

**FACTORS INFLUENCING IMPLEMENTATION OF ORAL LITERATURE
IN THE INTEGRATED ENGLISH SYLLABUS IN PUBLIC SECONDARY
SCHOOLS IN NAKURU TOWN EAST SUB COUNTY, KENYA**

CECILIA CHEPKEMBOI

**A Research Thesis Submitted to the Institute of Post Graduate Studies and
Research of Kabarak University, in Partial Fulfillment of the Requirements for
the Award of the Master of Education Degree in Curriculum Studies**

KABARAK UNIVERSITY

NOVEMBER, 2019

DECLARATION

This thesis is my original work and to the best of my knowledge it has not been presented for the award of a degree in this or any other university.

.....

Cecilia Chepkemboi

MED/NE/0729/05/16

.....

Date

RECOMMENDATION

To the Institute of Postgraduate Studies:

The thesis entitled “**Factors Influencing the Implementation of Oral Literature in the Integrated English Syllabus in Secondary Schools in Nakuru Town East Sub County**” and written by **Cecilia Chepkemboi** is presented to the Institute of Postgraduate Studies and Research of Kabarak University. We have reviewed the thesis and recommend it be accepted in partial fulfillment of the requirements for the award of the degree of Master of Education in Curriculum Studies.

.....
Dr. Bernard Chemwei, PhD
Department of Education
Kabarak University

.....
Date

.....
Prof. James Awino
Department of Education
Kabarak University

.....
Date

.....
Dr. Lydia Kanake, PhD
Department of Education
Kabarak University

.....
Date

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Cecilia Chepkemboi

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ABSTRACT

Oral literature has been taught as integrated in the English syllabus for some time in Kenya. Various researchers have carried out studies on the implementation of the integrated English syllabus. Their general conclusion is that there are factors influencing the implementation of oral literature. However, very little attention has been paid to factors influencing the implementation of oral literature in the integrated English syllabus in public secondary schools in Nakuru Town East Sub County. The purpose of this study was to investigate the factors influencing the implementation of oral literature in the integrated English syllabus in public secondary schools in Nakuru Town East Sub County. In order to achieve this purpose, four objectives were addressed, namely: to examine the influence of school management support, learners' attitude, availability of learning resources and instructional strategies on the implementation of oral literature in the integrated English syllabus in secondary schools in Nakuru Town East Sub County. The study was guided by the curriculum implementation theory by Gross and the inquiry-discovery theory by Pestalozzi, Herbert Froebel, Montessori, and Dewey. The study employed a descriptive survey design. The target population included all teachers of English, all form four students, and all principals in secondary schools in Nakuru Town East Sub County. The accessible population was 80 teachers of English, 19 principals and 660 form four students. Krejcie and Morgan's (1970) table of determining sample size was used to select 66 teachers of English and 248 students as study participants. All the principals participated in the study. Data was collected using questionnaires and interview schedule. The questionnaire items were validated by the supervisors and other research experts in the department of curriculum studies. The questionnaire was piloted in 3 schools in Nakuru Town East Sub County. Cronbach alpha was used to determine the internal consistency of the questionnaire items. A reliability coefficient of 0.831 was obtained and considered satisfactory. Quantitative data were analyzed using descriptive statistics which included frequency counts and percentages and inferential statistics which included correlation and regression analysis. Qualitative data were analyzed using thematic content analysis. Data were analyzed with the aid of SPSS version 24. The study found out that school management support, the attitude of students, availability of learning resources and instructional strategies influenced the implementation of oral literature in the integrated English syllabus in public secondary schools in Nakuru Town East Sub County. There was a positive influence on school management support, the attitude of students, availability of learning resources and instructional strategies on the implementation of oral literature. The study recommends that schools should be well equipped with teaching and learning resources to ensure the effective implementation of oral literature. The study findings are expected to benefit teachers of English, the Ministry of Education, other researchers, KICD, school administrators, syllabus designers and developers in improving the implementation of oral literature in the integrated English syllabus.

Key words: Factors, Curriculum, Syllabus, Attitude, Implementation, Integration, Oral literature.

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ABBREVIATIONS AND ACRONYMS

BA:	Bachelor of Arts
CIT:	Curriculum Implementation Theory
ESL:	English as a Second Language
IDT:	Inquiry Discovery Theory
KCSE:	Kenya Certificate of Secondary Education
KICD:	Kenya Institute of Curriculum Development
KNEC:	Kenya National Examinations Council
KOLA:	Kenya Oral Literature Association
PCK:	Pedagogical Content Knowledge
SPSS:	Statistical Package for Social Sciences
SDE:	Sub County Director of Education.
UNESCO:	United Nations Educational, Scientific and Cultural Organization

OPERATIONAL DEFINITIONS OF TERMS

Attitude: Attitude refers to a settled way of thinking or feeling about something (Ajzen, 2018). In this study, attitude referred to the way students think and feel about the implementation of oral literature.

Implementation: This refers to the process of realization of an application or putting a syllabus into effect (Nicholls, 2018). In this study syllabus implementation referred to the process of putting oral literature into use as a curriculum development process.

Instructional resources: These are the tools used in educational lessons by a teacher to help him or her teach his or her students (Ajzen, 2018). In this study, these were used to refer to anything which is read, listened to, manipulated, observed or experienced by students as part of the instructional process during oral literature implementation.

Instructional strategies: Instructional strategies are all approaches that a teacher may take to actively engage students in learning (Nicholls, 2018). In this study instructional strategies referred to the strategies teachers of English use to present oral literature as they work to meet specific learning objectives in oral literature.

Integrated English Syllabus: This involves teaching English language and Literature in English as one subject in the school curriculum (Bishop, 2009). In this study, integrated English Syllabus referred to teaching oral literature and the English language as one subject.

Integration: This refers to merging two autonomous but related entities in order to strengthen and enrich both (Bishop, 2009). In this study, integration referred to merging oral literature with language skills such as reading, writing, speaking and listening.

Oral literature: Oral literature is a performed art which in most cases uses words as a medium of communication (Akivaga & Odaga, 2010). In this study oral literature referred to the forms of oral literature such as songs, oral narratives, oral poetry, riddles, proverbs, and tongue twisters.

School Management Support: This refers to the willingness of the school to facilitate learning (Farrant, 2017). In this study school management support referred to the overall supervision of the implementation process including the provision of adequate resources for the implementation of the integrated English syllabus.

Syllabus: Syllabus is a specification of the content of course instruction and a list of what will be taught and tested (Ang, 2010). In this study, syllabus was used to refer to the set of courses including its content integrated for oral literature curriculum offered at a school.

Teaching-Learning Strategies: Teaching-learning strategies refer to the structure, system, methods, techniques, procedures, and processes that a teacher uses during instruction (Ang, 2010). In this study, teaching-learning strategies referred to the strategies, teachers of English employed to assist students in learning oral literature.

CHAPTER ONE

INTRODUCTION

1.1 Introduction

This chapter presents: the background of the study, statement of the problem, purpose of the study, objectives of the study, research hypothesis, significance of the study, scope of the study, limitations of the study and assumptions of the study.

1.2 Background to the Study

English is one of the languages adopted by the United Nations (UN) as a means of communication worldwide (Oxford, 2010). Therefore, many education systems around the world recognize the important role that language plays in the teaching and learning process. Moreover, English is one of the leading media of communication in international conferences and meetings. Consequently, those who master it are likely to reap many academic, social and professional benefits (Othun & Tella, 2011).

In many education systems around the world, English and literature are often taught as two separate subjects. For example, in Singapore, there are two approaches to the teaching of the integrated English syllabus. Some schools opt to teach English and literature as separate entities while other schools employ an integrated approach. In Uganda, English and Literature are taught as two separate entities in secondary schools. However, in other countries like Sweden, Japan, and Kenya the integrated approach to the teaching of English and literature has been adopted (Lake, 2013). An integrated approach serves three major purposes. Where it is used, it makes learning authentic, meaningful and efficient. Often learning is made authentic when it is paralleled with real-world tasks. It can be made meaningful in the sense that information or knowledge construction is an integrative process, and rarely is the

information used to answer isolated problems. Integration makes learning efficient as it offers extensive syllabus coverage (Gavelek, 2015).

According to Thesaurus (2015) implementation of integration manifests itself at the syllabus, skills, resources and effort levels. The syllabus level, which is the emphasis of this study, involves the use of knowledge, ideas and concepts primarily from literature. The skill level focuses on the use of reading, listening, speaking and writing skills during teaching and learning while the resources level combines different teaching methods and teaching aids. The effort level is the support from different sectors including teachers in maintaining correct language usage by students (Snyder, Bolin & Zumwalt, 2015).

Previous studies on the implementation of oral literature have revealed positive contributions (Ongong'a, 2018; Sadeghi, 2017; Morris, 2018; Achoki, 2016). However, there have been varied views for and against the integrated approach particularly with regard to oral literature. Lack of support for oral literature has been reported by Topping (2011) who observes that it does not improve language proficiency or improve students' cultural exposure. However, the acknowledgement that language and literature can complement rather than oppose each other naturally is the basis for syllabus integration. Integration is the vehicle through which oral literature might be successfully presented to learners. English integration is generally accepted across the world. For example, textbooks written with candidates for the United Kingdom-based advanced level examination in mind adopt an approach in which oral literature is explicitly stated as the underlying methodology (Keith, Shutter & Worth, 2014). In South Africa, a widely used series of secondary school textbooks intended for students studying English as the main language integrates language and

oral literature (Hendry, Dyne & Burger, 2013). However, some critics argue that implementation of an integrated syllabus, particularly oral literature in the integrated English Syllabus, overcrowds the syllabus making it difficult to cover the content within the stipulated time. Nevertheless, many researchers contend that language and literature integration has positive effects on the teaching and learning of both components (Cartel & Long 2011; Stern, 2011; Rae, 2011). The rationale behind the integration is based on the premise that good mastery of the language enhances effective appreciation of literary matters.

In Kenya, oral literature has been praised since it shuns the disintegration of information and leads to a complete understanding of concepts (Wangui, 2018). It is also superior in the cognitive organization of learning since the human brain rejects learning that is fragmented. The integrated approach also leads to better learning by students. Lake (2013) notes that an integrated syllabus is a movement by schools away from teaching isolated facts towards a more constructive view of learning which values borrowing of knowledge of a subject.

Despite the benefits of integration, the implementation of oral literature in the integrated English Syllabus has not been effective at the school level. Oral literature needs to be taught using activities that make it interactive and engaging to enhance learners' enjoyment. For instance, Magoma (2011) observes that the implementation of oral literature is not easy due to a lack of good understanding of the concept of oral literature integration, lack of quality and ample teaching-learning resources and lack of time to cover the wide syllabus. According to Biyeam (2014) effectiveness of the implementation depends on the degree to which a native language in which oral literature is transmitted differs from English. The factors like lack of adequate

resources, and inadequate time to cover the wide oral literature content have constantly hindered successful implementation (Onjoro, 2010). Although this study is significant, it did not incorporate other variables such as instructional strategies and learners' attitude as the key implementers of the syllabus. Mbithe (2014) found that teaching and learning strategies have an influence on the implementation of the curriculum in the classroom because the way in which the content is presented largely influenced learner's reception, retention, and application. Therefore, instructional strategies place teachers in authoritative positions where teachers are considered as the overall authority. Conversely, instructional strategies such as role-play, discussion, dramatization, discovery, debates, and other techniques tend to encourage learning by doing and applying skills in real-life situations. Mbithe's (2014) study is significant but it did not examine the role of management support, learners' attitude and instructional resources.

According to Minae (2016) some teachers of English lack skills of teaching oral literature because universities train language and literature as independent oral literature, therefore, their approach in teaching the two is different from the secondary approach where oral literature is merged. Thus, the issues of oral literature particularly the factors teachers face in implementing the oral literature such as the accessibility of teaching and learning resources, the methods of teaching and the level of support of school management could be significant (Tella, Indoshi & Othuon, 2010).

Nyange (2014) conducted research on the teaching of the integrated English Syllabus in Secondary Schools in Nyando Sub-County and reported that teachers have a negative attitude towards language integration most probably because they do not

fully understand it. This is echoed by Gakori (2015) who revealed that the most commonly used instructional resources in teaching oral literature are the chalkboard, textbooks, set books and reference books. The best approach would be one that promotes students' creativity in generating oral literature items from their cultural backgrounds and environment. Achoki (2016) observes that the availability of resources was significant in facilitating the effective implementation of oral literature. However, the nature of the resources required was not addressed in the study. This prompted a need for further investigation. Moreover, Rombo (2013) concurs that management support was paramount as it influenced the provision of teaching-learning resources.

In Nakuru County, a number of studies have been done in relation to the implementation of the integrated English syllabus (Mburu, 2017; Siriach (2018). These studies have noted the factors faced in the implementation of the integrated English syllabus. For instance, Mburu (2017) reported that the English syllabus was overloaded but with few lessons allocated to it. This has led to dismal overall performance in the subject. According to Siriach (2018), dismal performance in English was due to teachers' inability to cope with the requirements of the integrated syllabus. This has impacted on their teaching practices and ability to effectively implement the oral literature in the integrated English Syllabus.

Moreover, a recent study by Rugaita (2016) shows that teachers of integrated English syllabus feel that the integrated approach has diluted oral literature and reduced it to a mere listening and speaking skill. The study also revealed that the number of lessons was not enough to cover the syllabus adequately which hindered adequate syllabus coverage. This implies that teachers could be encountering factors in the

implementation of oral literature. However, the study did not directly address the implementation of oral literature. This suggests that there was a gap in Nakuru East Sub County hence the need to carry out this research. Therefore, the study sought to establish the factors influencing the implementation of oral literature in the integrated English syllabus in secondary schools in Nakuru Town East Sub County.

