secondary level, learners of Literature in English are expected to engage critically with texts, developing the ability to critique and evaluate literary works with fluency and depth. Tomlinson et al. (1980) and Verghese (2007) argued that exposure to literature enhances learners' comprehension and discussion skills by helping them understand the nuanced meanings of words, thoughts, styles, and idioms.

In the Zambian context, the importance of Literature in English has been recognized since the colonial era. Initially an elective subject at the senior secondary level, its role has evolved to include nurturing linguistic proficiency and cultural awareness among learners. Mwaba (2018) discussed how literature education promotes critical thinking and analytical skills, particularly in regions like the Zambezi district, characterized by linguistic diversity and rich cultural heritage. This commitment aligns with national goals of promoting literacy and cultural preservation as expressed in the Curriculum Framework and the educational policy (MoE, 2013 and MoE, 1996).

However, despite its recognized importance, challenges persist in effectively implementing literature education. Mwaba (2018) identified issues such as a lack of trained teachers of literature and limited teaching and learning materials. Mkandawire (2017) noted that research on literature education in Zambia often overlooked subject-specific challenges, focusing instead on broader educational issues. This study sought to address this gap by examining the pedagogical content knowledge of Literature in English teachers in Zambezi District, thus contributing to a more nuanced understanding of the field.

Literature in English is pivotal in developing learners' cognitive and emotional faculties, exposing them to a myriad of themes, cultures; and perspectives. As Applebee (2021) noted, literature fosters language proficiency, communication skills; and a lifelong love for readings skills that are indispensable in both personal and professional realms. According to Foncena and Conboy (2012) propagated that the development of training a skill system of high school literature creates the necessary prerequisites for raising educational level of learners which is the formation of professional competence.

2.2 Teachers' Pedagogical Content Knowledge in Literature in English

The teaching of Literature in English is often perceived as an intimidating task for teachers (Granath, 2017). This perception is grounded in the complex nature of literature, encompassing different cultural contexts and theoretical underpinnings. Education is an integral part of the social system and responded to the requirements of society. This therefore means that for the curriculum to be progressive, relevant, dynamic, and responsive, a number of considerations must be made (MoE, 2013). Shulman (1986) underscored the dual structures of substantive and syntactic knowledge inherent in literature, necessitating a sophisticated pedagogical approach. Pedagogical Content Knowledge (PCK) becomes crucial in this regard, as it enabled teachers to effectively merge content with pedagogy, thereby enhancing the delivery and comprehension of literature.

Pirves and Pradl (2003) highlighted the inherent complexities in teaching Literature in English, identifying four critical aspects: practice, culture, knowledge/understanding, and preference. The necessity of PCK in navigating these aspects cannot be overstated. Shulman's (1986) introduction of PCK provides a framework that supports teachers in addressing these complexities through informed teaching strategies. This was reinforced by Hattie's (2003) meta-analysis, which

demonstrated that teachers with strong PCK significantly enhance learner achievement, particularly in Literature in English. Such teachers employed engaging and comprehensible methods that resonate with learners, thereby fostering deeper learning and critical thinking.

Understanding learners' perceptions of Literature in English is pivotal for developing effective pedagogical approaches. Research conducted in various educational contexts reveals different learners' attitudes towards literature. Doecke and Parr (2005) found that Australian learner often struggled to relate to classical literary texts, suggesting a need for curricula to include more contemporary and culturally diverse texts. Equally, Krishnaswamy and Krishnaswamy (2006) observed that in India, literature is often viewed through a colonial lens, with English literature associated with social prestige and career advancement. This utilitarian perspective sometimes overshadows the appreciation of literary aesthetics.

The universal themes explored in literature, such as love, conflict, and morality, provide a shared human experience that resonates with readers globally. Saraq (2007) emphasizes that these themes foster a sense of empathy and improve language skills among non-native speakers. Moreover, the critical analysis of literary works nurtures analytical skills, encouraging readers to engage with multiple viewpoints. This analytical engagement is essential for developing a nuanced understanding of texts and enhancing cognitive abilities.

Teachers' PCK is further influenced by their literary preferences and the perceived needs of their learners. Doecke and McClenaghan (2011) argued that effective PCK should accommodate the different literary backgrounds of learners, integrating both native and non-native literary traditions. This approach is crucial for fostering an inclusive learning environment that values diverse cultural narratives. Kumar and Rajan (2012) highlight the disconnection Indian learners feel towards Western literary texts, advocating for the inclusion of regional literatures to make the curriculum more relatable and culturally inclusive.

Studies by Beswick, Watson, and Brown (2012) in Tasmania demonstrate a positive correlation between teachers' PCK and learner performance. These findings underscore the importance of continuous professional development to enhance PCK and improve educational outcomes. Namusisi et al. (2017) further reinforce this by showing that professional development programs

significantly enhance teachers' ability to integrate content and pedagogy effectively. Mulenga (2015) in his doctoral study examined how a teacher with strong PCK would know how to effectively sequence teaching and learning materials and formulate questions that probe for alternative views. A teacher needs to be well ahead of learners in terms of handling content knowledge by understanding what is to be taught and taking into consideration the learners' misconceptions and ways of thinking. It should be noted that knowing and understanding Literature in English and having the skill to teach it effectively are two different things.

Several studies further support the significance of PCK in literature instruction. Grossman (1990) expanded on Shulman's (1986) work by emphasizing that PCK consists of four key components: knowledge of content, knowledge of learners, knowledge of pedagogy, and knowledge of curriculum. Grossman argued that teachers who can effectively integrate these components are more successful in facilitating learner understanding of literature. Furthermore, Mishra and Koehler (2006) extended the concept of PCK by introducing the Technological Pedagogical Content Knowledge (TPACK) framework, which includes the role of technology in teaching literature. Their work suggests that incorporating digital tools in literature instruction enhances engagement and accessibility.

Darling-Hammond (2008) noted that effective teacher preparation programs should prioritize the development of PCK to improve instruction in literature. She found that teachers with strong PCK are more adept at addressing learner misconceptions, fostering critical thinking, and using different instructional strategies. Similarly, Ball, Thames, and Phelps (2008) highlighted the role of domain-specific PCK, particularly in humanities education, in enabling teachers to break down difficult literary concepts into digestible lessons for learners.

Challenges in delivering effective Literature in English lessons often stemmed from inadequate training, limited resources, and insufficient professional development opportunities. Kintu (2019) identifies these issues as major barriers to effective teaching. Addressing these challenges requires practical training sessions that equip teachers with diverse teaching strategies. The integration of African literature, as noted by Sanoto (2017) and Okoth (2015), provides a localized focus, enriching the curriculum with themes of identity, colonization, and social justice. Although teaching is considered an art, preparing to teach effectively remains one of the urgent problems

encountered by researchers who have the passion for improving instruction (Morris, Herbert & Spitzer, 2009).

In the Zambian context, teacher preparation involves a blend of coursework and practical experiences. However, the variability in curricula across institutions leads to disparities in teachers' exposure to content and pedagogical strategies. The University of Zambia, for instance, requires English Language students to take literature courses, but the depth and breadth of this training can differ significantly. Studies such as those conducted by Mwanza (2020) highlight that Zambian teachers of Literature in English often lack sufficient training in literary theory and pedagogical methods, leading to challenges in delivering lessons effectively. Similarly, Chansa (2021) found that many teachers struggle to integrate contemporary and local literary works into their teaching, which affects learners' engagement and understanding.

Enhancing teachers' PCK in Literature in English is paramount for fostering a comprehensive and culturally inclusive educational experience. This requires targeted professional development, curriculum reforms that integrate different literary traditions, and practical training that equips teachers with effective teaching strategies. The alignment of teacher preparation programs with these goals is essential for improving the quality of literature education and ultimately, student outcomes.

2.3 Literature in English curriculum designing for Zambian Secondary Schools

The Ministry of Education (2013) posited that the Literature in English syllabus should cultivate learners' abilities to critically and personally engage with literary texts, facilitating connections between fictional narratives and real-world issues. This approach aims to immerse learners in the imaginative realms of literature, encouraging reflection on both contemporary and timeless social issues. Literature's role extends beyond mere academic preparation, serving as a vital tool for real-life comprehension and interaction.

A curriculum is a vital tool in the social and economic development of both developed and developing countries (Tanzanian Institute of Education, 2010). It is imperative for countries like Zambia to design a curriculum which embraces quality education as a vital tool for accelerating the socio-economic development. For developing countries, development can only come if the curriculum of their education system contains aspects of development. The education system in

Zambia seeks to link education to real life experience as it gives the learners skills to access, criticize, analyse and practically apply knowledge (MoE 2013). According to the 2023 National Policy on Education (Education for Sustainability), the aim of the education is to enable learners acquire knowledge, competences, positive values and attitudes to enhance the quality of life (ZECF 2023).

Literature's potential for social and political influence is evident in historical contexts where certain texts were banned in African countries to prevent potential uprisings, as noted by Calvino (1947). This illustrates literature's power to challenge and provoke thought, underscoring its significance in education. The Ministry of Education's workshops on literary text selection highlight the state's recognition of literature's educational value, while simultaneously revealing a cautious approach to monitoring content that could disrupt socio-political stability (Momsen, 2015).

The reactions of states to the works of renowned authors like Wole Soyinka and Ngugi Wa Thiong'o further underscore the contentious nature of literature in socio-political contexts. These instances reflect broader concerns about how literature influences learners' perceptions and critical thinking. This concern is particularly relevant in addressing the factors contributing to poor performance in Literature in English as reported by the Examinations Council of Zambia (ECZ 2018).

Scholars such as Moody (1972), Povey (1972), Tomlinson et al. (1980), and Verghese (2007) argue that literature plays a crucial role in enhancing learners' lexical and grammatical skills, which are transferable to other academic subjects. This view is supported by Lewis (2013), who contends that Literature in English enriches reality, offering more than mere descriptions. Gajdusek (1988) further posited that literature fosters active problem-solving and stimulates the generation of purposeful questions, thereby contributing to cognitive development.

Moreover, Basiga (2009) emphasized that fictional narratives provide learners with rich language experiences, aiding their comprehension of the world around them. This perspective highlights literature's role in developing not only linguistic proficiency but also critical thinking and empathy, essential skills for navigating complex social landscapes.

The inclusion of Literature in English within educational curricula is imperative for fostering a well-rounded, critically engaged, and empathetic student body. The Ministry of Education's emphasis on literature's role in connecting fiction with reality, coupled with the scholarly assertions regarding its cognitive and linguistic benefits, underscores the subject's multifaceted value. Addressing the challenges in teaching and learning literature, including socio-political influences and performance issues, requires a nuanced and critical approach to curriculum design and pedagogical strategies.

2.4 Methods used to teach Literature in English at Senior Secondary

Teaching literature at the senior level necessitated employing methods that not only engaged learners with texts but also fostered analytical skills and a love for reading. Several pedagogical approaches are pivotal in achieving these objectives.

Chirwa (2017) advocated for the Information-Based Approach, which provides learners with extensive background information about the text, including historical, cultural, and biographical contexts. This method was crucial as it situates the literature within its broader context, allowing learners to appreciate the text's depth and relevance. Techniques such as pre-reading assignments, contextual discussions; and research projects facilitate a richer understanding by linking the text to its larger historical and cultural milieu. However, critics might argue that this approach can lead to an overemphasis on context at the expense of engaging directly with the text.

Building on contextual foundations, the Reader-Response Approach, as highlighted by Mwaba (2018), promoted personal engagement with literature. This method was essential for making literature more relevant to learners' lives by encouraging them to relate their experiences and emotions to the text. Techniques like journaling, group discussions, and creative projects help learners connect personally with literature. Nonetheless, this approach may be criticized for its potential to prioritize subjective interpretations over critical analysis, possibly leading to a lack of academic rigor.

The Critical Analysis Approach, emphasized by Muhabat and Kazemian (2015), counters this by developing learners' analytical and critical thinking skills through close reading and textual analysis. This method involves questioning the text, conducting seminars for debate, and encouraging clear articulation of ideas. Such techniques foster a deep, analytical engagement with

literature, enhancing students' ability to interpret and critique literary works. Critics might argue that this approach, while rigorous, could intimidate students and discourage those less confident in their analytical abilities.

