STRATEGIES AND MEDIA FOR TEACHING AND LEARNING ORAL LITERATURE IN KENYA: A STUDY

BY

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A research project submitted in partial fulfilment of the requirement for the award of MASTER OF EDUCATION (T.D.C.) DEGREE of the KENYATTA UNIVERSITY.

August, 1987
DECLARATION

This research project is my original work and has not been presented for a degree in any other University.

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This project has been submitted for examination with my approval as University Supervisor.

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DEDICATION

I dedicate this work to my Parents Alfred Kamukam and Isabel Amoit for the role they have always played in shaping my future. It is also dedicated to my wife Fraciah Wanjiku Ettyang and our children Kamukam, Barasa, Amoit, Pauline, Mercy, Margaret and Regina for their support and inspiration.
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ABSTRACT

The main purpose of the study was to investigate the strategies and Media teachers and students used in teaching and learning Oral literature in selected secondary schools in Nakuru District with the view to determining their understanding and utilization of the same.

Past studies and various oral literature scholars have emphasized the need to expose the learner to a variety of experiences if the teaching and learning or oral literature has to be complete. This, therefore, calls for the utilization of a variety of strategies and Media. However, no study on strategies and Media and the teaching of oral literature has been carried out. This study, therefore, is aimed at stimulating total but conscious and systematic application of strategies and Media in teaching and learning oral literature in Secondary Schools.

The study was conducted in four maintained, four Assisted and four Private Secondary Schools. The target group was Secondary school teachers that handled Literature in English in schools that had registered candidates for the Kenya Certificate of Education
examination in the subject, for at least the last two years. This was hoped would give a clearer picture on strategies and Media applied in the teaching and learning of oral literature.

The data was collected using a questionnaire which was completed by 87.5% of the targeted respondents. It had twenty six (closed and open) items which sought the following information: the teachers' qualifications and experience, their major source of oral literature material, understanding and utilization of strategies and Media and how strategies and Media were integrated in the teaching and learning of oral literature.

Data collected was analysed using descriptive statistics; - a tally sheet for the closed-ended questions was prepared and their frequencies and percentages computed. For open-ended questions, coding frames were developed and the responses classified according to the categories in the coding frames and their frequencies and percentages computed.

The findings of the study revealed that the Teachers' understanding of strategies and Media was limited. There was an obvious overdependence on print Media at the expense of other Media. The application of
strategies and Media in teaching and learning oral literature was incomplete, unconscious and haphazard.

It is therefore recommended that Secondary teachers' training institutions (including the Universities) re-examine their syllabi to see whether they offer the teachers who qualify a chance to acquire a sound understanding and application of strategies and Media in teaching and learning oral literature.

Regular Seminars and inservice courses should be organized to give untrained teachers some basics on educational Media and to appraise all teachers on the latest developments in this area.
CHAPTER ONE

1.0 INTRODUCTION

1.1.1 Background to the Problem

That literature has a very significant role to play in every society is not debatable. For a long time, literature, written or oral, has been the pillar of every society. It is useful in making the people aware and rediscover their own environment\(^1\). This is because it is the mirror of every society and therefore useful in cultural education. Traditionally it "was the main medium of indigenous childhood education all over Africa\(^2\). Today, a people's cultural heritage can be promoted or even asserted through it.

Before independence, the colonialists, through their literature, tried to stifle African oral literature. They often presented a rather distorted image of an African through their education system that shut out everything authentically African from the indigenous people and the world as a whole. With the advent of independence, the Africans begun to propagate for something authentically theirs; not in terms of retrogressing to out mode customs but in terms of promoting what they still cherished as theirs. They wanted their cultural heritage to take precedence over a foreign one.
Since our total way of life was communicated orally and we are now in a world where the well-knit kinship system is gradually weakening, it is therefore necessary to teach this cultural heritage in schools, not only to the young, but also to any other interested person. It is therefore with this in mind that in 1968, a group of lecturers in the University of Nairobi advocated for the teaching of literature in the university relevant to the African context. Through their efforts, two departments of literature and languages were established. This paved the way for the study of oral literature.

But it was not until 1974 that secondary school teachers felt that the secondary schools' literature syllabus needed revision to make it relevant to the Kenyan and African society. When they met at Nairobi school in 1974, they were unanimous about the incorporation of oral literature in the literature syllabus because it was "an equally important aspect of African literature". They, among others, did the following:

(i) Gave an elaborate approach to the subject with emphasis on performance and observation as the best ways of handling the subject.

(ii) Gave a specimen reading list for various secondary school levels to act as a guide to
the study of the subject.

(iii) Recommended that a permanent committee of 'experts' be established at National level to, among others, prepare materials for schools and establish an archive-cum library of oral literature material⁶.

When the oral literature syllabus was eventually launched in 1980 and first tested in 1982, a great debate was generated. The group for, hailed it as a move to asserting our cultural identity in our independent country. Those against, argued that, the country was ill-prepared because there was lack of qualified staff and enough textbooks. They argued further that, it would open up old wounds. This in itself was, a limited understanding of what oral literature was. They went further and argued that the standards of education would be lowered with the introduction of this 'ogre' called oral literature⁷.

But, the Kenya National Examinations Council report, while allaying the fears by describing the performance of the form four students on the first attempt as impressive, seemed to justify them on the other hand. It pointed out that a "bulk" of the candidates appeared to have been ill-prepared⁸. It therefore recommended that:
In handling this paper the individual teachers' resourcefulness is perhaps the most important assets. Teachers are reminded here that the texts suggested in the K.C.E. regulations and syllabuses (oral literature) are in no way meant to be set texts or even course books for that matter. Teachers are encouraged to be as flexible as possible and not slavishly hold on to texts... the teachers could encourage their students to do some amount of research on oral literature genres. In a school where a number of ethnic groups are represented, the teacher could encourage the exchange or oral narratives, proverbs, riddles etc.