1.3 Statement of the Problem

In Kenya, the integrated approach to teaching English and literature has been adopted. However, many teachers are concerned that learners are missing out on the tenets of oral literature. This is because what is taught currently in many schools is merely an aspect of coached learning making it difficult for learners to incorporate the tenets of oral literature into their daily life. Failure by the learners to derive meaning from oral literature has raised concerns regarding the implementation of oral literature in the integrated English syllabus. Oral literature needs to be taught using activities that make it interactive and engaging. Therefore, it is important to examine the factors influencing the implementation of oral literature in the integrated English syllabus in secondary schools. Several studies have been carried out on the implementation of English and literature syllabus in Kenya's secondary schools but not many of them have looked at the factors inhibiting implementation of oral literature in the integrated English syllabus. Most of these studies have attributed the ineffective implementation of oral literature in the integrated English Syllabus to lack of teachers' preparedness and inadequate time to cover the expanded syllabus. All these studies have identified teacher competence as a determinant of the implementation of the integrated literature. However, these studies have focused mainly on English and literature only. Thus, such results done by other researchers may not be attributed to factors influencing the implementation of the integrated English syllabus. This study sought

to establish the factors influencing the implementation of oral literature in the integrated English syllabus in secondary schools in Nakuru Town East Sub County.

1.4 Purpose of the Study

The purpose of this study was to evaluate the factors influencing the implementation of oral literature in the integrated English syllabus in secondary schools in Nakuru Town East Sub County.

1.5 Objectives of the Study

The study focused on the following objectives:

- i. To determine the influence of school management support on the implementation of oral literature in the integrated English syllabus in secondary schools in Nakuru Town East Sub County.
- ii. To establish the influence of attitude of students towards the implementation of oral literature in the integrated English syllabus in secondary schools in Nakuru Town East Sub County.
- iii. To determine the influence of the availability of learning resources on the implementation of oral literature in the integrated English syllabus in secondary schools in Nakuru Town East Sub County.
- iv. To determine the influence of instructional strategies on the implementation of oral literature in the integrated English syllabus in secondary schools in Nakuru Town East Sub County.

1.6 Hypotheses of the Study

H₀₁: There is no statistically significant influence of school management support on the implementation of oral literature in the integrated English syllabus in secondary schools in Nakuru Town East Sub County.

H₀₂: There is no statistically significant influence of attitude of students toward oral literature on the implementation of oral literature in the integrated English syllabus in secondary schools in Nakuru Town East Sub County.

H₀₃: There is no statistically significant influence of the availability of learning resources on the implementation of oral literature in the integrated English syllabus in secondary schools in Nakuru Town East Sub County.

H₀₄: There is no statistically significant influence of instructional strategies on the implementation of oral literature in the integrated English syllabus in secondary schools in Nakuru Town East Sub County.

1.7 Significance of the Study

The findings may be significant in a number of ways. First, the study may be significant to teachers of integrated English as they can use the study findings to address the factors influencing the implementation of oral literature hence facilitating effective implementation of the syllabus. The study may also help the government to craft school policies that can enhance the implementation of oral literature in secondary schools in Kenya. The study findings may also be used as a point of reference by other researchers who may take an interest in the same area. The findings may be used by KICD to develop effective policies on the implementation of oral literature in secondary schools in Kenya. The findings are also anticipated to help school administrators to formulate intervention measures that would address the issues of syllabus implementation within the school. The study may contribute to a body of knowledge to assist the syllabus designers and developers in improving the oral literature design. The findings may also facilitate further debate on better ways of implementing the integrated English course in secondary schools in Kenya.

1.8 Scope of the Study

The study was done in Nakuru Town East Sub County, Nakuru County. The study only concentrated on public secondary schools for homogeneity and uniformity of the study population. Private schools were excluded from the study due to differences in management orientation and the provision of learning resources. The teachers of English, the students and, school principals were the respondents of the study since they are the ones involved in the implementation process of the oral literature in secondary schools. In terms of content, the study focused on the issues influencing the implementation of oral literature in public secondary schools. There were several factors that influenced the implementation of oral literature in the integrated English Syllabus but the study was confined to the level of school support, the attitude of learners, availability of resources and instructional strategies.

1.9 Limitations of the Study

Limitations are situations beyond the control of the researcher that may place limits on the conclusions of the study and their application and generalization. The researcher faced the challenge of the unwillingness of some respondents to fill the questionnaire which was frustrating. It was also difficult to obtain all the appointments for data collection as scheduled and this prolonged the data collection period. However, the researcher persistently followed the respondents until all the questionnaires were returned. In addition, the researcher assured the respondents that the information provided would not be used for any other reasons other than for the purpose of the study. The researcher also explained to the management of sampled schools the importance of the study and requested the respondents to participate in the study freely. Moreover, there are other factors that influence the implementation of the oral literature syllabus but the study confined itself to only four variables which

included learners' attitude, instructional resources, instructional strategies and school management support. The study was also restricted to public secondary schools thus making it difficult to generalize the findings to private and international schools in the area. However, other researches recommended to other researchers to replicate the same study in other counties by considering the influence of other variables.

1.10 Assumptions of the Study

- i. All respondents would co-operate with the researcher and give reliable responses to the questions posed.
- ii. That the respondents were well versed in school-based situations that influence the implementation of oral literature.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter presents a review of literature related to the implementation of oral literature in the integrated English syllabus. The main issues reviewed include the level of school management support, the attitude of students, availability of learning resources and instructional strategies. The chapter also presents a theoretical and conceptual framework.

2.2 Integration of English and Oral Literature

In Kenya, the Ministry of Education stipulates that the English language must be taught using the integrated way of teaching. Hence, the subject is called Integrated English. This involves teaching English language and Literature in English as one subject in the school curriculum. Integration in the Kenyan Secondary School Syllabus is explained as follows: merging two autonomous but related entities in order to strengthen and enrich both (Bishop, 2009). Through exposure to literature, the learners improve language skills and enrich their vocabulary as they learn to use language in a variety of ways. Similarly, improved knowledge of the language enhances the learners' appreciation of literary material.

According to Richards and Rodgers (2016) integration means that no skills of language should be taught separately. Listening, speaking, reading and writing skills should complement each other. Learners who are taught using language structures in isolation not only find it boring but it also produces learners who lack communicative competence (KICD, 2002). The integrated approach involves the whole language approach where all the skills of language such as writing, reading, listening and

speaking are integrated into learning and teaching. This approach highlights the importance of using literature to teach the English language while sensitizing learners to be culturally literate in the diverse cultural environment in Kenya. This is in line with the integrated ways of human behavior that includes thoughts, communications, languages, practices, values, beliefs, customs, courtesies, rituals, manners of interacting and roles, relationships and expected behaviors of a racial, ethnic, religious or social group (Richards & Rodgers, 2016).

English being a compulsory subject in secondary schools is used as a vehicle to know about the diverse cultures hence unity in diversity. Social cohesion is only possible when people understand their culture and respect other people's cultures, given that Kenya is made up of many tribes. The varied cultures can be experienced through reading several literal texts based on the culture of different communities (Richards & Rodgers, 2016). One of the objectives of teaching English in secondary schools in Kenya is to appreciate and respect own as well as other people's culture and to enhance understanding and respect for own as well as other people's culture and their place in contemporary society (MOES&T, 2005). Therefore, the English language has to be implemented using the Integrated Approach which brings together two autonomous but related entities in order to strengthen and enrich both. The learners will improve their language skills through exposure to literature. This will help them enrich their vocabulary and in addition learn to use language in a variety of ways.

The appreciation of literary material by learners will furthermore be enhanced by improved knowledge of the language. On another level, integration means that all language skills should be taught alongside each other. The four language skill which are Listening, speaking, reading and writing skills should complete each other...

Learners who are taught language in isolation tend to lack communicative competence and it is also boring. (KICD, 2005). The integrated English language teaching focused on teaching Literature in the English language. Classroom interactions provided meaningful communications that facilitated the acquisition of the language; however, there was no deliberate effort to use the literal material to teach the language skills of listening, speaking, reading and writing. In addition, the integrated English language teaching objective about: ‘to enhance understanding and respect for own and other people’s cultures and their place in the contemporary society,’ was not achieved. The instructional objectives focused on identifying and illustrating the cultural issues. There were no parallels that were being drawn from other communities (Richards & Rodgers, 2016).

2.3 Implementation of Oral Literature in the Integrated English Syllabus in Kenyan Secondary Schools

Oral literature is a spoken, acted or performed art whose media are words (Akivaga & Odaga, 2010). It is through the spoken word that oral literature has been kept alive and transmitted from one person to the next and from one generation to the other. Oral literature is used every day for entertainment and teaching through stories, proverbs and riddles told by people as well as from the songs sung during different occasions. However, Akivaga and Odaga (2010) reiterate that oral literature is an infused field of study in Kenyan secondary schools. According to Suter (2014), the introduction of oral literature was done without extensive consultation with the implementers of the curriculum. Hence, the teaching and learning of oral literature in secondary schools is beset within many problems experienced by both students and teachers. Okumba (2015) indicates that students do not possess literary abilities to do well in oral literature. In this sense, it should be emphasized that oral literature requires students

to have the ability to comprehend, interpret, analyze and apply it in their everyday life. Since oral literature is verbal art, it presumes that students have exquisite linguistic expression so as to convey the meaning intended in the best possible and most efficient way through oral literature.

In Kenyan schools, the oral literature content indicates that the students should understand the nature and types of oral literature. They should also be aware of the social environment that gives rise to oral literature and be aware of the cultural links between different peoples as expressed in their oral literature. The syllabus also expects the students to know the major genres of oral literature, namely oral narratives, poems, proverbs, riddles, tongue-twisters, and songs. Wamitila (2010) emphasizes that in Form Four, students should be able to develop a critical response to oral literature, respond to it as a reflection of their everyday experiences and enjoy it as a general cultural activity. They should also be able to understand oral literature in terms of plot, narrative techniques, themes and characters and their relationships to one another, and develop a critical appreciation of form and style, language use, imagery, creation of atmosphere, mood and tone, and other literary devices used in oral performance.

Akivaga and Odaga (2010) argue that it is important that students view oral literature as an art grounded in their culture. If they develop the impression that oral literature is to be found in books, then they will not experience the intrinsic joy that it brings and the purpose of its study will be defeated. Hence, the implementation of oral literature should invite students to look back to their own communities for sources of materials. The implementation of oral literature in Kenyan schools is based on the hope that sufficient interest will be aroused to enable students to be creative and to appreciate

the richness of the subject. In addition, it aims at equipping learners with writing, listening, reading and speaking skills which are essential in enhancing their linguistic competencies. The teaching of oral literature enables students to understand their own culture and environment before proceeding to learn about other cultures. Hence, oral literature is seen as an important way of gaining an understanding of people's values and aspirations. It is also important in enhancing unity among students from diverse backgrounds. However, lack of enthusiasm among learners and teachers in oral literature, inadequate resources and insufficient time allocated reflects existing factors hindering its effective implementation.

2.4 School Management Support and Implementation of Oral Literature

Studies on the impact of school management support on the implementation of syllabi have attracted a number of scholars. Kimani (2010) studied the effect of management support in the teaching of English in secondary schools in Kenya and observed that little gain can be expected when the school management does not support the learning process. For instance, when the school management fails to provide adequate textbooks effective instruction will not be achieved (Minae, 2016). However, Achoki (2016) observes that the availability of resources does not necessarily translate into the effective implementation of a syllabus. However, Rombo (2013) notes that if the school management is not prompt in the provision of learning resources it would be a waste of time. Nevertheless, many secondary schools do not procure the approved books because of the delay in receiving the list of approved textbooks, lack of approved books in the local bookshops and lack of funds to buy the books. According to Ngala (2014) where performance is poor, poor implementation of the syllabus is usually blamed on lack of management support. Wekesa (2014) observes that school administrators need to ensure that the instructional routine goes on as planned.

According to Otieno (2016), a cobweb of problems affects the implementation of integrated syllabus including lack of management support, inadequate facilities, and equipment.

A recent study on the teachers' effectiveness at the classroom level using the Tennessee Value-Added Assessment System has found that school support was a strong determinant of student learning (Sanders & Rivers, 2011). Therefore, it is of prime importance that implementers of oral literature receive the necessary support for what they are expected to do. In the face of the implementation of a syllabus, it is important that school management does everything available to ensure that teachers are actively involved in the implementation process (Kilgalon & Maloney, 2014). Hence, the level of school management support on the implementation of oral literature would be of paramount importance. Although the studies reviewed have underscored the importance of school management support, the studies did not address the issue of oral literature. In addition, settings are different and the findings do not explain the factors influencing the implementation of oral literature in secondary schools in Nakuru Town East Sub County.

2.5 Learners' Attitude towards Implementation of Oral Literature

Attitude refers to one's tendency to respond positively or negatively to something, a situation or a person. Attitude is concerned with an individual's way of thinking, acting and behaving. It has implications for the learner, the immediate social group with which the learner relates and the entire school system (Maben & Brandit, 2011). Attitudes are formed as a result of learning or experience. They may also be formed by simply following other people's examples or opinions. This involves imitation which plays an important role in the process of teaching and learning particularly

when oral literature is concerned. In this respect, learners draw from their disposition to form attitude which may affect the learning outcomes (Olatunde, 2009). Meenakshi (2014) argues that learning is affected by both the attitude and motivation of the learner. Therefore, attitude significantly affects the implementation of the syllabus including oral literature. In addition, previous studies have associated syllabus implementation with learners' attitudes. Thus, it is important that every possible effort is made to ensure that the implementers create a positive attitude in the learners (Kilgalon & Maloney, 2014).