Complementing critical analysis, the Socratic Approach proposed by Chirwa (2017) utilizes questioning to foster deep thinking and dialogue. This method involves challenging students with probing questions that encourage exploration of complex ideas and development of independent interpretations. Techniques like Socratic seminars and research assignments promote critical thinking and independent learning. However, the effectiveness of this approach can be limited by students' willingness to engage in open-ended discussions and their ability to articulate their thoughts clearly.

The Language-Based Approach, advocated by Hwang and Embi (2007), integrated language and literature, viewing literary texts as resources for language practice activities. This method includes techniques such as predicting story outcomes, role-playing, and poetry recitals, which help improve language proficiency while engaging with literature. This approach is particularly beneficial in contexts where language skills need reinforcement. However, it may be less effective in fostering deep literary analysis and critical engagement.

Hwang and Embi's (2007) study in Malaysia revealed that teachers often employ paraphrastic and moral-philosophical approaches, influenced by factors such as learners' language proficiency, exam-oriented culture, prescribed materials, and class sizes. This underscores the importance of selecting pedagogical methods that align with the specific needs and contexts of the learners. While the paraphrastic approach ensures comprehension, it might reduce literature to mere translation exercises, and the moral-philosophical approach could risk oversimplifying complex literary works into ethical lessons.

An effective literature curriculum at the senior level should be multifaceted, incorporating various approaches to cater to different learning needs and contexts. While each method has its strengths and potential drawbacks, a balanced combination can engage students deeply with texts, foster critical and analytical skills, and nurture a lifelong love for reading. The challenge lies in selecting and integrating these methods thoughtfully to create a rich, engaging, and rigorous literary education.

2.5 Research Gap

The significance of Literature in English within educational and societal contexts is profound and multifaceted. Literature transcends mere entertainment, providing aesthetic value and contributing to cognitive and emotional development. It enriched learners' lives by fostering empathy, critical thinking, and language proficiency. Literature's role in education extends beyond academic preparation to encompass real-life comprehension and social engagement. Its therapeutic value, economic impact, and ability to enhance linguistic skills underscore its importance.

Pedagogical strategies for teaching Literature in English at the senior secondary level include various approaches. The Information-Based Approach emphasizes contextual understanding, the Reader-Response Approach focuses on personal engagement, the Critical Analysis Approach fosters analytical skills, the Socratic Approach promotes independent thinking, and the Language-Based Approach integrates language learning. Each method has its strengths and limitations, highlighting the need for a balanced and thoughtful application of these approaches to cater to diverse learning needs and contexts.

Eddie Sing'alamba Mubita conducted a study in 2018, titled "Factors Contributing to Poor Performance of Grade 12 Pupils in Literature in English Examinations in Western Province of Zambia." This research aimed to identify the reasons behind the subpar performance of Grade 12 learners in Literature in English within Zambia's Western Province. The study' objectives were to:

1. evaluate how well teachers were equipped to instruct Literature in English.
2. assess the teaching methods employed by teachers in delivering the subject matter.
3. investigate both teachers' and learners' perceptions and attitudes towards teaching and learning Literature in English.
4. identify specific elements that led to learners' underachievement in Literature in English examinations.

The findings indicated that both teachers and learners faced numerous challenges impacting the effective teaching and learning of Literature in English. These challenges contributed significantly to the poor performance observed in examinations within the province.

While the study did not focus exclusively on motivation, it encompassed aspects related to both teachers' and learners' attitudes toward the subject, which are intrinsically linked to motivation levels. This comprehensive approach provided insights into how motivational factors, among other challenges, affected the overall performance in Literature in English

A review of the existing literature revealed notable theoretical, knowledge, and population gaps. While extensive discussions exist on the importance of Literature in English and its pedagogical strategies (Carter & Long, 1991; Lazar, 1993), there remains a significant gap in evaluating teachers' pedagogical content knowledge (PCK) in this subject. Specifically, there is limited research examining the usage and availability of teaching and learning resources for Literature in English in Zambezi District, as well as an analysis of learners' perceptions of the subject in selected secondary schools within the district.

To address this gap, the present study evaluated teachers' pedagogical content knowledge, assessed the availability of resources, and analysed learners' perceptions in secondary schools in Zambezi District. By doing so, the research aimed to provide a nuanced understanding of these aspects and contribute to enhancing Literature education in both the district and the broader region.

Furthermore, it was observed that some previous studies lacked a theoretical foundation without a justifiable rationale for this omission. Grounding research in theory is essential, as it provides a framework that supports investigation, offers justification, guides research direction, facilitates understanding, and minimizes bias (Creswell, 2005). According to Creswell (2014), a theoretical framework serves as the foundation of a study, supporting its components and clarifying its context for the reader. Therefore, this study sought to bridge this gap by anchoring its findings within a theoretical framework, ensuring a more structured and rigorous approach.

2.6 Summary

No research seems to have been conducted in Zambia to explain why Literature is perceived as a difficult subject among secondary school learners. Additionally, there seems to be no study available to explain how the curriculum design for secondary school Literature in English and the pedagogical content knowledge of the teacher contributed to it being perceived as a difficult

subject. This study analysed the teacher PCK in order to establish why learners' perceive Literature in English poorly.

CHAPTER THREE: RESEARCH METHODOLOGY

3.0 Overview

In this chapter, the researcher outlined the methodology that was used for the study, encompassing the research design, target population, sampling techniques, data collection, and analysis procedures, as well as considerations for trustworthiness and ethics.

3.1 Research Paradigm

A research paradigm is a procedure for collecting, analysing, interpreting and reporting data in research studies (Creswell 2011). A paradigm can also be an assumption that a researcher makes about reality, how knowledge is obtained and the methods of gaining knowledge. It also represented different models for doing research and these models have distinct names and procedures associated with them. The study adopted the qualitative research approach, the reason for choosing this method was to have an in-depth understanding of the issue at hand by engaging the participants on a one-on-one basis. Qualitative research relied on a research strategy that is flexible and interactive, this includes interviewing, and focus group discussions (Kombo & Tromp, 2006). The qualitative method utilized the interpretivist paradigm as it focused on seeking for people's own but, deeper understanding of the social phenomena under discussion.

3.2 Research Design

Orlando (2003) defined a research design as the scheme, outline or plan that is used to generate answers to research problems. However, a clearer definition is the one given by Msabila and Nalaila (2013) that a research design is a plan on how a study will be, conducted or a detailed outline on how an investigation will take place or further can be described as a program guiding the researcher in the collection, analysis and interpretation of the participants views concerning the topic under study. As such this study utilized a case study research design which was interpretivist, as Nisbert and Watt (1984) explained that this design as a specific instance that is frequently designed to illustrate a more general principle. It was also a design of inquiry found in many fields, especially evaluation in which a researcher developed an in-depth analysis of a case, often a program, event, activity, process, or one or more individuals (Cresswell 2014). The case study strategy was adopted in this study within the remits of the qualitative approach. A case study was used because it allowed the researcher to understand the phenomenon in depth within the social setting of secondary schools in Zambezi district.

3.3 Target Population

According to White (2003) a population is the universe of units from which the sample is to be selected. The population in the study consisted of all heads of department for languages, all teachers of literature in English and all grade twelve learners in secondary schools in Zambezi district. Others, included the District Education Standard Officer for language in Zambezi district.

3.4 Location of the study

The study was conducted in the secondary schools in the Zambezi district of North-western province of Zambia. It was carried out in Zambezi town which is located on, longitude (width) 22° 57' east and 13° 35' south. The district has an approximated population of 108,220 residents, (ZSA: 2022). The district has an area of 14,172km².

Conducting a study on the educational experiences of rural pupils in Zambezi district was crucial due to the historical inequalities and unique challenges that impact their access to quality education (Likomeno, 2022). Focusing specifically on the pedagogical content and knowledge of secondary school teachers in this context can provide insights into how teaching practices and content delivery can be improved to better meet the needs of rural pupils, ultimately enhancing their educational outcomes and contributing to the broader goal of sustainable development in the region.

3.6 Sampling Techniques

Kombo and Tromp (2006) defined sampling as a process of selecting a number of individuals or objects from a population such that the selected group contains elements representative of the characteristics found in the entire group. In this study purposive sampling was used in identifying the participants, which meant selecting individuals deliberately to facilitate the exploring of the issue under research (Creswell, 2012). The idea was to purposively select participants who answered research questions and had the information needed to respond to the research questions (Patton, 1990).

3.6.1 Sampling of Schools

There are 10 secondary schools in Zambezi district, the researcher found that only 4 of the 10 secondary schools offered literature in English. As such the researcher had a sample size of 4 schools. The schools were selected purposively in order to focus on where, Literature in English

was offered. The researcher intended to sample of 5 schools, however, upon getting to, the field the researcher found that only 4 public schools offered literature in English. The researcher, focused on public secondary schools because they were directly managed by the government and there was less interference from external stakeholders such as the Church in the way the curriculum for literature in English is designed and implemented.

3.6.2 Sampling of Learners

This study used homogenous purposive sampling utilizing a typical case sampling when selecting the grade twelve learners, to be interviewed because these learners would have almost completed their prescribed content, for literature. This method was highly suitable for this type of research as it minimized bias in the process of selecting elements that comprise the sample. By focusing on a specific, homogeneous group, the study ensured a more consistent and comparable set of data, which enhanced, the trustworthiness, of the findings. The researcher targeted 5 learners from each school who were selected based on the school literature in English results data base in order to have representation from all categories of learners, those with high, moderate and low grades. Additionally, the approach allowed for a deeper understanding of the learners' experiences and perceptions regarding the literature curriculum.

3.6.3 Sampling of Teachers and HoDs

Expert purposive sampling, was employed when selecting four (4) heads of department, twenty (20) teachers of Literature in English, were selected, distributed as five (5) from each school. HoDs were selected based on the justification that there were only 4 secondary schools that offered literature in English in the district, and in each school there was only a single department for the subject. This method was particularly effective as it ensured that participants were chosen based on their expertise and experience in teaching Literature in English.

3.6.4 Sampling of the Head teacher

The study used expert purposive sampling to select the head teachers. This was in line with what Kombo and Tromp (2006) stated that in purposive sampling, the researcher deliberately selected a group of individuals deemed to be trustworthy and relevant to the study. The strength of purposive sampling lied in its focus on choosing cases that provide valuable insights related to the key issues under investigation, such as in this case, the selection of school head teachers. Since

there were only 4 secondary schools that offered literature in English in the district, the study focused on 4 head teachers for the said schools. This was because the head teachers were directly in charge of the leadership and administration of these schools and ensured that the teachers taught effectively. The DESO was sampled using the expert purposive sampling. This approach was chosen because the DESO was expected to possess extensive knowledge and understanding of curriculum supervision, implementation, monitoring, and quality assurance. By selecting an individual with such expertise, the study aimed to gather in-depth and accurate information about the broader educational context and the effectiveness of literature teaching practices. This method ensured that the insights obtained were both relevant and authoritative, contributing to a comprehensive understanding of the educational landscape within the district.

3.7 Sample Size

The sample size used in this study was 49, working on the assumption that the size should not be too big to deal with. 20 teachers of literature in English, 4 heads of department, 4 head teachers and 01 District Education Standard Officer (DESO) This sample was justified by scholars such as Patton (1990:84) who argued that, there were no rules for sample size in qualitative research. The most essential aspect in qualitative approach is saturation which is a point where all the themes and categories become repetitive and no new data is generated (Morse, 2000). Moreover, according to Best and Khan (2006) an ideal sample as one that is sufficiently large to accurately represent the population the researcher aims to generalize, yet small enough to be chosen efficiently, considering the availability of participants and the costs in terms of time and money. The appropriate sample size may vary depending on the characteristics of the population and the nature of the data to be collected and analysed. It was thus essential for the researcher to determine a sample size that was both representative and manageable.

Table 3.1: Summary of the Sampled Population

Participants	Intended sample	Actual Sample
Learners	60	20
Teachers	20	20
Heads of department	4	4
Head teachers	5	4
District Educational Standards Officer	1	1
Total	101	49

3.8 Description of Research Instruments

Research instruments are tools that are used in the field to gather information on the study topic (Kasonde, 2014). Being a qualitative study, the researcher employed two key research instruments, the focus group discussion guide and interview guides.