In a study by Kilgalon and Maloney (2014) on the effect of attitude on seeking information among students, the study established that participants who possessed a positive attitude actively sought information regarding proposed changes and this had a potential impact on the learning process. Bright and McGregor (2012) point out that the environment, the learner, awareness of progress and achievement can create a positive or favorable attitude towards a subject. Onocha (2016) reported that learners' attitude towards a subject was a significant predictor of their achievement in the subject. However, Ingwe (2016) found out that the impact of learners' attitudes toward a subject was stronger on achievement than on their overall interest in the subject. Chidolue (2009) found that learners' attitude towards a subject was one of the major contributors towards the variances in students' cognitive achievement in the subject. Odubumni (2009) and Odunsi (2016) confirmed that learners' attitudes towards integrated subject teaching affect their achievement in the subject. However, these studies did not focus on oral literature as it is integrated into English and literature syllabus in Kenya.

In a study on the effect of learners' attitude on learning outcomes in South Carolina, Dills (2014) found out that learner attitude towards the subject significantly affected their interest in the subject. Student score gains were found to be proportional to an increase in learner attitude. Ineke (2009) noted that when learners evaluated their competencies as insufficient, they expressed their feelings of insecurity and lack of self-confidence. Herren (2011) observes that learners who had been taught by teachers with little or no experience in a subject scored lower than those taught by teachers who had experience in the subject. According to Appleton (2010) teachers who lacked subject content and pedagogical knowledge to enable them to teach the subject often created a negative attitude in the learners. Thus, a number of implications for the implementation of oral literature emerge from these assertions particularly in relation to the implementation of oral literature (Anyona, 2016).

According to Gichuki (2013), the level of a learner's acquisition of oral skills also depends on the level of the teacher's attitude and competence. Oluoch (2016) attributes the failure of integrated literature to the poor attitude of the implementers of the syllabus. These studies have provided insight into the possible effect of learners' attitudes on the implementation of oral literature. This implies that attitude significantly affects the outcome of learning. Although attitude appears to be a hindrance in the implementation of the oral literature, it does not directly relate to the implementation of oral literature in the integrated English Syllabus in secondary schools in Nakuru Town East Sub County. Hence, the results of the reviewed studies differed from the present study since they did not link the attitude of learners and teachers of English to the implementation of oral literature in the integrated English Syllabus.

2.6 Availability of Learning Resources and Implementation of Oral Literature in the Integrated English Syllabus

Optimum utilization of the availability of learning resources is important if the syllabus is to be implemented (Obwocha, 2015). However, preliminary studies show that some schools still do poorly in spite of possessing adequate learning facilities. According to Munyori (2006), Available resources should be put into optimal use if good performance is to be realized. Ngala (2014) concurs that where there is scarcity of teachers, the school management often blames poor performance on learning resources. Hence, the proper use of available resources is more important than the number of resources. One other essential resource often misused is time. Ngala (2013) observes that the length of time spent on particular curriculum areas, and efficient use of instructional time within the classrooms is more strongly determined by management practices than by material parameters.

According to Mbiti (2017), it is necessary to strictly enforce working hours in order to enhance syllabus completion and avoid time wastage. Wekesa (2013) says that there is a positive relation between length of the instructional day to performance and the school management needs to ensure that the instructional routine goes on as planned. In addition to ensuring that learners acquire the necessary oral literature skills, teachers must also create classroom environments that promote learners' development of general and content-specific oral literature functions (Wong-Fillmore & Snow, 2002). This understanding enables teachers to formulate developmentally appropriate expectations about oral literature over the instructional period. Learners bring their previous experiences and prior knowledge related to the topic of study in any learning situation. In addition to learning academic knowledge, learners need to develop proficiency and ways of communicating and interacting (Conteh-Morgan, 2002).

Studies on the impact of learning and teaching resources on the implementation of the syllabus exist. In one of the studies, Rombo (2013) noted that the outstanding problems affecting the implementation of the English syllabus were lack of facilities, tools, and equipment. The study also noted that teaching and learning resources were very scarce in some schools and where they were available they were shared among many students. However, Rombo's study differs from the present study because it did not focus on oral literature. In another study, Anyona (2016) investigated the problems affecting the implementation of the 8-4-4 school syllabus in secondary schools. From the responses obtained, it was reported that the lack of teaching and learning materials made it difficult for teachers to instruct adequately. Namach (2016) investigated the problems teachers experienced concerning instructional resources in teaching English in secondary schools and found out that teachers in the study indicated that course materials such as course books, supplementary books, library books, and other teaching aids were not readily available. Although these studies present important insights into the determinants of implementation of integrated English syllabus, they did not focus on oral literature in Nakuru Town East Sub County.

According to Minae (2016), little gain can be expected when more than three students share a textbook in a reading comprehension lesson. A shortage of textbooks is a hindrance to effective instruction because some students may not access the few textbooks that are available. Although Achoki (2016) observes that the availability of resources does not necessarily translate into effective teaching, adequacy of the resources is much more important in achieving effective implementation of a given syllabus. Therefore, it is necessary that resources are provided and teachers equipped with relevant knowledge to enable them to handle all areas of the subject.

Other studies have focused on time as a resource. For instance, Ali (2014) observes that whenever centrally prescribed contents of a subject or a teaching course are incompatible with the allocated time of teaching, the question which turns out to be most important to those who are in charge of the teaching is how and when to finish the prescribed content before exam time, not how well to treat each content. Thus, teaching goes at a rush whereby learners are left with very little or no opportunity to master the necessary knowledge and skills that they are expected to gain out of their learning. Though not directly mentioned as a problem, time is a challenge of the overloaded syllabus of integrated English (Otieno, 2010). In a study on the problems affecting the implementation of integrated social studies, Mbugua (2013) notes that time was a problem as there was too much to be covered in the time allocated. The same problem was identified by Wainaina (2010) in which 5% of school heads and 65% of teachers and 11 of the 15 students in the study indicated that time allocated to cover the syllabuses for any subject was not enough. However, time constraint as a challenge is not within the scope of the present study.

Rombo (2013) notes that many secondary schools have not procured approved books because of the delay in receiving the list of approved textbooks, lack of approved books in the local bookshops and lack of funds to buy the books. Okedi (2013) studied the factors affecting the teaching and learning of oral literature in Turkana South Sub County, Kenya. The study was based on Levy Vygotsky's constructivist instructional theory which presupposes the role of a learner in getting involved in a joint enterprise with the teacher in creating new meanings. The study found out that most teachers did not use the appropriate learning materials. The study recommended that more skilled teachers be trained. Teachers should collect and use the right

teaching resources, vary their teaching approaches and assess their students accordingly. The main factors evident in this study could be a threat to the implementation of oral literature. However, the findings could not apply to the implementation of oral literature particularly in secondary schools in Nakuru Town East Sub County.

2.7 Instructional Strategies used in Implementation of Oral Literature in the Integrated English Syllabus

Studies on the effect of instructional strategies on the implementation of syllabi exist. For instance, Hikati (2009) in a study on the effect of English teaching methods observed that in teacher-centered classrooms students learned very little because learners simply sat passively as the teacher performed, accomplished and conveyed all teaching and learning activities. Linet (2014) studied the related factors influencing the implementation of an integrated English course and established that teachers who employed group discussions and lecture methods in teaching turned out to be effective. This concurs with Moseki (2013) who found out that the use of teacher-centered methods sabotaged the realization of a meticulously designed syllabus and regrettably observed that learner-centered methods are rarely used in Kenya. This means that for effective and efficient implementation of any syllabus, there is a need to ensure the use of learner-centered methods and the implementer should use a variety of methods. It is equally important that the teaching methods used be participatory to ensure the learners take an active role in the learning process. Teaching methods such as group discussions, role plays, brainstorming, simulation, debates, and hot seating are highly recommended for teaching oral literature (Ndirangu, 2004). Teachers, however, use teaching methods they are comfortable with and do not diversify the teaching methods. In a study by Ng'onga (2012) on the

assessment of the English language, teacher education in light of classroom needs reveals that Kenyan students continue to perform poorly due to poor teaching methods.

Currently, the teacher-centered approach sometimes referred to as the traditional approach, is dominant in African classes (Stuart, 2014). In the traditional approaches, language is described as a set of habits learned through stimulus-response and reward conditions (Menyuk, 2010). It is characterized by the memorization of grammatical sequences and oral pattern drills. Students assume passive roles and there is little feedback from the learner. Teachers often ask questions that can be answered by a single word. Such language exchange limits learning. Children are faced with a contradictory situation with regard to how language functions because in their home environments, talking develops out of common practical everyday activities, while at school it is controlled and centered around tasks that are relatively abstract and have little to do with prior knowledge (Newman, 2016). Whilst there are many different models of good teaching and many different environments within which students learn, there is one unifying goal - that of enabling students to learn. Biggs and Tang (2013) present a model of syllabus design, constructive alignment, based on the power of constructivism in which students create their own conceptual structures and assimilate new experiences and learning into theirs. The best evaluation programs are embedded in the learning processes for the student and the teacher. An important aspect of oral literature teaching includes the use of meaningful and relevant tasks and activities (Thomas & Collier, 2001). In the face of the implementation of oral literature, it is important that everything possible is done to ensure that learners are actively involved in the learning process (Kilgalon & Maloney, 2014). These studies have pointed out the various instructional strategies adopted in the implementation of

a syllabus. This suggests that instructional strategies are significant determinants of the implementation of an integrated syllabus in secondary schools. Although instructional strategies significantly influence the implementation of an integrated syllabus, the reviewed studies do not reveal the true situation in secondary schools in Nakuru Town East Sub County.

2.8 Theoretical Framework

This section discusses the theories that were used to guide this study. The study was based on two theories namely the curriculum implementation theory and inquiry-discovery method.

2.8.1 The Curriculum Implementation Theory (CIT)

This study was guided by the curriculum implementation theory (CIT) propounded by Gross (1971). The theory states that the implementation of any educational programme brings into mind the question of instructional methods, learners' attitude, school management support, and learning and teaching resources for what is to be done. This theory was relevant to guide the study because the factors that Gross propounded are also relevant to the implementation of the oral literature in Nakuru Town East Sub County. In his theory, Gross (1971) advocates for four major elements that influence curriculum implementation: clarity of the innovation to the implementers, the capability of the implementers, and availability of resources and provision of management support. The elements in the theory are explained as follows: clarity of innovation to the implementer requires that teachers who are the implementers should be aware of changes in the curriculum. Resources meant for the new curriculum or existing curriculum must be available and relevant to the curriculum. The capability of the implementer implies that those implementing the

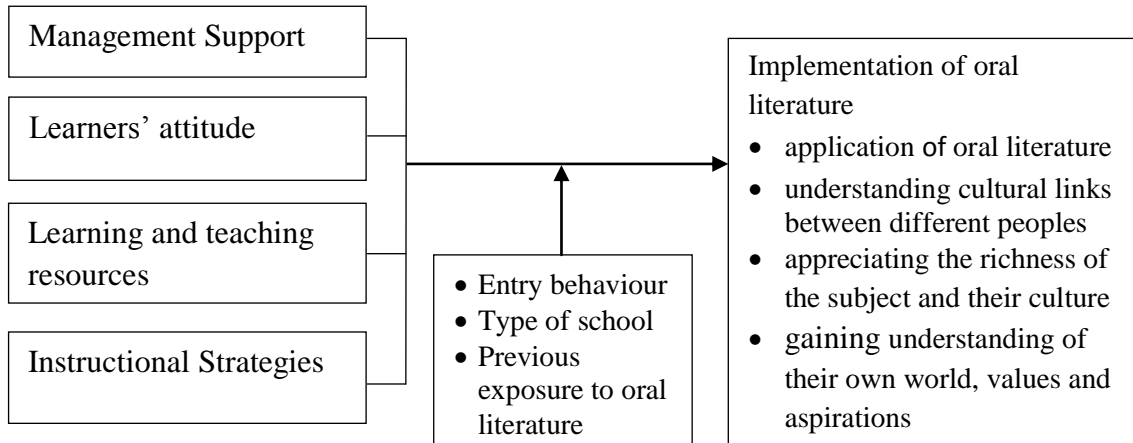
curriculum must be trained to be in a position to handle the new curriculum. As far as management support is concerned, the school principals and other stakeholders should be involved and put in place by availing finances to facilitate the implementation of oral literature. Although this theory is relevant in guiding this study, it does not adequately explain all the study variables particularly the learner attitudes and the instructional strategies hence the need for the inquiry-discovery theory.

2.8.2 Inquiry-Discovery Theory

This study was also based on the theory of inquiry-discovery theory which propagates the need for learners to take a greater role in their own learning with teachers merely acting as facilitators. Strong claims for learning by discovery are enshrined in major psychological theories such as pragmatism, constructivism, and others. The major originators and proponents of this theory are Pestalozzi, Herbert Froebel, Montessori and Dewey (Kochlar, 2016). According to Kochlar (2016) knowledge about the nature of a child's learning is essential in guiding instructional planning. This implies that the most valuable lessons are to be learned through direct experiences with objects through observation. This lays the foundation for heuristic strategies. Oral literature is one such subject that requires heuristic strategies in its implementation. This theory was relevant in this study because it enabled the researcher to ascertain whether the teaching-learning strategies and learner attitudes significantly influenced the implementation of oral literature.

2.9 Conceptual Framework

The interaction between the dependent variables, independent variables, and intervening variables is diagrammatically presented as shown in Figure 1.



Independent Variables

Intervening Variables

Dependent Variable

Figure 1: Conceptual Framework

Source: Own Conceptualization (2019)

The conceptual framework illustrates the four variables that influence the implementation of oral literature in the integrated English syllabus in public secondary schools. They are the school management support, learners' attitude, instructional methods, and learning and teaching resources. All these variables are pivotal in the implementation of oral literature. For instance, positive learner attitude, high level of school support, appropriate instructional methods and learning and teaching resources would enhance the effective implementation of oral literature. These independent variables influenced the dependent variable which is the implementation of the oral literature in the integrated English syllabus as indicated by the application of oral literature, understand cultural links between different people, appreciate the richness of the subject and their culture, gain an understanding of their own world, values and aspirations. When all these factors are in place, that is, high

school management support, positive learners' attitude towards oral literature, instructional methods and learning and teaching resources the implementation of oral literature in the integrated English Syllabus would be effective. However, the influence of these factors on the effective implementation of oral literature may be hampered by the intervening variables which included entry behaviour of students, type of school and, students' previous exposure to oral literature. The effect of the intervening variables in this study was controlled by careful sampling procedure, construction of research instrument and interpretation of results.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.1 Introduction

This chapter presents the research design, target population, location of the study, sample size and sampling procedure, research instruments, validity and reliability of the instrument, data collection procedures and analysis and ethical considerations.

3.2 Research Design

A research design is an approach employed in an attempt to generate answers to a research problem (Orodho, 2010). This study employed the descriptive survey design. The descriptive survey design involves collecting data in order to answer research questions concerning the current status of the subject of a study. According to Kothari (2003), the descriptive design offers concrete and concise illustration of the originality of a phenomenon. It can make assessments and can compare factual data describing relevant phenomena. Descriptive survey design illustrates systematically phenomenon or attitudes towards the issue of concern. It is quick and appropriate for identifying investigation made over sufficient interpretation. Therefore, the design was appropriate in this study because it enabled the researcher to determine the extent to which school management support, the attitude of students, availability of learning resources and instructional strategies influenced the implementation of oral literature in the integrated English syllabus in secondary schools in Nakuru Town East Sub County.

3.3 Location of the Study

The study was carried out in secondary schools in Nakuru Town East Sub County, Nakuru County, Kenya. The sub-county is situated in the Central Rift Region of Kenya on a high altitude. There are 19 public secondary schools in the area. The study

area was considered appropriate because Nakuru Town East Sub County is situated in an urban area where most students do not speak their mother tongues; the languages through which oral literature is transmitted, also interactive cultural activities are limited.

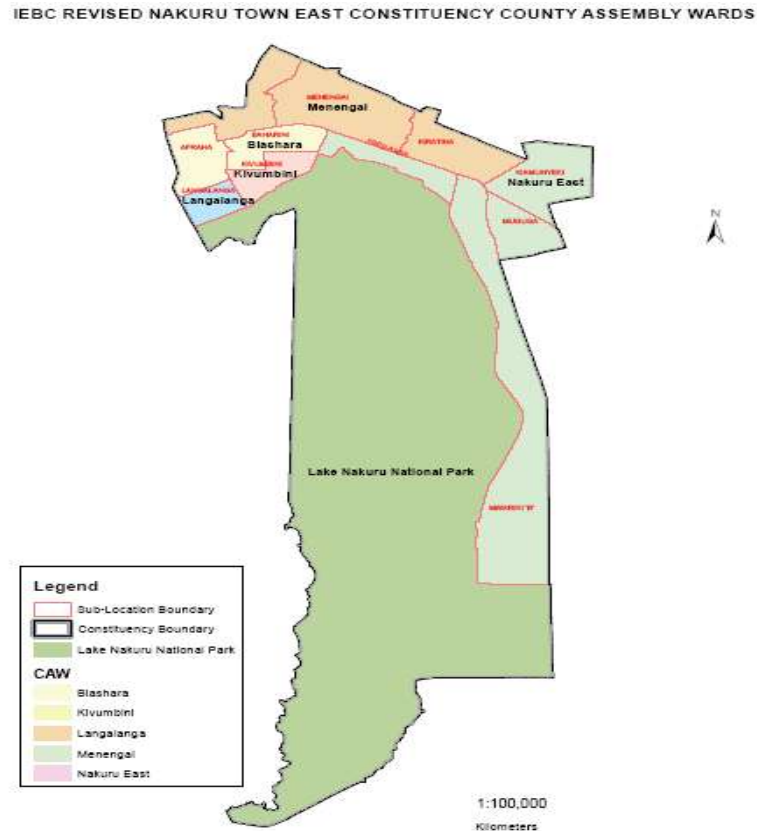


Figure 2: Location of Study

3.4 Population of the Study

The target population refers to all the total number of people to which the study findings are generalized (Borg & Gall, 1996). In this study, the target populations involved all teachers of English, principals, and form four students in public secondary schools in Nakuru Town East Sub County. The teachers of the English language were involved in the study because they are crucial agents of the implementation process of integrated English syllabus. The principals were involved because they are crucial in making the syllabus implementation process to succeed or

fail. Nakuru Town East Sub-County has one girls' boarding secondary school, sixteen mixed secondary schools, one girls day secondary school and one boys boarding secondary school. This is summarized in Table 1.

Table 1: Table showing Number of Schools, Population of Teachers of English, Students, and Principals

School Category	No. of schools	Teachers of English	No. of F4 Students	Sample Size	Principals
Girls Boarding	1	5	142	53	1
Mixed Day	16	65	286	107	16
Boys Boarding	1	6	160	60	1
Girls Day	1	4	72	28	1
Total	19	80	660	248	19

Source: Sub County Director of Education, Nakuru East Town Sub County (2017)

3.5 Sampling Procedure and Sample Size

3.5.1 Sampling Procedure

Sampling allows the researcher to study a workable number of cases from the large group to derive findings that are relevant to all members of the group.

All teachers of English and all principals were included in the study. Purposive sampling was used to categorize the schools into girls' boarding schools, mixed day schools, boys' boarding schools, and mixed boarding schools. From each school, simple random sampling was used to select the actual study participants.

3.5.2 Sample Size

A sample is a small proportion of population selected for observation and analysis. By the characteristics of the sample, one can make certain inferences about the characteristics of the population from which it is drawn.

To determine the sample size from a population of 80 teachers of integrated English syllabus, the researcher used the table suggested by Krejcie and Morgan (1970). This resulted in 66 teachers of integrated English as the study respondents. Krejcie and Morgan (1970) table was also used to determine the sample size of the students, from a population of 660 it resulted in 248 students as shown in Table 1 above. The sample size of teachers of English in the selected schools is shown in Table 2.

Table 2: Sample Size for Teachers of English

School Category	No. of schools	Teachers of English
Girls Boarding	1	3
Mixed Day	16	57
Boys Boarding	1	3
Girls Day	1	3
Total	19	66

3.6 Instrumentation

3.6.1 The Questionnaire

A questionnaire contains written questions that research participants respond to directly on the questionnaire form itself without the aid of the interviewer.

The researcher used both close ended and open ended questionnaire to collect data. The questionnaire was used because it is a fast way of obtaining data as compared to other instruments (Mugenda & Mugenda, 2003). It also enabled the researcher to collect comprehensive data that addressed all the objectives. The Questionnaire allowed greater uniformity in the way questions were asked and the responses obtained. The questionnaire was constructed in line with the study objectives. The questionnaire was divided into six sections. Section A dealt with learners' attitudes

toward oral literature; Section B gathered data on instructional strategies for oral literature while sections C and D gathered data on the availability of learning resources and school management support respectively. Section E contained items that gathered data on the implementation of oral literature. The questionnaire was used to collect data from teachers of English and students.

3.6.2 The Interview Schedule

The interview schedule was used to collect qualitative data from the Principals. The interview was conducted with principals to obtain information about their management support in the integrated English syllabus.

3.6.3 Validity of the Research Instrument

Validity is defined as the accuracy and meaningfulness of inferences, which are based on the research results (Mugenda & Mugenda, 2003). Content validity of the instruments was ascertained through expert judgment by consultation with the supervisors and experts in curriculum development to determine whether the responses given are anticipated. Content validity was used to ascertain completeness, comprehensiveness, and relevance and to determine whether the items in the questionnaire are related to the research objectives. Further, face validity was obtained by getting feedback from the subjective judgment of the experts in curriculum and instruction and using it to improve the instruments.

3.6.4 Piloting

A pilot study was conducted before the actual research to ensure that all the research instruments would give the information needed. First, the researcher consulted the supervisors who played a significant role in shaping the instruments to ensure that the items were clear and unambiguous. The actual piloting was conducted and the

responses and comments that were obtained were used to improve the instruments. The purpose of piloting was to ensure that the instruments generated the intended results and where disparities were noted, the instruments were adjusted accordingly. The pretesting allowed for modifications of various questions in order to rephrase, clarify and clear up any shortcomings in the questionnaire. Three schools were involved in piloting. The schools were drawn from Nakuru Town East Sub County in order to ensure that the respondents had similar characteristics as those in the main study.

3.6.5 Reliability of Research Instruments

Mugenda and Mugenda (2003) define reliability as a measure of the degree to which a research instrument yields consistent results or data after repeated trial. To maximize the reliability of the questionnaire, a pilot survey was conducted. Each question was framed succinctly to reduce ambiguity and minimize bias, thereby ensuring the high statistical value of the data. The questionnaire was tested for reliability using Cronbach alpha to determine the internal consistency of items. This method is appropriate owing to the fact that it requires only one administration of the test (Mugenda & Mugenda, 2003), and it also has no right or wrong answer. The data collected from the pilot study was used to compute Cronbach's alpha reliability of the questionnaire. In this study, a reliability coefficient of 0.709 and 0.831 was obtained for students' and teachers' instruments respectively. This was considered satisfactory. According to Taber (2018), during the estimation of the internal consistency of a scale, a Cronbach's alpha of 0.70 or above is acceptable when testing the reliability of the instrument. Table 3 shows the findings of the reliability analysis.

Table 3: Reliability Analysis

Instrument	Sample size	Number of items	Cronbach's Alpha
Students questionnaire	25	8	0.764
Teachers questionnaire	6	8	0.831

3.7 Data Collection Procedures

The introduction letter was issued to the actual respondents explaining the purpose of the study.

The authorization letter was obtained from the Institute of Post Graduate School, Kabarak University, and the Sub County and County management, while the research permit was obtained from the National Commission for Science and Technology and Innovations (NACOSTI). A visit was made to the sampled schools to make an appointment with the principals. The questionnaire was administered by the researcher. It was difficult to obtain all the appointments for data collection as scheduled and this prolonged the data collection period.

3.8 Data Analysis Techniques

After data collection, the researcher went through the data to make sure that it was accurate, complete and uniform. Quantitative data were analyzed using correlation analysis and regression analysis. Pearson correlation analysis was used to establish the association between the independent variables and the dependent variable. The mean responses for the questionnaire items were computed to enable the researcher to ascertain whether there was an association between the independent variables and the dependent variable. Hypotheses were tested at 0.05 level of significance. The

qualitative data were organized into themes and analyzed in narrative form using thematic content analysis. Descriptive statistics were used to analyze quantitative data using frequencies and percentages with the aid of SPSS version 25. The summary of data analysis is presented in Table 4.

Table 4: Summary of Data Analysis

Hypotheses of the Study	Independent Variable	Dependent Variables	Statistics
There is no statistically significant influence of school management support on the implementation of oral literature in secondary schools in Nakuru Town East Sub County.	school management support	Implementation of oral literature	Frequency, mean, Standard Deviation, Regression analysis Correlation Analysis
There is no statistically significant influence of attitude of students towards oral literature on the implementation of oral literature in the integrated English syllabus in secondary schools in Nakuru Town East Sub County.	attitude of students	Implementation of oral literature	Frequency, mean Standard Deviation, Regression analysis Correlation Analysis
There is no statistically significant influence of the availability of learning resources on the implementation of oral literature in the integrated English syllabus in secondary schools in Nakuru Town East Sub County.	availability of learning resources	Implementation of oral literature	Frequency, mean Standard Deviation, Regression analysis Correlation Analysis
There is no statistically significant influence of instructional strategies on the implementation of oral literature in the integrated English syllabus in secondary schools in Nakuru Town East Sub County	instructional strategies	implementation of oral literature	Frequency, mean Standard Deviation, Regression analysis Correlation Analysis

3.9 Ethical Considerations

Research ethics refers to doing what is morally and legally right. In conducting research, the researcher is required to be knowledgeable about what is being done; to use reasoning when making decisions; to be both intellectual and truthful in approach and reporting; and to consider the consequences, in particular, to be sure that the outcome of the research outweighs any negatives that might occur. In adhering to ethical principles, the researcher sought permission to visit schools through the Sub County Director of Education and from the management of the selected schools. In the schools, the researcher conformed to the principle of voluntary consent where the respondents were encouraged to participate in the study willingly. The questionnaire was administered with anonymity to protect the respondents from any harm while pseudonyms were used to camouflage the identity of the respondents. The researcher explained to the respondents the purpose of the study and how the study findings would be important to them. The researcher also assured the respondents that the information they provided would be used for the purpose of the study only and that information obtained would be treated with the utmost confidentiality. Care was taken in the course of the study to prevent respondents from any harm. Attempts were also made to ensure that the work was original and where information was borrowed from other authors, acknowledgement was properly done. The entire report was also subjected to a recognized anti-plagiarism test to ensure that it was original.

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION AND DISCUSSION

4.1 Introduction

This chapter presents the findings of the study. The results are presented according to the objectives and hypotheses of the study. The findings cover the response rate, the descriptive statistics, and inferential statistics. The study examined the factors influencing the implementation of oral literature in the integrated English syllabus in public secondary schools in Nakuru Town East Sub County

4.2 General and Demographic Information

4.2.1 General Information

The response rate from the study is presented in Table 5 and 6.

Table 5: Response Rate

No. of Respondents	No. of Questionnaires Returned	Response Rate (%)
66	60	90.9

Source: Research Data, 2019

Table 6: Response Rate

No. of Students Respondents	No. of Questionnaires Returned	Response Rate (%)
248	232	93.5

Source: Research Data, 2019

4.2.2 Demographic Data

As shown in table 5, the study targeted a sample of 66 teachers of English drawn from 19 secondary schools in Nakuru East Sub-County. However, 60 teachers participated in the study making a response rate of 90.9% which was considered satisfactory. Also

as shown in table 6, the study targeted a sample of 248 form four students drawn from 19 schools. 232 student respondents participated making a response rate of 93.5% which was considered satisfactory. This is supported by Mugenda and Mugenda (2003) who observed that a response rate above 50% is sufficient for a study in social sciences.