3.8.1 Focus Group Discussion Guide for learners

Focus group discussions involve, engaging participants who share relevant characteristics for the study. Individuals of the same social status and similar levels of understanding and experience were chosen. Thorough planning and careful facilitation were essential to prevent some members from dominating others during the sessions and; ensuring equal participation from all group members (Mulenga, 2015). To ensure equal representation from all the learners' categories, 3 FGDs were scheduled composed of 5 learners in each discussion. The learners were selected based on the school data base so as to ensure representative sample and avoid biasness in the selection of the learners.

In this study, a focus group discussion guide was utilized to gather information from learners of Literature in English regarding the teacher's pedagogical content knowledge of Literature in English, examine the usage and availability of teaching and learning resources for literature in English, and the learners experience in learning Literature in English. FGD were held with learners, separate discussions were also conducted with male and female learners to offer them an opportunity to freely express themselves. Each FGD comprised of 5 learners to offer them an opportunity to express themselves freely while ensuring that every learner was participating.

3.8.2 Semi-Structured Interview Guides

Qualitative research utilized open ended questions in responding to the research. As such the use of semi-structured interviews were usually used because this research tool was not standardized, hence, leaves room to answer the research questions in detail. The researcher had a semi-structured interview tool with key themes and questions aligned to the research objectives. The questions were structured in a more flexible manner to leave room for change depending on the direction of the interview (Kasonde, 2014). As explained by Bryman (2004) the use of semi-structured interviews was advantageous because it allowed the researcher to have a broader understanding of people's worldview and their life.

This research instrument helped the researcher to remain open and be able to understand the participant perception and experience of the subject matter. The method was further, significant in generating information from the participants with knowledge and experience on teacher's pedagogical content knowledge in Literature in English among the sampled secondary schools. The researcher was able to collect data from the DESO and head-teachers. The interviews were recorded, and handwritten for the purposes of cross checking and verifications of responses and such permission were sought from the participants before doing so.

3.8.3 Semi-Structured Interview Guide for Teachers

This interview guide was used to conduct in-depth interviews with teachers to gather valuable insights into their pedagogical content knowledge (PCK) of Literature in English and the availability and use of teaching resources in Zambezi district. The questions were structured to explore various aspects of the teachers' experiences, including their teaching approaches, challenges, and resource usage, as well as their views on professional development. By addressing these areas, the interviews aimed to assess how teachers' PCK influences the teaching and learning of Literature in English and to identify potential areas for improvement in both resources and professional support. The responses provided a comprehensive understanding of the current state of Literature in English instruction and inform recommendations for enhancing educational practices in this subject area.

3.8.4 Semi-Structured Interview Guide for HoDs

This interview guide was utilized to conduct detailed interviews with Heads of Department (HoD) to gain insights into the effectiveness of Literature in English instruction within their schools. The questions were designed to explore the HoD's perspective on the pedagogical content knowledge (PCK) of teachers, the availability and use of teaching resources, and the overall learning experiences of learners in their department. By addressing these topics, the interviews aimed to assess how well teachers are integrating their content knowledge with teaching strategies, the effectiveness of available resources, and the impact on learner learning outcomes. Additionally, the interviews sought recommendations for improving Literature in English instruction and supporting teachers in enhancing their PCK. The responses provided a comprehensive understanding of the strengths and challenges within the department and guide efforts to improve educational practices in this subject area.

3.8.5 Semi-Structured Interview Guide for Head teachers

In order to probe further on the research topic, interviews were scheduled with the head-teachers in all the selected public secondary schools. As explained by Mulenga (2015) semi-structured interviews gave a greater depth than a questionnaire, because the researcher was given an opportunity to probe further and encourage participants to detail their responses. Therefore, semi-structured interview guide were utilized to conduct interviews with all the head teachers of the sampled schools to generate information on teacher's perception of Literature in English pedagogical content and knowledge, usage and availability of materials used, and also the methods used to teach the subject.

3.8.6 Semi-Structured Interview Guide for District Education Standards Officer

A semi-structured interview guide was used to conduct interviews with the DESO to gather data on the evaluation of the teacher's pedagogical content knowledge in Literature in English, the availability of resources and materials, and the methods used. The DESO is a senior standards officer at district level as such possess the information essential for the topic under study.

3.9 Data collection Procedure

According to Creswell (2007) data generation procedure involves setting the confines for the study and generating of information as well as the phases taken in gathering data to respond to the research questions. To gather information for this study, the researcher applied for research ethical clearance from the University of Zambia Ethics Committee before field work. The researcher also sought for an introductory letter from the Assistant Dean Postgraduate in the School of Education at the University of Zambia to use whenever organizing and conducting the interviews. Further, permission was sought from the District Education Board Secretary for Zambezi district and the teachers for selected public secondary schools where the research was conducted.

This whole process helped in facilitating effective gathering of information in the field and enabled the researcher to schedule and host interviews with participants without intervention. More importantly, the researcher also sought for participants' consent before the scheduling of the interviews. Interviews were scheduled with the DESO, Head-teachers, teachers and learners of Literature in English.

3.9 Trustworthiness

In qualitative research, it is imperative that a researcher should establish and ensure the quality of the protocols and procedures necessary for a study to be considered worthy of consideration by readers (Amankwaa, 2016). In this study, credibility, dependability, confirmability and authenticity were used to describe what characterizes the aspects of trustworthiness of data (Patton, 1990). Also in qualitative studies, researchers do not use instruments with established metrics to determine the validity and reliability, trustworthiness is used to establish it (Bless & Achola 2003).

Credibility

Credibility as defined by Kombo and Tromp (2006) is the confidence that can be placed in the truth of the research findings, as this ensures that the research findings are true and accurate. For instance, the various methods for data collection (triangulation) were used. Triangulation was used to ensure credibility to increase the depth and breadth of the findings and emphasizing comprehensiveness as multiple sources of data was triangulated.

Dependability

Dependability on the other hand, is defined by (Newby 2010) as the stability of findings over time, it involves participants evaluating the findings, interpretation and recommendations of the study are all supported by data received from the informants of the study. The researcher ensured that the findings from the field were fully analysed and every detail given was explained. The researcher also employed inquiry audit to ensure that the findings remained consistent and avoid repetitiveness of the data.

Additionally, the researcher maintained a detailed and transparent record of the research process, including how data was collected, analysed, and interpreted. This thorough documentation allowed for an audit trail, enabling others to trace the steps taken and verify the accuracy of the findings. By providing clear evidence of the research methodology and decision-making processes, the researcher can further bolstered the credibility of the study, ensuring that the results were seen as trustworthy and valid.

Conformability

Confirmability is defined as the degree to which the findings of an investigation could be confirmed or verified by other researchers (Creswell 2007). Conform ability was essential in

ensuring that the findings are based on the participant views and any sort of biasness avoided. As such the researcher shunned away from using personal opinions in the interpretation of the study findings. This was essential in ensuring that the research remains authentic. Authenticity was a significant aspect in ensuring research trustworthiness, and as such helped the research to remain faithful and fair to the participants experiences.

In addition, the researcher used audit trails, which involve detailed records of data sources, analysis procedures, and decision-making processes. These records were available for review by external auditors, providing an objective evaluation of the study's findings. By adhering to these practices, the researcher ensured that the findings were based on participant views and experiences, maintaining the integrity and trustworthiness of the research. Confirm-ability not only enhanced the study's credibility but also ensured that it remained faithful and fair to the participants' experiences, upholding the highest standards of ethical research.

3.10 Data analysis Procedure

After data collection, the researcher analysed the data using the thematic method which involved the development and use of themes in analysing the generated data (Lochmiller, 2021). The method involved the researcher transcribing the interviews, thereafter the responses were grouped according to the themes in line with the research questions and objectives. This was followed by presenting the findings as obtained from the field. For group discussions, various views from the respondents were grouped according to research questions to facilitate easy analysis of the research findings. Data was analyzed by arranging it in themes. Data was grouped into manageable themes, patterns and trends in order to understand the relationships between concepts, constructs or variables and see whether there are any patterns or trends that can be identified or isolated or establish themes in the data.

3.11 Ethical Consideration

According to Kombo and Tromp (2006) the researchers must consider the conduct of their research, and give attention to the ethical issues when their subjects are human beings. This research followed all the ethical standards and guidelines set out by the University of Zambia, Humanities and Social Sciences Research Ethics Committee. Therefore, this study upheld the following ethical standards such as confidentiality in that; the names of participants were kept anonymous (Brown, 1988). Participation was voluntary and that participants had the right to

withdraw from taking part in the research at any time they felt like. Further, the researcher ensured that participants were safe during the research activity, the researcher ensured that participants were provided with sufficient information on the objectives and procedures of the research to enable them to give their informed consent to participate. Information was given in the language generally used and understood by the participants.

Informed Consent

To ensure informed consent, the researcher provided potential participants with detailed information about the study's objectives, procedures, potential risks, and benefits. This information was communicated in a language that is easily understood by the participants, ensuring clarity and comprehension. The researcher used written consent forms, supplemented by verbal explanations when necessary, to guarantee that participants fully understand what their involvement entails. Participants were given ample time to ask questions and seek clarification before deciding to participate, ensuring that their consent is truly informed.

Additionally, the researcher made it clear that participation was entirely voluntary and that participants had the right to withdraw from the study at any point without any negative consequences. This aspect was emphasized to ensure that participants did not feel coerced or obligated to remain in the study. The process of obtaining informed consent was documented meticulously to ensure that ethical standards were upheld and that participants' rights and autonomy were respected throughout the research process.

Reciprocity

The researcher ensured reciprocity by recognizing and valuing the contributions of the participants to the study. This involved providing participants with feedback on the research findings and acknowledging their input in any publications or presentations derived from the study. By sharing the results with the participants, the researcher helped them understand the impact of their participation and how their insights had contributed to the broader knowledge base on the subject.

Moreover, the researcher's aim was to create tangible benefits for the participants and their communities. This included implementing recommendations derived from the study to improve local practices or policies, thereby ensuring that the research had a positive and meaningful impact. By fostering a collaborative relationship with the participants and involving them in the research

process, the researcher demonstrated respect and appreciation for their involvement, thereby upholding the principle of reciprocity.

Anonymity and Confidentiality

To ensure anonymity and confidentiality, the researcher took several steps to protect the identities and personal information of the participants. All data collected was anonymized, with participant's assigned unique codes or pseudonyms to prevent the identification of individuals. This anonymized data was securely stored, and access was restricted to the researcher and authorized personnel only. Any identifying information was separated from the research data and stored securely to further safeguard participants' privacy.

Additionally, the researcher made a commitment to not disclose any personal information without the explicit consent of the participants. This included ensuring that any publications or presentations derived from the study do not contain information that could lead to the identification of individual participants. By maintaining strict confidentiality protocols, the researcher upheld ethical standards and protected the privacy and dignity of the participants throughout the research process.

3.12 Summary

In this chapter, the researcher described the methodology that will be employed in conducting this study. The methodology is consisted of the research paradigm, research design, study site, target population, study sample, sampling techniques, research instruments, trustworthiness, data collection procedure, data analysis procedure and ethical considerations.

CHAPTER FOUR: PRESENTATION OF FINDINGS

4.0 Overview

This chapter was a presentation of findings based on the data that was collected from the interviews with the District Education Standards Officer (DESO), head teachers, heads of departments, teachers; and focus group discussions with learners in Zambezi district. The findings are organized thematically based on the research objectives, which focused on finding out teachers' pedagogical content knowledge, establishing resource availability and usage of teaching and learning resources, and analysing participants perceptions about Literature in English. The presentation includes direct quotes from participants to support the findings and ensure authenticity in reporting.