4.3 School Management Support and Implementation of Oral Literature

The first objective sought to establish the influence of school management support on the implementation of oral literature. The respondents were asked to indicate their level of agreement with different statements regarding school management support. The responses were an assessment based on a five-point Likert scale ranging from strongly agree to strongly disagree. The qualitative results were also obtained through open-ended questionnaire items.

4.3.1 Results on the Influence of School Management Support on Implementation of Oral Literature in the Integrated English Syllabus

The researcher computed the means and standard deviation values of the responses from the respondents to explore their views on school management support on the implementation of oral literature in the integrated English Syllabus. The findings are presented in Table 7.

Table 7: Teachers' Responses on Influence of School Management Support

Statements	N	Mean	Std. Dev
Our school often invites artists to live oral literature performance	60	3.84	.995
Our school promptly purchases oral literature textbooks without bias	60	3.47	.776
Our school encourages students to embrace oral literature as a topic.	60	3.25	.823
I am satisfied with the way our school organizes symposiums to support syllabus completion in all oral literature	60	3.10	.980
Our school supports field trips for oral literature	60	3.01	.895
Extra lessons are arranged by the school to facilitate coverage of oral literature	60	2.86	1.071
Valid n (listwise)	60		

From the findings the researcher established that the respondents agreed that their school often invited artists to live oral literature performance (M= 3.84, SD=0.995). Also the respondents agreed that their school promptly purchased oral literature textbooks without bias (M=3.47; SD=0.776), the schools encouraged students to embrace oral literature as a topic (M=3.25; SD=0.823) and they were satisfied with the way their school organized symposium to support syllabus completion in all oral literature (M=3.10; SD=0.980). In addition, the respondents agreed that the school supported field trips for oral literature (M=3.01; SD=0.895) and extra lessons were organized by the school to facilitate coverage of oral literature (M=2.86; SD=1.071). These findings concur with John (2014) who reported the school management support significantly affected the implementation of the integrated English syllabus.

However, as noted by some of the respondents, the daily pressures of achieving competitive targets deprive many schools of formulating new policies that guide the implementation of oral literature. This is in conformity with previous studies where respondents expressed that some schools do not create opportunities for learners to interact with what is taught in oral literature in real-life situations (Ochieng, 2018). However, the respondents indicated that they were often consulted by the school management on the way to improve performance in oral literature. It is in this understanding that Maoga (2016) recommended regular in-service training of teachers to ensure quality teaching is done in a manner that conforms to the current integration trends. Achola (2003) observed that despite changes in oral literature, few teachers had been updated over the current trends in evaluation and assessment. The findings also agree with Anyona (2016) who identified a broad-based syllabus as one of the problems affecting the implementation of oral literature.

4.3.2 Qualitative Results on the Influence of School Management Support on the Implementation of Oral Literature

Teacher Principals were asked to mention the school management support availed for the teaching of oral literature. From the interview schedule, it is apparent that the respondents perceived school management support as a determinant of the implementation of oral literature. Overall, the respondents seemed to concur with the quantitative findings on the management factors like inviting artists, purchase of books, support of field trips and organizing for symposiums. Other factors mentioned included inadequate time for syllabus coverage, large class sizes, and inadequate funds for fieldwork. However, these findings differ from Omolo (2015) who reported that improvement in performance in oral literature was hampered by lack of overall quality of education as measured in terms of the extent to which teachers were

assisted by the school management to improve in their classroom teaching, preparation and keeping of teaching records, assessment and evaluation of students, role modeling and mentoring as well as organization of classroom resources.

The study also sought to test the first hypothesis **H₀₁** which stated that there was no statistically significant influence of school management support on the implementation of oral literature in the integrated English syllabus in secondary schools in Nakuru Town East Sub County. A Pearson correlation was run to determine the relationship between school management support and the implementation of oral literature. The results are presented in Table 8.

Table 8: Relationship between Management Support and Implementation of Oral Literature in the Integrated English Syllabus

	School Management Support	
Implementation of Oral Literature	Pearson correlation	0.217
	Sig. (2-tailed)	0.008
	N	60

The findings indicated the presence of a positive relationship ($r=0.217$; $p=0.008$) between school management support and implementation of oral literature in the integrated English Syllabus in secondary schools in Nakuru Town East Sub County. Moreover, the relationship was statistically significant at $p<0.05$ level of significance. Therefore, the researcher observed that school management support significantly determined the implementation of oral literature. As such, the first hypothesis **H₀₁** which stated that there was no statistically significant influence of school management support on implementation of oral literature in the integrated English Syllabus in secondary schools in Nakuru Town East Sub County was rejected, thus

accepting that school management support significantly determined implementation of oral literature in secondary schools in Nakuru Town East Sub County. Therefore, it was noted that lack of school management support may be a factor determining the implementation of oral literature. Generally, the results agree with Ahmeti (2015) who noted that the more developed and trained the teachers are, the higher the level of motivation will rise, and more knowledge will be applied in syllabus implementation. They also concur with Birasnav and Rangnekar (2014) who established a link between the implementation of oral literature in the integrated English syllabus and school management support.

4.4 Influence of Attitude of Students on Implementation of Oral Literature in the Integrated English Syllabus

The second objective sought to establish the respondents' views on the influence of attitude on the implementation of oral literature in the integrated English Syllabus.

4.4.1 Learners' Attitude toward Integrated Oral Literature Syllabus

Students' views on their attitude on the Integrated Oral Literature Syllabus were analyzed and the findings presented in Table 9.

Table 9: Results on Students Attitude on Integrated Oral Literature Syllabus

Statements	N	Mean	Std. Dev
I like oral literature more than other topics in English	232	2.87	1.007
Oral literature is interesting to me	232	3.40	.839
Oral literature is easy	232	3.14	.918
I study oral literature out of choice	232	3.13	.894
We cover the oral literature topics in form one and two	232	3.02	.988
Our English teacher pays a lot attention on oral literature	232	2.85	1.149
What I learn in oral literature is relevant in my life	232	2.81	.990
Oral literature will be useful to me in future career	232	2.66	.981
Valid n (listwise)	232		

The results demonstrated that the respondents did not like oral literature more than other topics in the integrated English syllabus ($M=2.87$; $SD=1.007$) while they agreed that oral literature was interesting to them ($M=3.40$; $SD=0.839$). These results suggest that the implementation of oral literature is likely to take place smoothly because of a positive attitude towards it. Generally, attitude is a concept concerned with an individual way of thinking, acting and behaving and it has a very serious implication for the learner and the teacher as well as the environment with which the individual learner relates with the entire school system (McBrien & Brandit, 2013). Attitudes are generally mimicry or imitation, which also has a part to play in the teaching and learning situation. In this respect, the learners draw from their teachers' disposition to form their own attitudes, which may likely affect learning outcomes (Olatunde, 2009). In the face of the implementation of the curriculum, it is important that learners' attitudes be positive. This is because possessing a positive attitude leads to the active

involvement of the learner in the search for information regarding oral literature. Bright and McGregor (2015) point out that the teaching of the English language has been affected by the learners' attitude towards oral literature. Also, these results agree with Chidolue (2009) who found that teachers' attitude was one of the major contributors towards explaining the variance in students' cognitive achievement. In the same vein, Odubummi (2009) and Odunsi (2016), confirmed that teachers' attitudes towards integrated English teaching affect their students' attitude toward achievement in the subject.

Also, the respondents observed that oral literature was averagely easy ($M=3.14$; $SD=0.918$). It is also evident that the respondents did not agree that they studied oral literature out of choice ($M=3.13$; $SD=0.894$) and that topics in oral literature are covered in form one and two ($M=3.02$; $SD=0.988$). Moreover, the respondents observed that teachers did not pay a lot of attention to oral literature topics ($M=2.85$; $SD=1.149$). This concurs with McGregor (2014) who concluded that teachers' attitude was significant in influencing the implementation of oral literature. Muutu (2015) concurs that teachers generally have a negative attitude towards the integration of English and literature most probably because they do not fully understand it and therefore do not enjoy it. Otieno (2003) believes that there exists a relationship between teachers' attitudes towards the integrated approach and their teaching performance. Generally, a negative attitude towards the integrated approach, content of the subject and instructional materials used in the teaching of integrated English has implications for its implementation. This is also echoed by Gichuki (2013) who observes that teachers involved in the implementation of the curriculum usually have negative attitude toward integrated English.

The results also show that the respondents disagreed that what they learned in oral literature was relevant in their life as revealed by a mean response of 2.81 and a standard deviation of 0.990. It is also evident that the respondents disagreed that oral literature was useful in their future career as revealed by a mean response of 2.66 and a standard deviation of 0.981. Generally, previous studies have examined the relevance of oral literature. Some studies show that although students acknowledged the importance of oral literature, there is a significant drop in interest in the study of oral literature because of various reasons (Odera, 2007; Keuk, 2006). Among the factors identified that relate to students attitudes towards oral literature are peer influence, strategies used by teachers, their interest in the subject and students cognitive style.

4.4.2 Results on Teachers' Responses on Influence of Attitude of Students on Implementation of Oral Literature

The means and standard deviations of the respondents were computed for all the responses and the findings presented in Table 10.

Table 10: Results on Teachers' Responses on Attitude of Students

Statements	N	Mean	Std. Dev
Students like oral literature more than other topics in English	60	2.68	1.10
Oral literature is interesting to students	60	2.77	1.18
Oral literature is easy	60	2.84	1.17
Students study oral literature out of choice	60	3.42	1.14
Students cover the oral literature syllabus in form one and two	60	3.66	0.92
As a teacher, I put a lot of emphasis when teaching oral literature	60	3.76	0.90
What students learn in oral literature is relevant in their life	60	2.64	1.07
Oral literature is useful in students future career	60	2.79	1.13
Valid N (listwise)	60		

The findings suggests that leaners did not like oral literature more than other topics in English (Mean= 2.68; SD=1.10). Furthermore, they did not find oral literature to be is interesting (Mean= 2.77; SD=1.18) nor easy (Mean= 2.84; SD=1.17). Similarly, it was evident that teachers disagreed that what the students learnt in oral literature was relevant in their lives (Mean= 2.64; SD=1.07).Finally, they also disagreed that oral literature will be useful to learners in future career (Mean= 2.79; SD=1.13).

4.4.3 Qualitative Results on the Influence of Attitude on Implementation of Oral Literature

An analysis of qualitative responses concurred that learners' attitude towards oral literature in the integrated English Syllabus was one of the major factors influencing its effective implementation. Other responses included pertinent issues such as students' negative attitude towards oral literature, negative attitude of the principals towards oral literature, poor mastery of subject content among teachers and limited teaching skills among teachers due to inadequate training. Other factors reported included inadequate time for syllabus coverage, large class sizes and perception that oral literature is too hard. These findings support previous studies by Kilgalon and Maloney (2014) which reported that students who have positive attitude actively seek information regarding how to best perform in oral literature. This implies that positive attitude is a significant predictor of realization of implementation of oral literature. Keuk (2006) points out that students are interested in analyzing linguistic elements or textual evidence used in the texts they are reading to draw possible meanings of the texts. They were more positive to strategies that trained them to create their own questions, own statements or hypotheses about the texts they were reading. This involvement of learners in their own learning, would enable them develop critical thinking skills so that they are able to gain both systematic knowledge and

interpretation of meaning. Du (2006) concurs that students with positive attitudes towards strategies that allow them to connect related items can enhance syllabus implementation. This could be achieved by guiding students to learn in a flexible and skillful way and by enriching oral and written activities so as to arouse and sustain interest. The second null hypothesis (H_{02}) which stated that there was no statistically significant influence of attitude on implementation of oral literature in the integrated English Syllabus in public secondary schools in Nakuru Town East Sub County was tested using Pearson correlation. The findings are presented in table 11.

Table 11: Relationship between Attitude of Students and Implementation of Oral Literature

		Attitude of students
Implementation of Oral Literature	Pearson correlation	0.307
	Sig. (2-tailed)	0.007
	N	232

** . Correlation is significant at the 0.05 level (2-tailed).

The researcher found out that there was a positive relationship ($r=0.307$; $p=0.007$) between attitude of students and implementation of oral literature in the integrated English Syllabus. The relationship was statistically significant at $p<0.05$ level of significance. Therefore, the null hypothesis (H_{02}) that there was no statistically significant influence of attitude of students on implementation of oral literature in secondary schools in Nakuru Town East Sub County was rejected. Therefore, the researcher concluded that implementation of oral literature in the integrated English Syllabus in secondary schools in Nakuru Town East Sub County depended on attitude of students. This is in harmony with Erasmus (2012) who noted that implementation of any academic course significantly depended on attitude of students. This also

concur with Odubummi (2009) and Odunsi (2016) who reported that learners' attitude towards integrated subject teaching affect their achievement in the subject.

4.5 Availability of Learning Resources and Implementation of Oral Literature

The researcher further sought to establish the views of the respondents regarding whether availability of learning resources influenced the implementation of oral literature in the integrated English Syllabus in secondary schools in Nakuru Town East Sub County.

4.5.1 Influence of Availability of Learning Resources on Implementation of Oral Literature

The mean and standard deviation values were computed to assist in making pertinent inferences on influence of availability of learning resources on implementation of oral literature in the integrated English Syllabus. The findings are presented in table 12.