4.1 Demographics of participants

The details in table 4.1 are a description of participants by gender, age range, years in service and the level of their education. This is because, gender may influence teaching styles, classroom management and interaction with learners. Gender helps analyse whether these differences impact PCK in the learning of literature. Teachers with different age range may have varying levels of exposure to evolving pedagogical methods, curriculum and teaching resources. For example older teachers might rely on traditional methods, while younger ones may integrate modern or technology driven approaches. Further, teachers with many years of experience are likely to have developed more refined strategies for teaching literature in English, including addressing diverse learner needs and responding to curriculum demands. Teachers with higher academic qualification may have deeper content knowledge which could influence their ability to deliver the literature curriculum effectively. For the sake of coherence, the researcher paraphrased most of their responses so as to allow for ease reading and comprehension of what the respondents expressed.

Table 4.1: Frequency distribution of participants according to gender, age range, years of service and qualification

Participants	f	Gender		Age Range	Years in service	Qualifications	
		Female	Male			Bachelor's Degree and above	Diploma
DESO	1	1	0	51	29	1	0
Head teacher 1	4	1	3	53-57	31-33	4	0
HoD	4	0	4	39-44	16-20	4	0
Teachers	15	5	10	23-42	1-17	3	12

There were 20 learners consisting of 9 boys and 11 girls.

4.2 Findings of the Study

The findings were as follows:

4.3 Teachers' Pedagogical Content Knowledge of Literature in English

Research question one focused on finding out teachers' pedagogical content knowledge (PCK) of Literature in English. The information was gathered from head teachers, the District Education Standards Officer (DESO), heads of department (HoDs); and teachers.

4.3.1 Lack of Teachers' Pedagogical Content Knowledge

Pedagogical Content Knowledge (PCK) is essential for teachers as it bridges the gap between subject matter expertise with effective teaching methods, enabling them to tailor lessons to diverse learners. PCK enhances classroom engagement, fosters critical thinking, and ensures conceptual clarity, ultimately improving learner outcomes and creating meaningful, context-sensitive learning experiences. However, it was important that the researcher of this study, finds out to what extent teachers possessed this knowledge. The question thus asked to participants regarding key strengths and weakness of teachers PCK in Literature in English. The DESO stated:

From my observation and reports, teachers generally have a sound knowledge of the content of Literature in English. However, the application of pedagogical strategies to make the subject relatable and engaging to learners is inconsistent. Many teachers still rely heavily on lecture-based methods rather than interactive techniques.

A head teacher from School C also mentioned that:

The knowledge base for teachers is strong, but there is a gap in delivery. Teachers need more training on integrating pedagogical techniques, using technology, and incorporating group work into their lessons, but this is lacking.

The head of department from School D agreed with the DESO by saying that:

Teachers tend to focus too much on examination preparation rather than fostering a love for literature in learners. Pedagogical methods need to be encouraged among our teachers because they lack them.

Teacher 15 from School D also said:

In our department, I emphasize content mastery, but we need to balance that knowledge with innovative teaching methods, which are currently lacking.

However, some teachers expressed confidence in their teaching approaches. Teacher 8 from School B stated:

I am confident about my knowledge of Literature, and I manage to engage all my pupils, especially those with an interest.

Similarly, Teacher 2 from School A also agreed with teacher 8 by saying that:

I use group discussions and role-play to help learners understand better. All I need is more resources to enhance teaching and learning to take place.

Although some teachers lacked PCK, teaching was still ongoing. The next section examines Continuous Professional Development (CPD) efforts to enhance teachers' PCK.

4.3.2 Continuous Professional Development in Schools

Continuous Professional Development (CPD) in teaching enhances teachers' knowledge, skills, and effectiveness, ensuring that teachers adapt to evolving curricula, technologies, and learner needs. CPD fosters lifelong learning, improves instructional quality, and boosts teacher confidence. It also promotes collaboration, professional growth, and better learner outcomes, maintaining high educational standards and relevance. How were the CPDs done to enhance PCK for teachers? There were different responses from the Deso, head teachers, head of department and teachers.

Teacher 17 from School D mentioned that:

When CPD programs are implemented, monitored, and weaknesses are addressed while strengths are upheld, our learners' performance will improve.

Teacher 8 from School B explained that:

During CPDs, one teacher presents on a specific area, followed by input from observing teachers. Everyone learns something they didn't know. This peer learning approach helps teachers develop new teaching techniques.

The DESO said that:

We organize in-service training workshops specifically for Literature teachers to enhance both their content knowledge and their teaching strategies.

A head teacher from School C explained that:

I ensure that my teachers attend district-organized workshops where they learn various ways to improve their teaching. I also make sure they participate in internal CPD programs to learn current teaching practices from their colleagues.

From the responses, it is evident that CPDs are contributing to the enhancement of teachers' PCK. The next section discusses the effectiveness of teachers' PCK in Literature in English.

4.3.3 Effectiveness of Teachers' Pedagogical Content Knowledge of Literature in English

Teachers' pedagogical content knowledge PCK enhances teaching effectiveness by integrating subject mastery with teaching strategies, fostering deeper learner understanding. Participants were thus asked to explain how they measured teachers' effectiveness in teaching Literature in English in Zambezi district. The DESO explained that:

To evaluate the effectiveness of teaching Literature in English, I look at examination results, classroom observation reports, and the integration of practical teaching strategies. I also assess the relevance of materials used in lessons.

A head teacher from School C explained that:

I evaluate teaching effectiveness through lesson observations and reviewing schemes of work.

Teacher 19 from School D said that:

We assess effectiveness by monitoring whether learners understand themes, character motivations, and literary devices. Active participation in class discussions is a good indicator.

A head of department from School A explained that:

Teaching effectiveness can be evaluated through learners' written exercises and their ability to discuss literary themes confidently.

Teacher 4 from School A mentioned that:

We encourage teachers to administer formative assessments and review students' progress over time to determine teaching effectiveness.

Teacher10 from school B explained that:

Learners' performance in in internal and external assessment shows whether teaching is effective. Regular teacher development programs also play a big role in quality improvement.

Teacher 6 from school A mentioned that:

We encourage each other to administer formative assessments, and review learners' progress over time to determine teaching effectiveness.

Equally, learners were also asked to describe how teachers usually teach Literature in English and these were the responses.

Learner 8 from School B explained that:

Our teachers like to involve us in discussions during literature lessons.

Learner 1 from School A mentioned that:

They stand at the front and tell us what the book is about, what the themes are, and what the author is trying to say. We just take notes.

Learner 16 from School C said that:

They explain the main points of the story and skip some parts of the book because they say we don't have time.

Learner 20 from School D mentioned that:

Sometimes, we take turns reading, but the teacher mostly reads and explains difficult words as we go.

Learner 8 from school A explained that:

The teacher gives us questions about the book, and we have to write answers. Then, they go over the correct answers with us.

From the responses, the researcher concluded that while teachers helped learners understand themes and characters, their methods were not varied enough. The next section examines teachers' readiness to handle Literature in English.

4.3.4 Teachers' Readiness to Handle Literature in English

Teachers' readiness to teach Literature in English depends on their pedagogical content knowledge, training, available resources, and confidence. Teachers were asked, how would you describe the type of education you received in Literature in English in colleges of education or universities in readiness for teaching in schools? And the responses were as follows: Teacher 20 from School D stated:

The education I received in Literature in English at my college was excellent. It covered both the content and teaching methods thoroughly, and I feel well-prepared for the classroom.

Teacher 2 from School A explained:

The course content was strong, but there wasn't enough practical exposure to teaching Literature in English. More peer teaching sessions would have been helpful.

A head of department from School B noted:

I would rate it as average. We learned the basics, but some areas, like critical analysis and teaching strategies, were not fully covered.

Teacher 3 from School A added:

The training we received in Literature in English at college was quite comprehensive. We covered different genres, literary theories, and analysis techniques, which prepared us well for teaching in schools.

Teacher 10 from School B mentioned:

The education we received was good in terms of content knowledge, but there was little focus on how to actually teach Literature in English effectively in a secondary school setting.

A head of department from School D concluded:

Some of the courses were useful, but I feel there was a gap between theory and practice. We studied literature deeply, but we didn't get enough training on methods of engaging learners in secondary schools.

4.3.5 Summary on the Evaluation of Teachers' PCK in Literature in English

The evaluation of teachers' PCK in Literature in English reveals strengths but also gaps in learner-centred strategies. Enhancing pedagogical skills and varied teaching methods is necessary to improve learner engagement and comprehension. The next section examines the availability and usage of teaching and learning resources.

4.4 Availability and Usage of Teaching and Learning Resources

Research question two was designed to establish information from secondary school teachers, head teachers, heads of department, the District Education Standards Officer (DESO), and learners about the availability and usage of teaching and learning resources. The availability of these resources is essential for the effective provision of quality education. It enhances lesson delivery, supports diverse learning needs, and fosters learner engagement. Adequate resources improve teacher efficiency, enable practical learning experiences, and ensure equal learning opportunities.

4.4.1 Availability of Appropriate Teaching and Learning Resources

When asked, what that they resources they used to teach Literature in English and how they integrated them into lessons. The following were the responses from participants.

A head of department from School C explained that:

I primarily use prescribed textbooks and novels as core resources. During lessons, I encourage my learners to read passages aloud, analyze the text, and discuss themes, characters, and settings in groups. This fosters critical thinking and improves their comprehension skills.

The DESO mentioned that:

The shortage of books and other materials for Literature in English is alarming. In some schools, teachers share a single textbook with learners, which hampers effective teaching. There is an urgent need for government intervention to supply adequate and updated resources for this subject.

Teacher 14 from School C explained that:

I use poetry, short stories, and articles related to the themes in the curriculum. These materials help learners draw connections between literature and real-life issues. I assign creative writing tasks based on these resources to reinforce their learning.

The head of department from School A mentioned that:

Teaching Literature in English requires learners to engage with texts beyond mere reading. I encourage them to analyse themes, characters, and stylistic devices. However, one major challenge is the limited number of textbooks. Often, we have to rely on group discussions where learners share the few available copies. Additionally, some learners struggle with interpreting texts due to language

barriers, making it necessary to integrate summary guides and audio versions where possible.

When elaborating on how these resources were effectively used in the classroom the participants' responses were noted.

A Head Teacher from School A explained that:

We ensure that resources are effectively used by conducting regular monitoring and evaluation of lessons. Teachers are encouraged to use lesson plans that explicitly show how these resources will be integrated. Additionally, we organize peer review sessions where teachers share best practices for resource utilization.

A Head of Department from School C mentioned that:

We provide training to teachers on how to maximize the use of available resources. During staff meetings, we discuss challenges and successes in resource usage. By doing this, we ensure that teachers are equipped to align these materials with their teaching objectives.

Teacher 13 from School B explained that:

I ensure that resources are effectively used by emphasizing proper planning. Teachers must align the resources with their schemes of work and lesson plans. I also conduct classroom observations to see if the resources are being used appropriately and provide feedback to help teachers improve their methods.

The DESO explained that:

It depends. While some teachers use the books well, others either don't have enough training or the time to integrate them effectively. Monitoring is also a challenge in some cases. We need to invest in support structures to ensure that all teachers can use these resources as intended.

When Learners were also asked on how these resources help them understand the materials better?
Their responses were:

Learner 14 from School C mentioned that:

Teaching and learning resources help me understand the material better because they provide practical examples and visual aids that make concepts clearer. For instance, diagrams and videos give me a better picture of what we are learning.

Learner 1 from School A explained that:

Using teaching and learning resources like textbooks and handouts helps me follow along during lessons. They give detailed explanations, and I can go back to read and revise, which improves my understanding.

The DESO explained that:

Teaching and learning resources are vital in ensuring the effective delivery of concepts. For teachers, they provide a structured way of presenting ideas, while for learners, they make abstract concepts tangible. In my district, I have observed that where resources are available, teachers are more confident, and learners grasp concepts faster. However, the challenge remains the equitable distribution of these materials.

A head of department from School C mentioned that:

As a head of department, I see teaching resources as a bridge between theory and practice. For instance, when teaching literature, physical texts allow both the teacher and learner to engage more deeply with the content. Resources like textbooks and charts make lessons more interesting and appealing.

Teacher 11 from School B mentioned that:

Resources make my work easier because I don't have to spend as much time explaining concepts that learners can see or interact with. For example, when teaching poetry, it allows learners to read for themselves and analyze texts at their own pace.

Learner 20 from School D explained that:

Resources make learning fun and easier. I enjoy it when the teacher uses pictures or shows us videos about what we are learning. It also helps me remember things better when I see them.

To assess the impact of resource shortages, respondents commented on the lack of availability of teaching and learning materials:

The Head Teacher from School D explained that:

The lack of teaching and learning resources in schools is a major hindrance to effective education. Without adequate textbooks, materials, or even basic equipment, teachers are unable to deliver lessons effectively, and learners miss out on acquiring essential knowledge and skills. This situation perpetuates poor academic outcomes and limits learners' future opportunities.

Teacher 15 from School C mentioned that:

In many schools, the absence of adequate teaching and learning resources is a pressing issue. Teachers often have to improvise or use outdated materials, which compromises the quality of education.

Despite the importance of teaching and learning resources, responses suggest that most schools in this study lacked them, hindering effective teaching and learning. The next section is on the utilisation of teaching and learning resources.

4.4.2 Utilization of Teaching and Learning Resources

The utilization of teaching and learning resources in schools enhances learner engagement, facilitates a better understanding of concepts, and accommodates different learning styles. These resources, such as textbooks and visual aids, make lessons more interesting and relatable, fostering critical thinking and creativity while improving academic performance and overall educational quality. Thus, the researcher, asked how the resources were being utilized.

The DESO said that:

The utilization of teaching and learning resources has been satisfactory in some schools, but there is still room for improvement. While resources such as textbooks and teaching aids are distributed, their effective use largely depends on the teachers' commitment and understanding of the curriculum requirements. Unfortunately, we've observed that in some instances, resources are either underutilized or not aligned with the teaching objectives.

A Head of Department from School D mentioned that:

In our department, we try to ensure that available resources align with the curriculum objectives. Teachers are guided on how to use visual aids, practical materials, and ICT tools effectively. Unfortunately, due to the shortage of materials, we sometimes have to improvise or share resources among different classes, which can affect lesson flow.

Teacher 12 from School B explained that:

I use the available teaching aids, like charts and textbooks, to make lessons more engaging and interactive. When possible, I also use ICT resources such as PowerPoint presentations or online videos to give learners a broader perspective. However, the scarcity of resources means I have to plan lessons around what is available, which is not always ideal.

Learner 11 from School B mentioned that:

The resources we use in class, like textbooks and charts, help me understand the topics better. I especially enjoy lessons where the teacher uses visual aids or videos. But sometimes, we have to share textbooks in groups, and this makes it difficult for me to follow along or take notes properly.

The comments from the all the participants highlight both the strengths and challenges in the utilization of teaching and learning resources across different schools. While efforts are being made to align resources with curriculum objectives and enhance lesson engagement through various teaching aids, gaps remain in the availability and effective use of materials. The commitment of teachers to resource utilization is evident, but limitations such as shortages and underutilization hinder best learning experiences. Learners recognize the value of these resources in improving comprehension, yet constraints like sharing materials impact their ability to fully engage with lessons.

4.4.3 Summary on the Importance of Teaching and Learning Resources in Literature in English

The importance of teaching and learning resources in schools cannot be overemphasized. However, many schools lack these essential resources, making teaching and learning ineffective. The next section examines learners' perceptions of studying Literature in English.

4.5 Learners' Perceptions of Literature in English

Research Question 3 sought information on analysing secondary school learners and teachers perception of Literature in English. In order to answer this question, the researcher asked learners' perceptive of why they perceived Literature in English to be difficult subject. The responses were as follows;

Learner 3 from school A explained that:

I think studying Literature in English is interesting but also challenging. We learn about different cultures and experiences through stories, which is exciting.

However, some of the language used in the texts is old and hard to understand. I wish we had more time to discuss the books in class.

Learner 11 from school B said that:

Learning literature in English is difficult because the language used in many books is old-fashioned and hard to understand. Sometimes, the words and expressions are not what we use in everyday life, so it takes a lot of effort to figure out their meanings.

Learner 13 from school C mentioned that:

The subject is challenging because literature requires deep thinking and analysis. We have to interpret themes, symbols, and characters, which is not easy. Also, different teachers have different ways of explaining, and sometimes it's confusing to know what the correct interpretation is.

Teacher 3 from School A mentioned that:

I think studying Literature is interesting but also challenging. We learn about different cultures and experiences through stories, which is exciting. However, some of the language used in the texts is old and difficult to understand. I wish we had more time to discuss the books in class.

Learner 19 from School D explained that:

In many schools, the absence of adequate teaching and learning resources is a pressing issue. Teachers often have to improvise or use outdated materials, compromising the quality of education. Learners lack the necessary tools to fully understand and engage with the curriculum, leading to disparities in learning outcomes and widening educational inequality.

When the DESO was asked to explain based on her observation as to, how learners in the district perceived Literature in English she said the following:

Overall, learners find Literature in English both engaging and challenging. While many appreciate the opportunity to explore different literary works, others feel disconnected due to the complexity of the texts or the way the subject is taught. Teachers often struggle to balance content delivery with practical strategies that make lessons relatable to learners. There is a need to enhance teaching methodologies and provide adequate resources to improve student engagement and outcomes in this subject.

Teacher 7 from School B mentioned that:

The lack of teaching and learning resources in schools poses a challenge for both teachers and learners. This inadequacy leads to learners being unprepared for exams and less competitive in the job market, perpetuating cycles of poverty.

The perceptions of learners, teachers, and the DESO indicated that the learners perceived Literature in English as difficult which most likely impacted learner performance. Teachers often attributed poor performance to learners' attitudes, while learners cited a lack of resources and inadequate teaching strategies as major barriers to success. The next section is on the perceptions of learning outcomes in Literature in English

4.5.1 Perceptions of Learning Outcomes in Literature in English

When asked about their confidence in Literature in English understanding and performance, learners revealed varying levels of confidence tied directly to resource availability and learning support. They expressed stronger confidence during class discussions and group activities less but less certain in individual written assignments and examinations. The lack of personal study materials significantly impacted their confidence in exam preparation. Learners noted higher confidence in topics with thorough class discussions and proper resources.

Learner 5 from School A stated that:

My confidence depends on access to study materials. When I can read and review texts properly, I feel more secure in my understanding. However, limited book access makes it difficult to feel fully prepared, especially for examinations.

Learner 17 from School D expressed that:

I feel confident during class discussions but less so during written assignments. Understanding the stories isn't the problem—its expressing our analysis clearly in essays is challenging without regular practice.

Learner 8 from School A share that:

The lack of individual study materials affects my confidence. While I understand during class, I struggle to retain that understanding without books to review at home. Exam preparation becomes particularly stressful.

Learner 14 from School C mentioned that:

Group activities boost my confidence because we can share interpretations. However, I sometimes doubt my analysis when working on individual assessments, especially with complex themes.

Learner 11 from school B explained that:

My confidence is stronger in topics where we've had thorough class discussions and proper resources. But overall, the limited access to texts makes it hard to feel fully prepared for assessments.

When asked about how teaching methods affected their examination and assignments performance, learners acknowledged the value of interactive discussions and group analysis but said that significant limitations in the current system. They emphasized that while classroom teaching helped with understanding, the lack of resources for home study and insufficient practice with exam-style questions hindered their performance. Learners

particularly stressed the need for more individual writing practice, regular engagement with past papers, and structured exam preparation.

Learner 6 from school A stated that:

The interactive discussions help us understand themes better, but we need more practice with exam-style questions. Teachers explain well during class, but without enough books to practice with at home, it's hard to maintain that understanding for exams.

Learner 18 from school D explained that:

Group analysis helps develop different perspectives on texts, but we need more individual writing practice. When exam time comes, we struggle to express our ideas clearly because we haven't had enough essay writing experience.

Learner 12 from school B said that:

Teachers' explanations are helpful, but the lack of resources limits our preparation. We only practice past papers occasionally in class when we really need regular practice to improve our exam techniques.

Learner 9 from school A mentioned that:

The teaching methods would be more effective if we had proper study materials. While classroom activities help us understand, we can't review properly at home, which affects our performance in assignments.

Learner 16 from school D noted that:

Our teachers try their best with limited resources, but we need more structured exam preparation. The current system doesn't give us enough opportunity to practice the skills needed for good exam performance.

When asked about ways to improve their Literature performance, students emphasized several crucial needs for enhancement. The primary request was for individual copies of literature texts to enable independent study and review. Learners stressed the importance of access to past examination papers and sample essays, along with more in-class essay writing practice with teacher guidance. They also advocated for establishing a school library with supplementary study

materials and implementing structured revision sessions with regular mock examinations. Learner 14 from school C stated that:

We need individual copies of literature texts for home study. Having our own books would allow us to read ahead, review past lessons, and practice analysis independently. This would greatly improve our preparation for exams and assignments.

Learner 3 from school A expressed that:

The school should provide more past examination papers and sample essays. Regular practice with exam questions and feedback on our writing would help us understand what examiners expect and how to structure our answers.

Learner 11 from school B shared that:

Teachers should allocate more time for essay writing practice in class. While discussions are helpful, we need guidance on how to express our ideas clearly in written form, especially for examinations.

4.5.2 Classroom Environment and Participation

When asked about their comfort level and participating fully in Literature in English classes, learners revealed mixed feelings about classroom engagement. Many expressed anxieties about using correct English and fear of making mistakes, though they felt more comfortable participating in small group settings. While teachers created welcoming environments that respected different viewpoints, again limited access to study materials hindered meaningful contribution. Learners appreciated teacher-guided discussions with specific questions but noted challenges in confidently analysing complex themes. The responses highlighted how both environmental factors and resource limitations affected their active participation. For instance Learner 4 from school A stated that:

I feel comfortable participating when we work in small groups. It's less intimidating than speaking in front of the whole class, and my classmates are supportive when sharing interpretations. The teacher creates a welcoming environment where different viewpoints are respected. This makes me feel confident about contributing

to discussions, even when my interpretation might be different but I'll do well in my final examination,

Learner 12 from school C mentioned that:

Participation is challenging when we haven't had access to books to prepare properly. It's hard to contribute meaningfully when you haven't been able to read the text thoroughly.

Learner 15 from D noted that: *Class discussions are enjoyable when teachers guide us with specific questions. However, when analysing complex themes, I sometimes lack confidence in expressing my understanding.*

When asked about how classrooms can be made more engaging and inclusive, learners emphasized several key strategies for improvement. They advocated for equal participation opportunities through smaller discussion groups to help shy learners feel more comfortable. They stressed the importance of teachers using simpler language initially before introducing complex terms, and providing regular encouragement and positive feedback to build confidence. Learner 16 from school D stated that:

Teachers should give everyone equal chances to participate, not just the most confident learners. Using a rotation system for answers and presentations would help include all learners, even the quieter ones. Creating smaller discussion groups would help shy learners feel more comfortable sharing ideas. When the whole class is involved, many learners feel too intimidated to speak up.

Learner 7 from school B shared that:

Using a mix of activities like drama, debates, and group work would make lessons more interesting. Different learning styles mean some learners understand better through action while others prefer discussion. Teachers should explain things in simpler language first before using complex terms. This would help everyone understand the basic concepts.

4.6 Summary

Pedagogical Content Knowledge (PCK) is essential for effective Literature in English instruction. Teaching and learning resources enhance engagement and comprehension, providing learners with varied materials to support understanding. Learners' perceptions of Literature in English significantly impact their performance, with positive attitudes fostering critical thinking and cultural appreciation. Enhancing teaching strategies, improving resource availability, and creating a more engaging classroom environment will contribute to better learning outcomes for both learners and teachers. Teaching and learning resources, along with teaching methodologies, play a crucial role in influencing learners' participation in Literature in English. Well-equipped classrooms with adequate resources create an interactive learning environment that fosters critical thinking and creativity in literary analysis

CHAPTER FIVE: DISCUSSION OF FINDINGS

5.0 Overview

In the previous chapter, the findings for this study were presented. The discussion were specifically based on the main findings presented in chapter four of this study, objectives as well as the relating them to the theoretical framework which guided this study and other related literature from chapter two.