Table 12: Teachers' Responses on Availability of Learning Resources in Secondary Schools

Statements	N	Mean	Std. Dev
students always encounter problems while studying oral literature	60	3.87	1.205
There are adequate text books for oral literature in my school	60	3.02	1.155
Our school gives priority to oral literature when purchasing text books.	60	2.68	1.021
There is adequate support material for oral literature	60	2.67	1.202
As a teacher I care about availability of teaching materials for oral literature	60	2.66	1.295
As a teacher I never insist on students buying extra oral literature materials	60	2.61	1.010
There are adequate resources to facilitate coverage of oral literature topics	60	2.60	1.055
Valid N (listwise)	60		

As shown in table 11, the respondents agreed that students always encountered problems while studying oral literature (M=3.87, SD=1.205). However, the findings show that there were moderate text books for oral literature (M=3.02; SD=1.155), schools did not give priority to oral literature when purchasing text books (M=2.68; SD=1.021) and there was no adequate support material used for teaching oral literature (M=2.67, SD=1.202). It is evident that the respondents underscored the role of instructional resources. Instructional resources are all resources designed to support the instruction of oral literature including but not limited to textbooks, library books, newspapers, magazines, printed materials, charts, recordings, videos, DVDs, pictures, exhibits, slides, transparencies, online resources, speakers and other personnel resources and all technology-based resources (McBrien & Brandit, 2013). Previous studies show that instructional materials are an important aspect of the teaching

process (Minae, 2016). This is further in agreement with Minae (2016) who observed that the most commonly used instructional resources by teachers of English were the chalkboard, textbooks, set books and reference books. Kamn and Tylor (2017) express the view that the textbook has retained the leading role in the teaching and learning process even in the audio-visual age. All the other reading materials therefore act as supplementary since the text book indicates what is to be taught and what is to be learnt.

Also, the respondents were undecided on whether teachers cared about availability of teaching materials for oral literature ($M=2.66$; $SD=1.1295$). The respondents disagreed on whether teachers never insisted on students buying extra oral literature materials and whether there were adequate resources to facilitate coverage of oral literature as revealed by a mean response of (2.61 ; $SD=1.010$) and (2.60 ; $SD=1.055$) respectively. These results concur with Ngala (2014) who reported that teachers cared about availability of teaching materials for oral literature since resources are scarce, poor implementation of the syllabus is usually blamed on learning resources and that the outstanding problems affecting the implementation of the English syllabus was lack of facilities, tools and equipment. The study also noted that where teaching and learning resources were available, they were shared among many students.

4.5.2 Qualitative Results on the Influence of Availability of Learning Resources on Implementation of Oral Literature

The qualitative responses revealed that some of the factors related to availability of learning resources which influenced implementation of oral literature were lack of time, inadequate textbooks and teachers' guides. This is an indication that unavailability and inadequacy of teaching and learning resources hindered proper

implementation of oral literature. These results are in agreement with previous studies by Namach (2016) which found that the time allocated for teaching oral literature was inadequate making its implementation a challenge. Anyona (2016) observes that oral literature requires sufficient time for a teacher to be able to merge theory, content and application together in the experience of the students. Ali (2014) reported that as is often the case, whenever centrally prescribed contents of a subject or a teaching course are incompatible with the allotted time of teaching, the question which turns out to be most important to those who are in charge of implementation is how and when to finish the prescribed content before exam time, not how well to treat each content. Thus, teaching goes at a rush whereby learners are left with very little or no opportunity to master the necessary knowledge and skills that they are expected to gain out of their learning.

The study also sought to test the null hypothesis H_{03} that there was no statistically significant influence of availability of learning resources on implementation of oral literature in the integrated English Syllabus. A Pearson correlation was run to determine the relationship between availability of learning resources and implementation of oral literature in secondary schools in Nakuru East Sub County. The findings are presented in Table 13.

Table 13: Relationship between Availability of Learning Resources and Implementation of Oral Literature

		Availability of learning resources
Implementation of Oral Literature	Pearson correlation	0.393
	Sig. (2-tailed)	0.0023
	N	60

The analysis revealed the presence of a positive relationship ($r=0.393$; $p=0.0023$) between availability of learning resources and implementation of oral literature in the integrated English Syllabus in secondary schools in Nakuru Town East Sub County. The relationship was found to be statistically significant at $p<0.05$ level of significance. Therefore, the null hypothesis H_{03} which stated that there was no statistically significant influence of availability of learning resources on implementation of oral literature was rejected. Thus, the researcher observed that learning resources influenced implementation of oral literature in secondary schools in the integrated English Syllabus in Nakuru Town East Sub County. This is in agreement with Soo-Phing and Tse (2013) who noted that the availability of teaching-learning resources was integral for learning to take place. In addition, Farrant (2017) notes that for any meaningful change and improvement in education there must be adequate resources.

Stratemeyer (2014), Shiundu and Omulando (1992) concur by pointing out that teachers should access and acquire relevant instructional materials for syllabus implementation. These resources include physical materials and equipment like textbooks and human resource. Bishop (2009) warns that unless there is a ready and continuing supply of teaching-learning equipment and adequate support services, curriculum implementation will be just a passing fancy. When a teacher has tools at hand, his confidence, effectiveness and productivity are increased. The results also agree with Gichuki (2013) who contends that lack of adequate teaching-learning facilities and resources were one of the major factors in implementing integrated English in most secondary schools in Kenya. It is, however, important to note that availability or lack of resources is not the only factor that influences implementation of oral literature. There are other factors like cultural background, educational

experiences and language learning goals, attitude, individual learning styles and age (Osino, 2004). It is also essential to note that in as much as availability of resources is integral, the degree of utilization of these resources determines the extent to which learning takes place. If a teacher does not adequately utilize the available resources, then their availability becomes irrelevant to learning. In reality, however, learners frequently confront the demands of academic learning through mastered language without instructional support. For their part, teachers often lack the knowledge and the institutional support to address the learners' educational needs. Thus, a vision of reform to support the academic achievement of learners requires integrating knowledge of academic disciplines with knowledge of English language and literacy development.

The need for such integration is especially urgent, given the climate of standards-based instruction, high-stakes assessment, and accountability influencing today's schools. Mbugua (2013) observes that teachers may have a negative attitude towards the integrated syllabus due to lack of resources on the combined course. Wainaina (2014) observes that lack of sufficient facilities coupled with large classes comprising unmanageable number of students result in low morale of teachers. As Malusu (2016) observes, resource materials and well prepared teachers are the best means of implementing curriculum. Rombo (2016) concurs that in any given school, a cobweb of problems affected implementation of the syllabus. The outstanding problems are lack of facilities, tools and equipment.

4.6 Instructional Strategies and Implementation of Oral literature in the Integrated English Syllabus

The researcher further sought to determine the teachers' views regarding the influence of instructional strategies on the implementation of oral literature in secondary schools.

4.6.1 Teachers' Responses on Influence of Instructional Strategies on Implementation of Oral literature in Secondary Schools

The mean and standard deviation values were used to show the respondents on the influence of instructional strategies on implementation of oral literature in the integrated English syllabus in Secondary Schools. The findings are presented in table 14.

Table 14: Teachers' Responses on Instructional Strategies in Secondary Schools

Statements	N	Mean	Std. Dev
As a teacher I usually encourage students to role play in different genres of oral literature during oral literature lesson	60	3.48	1.384
Students actively participate in discussions during oral literature lesson	60	2.93	0.893
During oral literature lesson students frequently go out to interact with people outside the school	60	2.91	1.015
As a teacher I use examples about my culture during oral literature lesson	60	2.89	0.822
Students usually listen and interpret taped material in oral literature during oral literature lessons	60	3.19	0.862
Students often tell stories during oral literature lesson	60	2.81	0.901

The results show the respondents agreed that teachers usually encouraged students to role play different genres of oral literature during oral literature lessons (M=3.48, SD=

1.384) and that learners moderately participated in discussions during oral literature lessons ($M=2.93$, $SD=0.893$). On the other hand, a few respondents agreed that during oral literature lessons students frequently went to interact with people outside the school as revealed by a mean response of $M=2.91$ with a standard deviation of 1.015.

There was also a moderate response rate in regard to whether teachers used examples about their culture during oral literature lesson ($M=2.89$; $SD=0.822$), learners usually listened to taped material on oral literature during oral literature lesson ($M=3.19$; $SD=0.862$), learners often listened and watched what the teacher was doing during oral literature lesson ($M=2.81$; $SD=0.901$). A review of previous studies by Muriuki (2010) also noted that diversity of instructional strategies were not frequent in secondary schools. Similarly, the results concur with Anyona (2016) who reported that implementation of oral literature may be influenced by the nature of instructional strategies adopted by the teacher. Anyona (2016) noted that teaching oral literature requires a multi-method approach to teaching to be adopted by the teachers.

4.6.2 Qualitative Views on the Influence of Instructional Strategies on Implementation of Oral Literature

The qualitative results from the principals were in agreement with the quantitative results obtained from the teacher respondents. From the results, it was reported that the commonly used method of teaching oral literature in the integrated English Syllabus in secondary schools is a lecture, exposition and discussion, group presentation and questions and answer methods. This concurs with Achola (2003), Linet (2014), Moseti (2013) and (Ndirangu, 2004) whose studies emphasized the role of instructional strategies such as question and answer method, lecture methods, small group discussion, individual assignments, observations and demonstrations, role plays, brainstorming, simulation, debates and hot seating in the implementation of

oral literature. A Pearson correlation was run to test the hypothesis that there was no significant influence of instructional strategies on implementation of oral literature in the integrated English Syllabus in public secondary schools in Nakuru Town East Sub County. The findings are presented in table 15.

Table 15: Relationship between Instructional Strategies and Implementation of Oral Literature

		Instructional Strategies
Implementation of Oral Literature	Pearson Correlation	0.255
	Sig. (2-tailed)	0.025
	N	60

The findings indicated the existence of a positive relationship ($r=0.255$; $p=0.025$) between instructional strategies and implementation of oral literature in the integrated English Syllabus in secondary schools in Nakuru Town East Sub County. Therefore, the null hypothesis H_{04} which stated that there was no statistically significant influence of instructional strategies on the implementation of oral literature in secondary schools in the integrated English Syllabus in Nakuru Town East Sub County was rejected. However, the relationship was not statistically significant at the $p<0.05$ level of significance. The researcher concluded that the implementation of oral literature slightly depended on instructional strategies. In the views of this association, it can be seen that teachers need to be prepared to solve the daily factors learners encounter in learning oral literature. This concurs with Hikat (2009) who noted that in teacher-centered classrooms students learned very little because learners simply sat passively as the teacher performed, accomplished and conveyed all teaching and learning activities.

Hence, instructional strategies are an integral part of oral literature implementation and as noted by many researchers, knowing instructional strategies assisted in planning and implementing curricular integration (Adams & Bushman, 2006; Barton & Smith, 2013; Smith & Johnson, 2013; Werderich, 2014). The range and frequency of strategy use, the nature of strategies or the combinations of strategies is the key to successful oral literature implementation. Macaro (2015) points out that strategies are the raw material of conscious cognitive processing and their effectiveness or ineffectiveness derives from the way they are used and combined in tasks and processes. Fewell (2007) agrees by saying that the ability to directly manipulate and manage teaching-learning strategies for improved learning efficiency distinguishes them from other uncontrollable variables that impact the learning process.

Stenhouse (2015) says the teacher-centered approach is a traditional view where children were seen as fools and therefore had to be lectured. Kisirikoi, Malusu, and Wachira (2014) concur by pointing out that unlike the teacher-centered approach, the learner-centered approach is effective in oral literature implementation as it trains learners to think and solve problems by themselves thereby making them active in learning and motivated to learn. Goddard (2015) concurs by pointing out that effective teaching-learning depends on the teaching methods and techniques employed by the teacher. This means that a good mastery of the language and the use of a variety of teaching techniques will enhance effectiveness in the implementation of oral literature. Waters (2009) concurs that oral literature implementation methodologies are alien to language teachers.

4.7 Implementation of Oral Literature in the Integrated English Syllabus

The researcher sought to establish the respondents' perceptions regarding the implementation of oral literature in the integrated English syllabus in secondary schools.

4.7.1 Teachers' Responses on Implementation of Oral Literature

The results in terms of means and standard deviations of the responses on the implementation of oral literature in secondary schools are shown in table 16.

Table 16: Teachers' Responses on Implementation of Oral Literature in Secondary Schools

Indicators of Implementation of Oral Literature	N	Mean	Std. Dev
The teaching of oral literature is done in a way that focuses on its application	60	3.82	1.247
Students are able to comprehend, interpret and apply oral literature	60	3.14	1.097
In our school oral literature is presented in a way that enables students to understand cultural links between different people	60	2.90	1.062
Oral literature is taught in a way that makes students enjoy and pursue it as a general cultural activity	60	2.89	1.046
Oral literature is taught in a way that brings intrinsic joy to the students	60	2.85	1.052
In our school students are guided to look back to their own communities for sources of oral literature materials	60	2.82	1.076
Through oral literature, students understand and appreciate the richness of the subject and their culture	60	2.87	1.209
Oral literature helps students to gain an understanding of their own world, values, and aspirations	60	2.73	1.126
The teaching of oral literature emphasizes unity among students from diverse backgrounds	60	2.65	1.217

The results demonstrated that the respondents concurred that the level of coverage of oral literature was moderately good ($M=3.82$; $SD=1.247$), the students were able to comprehend, interpret, analyze and apply oral literature ($M=3.14$; $SD=0.1097$). The respondents further disagreed that oral literature was presented in a way that enabled students to understand the cultural links among different peoples ($M=2.90$; $SD=1.062$), that oral literature was taught in a way that made students enjoy and pursue it as a general cultural activity ($M=2.89$; $SD=1.046$) and that the teaching of oral literature was done in a way that brought intrinsic joy to the students ($M=2.85$; $SD=1.052$). Moreover, moderate responses were reported in regard to whether students were guided to look back to their own communities for sources of oral literature materials and oral literature students appreciated the richness of the subject as indicated by the mean response of 2.82 and 2.87 with a standard deviation of 1.076 and 1.209 respectively. Finally, some respondents agreed that oral literature was taught in a way that emphasized unity among students from diverse backgrounds as revealed by a mean response of 2.65 with a standard deviation of 1.217.

4.7.2 Qualitative Responses on the Implementation of Oral Literature

Through the interview schedule, the respondents were asked to recommend what should be done in ensuring the effective implementation of oral literature in schools. The following were their suggestions: teachers should be involved in the development of the syllabus; topics should be minimized to enhance full syllabus coverage, improving on the marking of oral literature to encourage students to embrace the topic, reviewing of oral literature as it appears to be wide and organizing seminars for teachers. This conforms to the fact that skills development has to be embraced in order to change and cope with the demand of oral literature. Previous studies had recommended that their involvement will help in suggesting

areas to be included in the syllabus (Langat & Kurgat, 2011). From the findings, it can be said that teachers are very crucial in the implementation of the syllabus. According to Connelly and Ben-Peretz (1996), the teacher serves as an important generator and judge of ideas that would not have been otherwise available in the design process and thus they are important in syllabus implementation. The teacher also plays a pivotal role, since teachers' knowledge, experience, and skills affect the interactions of students and materials in ways that neither students nor materials can.

4.8 Regression Analysis

The researcher used the regression model to show the relationship between the independent variables and the dependent variable. Multiple regression analysis was performed and the results presented in table 17.

Table 17: Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0.831 ^a	0.691	0.037	0.0004103

a. Predictors: (Constant), Instructional Strategies, Attitude of Students, Availability of Learning Resources, School Management Support

The model summary indicated the presence of positive multiple correlations (R=0.831) between the independent variables and the dependent variable. Further, the R squared value of 0.691 indicated that the independent variables accounted for 69.1% of the total variance in the implementation of oral literature (dependent variable). Therefore, the researcher observed that the absence of instructional strategies, the attitude of students, availability of learning resources and school

management support were factors influencing the implementation of oral literature.

The analysis of variances yielded the results in table 18.

Table 18: ANOVA for Significant Difference between Instructional Strategies, Attitude, Availability of Learning Resources, Management Support and Implementation of Oral Literature

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	2.165	4	0.689	3.104	0.022 ^b
	Residual	19.217	56	0.222		
	Total	24.571	60			

a. Dependent Variable: Implementation of oral literature

b. Predictors: (Constant), Instructional strategies, Attitude of students, Availability of learning resources, School management support

The study established that the F-ratio ($F_{(4, 228)} = 3.104$) was statistically significant at $p < 0.022$ level of significance. This showed that the independent variables taken together significantly influenced the implementation of oral literature in the integrated English syllabus in secondary schools in Nakuru Town East Sub County. The model coefficients values are presented in Table 19.

Table 19: Coefficients^a

Model	Unstandardized		Standardized	T	Sig.
	Coefficients		Coefficients		
	B	Std. Error	Beta		
(Constant)	3.045	0.760		3.237	0.001
School management support	0.217	0.145	0.041	0.332	0.041
1 Attitude of students	0.307	0.111	0.297	2.128	0.011
Availability of learning resources	0.393	0.128	0.097	0.749	0.018
Instructional strategies	0.107	0.102	0.179	1.359	0.049

a. Dependent Variable: Implementation of Oral literature

From the derived regression model, with all the other factors remaining constant, implementation of oral literature in secondary schools in Nakuru Town East Sub County had a constant value of 3.045. It is also evident that the *B* value of 0.217 supported by a probability value of 0.041 indicated how much of the variation in the implementation of oral literature could be explained by school management support. In this case, while holding other factors constant, 21.7% of implementation of oral literature could be explained by school management support. Also, the *B* value of 0.307 supported by a probability value of 0.011 indicated how much of the variation in the implementation of oral literature could be explained by the independent variable, attitude of students. In this case, 30.7% of implementation of oral literature could be explained by the attitude of students while the remaining 69.3% could be explained by other factors including the study's independent variables.

The results also show the regression coefficient for the availability of learning resources. The *B* value of 0.393 supported by a probability value of 0.018 indicated how much of the variation in the dependent variable, implementation of oral

literature, could be explained by the availability of learning resources. This means that 39.3% of implementation of oral literature was motivated by the availability of learning resources while other variables accounted for 61.7% of implementation of oral literature in the integrated English Syllabus in secondary schools in Nakuru Town East Sub County. Finally, the regression for instructional strategies was also obtained. From the findings, the *B* value of 0.107 supported by a probability value of 0.049 indicated how much of the variation in the implementation of oral literature in the integrated English Syllabus in secondary schools in Nakuru Town East Sub County could be explained by instructional strategies. In this case, the lowest percentage of 10.7% of implementation of oral literature in secondary schools in Nakuru Town East Sub County could be explained by instructional strategies. Stenhouse (2015) says the teacher-centered approach is a traditional view where children were seen as "fools" and therefore had to be lectured on. Kisirikoi, Malusu, and Wachira (2014) concur by pointing out that unlike the teacher-centered approach, the learner-centered approach trains learners to think and solve problems by themselves thereby making them active in learning and motivated to learn. Students who were allowed to utilize a self-directed approach to making connections with the actual topic they studied reported an increase in confidence with the material (Barton & Smith, 2016; Cook & Martinello, 2014). Korir (2017) clearly points out that the teacher's understanding of language, language learning and the teacher's command of the methods and techniques of language teaching are very important in the English teacher's professional skill. Goddard (2015) concurs by pointing out that effective teaching-learning depends on the teaching methods and techniques employed by the teacher.

Therefore, this implies that a good mastery of the language and the use of a variety of teaching techniques will enhance effectiveness in the implementation of the

curriculum. Indeed modern methods require more careful preparation and a greater display of pedagogic skills than more conventional methods. The teachers cannot be expected to put new methods into practice unless they are thoroughly familiar with both the principles and the details of the methods (Fullan, 2013). Waters (2009) concurs by pointing out that oral literature teaching methodologies are alien to many language teachers. This was evidenced in the Kenyan situation whereby the introduction of Integrated English in secondary schools became challenging for it required the teachers of English to adjust to the new teaching-learning strategies that were characteristic of the integration.

Rugut (2012) observed that learning takes place through active behavior of the students. He further says that it is what the learner does that he/she learns, not what the teacher does. This view is supported by Freire (2013) who is against the teacher-centered approach of learning as such learning is oppressive and the learner becomes a bank to be deposited knowledge without question or contribution. The learner-centered approach allows the learner to participate actively in the learning process whereby his/her views are accommodated hence making the learning interactive rather than passive.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

The purpose of the study was to establish the factors influencing implementation of oral literature in the integrated English syllabus in public secondary schools in Nakuru Town East Sub County. Four variables were identified to establish whether they influenced the implementation of oral literature. This chapter presents a summary of the major findings and the conclusion made. Recommendations and suggestions for further research are also presented.

5.2 Summary of the Major Findings

The purpose of the study was to establish the factors influencing implementation of oral literature in the integrated English syllabus in public secondary schools in Nakuru Town East Sub County. The specific objectives of the study were to examine whether school management support, attitude of students, instructional strategies and availability of learning resources influenced the implementation of oral literature in secondary schools in Nakuru Town East Sub County. Data was collected using questionnaires and interview schedule, and analyzed using descriptive and inferential statistics. The summary of the findings are presented as per the study objectives.

5.2.1 School Management Support and Implementation of Oral Literature

From the findings, the respondents agreed that their schools often invited artists for live oral literature performance; schools promptly purchased oral literature textbooks without bias, students were encouraged to embrace oral literature as a subject and the students were satisfied with the way schools organized symposium to support syllabus completion in oral literature. The schools also encouraged teachers to adequately cover all topics in oral literature and extra lessons were allowed by the school to

facilitate coverage of oral literature. The findings indicated the presence of a positive relationship ($r=0.217$; $p=0.008$) between school management support and the implementation of oral literature in secondary schools. The relationship was found to be statistically significant at $p<0.05$ level of significance.

5.2.2 Influence of Attitude of Students and Implementation of Oral Literature

The findings show that the respondents disagreed that they liked oral literature more than other topics and that oral literature was interesting to them. The respondents observed that their teachers of English did not pay a lot of attention on oral literature. However, the respondents observed that oral literature was difficult and they studied it because they had no choice but covered oral literature in form one and two. Others noted that what students learnt in oral literature was not relevant in their life even though oral literature was useful to them in future career. It is also evident that learners' attitude toward oral literature was the major factor influencing the implementation of oral literature. There was a positive relationship ($r=0.307$; $p=0.007$) between attitude of students and the implementation of oral literature. The relationship was statistically significant at $p<0.01$ level of significance.

5.2.3 Availability of Learning Resources on Implementation of Oral Literature

The respondents agreed that schools gave priority to other subjects when purchasing text books, there was no adequate support material used for oral literature, there were adequate text books for oral literature and undecided on whether teachers cared about availability of teaching materials for oral literature. However, there were problems encountered while studying oral literature; some teachers did not always insist on students buying extra oral literature materials. The analysis revealed the presence of a positive moderate significant relationship ($r=0.393$; $p=0.0023$) between availability of learning resources and implementation of oral literature in secondary schools in

Nakuru Town East Sub County.

5.2.4 Instructional Strategies and Implementation of Oral Literature

The results also show that the respondents agreed that teachers usually encouraged students to role play different genres of oral literature during oral literature lesson and all learners moderately participated during oral literature lessons. However, during oral literature lesson learners did not always interact with people outside the school, teachers infrequently used examples about their culture during oral literature lesson, learners did not always listen to taped material on oral literature during oral literature lesson. Also learners often listened and watched what teachers were doing during oral literature lesson instead of encouraging learners to perform different genres of oral literature during oral literature lesson. Thus the respondents noted that the students did not always actively participate during oral literature lesson. In spite of these factors there was a positive relationship ($r=0.255$; $p=0.025$) between instructional strategies and implementation of oral literature in the integrated English syllabus in secondary schools in Nakuru Town East Sub County.

5.3 Conclusions

From the findings of the study, it can be concluded that schools often invited artists for live oral literature performance; schools promptly purchased oral literature textbooks without bias, students were encouraged to embrace oral literature. The schools also encouraged teachers to adequately cover all topics in oral literature and extra lessons were allowed by the school to facilitate coverage of oral literature. Therefore, there was a positive statistically significant relationship ($r=0.217$; $p=0.008$) between school management support and implementation of oral literature in the integrated English syllabus in secondary schools.

It is also concluded that learners liked oral literature because it was interesting to them. However, oral literature was seen as being difficult and some students studied it because they had no choice but covered oral literature and did not see relevance of oral literature in their life even though oral literature was useful to them in future career. Thus learners' attitude toward oral literature was the major factor influencing the implementation of oral literature. However, there was a statistically significant positive relationship ($r=0.307$; $p=0.007$) between attitude of students and implementation of oral literature.

In regard to availability of learning materials, there was adequate support material for oral literature, and some teachers cared about availability of teaching materials for oral literature. However, teachers did not always insist on students buying extra oral literature materials and some schools did not give priority to oral literature when purchasing text books. Nevertheless, there was a positive statistically significant relationship ($r=0.393$; $p=0.0023$) between availability of learning resources and implementation of oral literature in the integrated English syllabus in secondary schools in Nakuru Town East Sub County.

The study also concludes that teachers usually encouraged students to perform different genres of oral literature during oral literature lesson and all learners moderately participated during oral literature lesson. However, learners did not always interact with people outside the school and teachers did not always use examples about their culture during oral literature lesson. In certain situations, learners often listed and watched what teachers were doing during oral literature lesson instead of encouraging learners to perform different genres of oral literature during oral literature lesson. However, there was a positive relationship ($r=0.255$;

p=0.025) between instructional strategies and implementation of oral literature in secondary schools in Nakuru Town East Sub County. Based on this analysis, 21.7% of implementation of oral literature in secondary schools in Nakuru Town East Sub County was explained by school management support, 30.7% by attitude of students, 39.3% by availability of learning resources and 14.7% was influenced by instructional strategies.

5.4 Recommendations

Based on the findings and conclusions drawn from the study, several recommendations are made for school management, policy makers, practice and theory.

- i. The study recommends that continuous school support should be ensured so as to improve effective implementation of oral literature in the integrated English syllabus in secondary schools in Nakuru Town East Sub County.
- ii. The school management should formulate comprehensive programs that are holistic in approach and lay out clear and transparent procedures for procuring learning and support materials. This is because some teachers perceived lack of learning materials as a hindrance in the implementation of the integrated English syllabus.
- iii. The ministry of education should take a leading role in partnering with schools in order to expand and develop alternative budgetary sources that will be available for all teachers. It is imperative that while implementing the syllabus all stakeholders should be extensively consulted to avoid pitfalls.
- iv. Teachers of English should be directly involved in the implementation of the syllabus to ensure effective implementation; in addition, teachers should encourage students to develop a positive attitude towards oral literature. This

is because many teachers lamented that some students had negative attitude towards oral literature owing to perceived or actual difficulty.

- v. In order to ensure students have developed interest in oral literature, the necessary and adequate resources should be allocated for the implementation of oral literature and that the syllabus content should be reviewed to identify and adjust the content accordingly. This might prove useful to the school management overall image promoting their efforts in enhancing oral literature implementation. Further, to encourage effective implementation of oral literature, students should be sensitized appropriately and urged to embrace oral literature as early as form one. This may involve demonstrating practical relevance of oral literature and relating its pragmatic application in the society.
- vi. As indicated in the study findings, the instructional strategies could be inhibiting effective implementation of oral literature. Therefore, the study recommends that teachers of English should adopt more direct methods of teaching oral literature to arouse interest in the learners so that they can embrace it. The instructional methods that may arouse learners' interest include oral interview, field notes, observation, audio/video recording and field excursions.

5.4.1 Policy Recommendations

- i. The study recommends that the syllabus content should be reviewed to identify and adjust oral literature content accordingly. This should be done in line with emerging issues and changing cultures which have an effect on attitude.
- ii. The integration of English should start from college or universities. This is because English language and oral literature are taught as separate units at this level.

5.4.2 Recommendations for Further Research

- i. Due to sampling errors that might have arisen, further research is recommended on the same topic in other counties in order to enhance generalizability of the findings.
- ii. It is also suggested that further research be done on the factors influencing implementation of oral literature in private secondary schools in Nakuru Town East Sub County.
- iii. There is also need for further studies to establish the perception of learners toward implementation of oral literature in the integrated English syllabus in secondary schools in Nakuru Town East Sub County.