5.1 Teachers' Pedagogical Content Knowledge in Literature in English

Pedagogical Content Knowledge (PCK) was a critical aspect of effective teaching, blending a teacher's mastery of subject matter with the ability to teach it effectively to different learners. Shulman's (1987) theoretical model of PCK, provided the foundation for understanding its importance. Shulman argued that teaching requires more than just subject matter expertise or generic pedagogical skills; it demanded a unique blend of the two. The teacher should know more than what an ordinary person would on the subject matter. Mulenga (2015) explained that a teacher that follow with PCK would know about how to effectively sequence the teaching and learning materials so that learners can easily comprehend the content. It is therefore, important that the pedagogical content knowledge of the teacher is taken into consideration in order to address the problem at hand. The findings of this study exposed that there was a likelihood that the PCK of the teacher of Literature in English in secondary school posed challenges to the teaching and learning process and the performance by learners is low.

5.2 The effects of the teachers with PCK in literature in English

Pedagogical Content Knowledge (PCK) was a concept that underscored the critical intersection between deep subject matter expertise and effective pedagogical strategies—a framework first introduced by Shulman (1986). Shulman argued that for teaching to be effective, teachers must not only be experts in their discipline but also adept at conveying that content in ways that make it accessible and engaging for learners. This dual knowledge base allowed teachers to anticipate learner misconceptions and adapt their instructional methods accordingly.

Teachers with strong Pedagogical Content Knowledge (PCK) improve the understanding of literary concepts among learners. Magnusson (1999) explained that teachers of literature with PCK

understand how to simplify abstract ideas, such as themes, symbolism, and characterization, making them relatable to learners. This ability enhances learners' comprehension and fosters a deeper appreciation of literature. PCK also enabled teachers to use strategies that connect literary works to learners' experiences, cultural backgrounds, and interests.

However, findings from this study indicated that many learners did not perform well in Literature in English due to inadequate teacher PCK. Teachers who lacked strong PCK struggle to break down complex literary concepts, making it difficult for learners to engage with and understand texts effectively.

Building on Shulman's seminal work, several scholars have further elaborated on and advocated for the importance of PCK. For instance, Magnusson (1999) explored how teachers with strong PCK in subjects like Literature in English are able to distill abstract literary concepts—such as themes, symbolism, and characterization—into more comprehensible lessons. He demonstrated that by connecting these complex ideas to learners' personal experiences and cultural backgrounds, teachers can significantly enhance comprehension and foster a better performance.

Other researchers have reinforced and extended these ideas. Ball, Thames, and Phelps (2008) emphasized that PCK is fundamental not only for curriculum design and lesson planning but also for the dynamic, responsive teaching practices that address learners' diverse learning needs. Furthermore, Mishra and Koehler (2006) expanded upon Shulman's original notion by integrating technological dimensions into the framework, leading to what is now known as Technological Pedagogical Content Knowledge (TPACK). Their work highlights that, in the digital age, effective teaching also requires an understanding of how technology can intersect with content and pedagogy to enhance learning outcomes.

In the context of Literature in English, the implications of these theories were particularly salient. As Magnusson (1999) points out, teachers who possess robust PCK are better positioned to break down and simplify the often abstract and multilayered elements of literary texts. In contrast, a deficiency in PCK can leave teachers struggling to convey these concepts effectively, which may contribute to lower learner performance in literature courses. Thus, Shulman's original theory, along with subsequent contributions from scholars like Magnusson, Ball et al., and Mishra and

Koehler, underscored the essential role of PCK in empowering teachers to make subject matter both accessible and meaningful to their learners.

Therefore, for learners to excel in Literature in English, teachers must possess more than just content knowledge; they needed strong PCK to effectively convey literary concepts and engage learners in meaningful learning outcomes.

5.3 Continuous Professional Development CPDs on Enhancement of Teachers' Pedagogical Content Knowledge

The findings of this study showed that CPD programs provided teachers with structured opportunities to deepen their understanding of subject matter and refine their instructional strategies. As argued by Darling-Hammond et al. (2017), high-quality CPD allowed teachers to engage in collaborative learning, reflective practice, and evidence-based teaching strategies, which contribute to an enriched knowledge base.

However, the study revealed that a significant number of teachers of Literature in English lack Pedagogical Content Knowledge (PCK), which negatively affects learners' performance. Learners really do badly this is because their teachers lacked the necessary PCK. Additionally, the research highlighted that teachers who participated in CPD sessions demonstrated a more nuanced understanding of learners' misconceptions and learning difficulties, supporting Guskey's (2002) many teachers exhibited insufficient mastery of literary concepts, such as themes. Their explanations lacked depth, leading to superficial learning among learners, who struggled in the examinations.

This limited learners' engagement claim that professional development enhanced teachers' abilities to diagnose and address learners' needs effectively.

These results can be effectively linked to Shulman's theory of PCK, which posited that effective teaching is not solely dependent on content expertise but also on the ability to integrate that content with appropriate pedagogical strategies. Shulman (1986) emphasized that PCK represents the intersection between knowing what to teach (subject matter knowledge) and knowing how to teach it (pedagogical knowledge). The study's evidence—that CPD can lead to a more refined understanding of learner learning challenges and improved instructional practices—corroborates

Shulman's theoretical framework. In essence, by engaging in CPD, teachers are better equipped to bridge the gap between content knowledge and pedagogy, thereby enhancing the overall quality of instruction and promoting deeper learner performance.

5.4 Availability of Teaching and Learning Resources for Literature in English

Literature in English often involved difficult themes, stylistic devices, and cultural contexts. Teaching resources like textbooks, novels, teacher's guides, plays and anthologies of short stories, poetry books, visual aids, and multimedia help to clarify these complexities. Carter and Long (1991) argued that resources enrich learners' appreciation of literary texts by providing contextual background and interpretive frameworks. Learners have different learning styles, and various resources cater to these preferences. According to Gardner (1983), through his multiple intelligences theory, integrating different resources can engage a wider range of learners. For instance, visual aids like storyboards or dramatizations can appeal to visual learners. Using varied resources, such as essays, discussion guides, and interactive media, helps learners analyze texts deeply and develop critical thinking. Roosenbelt (1988) advocated for transactional reading, where learners engage actively with the text, often facilitated by well-designed resources. The findings show that learners not doing well in their assessments because of the limited number of teaching and learning resources.

The availability of different and inclusive resources ensured that all learners, including those with learning challenges, can access and engage with literary content. UNESCO (2005) stressed the importance of inclusive educational materials in promoting equitable learning opportunities. But this does not reflect what is on the ground. Learners are forced to share a textbook meant for one but five learners. They highlighted the necessity of language and literature resources in promoting linguistic and cultural inclusion. Showalter (2003) supported the integration of multimedia and digital tools in literature classrooms to modernize them and make literature accessible to learners. This emphasis on the interaction between learners, texts, and teaching resources fosters a deeper connection to Literature in English. Crystal (2003) discussed that the availability and effective utilization of teaching resources in Literature in English are indispensable for creating an engaging, inclusive, and effective learning environment. By addressing different learning needs and contexts, these resources play a pivotal role in ensuring

that learners not only understand literary content but also develop a lifelong appreciation for literature. Teachers should continually advocate for and integrate innovative resources to enhance literature education.

However, findings indicate that learners were not performing well due to the scarcity of novels and other essential teaching and learning resources. Many learners have had share limited copies of literary texts, which restricts their ability to engage deeply with the content. This shortage did not only hamper independent reading and critical analysis but also limit the effectiveness of teaching strategies that rely on direct text engagement. Teachers struggle to implement resource-based approaches effectively, and learners often miss out on the full experience of literary exploration. Addressing these challenges through increased investment in educational resources, digital alternatives, and policy reforms is crucial to improving literature education outcomes.

Shulman's (1986) theory of pedagogical content knowledge (PCK) emphasizes that effective teaching arises from the fusion of deep subject matter expertise with the skilful application of pedagogical strategies. In other words, a teacher's ability to translate content knowledge into engaging, accessible learning experiences is as crucial as the knowledge itself. The findings of this study—highlighting the scarcity of essential literary resources such as novels, anthologies, visual aids, and multimedia tools—directly relate to this framework in several important ways.

5.5 The Use of Teaching and Learning Resources in Literature in English

The study's findings indicate that learners often perform poorly when teaching and learning practices are confined to limited, traditional approaches that do not adequately integrate subject content with effective pedagogical strategies. In essence, the gap in performance is closely linked to the inadequacy of teachers' Pedagogical Content Knowledge (PCK), a concept famously introduced by Shulman (1986). According to Shulman's theory, effective teaching relies on a teacher's ability to meld deep content knowledge with appropriate pedagogical methods. When teachers lack this integrated knowledge base, their instructional methods tend to be less adaptive and engaging, which in turn limits learners' opportunities to grasp complex concepts and develop

higher-order thinking skills. From the findings learners have issues with teachers that come to class and ask them to just write notes from the novel they are reading.

Several scholars have underscored the importance of PCK in enhancing learning outcomes. For example, Grossman (1990) argued that a teacher's expertise in transforming abstract subject matter into digestible and relevant learning experiences is critical for learner comprehension. Similarly, Ball, Thames, and Phelps (2008) emphasized that robust PCK not only involves understanding the content but also the ways in which that content can be tailored to meet different learner needs. Their research supports the idea that when teachers are not equipped with sufficient PCK, their teaching remains static and fails to address the individual learning challenges of learners.

Furthermore, the study's results resonate with Darling-Hammond's (2000) observations regarding the impact of professional development on teaching effectiveness. In contexts where professional development is limited, teachers are less likely to acquire the sophisticated PCK needed to design and implement innovative instructional strategies. This shortfall results in a classroom environment that is less responsive to learners' varying abilities, ultimately contributing to the observed poor performance among learners.

The evidence suggests that the limited nature of teaching and learning practices—marked by a deficiency in PCK—directly contributes to suboptimal learner performance. This finding reaffirms Shulman's theoretical framework, highlighting that a balanced integration of content knowledge and pedagogical skill is essential for effective instruction and improved learner outcomes.

5.6 Learners' Perception of Learning Literature in English

Learners play a crucial role in the teaching and learning process, making them key stakeholders since they are the direct beneficiaries of curriculum implementation. Their perceptions of literature in English significantly influenced their engagement and performance in the subject. These perceptions are shaped by various factors, including what they hear from peers, teachers, and even parents, who may hold their own biases about the subject.

Many learners find literature engaging and manageable when the texts are relatable and when teaching methods encourage creativity and critical thinking. Eagleton (1996) emphasized that a

well-chosen literary text can resonate with learners' personal experiences, fostering deeper connections and engagement. When literature reflects themes that are relevant to learners' lives, they are more likely to appreciate and enjoy the subject.

However, the findings of this study indicated that some learners perceived literature in English as difficult, challenging, and even irrelevant, particularly when the language or themes feel disconnected from their realities. Tomlinson (2017) explained that this negative perception can sometimes be influenced by parents who believe that studying literature is not a valuable use of their children's time. Learners may also struggle with literary texts due to old language and cultural barriers. Achebe (1988) underscored the importance of culturally relevant literature in bridging the gap between learners' lived experiences and the curriculum, particularly in post-colonial contexts. When literature is presented in a way that reflects learners' cultural backgrounds and uses accessible language, their interest in the subject tends to increase.

The other issue coming from learners is that teachers demonstrated weaknesses in designing effective assessment tasks that promote critical thinking. Many relied on recall-based questions rather than higher-order questions requiring analysis, evaluation, and synthesis. Additionally, feedback on learners' work was often vague, failing to guide learners toward improvement. Kozma (2003) argued that the deficiencies in teachers' PCK were reflected in poor learners' performance in Literature in English. Learners struggled with literary interpretation, essay writing, and examination responses due to inadequate guidance. Many exhibited low motivation and negative attitudes toward the subject, perceiving it as irrelevant. These findings highlighted a critical gap in teachers' Pedagogical Content Knowledge of Literature in English, which significantly contributes to poor learner performance.

The findings of this study resonated strongly with Shulman's (1986) theory of Pedagogical Content Knowledge (PCK), which emphasizes the critical integration of subject matter expertise with effective teaching strategies. According to Shulman, a teacher's deep understanding of both the content and the methods of instruction is essential for transforming abstract concepts into meaningful learning experiences. In the context of Literature in English, this implies that teachers must not only be well-versed in literary texts and their theoretical underpinnings but also adept at

designing engaging, culturally relevant, and cognitively challenging activities that cater to diverse learner backgrounds.

Further supporting this view, Eagleton (1996) noted that when literary texts were well-chosen and resonate with learners' personal experiences, they can foster deeper engagement and understanding. Similarly, Achebe (1988) highlighted the importance of culturally relevant literature, suggesting that when texts reflect learners' cultural backgrounds and use accessible language, students are more likely to find the subject approachable and meaningful. Tomlinson (2017) also pointed out that external influences, such as parental biases regarding the value of studying literature, can negatively affect learners' attitudes toward the subject. These insights collectively reinforce the need for teachers to develop a nuanced PCK that not only covers the academic content but also incorporated strategies for cultural responsiveness and critical engagement.

5.7 Learners' Performance in Literature in English in Relation to Perception

Learners' perception of a subject significantly influenced their academic performance. Sweller (1988) explained that tasks perceived as difficult may impose a high cognitive load, making it harder for learners to process and retain information. This challenge is particularly evident in subjects requiring sequential reasoning, such as Literature in English, Science, and Mathematics. Learners who perceived a subject as difficult may experience anxiety, which further impaired cognitive resources and leads to lower performance.

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5.8 Summary

In this chapter, the findings of the study have been discussed. The discussion was done under themes emerging from the findings of the study which are informed by the objectives and conceptual framework. The themes presented what the study established from the findings. These emerging themes were (1) Teachers' Pedagogical Content Knowledge in Literature in English (2) The impact of teachers with PCK in Literature in English (3) Availability of teaching and learning resources in Literature in English (4) The usage of teaching and learning in English. (5) Learners Perceptions of Literature in English

CHAPTER SIX: CONCLUSIONS AND RECOMMENDATIONS

6.0 Overview

This final chapter is an attempt to show that the research questions raised in chapter one have been answered and led the researcher to make some conclusions and recommendations based on the findings. The researcher had also endeavoured to show that the gap in knowledge that was identified during literature review has been narrowed. In this chapter efforts have been made to remind the reader of the purpose of the study and then a summary of the main research findings and conclusions. Based on the findings of the study conclusions and recommendations have been made:

6.1 The Main Research Findings and Conclusions

As a reminder to the readers, this study was an analysis of secondary school teachers' pedagogical content knowledge in Literature in English curriculum in Zambezi district. The problem was recognised in this study that Literature in English was becoming unpopular among secondary school learners which was detrimental to economic development of the country since every subject that has been prescribed in the curriculum framework is important and vital for the achievement of national educational aims. The study identified areas that needed urgent attention in order to come up with a solution to this problem. The summary of the main findings were presented here in the section that follow.

6.1.1 Teacher's PCK and its Effect on Learners Comprehension of Literature in English

Research question one sought to elicit data on the effectiveness of pedagogical content knowledge of the teacher of Literature in English on the comprehension of the learners.

The analysis of teachers' Pedagogical Content Knowledge (PCK) in Literature in English revealed its critical role in shaping learners' understanding, interpretation, and appreciation of literary texts. Effective teaching of Literature in English requires a balanced integration of subject-matter knowledge, pedagogical strategies, and an awareness of learners' needs and contextual realities. The findings showed that while some teachers demonstrated strong content mastery and pedagogical skills, gaps existed in areas such as literary analysis, learner engagement, and the use of innovative teaching methods.

Addressing these gaps required targeted professional development programs, continuous capacity-building initiatives, and access to relevant teaching resources. Strengthening teachers' PCK in Literature in English can enhance learners' critical thinking, analytical abilities, and overall performance in the subject. Moreover, fostering a more learner-centered and interactive approach to literature teaching will not only improve comprehension but also nurture a lifelong appreciation for literary works.

Future research should explore the impact of digital tools, differentiated instruction, and culturally responsive teaching strategies in improving teachers' PCK and learners' engagement with literature. By investing in the professional growth of teachers, educational stakeholders can ensure that Literature in English remains a vibrant and impactful discipline that contributes to holistic learner development.

6.1.2 The Availability and Usage of Teaching and Learning Resources in Literature in English

The availability and usage of teaching and learning resources in Literature in English play a crucial role in enhancing the teaching process and improving learning outcomes. The findings of the study showed that while some schools had access to few essential resources such as shared textbooks and ICT tools, there were significant differences in their distribution, particularly in rural areas and underprivileged areas

The effectiveness of Literature in English teaching was highly dependent on the accessibility and proper utilization of these resources. Teachers who have adequate materials can employ different teaching strategies, such as interactive reading, dramatization, and digital learning, which foster learners' critical thinking and appreciation of literary works it can therefore, be concluded that: the lack of sufficient resources often limited teachers to traditional lecture methods, reducing learner engagement and overall comprehension.

It can further be concluded that, the availability and usage of teaching and learning resources in Literature in English significantly impacted the quality of instruction and learner achievement. Addressing resource shortages and promoting innovative teaching methods can enhance the learning experience, making literature more accessible and enjoyable for learners.

6.1.3 Learner Perception of learning Literature in English

The study findings on learner's perception of learning Literature in English revealed a various range of attitudes and experiences shaped by factors, including teaching methodologies, resource availability, and personal interest. While learners recognized the value of Literature in English in enhancing language ability, critical thinking, and cultural appreciation, challenges such as difficulty in understanding literary texts, lack of engaging teaching strategies, and inadequate resources hinder their learning experience. Positive perceptions are often linked to interactive and learner-centered approaches, such as discussions, dramatization, and the use of multimedia, which make literary texts more relatable and engaging. Equally, negative perceptions arise when teaching is overly theoretical, examination-oriented, or when texts are not contextualized to learners' experiences.

To improve learner perception and engagement, teachers should adopt innovative and inclusive teaching strategies, provide adequate learning materials, and create an interactive learning environment. Encouraging a more learner-centered approach can foster appreciation for Literature in English, ultimately enhancing learners' analytical, interpretative, and communication skills. For meaningful learning to take place, two key factors must be applied: teachers' pedagogical content knowledge (PCK) and the provision of adequate teaching and learning resources. When these elements are in place, learners' outcomes will be significantly improved.

6.2 Recommendations

Based on the findings the following recommendations were proposed to enhance teaching effectiveness and learning outcomes:

- i. The Ministry of Education should provide regular in-service training and workshops focused on deepening teachers' pedagogical content knowledge in Literature in English.
- ii. Universities and colleges of education should revise their curriculum to include more practical strategies for teaching literature in English, emphasizing both content mastery and pedagogical skills.

- iii. School-based professional learning communities (PLCs) should be established to facilitate peer learning, mentorship, and the sharing of best teaching practices.
- iv. Curriculum developers in institutions of higher learning that prepare teachers should align teacher education programs with the demands of the O-Level Literature in English curriculum to ensure that teachers are adequately prepared.
- v. The Ministry of Education should develop a structured framework for assessing teachers' pedagogical content knowledge should be developed to monitor their effectiveness in delivering literature lessons.
- vi. Schools should be adequately supplied with literature textbooks, teaching guides, and digital resources to support the effective teaching of literature.
- vii. The government and stakeholders should promote the integration of technology in literature teaching, such as interactive e-books, online discussion forums, and digital storytelling tools.
- viii. Libraries in Zambezi district secondary schools should be well-equipped with a variety of literary texts and African literature, to enhance learners' exposure and appreciation of different literary styles and genres.

By implementing these recommendations, the teaching and learning of O-Level Literature in English can be significantly improved, leading to better learner engagement, comprehension, and appreciation of literature.

6.3 Suggestions for Future Research

It is acknowledged that the current study did not exhaust all matters related to teachers' PCK in Literature in English. There are issues that have stemmed from this study that require further investigation. Here are some suggestions for future research that can build on the study of teachers' pedagogical content knowledge (PCK) in Literature in English:

1. Teacher Education and PCK development – Assess the effectiveness of teacher education programs in improving pedagogical content knowledge for Literature in English.
2. Integration of Digital Tools in Teaching Literature – Explore how technology-enhanced teaching strategies impact teachers' PCK and learners' understanding of literary texts.

3. Inclusive Pedagogies in Literature Teaching – Investigate how teachers adapt their PCK to accommodate learners with disabilities in Literature in English.
4. Longitudinal Study on PCK development – Track teachers over several years to study how their PCK evolves with experience, training, and curriculum changes.

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APPENDICES

Appendix 1: Interview Guide for District Education Standards Officer (DESO)

I am a Master of Education student in Curriculum Studies at the University of Zambia carrying out an academic study in which your participation is important. This interview is meant to find out your opinions concerning teacher's pedagogical content knowledge of Literature in English, and the usage and availability of teaching and learning resources for literature in English in Zambezi district. Your insights as a District Education Standards Officer will provide valuable information on the current state of literature in English teaching practices in the district.

Background information

1. Gender.....
2. Length in service as a standards officer.....
3. Period at the present station.....
4. Highest academic
qualification.....
5. Subjects of specialization.....

Teachers Pedagogical Content Knowledge

1. How would you describe the overall effectiveness of the teaching of Literature in English in secondary schools in Zambezi District?
2. In your opinion, what are the key strengths and weaknesses of the teachers' pedagogical content knowledge (PCK) in Literature in English?
3. How do you ensure that teachers in the district are well-prepared in both content knowledge and pedagogical strategies?

Availability and Usage of Teaching and Learning Resources

1. What are your observations regarding the availability of teaching and learning resources for Literature in English in secondary schools within the district?
2. How effectively do you think these resources are being utilized by teachers?

3. What challenges do schools face in acquiring and effectively using these resources, and what measures are being taken to address these challenges?

Learners Learning Experiences

1. Based on your observations, how do learners in the district perceive their learning experiences in Literature in English?
2. Are there any specific programs or interventions in place to enhance learners' engagement and performance in Literature in English?
3. How do you assess the impact of teachers' PCK on student outcomes in Literature in English?

Recommendations

1. What recommendations would you make to improve the teaching of Literature in English in secondary schools in Zambezi District?
2. How can the district further support teachers in developing their pedagogical content knowledge?

THANK YOU FOR YOUR TIME AND CO-OPERATION

Appendix 2: Interview Guide for Head Teachers

I am a Master of Education student in Curriculum Studies at the University of Zambia carrying out an academic study in which your participation is important. This interview is meant to find out your opinions concerning teacher's pedagogical content knowledge of Literature in English, and the usage and availability of teaching and learning resources for literature in English in Zambezi district. Your role as a head teacher provides a unique perspective on the teaching and learning practices in your school.

Background

1. Gender.....
2. Academic qualification.....
3. Age.....
4. Number of years in service.....
5. Number of years as head teacher.....
6. Number of years at the current station.....

Literature in English Teachers Pedagogical Content Knowledge

1. How would you evaluate the effectiveness of the teaching of Literature in English in your school?
2. What strategies do teachers use to make Literature in English comprehensible and engaging for learners?
3. How do you support and monitor teachers' development in both content knowledge and pedagogical skills?

Availability and Usage of Teaching and Learning Resources

1. What resources are available to support the teaching of Literature in English at your school?
2. How do you ensure that these resources are effectively used in the classroom?
3. What challenges do you face in providing adequate resources for Literature in English, and how are these challenges addressed?

Student Learning Experiences

1. How do learners in your school generally perceive their learning experiences in Literature in English?
2. What measures are in place to improve student engagement and performance in Literature in English?
3. How do you assess the influence of teachers' pedagogical content knowledge on student performance in Literature in English?

Recommendations

1. What actions do you believe could improve the teaching and learning of Literature in English in your school?
2. How can the school administration better support teachers in enhancing their PCK in Literature in English?

THANK YOU FOR YOUR COOPERATION

Appendix 3: Interview Guide for Heads of Department (HoD)

I am a Master of Education student in Curriculum Studies at the University of Zambia carrying out an academic study in which your participation is important. This interview is meant to find out your opinions concerning teacher’s pedagogical content knowledge of Literature in English, and the usage and availability of teaching and learning resources for literature in English in Zambezi district. As a HoD your insights will be valuable on the teaching and learning practices in your school.