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APPENDICES

APPENDIX I: TEACHERS QUESTIONNAIRE

The purpose of this questionnaire is to gather information on the factors influencing implementation of oral literature in the integrated English syllabus in secondary schools in Nakuru Town East Sub County. You have been selected as an informant in this study. Please answer this questionnaire as truthfully as possible. Any information that you give will be treated with confidentiality. Where options are provided, Tick in the appropriate box.

Section A: Learners' Attitude toward Oral literature

1. Express your opinion to each of the following statements about learners' attitude toward oral literature in the integrated English syllabus by ticking against the box that best describes your feelings. The key below gives the responses and their corresponding abbreviations. Please tick the option of your choice. **Key: 5.** Strongly Agree, 4. Agree, 3. Undecided, 2. Disagree, 1. Strongly Disagree

Statements	5	4	3	2	1
Students like oral literature more than other topics					
Oral literature is interesting to students					
Students find oral literature is easy					
Students study oral literature out of choice					
In our school we cover the oral literature in form one and two					
As a teacher I always pay a lot of attention on oral literature					
What students learn in oral literature is relevant in their life					
Oral literature will be useful to students in future career					

Section B: Instructional Strategies for Oral Literature

2. The key below gives the responses and their corresponding abbreviations about instructional strategies for oral literature. Please tick the option of your choice. **KEY:** 5. Strongly Agree, SA, 4. Agree, A, 3. Undecided, UD, 2. Disagree, D, 1. Strongly Disagree, SD

Statements	5	4	3	2	1
As a teacher I usually encourage student to role play in different genres of oral literature during oral literature lesson					

Student actively participate in discussions during oral literature lesson					
During oral literature lesson students frequently go out to interact with people outside the school					
As a teacher I usually give examples about students' culture during oral literature lesson					
Students usually listen and interpret taped material on oral literature during oral literature lesson					
Students often tell stories during oral literature lesson					

Section C: Availability of Learning Resources

3. The key below gives the responses and their corresponding abbreviations about availability of learning resources. Please tick the option of your choice. KEY: 5. Strongly Agree= SA, 4. Agree=A, 3. Undecided=UD, 2. Disagree=D, 1. Strongly Disagree=SD

Statements	5	4	3	2	1
Students always encounter problems while studying oral literature					
There are adequate text books for oral literature in our school					
Our school gives priority to oral literature when purchasing text books					
There is adequate support material used for oral literature					
As a teacher I always care about availability of teaching materials for oral literature					
I always insist on students buying extra oral literature materials					
There are adequate resources to facilitate coverage of oral literature					

Section D: School Management Support

4. The key below gives the responses and their corresponding abbreviations about school management support in the implementation of oral literature. Please tick the option of your choice. KEY: 5. Strongly Agree= SA, 4. Agree=A, 3. Undecided=UD, 2. Disagree=D, 1. Strongly Disagree=SD

Statement	5	4	3	2	1
Our school often invites artists for live oral literature performance					
Our school promptly purchases oral literature textbooks without bias					
Our school encourages students to embrace oral literature as a subject					
I am satisfied with the way our school organizes					

symposium to support completion of topics in oral literature					
I think the school encourages teachers to adequately cover all topics in oral literature					
Extra lessons are allowed to facilitate coverage of oral literature					
Our school supports field trips for oral literature					

Section E: Implementation of Oral Literature

5. The following statements are about the implementation of oral literature in secondary schools in Nakuru Town East Sub County. The key below gives the responses and their corresponding abbreviations to each of the statements. Please tick the option of your choice. **Key:** 5. Strongly Agree, 4. Agree, 3. Undecided, 2. Disagree, 1. Strongly Disagree

Statements	5	4	3	2	1
The level of coverage of oral literature is generally good					
Students are able to comprehend, interpret, analyze and apply oral literature					
Students are aware of the nature, types, genres and functions of oral literature					
In our school oral literature is presented in a way that enables students to understand cultural links between different peoples					
Oral literature is implemented in a way that makes students enjoy and pursue it as a general cultural activity					
Teaching oral literature is done in a way that brings intrinsic joy to the students					
In our school students are guided to look back to their own communities for sources of oral literature materials					
Through oral literature students appreciate the richness of the subject					
Through oral literature students understand and appreciate their culture					
Oral literature helps students to gain understanding of their own world, values and aspirations					
Implementation of oral literature emphasizes unity among students from diverse backgrounds					
Implementation of oral literature is done in a way that enhances its reception, retention and application					

APPENDIX II: QUESTIONNAIRE FOR STUDENTS

Section A: Learners' Attitude toward Integrated Oral Literature Syllabus

1. Express your opinion to each of the following statements about learners' attitude toward integrated oral literature syllabus by ticking against the box that best describes your feelings. The key below gives the responses and their corresponding abbreviations. Please tick the option of your choice. **Key: 5.** Strongly Agree, 4. Agree, 3. Undecided, 2. Disagree, 1. Strongly Disagree

Statements	5	4	3	2	1
I like oral literature more than other topics in English					
Oral literature is interesting to me					
Oral literature is easy					
I study oral literature out of choice					
We cover the oral literature syllabus in form one and two					
Our English teachers pay a lot of attention on oral literature					
What I learn in oral literature is relevant in my life					
Oral literature will be useful to me in future career					

2. What is your attitude towards oral literature? -----

3. How does your attitude affect your understanding of oral literature? -----

4. What measures do you take to ensure you understand oral literature? -----

5. Does your school have adequate resources for oral literature? -----

6. What are some of the resources? -----

7. How does your teacher engage you during the oral literature lesson? -----

APPENDIX II: INTERVIEW GUIDE FOR SCHOOL PRINCIPALS

- i. What kind of support does the principal provide in the implementation of the integrated oral literature syllabus?
- ii. What strategies have you adopted to ensure teachers cover the syllabus?
- iii. Suggest ways in which your school can support the implementation of integrated oral literature syllabus.
- iv. What is the attitude of the teachers towards integrated oral literature in your school?
- v. How does the attitude of the teachers towards integrated oral literature affect the implementation of the integrated oral literature in your school?
- vi. In what ways does the attitude of teachers affect the performance of students in oral literature?
- vii. Does your school have adequate resources for implementing integrated oral literature syllabus content?
- viii. What instructional methods are used by teachers during oral literature lessons?
- ix. In what ways are the teaching strategies adopted by the teachers appropriate in the implementation of the integrated oral literature syllabus in your school?
- x. What improvement in instructional strategies do you feel teachers should consider in ensuring effective implementation of the integrated oral literature syllabus?

Thank you for your co-operation

Thank You for Participating!

**APPENDIX III: TABLE FOR DETERMINING RANDOMLY CHOSEN
SAMPLE SIZE**

Table for determining needed the size of a randomly chosen sample (S) from a given finite population of N cases such that the sample proportion P will be within plus or minus .05 of the population proportion P with a 95 per cent level of confidence.

N	S	N	S	N	S
10	10	220	140	1200	291
15	14	230	144	1300	297
20	19	240	148	1400	302
25	24	250	152	1500	306
30	28	260	155	1600	310
35	32	270	159	1700	313
40	36	280	162	1800	317
45	40	290	165	1900	320
50	44	300	169	2016	322
55	48	320	175	2200	327
60	52	340	181	2400	331
65	56	360	186	2600	335
70	59	380	191	2800	338
75	60	400	196	3000	341
80	66	420	201	3500	346
85	70	440	205	4000	351
90	73	460	210	4500	354
95	76	480	214	5000	357
100	80	500	217	6000	361
110	86	550	226	7000	364
120	92	600	234	8000	367
130	97	650	241	9000	368
140	103	700	248	10000	370
150	108	750	254	15000	375
160	113	800	260	20160	377

Source: Krejcie and Morgan (1970)

APPENDIX IV: LETTERS OF AUTHORIZATION



INSTITUTE OF POST GRADUATE STUDIES

Private Bag - 20157
KABARAK, KENYA
E-mail: directorpostgraduate@kabarak.ac.ke

Tel: 0203511275
Fax: 254-51-343012
www.kabarak.ac.ke

4th Aug 2017

Ministry of Higher Education Science and Technology,
National Council for Science, Technology & Innovation,
P.O. Box 30623 – 00100,

Dear Sir/Madam,

RE: RESEARCH BY CECILIA CHEPKEMBOI – MED/NE/0729/05/16

The above named is a Masters student at Kabarak University taking Masters Degree in Education (Curriculum Studies). She is carrying out research entitled “*Challenges facing the Implementation of Integrated oral Literature Syllabus in Secondary Schools in Nakuru East Sub County*”.

The information obtained in the course of this research will be used for academic purposes only and will be treated with utmost confidentiality.

Please provide the necessary assistance.

Thank you.

Yours faithfully,

Dr. Betty J. Tikoko
DIRECTOR - (POST-GRADUATE STUDIES)



Kabarak University Moral Code

As members of Kabarak University family, we purpose at all times and in all places, to set apart in one's heart, Jesus as Lord. (1 Peter 3:15)



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NAKURU SUBCOUNTY
P.O. BOX 1028
NAKURU

Ref: NKU/ED/122/VOL.11/219

11th September 2017

TO ALL PRINCIPALS
NAKURU EAST SUBCOUNTY

RE: RESEARCH AUTHORISATION CECILIA CHEPKEMBOI

The above named student for KABARAK University has authority to conduct research on "Challenges facing implementation of integrated Oral Literature syllabus in Secondary Schools in Nakuru East Sub-county"

Kindly give her the assistance required.

For: DISTRICT EDUCATION OFFICER
NAKURU DISTRICT

K. K. K.
KAMAU CHRISTOPHER
FOR SUBCOUNTY DIRECTOR OF EDUCATION
NAKURU SUBCOUNTY



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NAIROBI-KENYA

Ref. No. **NACOSTI/P/17/75494/19055**

Date: **12th September, 2017**

Cecilia Chepkemboi Kosgey
Kabarak University
Private Bag - 20157
KABARAK.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on *“Challenges facing implementation of integrated oral literature syllabus in secondary schools in Nakuru East Sub County”* I am pleased to inform you that you have been authorized to undertake research in **Nakuru County** for the period ending **11th September, 2018**.

You are advised to report to **the County Commissioner and the County Director of Education, Nakuru County** embarking on the research project.

Kindly note that, as an applicant who has been licensed under the Science, Technology and Innovation Act, 2013 to conduct research in Kenya, you shall deposit a **copy** of the final research report to the Commission within **one year** of completion. The soft copy of the same should be submitted through the Online Research Information System.


GODFREY P. KALERWA MSc., MBA, MKIM
FOR: DIRECTOR-GENERAL/CEO

Copy to:
The County Commissioner
Nakuru County.

The County Director of Education
Nakuru County

**THIS IS TO CERTIFY THAT:
MS. CECILIA CHEPKEMBOI KOSGEY
of KABARAK UNIVESITY, 0-20100
Nakuru,has been permitted to conduct
research in Nakuru County**


**Permit No : NACOSTI/P/17/75494/19055
Date Of Issue : 12th September,2017
Fee Received :Ksh 1000**

**on the topic: CHALLENGES FACING
IMPLEMENTATION OF INTEGRATED ORAL
LITERATURE SYLLABUS IN SECONDARY
SCHOOLS IN NAKURU EAST SUB COUNTY**

**for the period ending:
11th September,2018**


**Applicant's
Signature**




**Director General
National Commission for Science,
Technology & Innovation**

CONDITIONS

1. The Licence is valid for the proposed research, research site specified period.
2. Both the Licence and any rights thereunder are non-transferable.
3. Upon request of the Commission, the Licensee shall submit a progress report.
4. The Licensee shall report to the County Director of Education and County Governor in the area of research before commencement of the research.
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**National Commission for Science,
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Serial No.A 15682

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MINISTRY OF INTERIOR AND
CO-ORDINATION OF NATIONAL GOVERNMENT

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Telephone: Nakuru 051-2212515
When replying please quote

COUNTY COMMISSIONER
NAKURU COUNTY
P.O. BOX 81
NAKURU

Ref. No. **CC.JR.EDU 12/1/2 VOL.II/244**

29th September, 2017

TO WHOM IT MAY CONCERN

RE: RESEARCH AUTHORIZATION – CECILIA CHEPKEMBOI KOSGEY

The above named student has been given permission to carryout research on ***"Challenges facing implementation of integrated oral literature syllabus in secondary schools in Nakuru East Sub County,"*** for the period ending **11th September, 2018.**

Kindly give her all the necessary support to facilitate the success of her research.


JUDITH A. ONYANGO
FOR: COUNTY COMMISSIONER
NAKURU COUNTY

MINISTRY OF EDUCATION
State Department of Basic Education

Telegrams: "EDUCATION",
Telephone: 051-2216917
Fax: 051-2217308
Email: cdenakurucounty@yahoo.com
When replying please quote
Ref. NO.
CDE/NKU/GEN/4/1/21/VOL.VI/21



COUNTY DIRECTOR OF EDUCATION
NAKURU COUNTY
P. O. BOX 259,
NAKURU.

29TH September, 2017

TO WHOM IT MAY CONCERN

RE: RESEARCH AUTHORIZATION – CECILIA CHEPKEMBOI KOSGEY
PERMIT NO. NACOSTI/P/17/75494/19055

Reference is made to letter NACOSTI/P/17/75494/19055
dated 12TH September, 2017.

Authority is hereby granted to the above named to carry out
research on "**Challenges facing implementation of integrated oral
literature syllabus in secondary schools in Nakuru East Sub County,**"
for a period ending 11th September, 2018.

Kindly accord her the necessary assistance.

George Ontiri
FOR: COUNTY DIRECTOR OF EDUCATION
NAKURU COUNTY

Copy to:

Kabarak University
Private Bag 20157
KABARAK