Background

1. Gender.....
2. Academic qualification.....
3. Subjects of specialization.....
4. Age.....
5. Number of years in services.....
6. Number of years as HoD.....
7. Number of years at the current station.....

Pedagogical Content Knowledge

1. How would you describe the effectiveness of Literature in English teaching in your department?
2. How do teachers in your department integrate their content knowledge with effective teaching strategies?
3. What professional development opportunities are available to help teachers enhance their PCK in Literature in English?

Availability and Usage of Teaching and Learning Resources

1. What teaching and learning resources are available for Literature in English in your department?
2. How are these resources used in the teaching process, and how effective are they in improving learning outcomes?

3. What challenges do you face in securing and utilizing these resources effectively?

Student Learning Experiences

1. How do learners generally perceive their learning experiences in Literature in English in your department?
2. What initiatives are in place to enhance student engagement and performance in Literature in English?
3. How do you evaluate the impact of teachers' pedagogical content knowledge on learners' learning experiences and outcomes?

Recommendations

1. What recommendations would you make to improve the teaching of Literature in English in your department?
2. How can the department support teachers in further developing their PCK?

Appendix 4: Interview Guide for Teachers

I am a Master of Education student in Curriculum Studies at the University of Zambia carrying out an academic study in which your participation is important. This interview is meant to find out your opinions concerning teacher's pedagogical content knowledge of Literature in English, and the usage and availability of teaching and learning resources for literature in English in Zambezi district. This study aims to assess your pedagogical content knowledge and its impact on the teaching of Literature in English. Your experience and insights are essential to this research.

Background

1. Gender.....
2. Academic qualification.....
3. Subjects of specialization.....
4. Age.....
5. Number of years in services.....
6. Number of years at the current station.....

Pedagogical Content Knowledge

1. How do you approach the teaching of Literature in English to make it engaging and comprehensible for your learners?
2. Can you describe a specific lesson or teaching strategy that you believe effectively combined your content knowledge with pedagogical skills?
3. What challenges do you face in teaching Literature in English, and how do you address them?

Availability and Usage of Teaching and Learning Resources

1. What resources do you use to teach Literature in English, and how do you integrate them into your lessons?
2. How accessible are these resources, and do you feel they adequately support your teaching?
3. What strategies do you use to overcome any resource limitations in your teaching?

Learner Learning Experiences

1. How do your learners generally respond to the way you teach Literature in English?
2. What methods do you use to assess student understanding and engagement in your lessons?
3. How do you believe your teaching methods impact learners' performance in Literature in English?

Professional Development

1. What professional development opportunities have you engaged in to enhance your PCK in Literature in English?
2. How have these opportunities influenced your teaching practices?
3. What further support would you need to improve your teaching of Literature in English?

Recommendations

1. What suggestions do you have for improving the teaching of Literature in English at your school?
2. How can school leadership better support you in enhancing your PCK?

Appendix 5: Focus Group Discussion Guide for Learners

I am a Master of Education student in Curriculum Studies at the University of Zambia carrying out an academic study in which your participation is important. I am here to learn more about your experiences in learning Literature in English. Your opinions and thoughts are very important to us, and they will help improve how Literature is taught in your school.

There are no right or wrong answers just your honest thoughts and feelings, feel free to speak openly, but let's be respectful and allow everyone a chance to talk and you can agree or disagree with each other; I want to hear different viewpoints.

Learning Experience in Literature in English

1. How do you feel about learning Literature in English? What do you like or dislike about it?
2. Can you share an example of a Literature lesson that you found particularly interesting or enjoyable? What made it stand out?
3. What are some of the challenges you face when learning Literature in English?
4. How do your teachers usually teach Literature in English? Can you describe what a typical lesson looks like?
5. What teaching methods or activities do you find most helpful in understanding the content?
6. Are there any teaching methods that you think are not effective? Why?

Use of Learning Resources

1. What kind of resources (books, videos, handouts, etc.) do your teachers use in Literature classes?
2. How do these resources help you understand the material better?
3. Are there any additional resources you wish were available to help you learn?

Classroom Environment and Participation

1. How comfortable do you feel participating in Literature in English classes? Do you feel encouraged to share your ideas?

2. What can teachers do to make the classroom environment more engaging and inclusive for all learners?
3. Do you think you have enough opportunities to ask questions and clarify your understanding of the material?

Perceptions of Learning Outcomes

1. How confident do you feel in your understanding and performance in Literature in English?
2. Do you think the way Literature is taught in your school helps you perform well in exams and assignments?
3. What do you think could be done to help you and your classmates perform better in Literature in English?

Suggestions for Improvement

1. If you could change anything about the way Literature in English is taught, what would it be?
2. How can your teachers better support your learning in Literature?
3. What additional activities or resources would you like to see in your Literature classes?

Thank you for sharing your thoughts and experiences. Your feedback is really valuable, and it will help us understand how to make learning Literature in English better for everyone.

Appendix 5: Ethical Clearance



THE UNIVERSITY OF ZAMBIA
DIRECTORATE OF RESEARCH AND GRADUATE STUDIES

Great East Road Campus | P.O. Box 32379 | Lusaka 10101 | Tel: +260-290 258 291 777
 Fax: (+260) 211 290 258/253 952 | Email: director.drgs@unza.zm | Website: www.unza.zm /directories/drgs

APPROVAL OF STUDY

JORG No. 0005376
HSSREC IRB No. 00006464
REF NO. HSSREC-2024-SEP-009

17th October, 2024

Ms. Mhaita Chizelu
 The University of Zambia
 P.O. Box 32379
 LUSAKA

Dear Ms. Chizelu

RE: "AN ANALYSIS OF SECONDARY SCHOOL TEACHERS' PEDAGOGICAL CONTENT KNOWLEDGE IN O-LEVEL LITERATURE IN ENGLISH CURRICULUM]: A CASE STUDY OF ZAMBEZI DISTRICT OF ZAMBIA"

Reference is made to your submission of the protocol captioned above. The HSSREC resolved to approve this study and your participation as Principal Investigator for a period of one year.

REVIEW TYPE	ORDINARY REVIEW	APPROVAL NO. HSSREC-2024-SEP-009
Approval and Expiry Date	Approval Date: 17 th October, 2024	Expiry Date: 16 th October, 2025
Protocol Version and Date	Version - Nil.	16 th October, 2025
Information Sheet, Consent Forms and Dates	<input type="checkbox"/> English.	To be provided
Consent form ID and Date	Version - Nil	To be provided
Recruitment Materials	Nil	Nil
Other Study Documents	Questionnaire.	
Number of Participants Approved for Study		

Towards Improving Service and Excellence in High Education Beyond Fifty Years

Specific conditions will apply to this approval. As Principal Investigator it is your responsibility to ensure that the contents of this letter are adhered to. If these are not adhered to, the approval may be suspended. Should the study be suspended, study sponsors and other regulatory authorities will be informed.

CONDITIONS OF APPROVAL

- No participant may be involved in any study procedure prior to the study approval or after the expiration date.
- All unanticipated or Serious Adverse Events (SAEs) must be reported to HSSREC within 5 days.
- All protocol modifications must be approved by HSSREC prior to implementation unless they are intended to reduce risk (but must still be reported for approval). Modifications will include any change of investigator/s or site address.
- All protocol deviations must be reported to HSSREC within 5 working days.
- All recruitment materials must be approved by HSSREC prior to being used.
- Principal investigators are responsible for initiating Continuing Review proceedings. HSSREC will only approve a study for a period of 12 months.
- It is the responsibility of the PI to renew his/her ethics approval through a renewal application to HSSREC.
- Where the PI desires to extend the study after expiry of the study period, documents for study extension must be received by HSSREC at least 30 days before the expiry date. This is for the purpose of facilitating the review process. Documents received within 30 days after expiry will be labelled "late submissions" and will incur a penalty fee of K500.00. No study shall be renewed whose documents are submitted for renewal 30 days after expiry of the certificate.
- Every 6 (six) months a progress report form supplied by The University of Zambia Humanities and Social Sciences Research Ethics Committee as an IRB must be filled in and submitted to us. There is a penalty of K500.00 for failure to submit the report.
- When closing a project, the PI is responsible for notifying, in writing or using the Research Ethics and Management Online (REMO), both HSSREC and the National Health Research Authority (NHRA) when ethics certification is no longer required for a project.
- In order to close an approved study, a Closing Report must be submitted in writing or through the REMO system. A Closing Report should be filed when data collection has ended and the study team will no longer be using human participants or animals or secondary data or have any direct or indirect contact with the research participants or animals for the study.
- Filing a closing report (rather than just letting your approval lapse) is important as it assists HSSREC in efficiently tracking and reporting on projects. Note that some funding agencies and sponsors require a notice of closure from the IRB which had approved the study and can only be generated after the Closing Report has been filed.

- A reprint of this letter shall be done at a fee.
- All protocol modifications must be approved by HSSREC by way of an application for an amendment prior to implementation unless they are intended to reduce risk (but must still be reported for approval). Modifications will include any change of investigator/s or site address or methodology and methods. Many modifications entail minimal risk adjustments to a protocol and/or consent form and can be made on an Expedited basis (via the IRB Chair). Some examples are: format changes, correcting spelling errors, adding key personnel, minor changes to questionnaires, recruiting and changes, and so forth. Other, more substantive changes, especially those that may alter the risk-benefit ratio, may require Full Board review. In all cases, except where noted above regarding subject safety, any changes to any protocol document or procedure must first be approved by HSSREC before they can be implemented.

Should you have any questions regarding anything indicated in this letter, please do not hesitate to get in touch with us at the above indicated address.

On behalf of HSSREC, we would like to wish you all the success as you carry out your study.

Yours faithfully,



DR. ELIJAH M. BWALYA
ACTING CHAIRPERSON
THE UNIVERSITY OF ZAMBIA HUMANITIES AND
SOCIAL SCIENCES RESEARCH ETHICS COMMITTEE - IRB

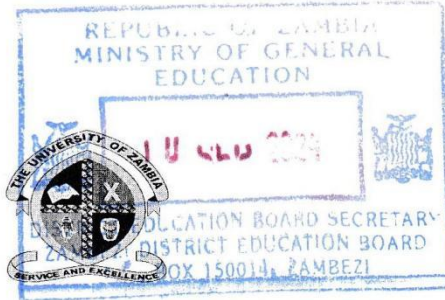
cc: Director, Directorate of Research and Graduate Studies
Assistant Director (Research), Directorate of Research and Graduate Studies
Assistant Registrar (Research), Directorate of Research and Graduate Studies

Appendix 6: Letter of Permission to collect data

Headteacher

- 1. Kawumbu
- 2. Zambezi Day
- 3. Zambezi Boarding
- 4. Mapacha

FYA
Botochi
DEBS



THE UNIVERSITY OF ZAMBIA
OFFICE OF THE ASSISTANT DEAN (POSTGRADUATE)
SCHOOL OF EDUCATION

Telephone Telegram: Telex:
291777/291381
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Lusaka, Zambia Fax:+260-1-75395

TO WHOM IT MAY CONCERN

Dear Sir/Madam,

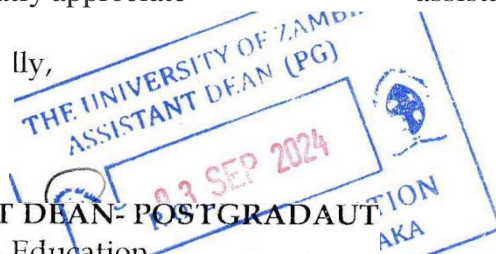
RE: FIELD WORK FOR MASTERS/PHD STUDENTS

The bearer of this letter **Mrs Mbaita Chizelu** Computer number 22000373 is a registered student at the University of Zambia, School of Education.

She is taking a Masters programme in Curriculum Studies. The programme has a fieldwork component which she has to complete.

We shall greatly appreciate assistance is rendered to him/her.

Yours faithfully,



ASSISTANT DEAN- POSTGRADUATE

c.c. Dean, Education
Director, DRGS