This suggests that the students' responses to the questions reflected a reproduction of memorized texts in books instead of demonstration of the experience of oral literature.

Subsequent surveys carried out by Mbengei (1984) and Wamakonjio (1985) showed that teaching of oral literature was still riddled with attitudinal and material problems. There was still a dire need for books despite the ones flooding the market. Recommendations on being as resourceful as possible by making use of various strategies and range of media, to ensure that the students appreciate, enjoy and understand the role of the subject in their lives, appears to have been ignored. This observation is supported by Akivaga and Odaga in the following remark:-
The teaching of oral literature in most African countries is either totally neglected or haphazard where it has been introduced. 10

Rimbui (1982) found inadequate application of media in teaching literature and recommended that:

Future research should be carried on the role and effectiveness of audio-visual teaching materials in the teaching of literature. Such a study would attempt to discover reasons for the apparent inadequate utilization of audio-visual materials in the instructional programmes of literature. 11

This, therefore, calls for an investigation into the strategies and media currently used in the teaching and learning of oral literature.

1.1 Statement of the Problem

Teaching strategies are a key to successful teaching and achievement of instructional objectives because they are the initial determiners of the instructional process. Media, has for a long time played a vital role in instruction so that its systematic integration with strategies can influence the effectiveness of teaching. Brown and others argue that:–
Creative use of a variety of media will increase the probability that students will learn more, retain better what they learn and improve their performance of the skills they are expected to develop.\textsuperscript{12}

Evidence, by, among others, Akivaga and Odaga (1982), The Kenya National Examinations Council, Kenya Certificate of Education 1982 report (1983), Mbengei (1984), Wamakonjio (1985), 8:4:4 English Syllabus (1985) and Adagala and Kabira (1986), emphasizes performance (observation, active participation, imitation or a combination of all) as the best approach to the teaching and learning of the subject. This, they emphasize, is the best way the learner would get to know the reality of his culture. Despite this, there appears to be over-reliance on textbooks and, lack of resourcefulness in teaching and learning oral literature in secondary schools. As a result, the teaching has been described as "haphazard"\textsuperscript{13} with unconscious or accidental application of strategies and media.

1.2. Purpose of the Study

In the light of the above, the purpose of this study was to investigate the strategies and media teachers and students used in teaching and learning oral literature in secondary schools with a view to:
(i) Identifying the teacher's understanding of media.

(ii) Identifying strategies and media used in teaching and learning the subject.

(iii) Determining the criteria used in selecting the most suitable strategies and media for handling the subject.

(iv) Identifying the problems faced by teachers in utilizing strategies and media for teaching the subject.

(v) Determining how resourceful the teachers were in handling the subject.

(vi) Determining whether the handling of the subject was haphazard or systematic.

1.3 Significance of the Study

Following the great emphasis attached by the literature reviewed on performance, in the teaching and learning of oral literature, and the apparent over-reliance on textbooks by both teachers and students,
and the reportedly haphazard manner of teaching and learning the subject, a study was carried to investigate the strategies and media used in teaching and learning the subject. It was hoped that the findings of the study would:

(i) Give the teachers and students a greater awareness of strategies and media for teaching and learning the subject.

(ii) Assist the teachers and students in becoming more resourceful in the handling of the subject and not use "shortage" of prescribed text-books for the haphazard handling of the subject.

(iii) Help teachers and students identify appropriate strategies and integrate them with media for teaching and learning the subject.

(iv) Help both teachers and students come up with cheaper but efficient strategies for teaching and learning the subject by forming oral literature clubs, setting up oral literature libraries and resource centres in their schools, paving the way for a National Oral literature archival centre.
Help identify a case for future research into the best strategies and media for handling the subject in Kenyan Secondary Schools.

1.4 Research Assumptions

The researcher had the following assumptions before starting the investigation.

(i) That teachers used various strategies in handling the subject.

(ii) That there was systematic application of strategies in handling the subject.

(iii) That teachers were aware of and used all media in handling the subject.

(iv) That all teachers that handled the subject were qualified and knew alternative sources of oral literature material.

(v) That both teachers and students had great access to a lot of oral literature material which they used.

(vi) That both teachers and students were resourceful in the teaching and learning of the subject.
1.5 Limitations of the Study

(i) Research on strategies and media for teaching and learning oral literature in Kenyan Secondary Schools had not been undertaken. The available literature dealt with the general application of strategies and media with no link with oral literature.

(ii) The investigation was limited to selected secondary schools in Nakuru District in the Rift Valley Province of Kenya. So, the findings may not be safely generalised to the rest of the republic because different parts of the country may have different problems and different access to resources. It may, however, be argued that, when the oral literature syllabus was launched, there was expression of doubt from various parts of the country. So identification of these problems and their solutions in Nakuru District, could lead to the solving of the same in other parts of the country.

(iii) The selected secondary schools were those that had registered candidates for the Kenya Certificate of Education in the subject, for at least the last two years. It was hoped that a better and clearer picture would be got on how they had been handling the subject.
(iv) The survey was also limited to teachers of oral literature because the researcher was interested in how they were handling the subject. It was also hoped that their comments would shed light on how their students learnt the subject.

(v) The survey was not financed and operating within limited resources, the researcher could not cover the whole province, draw a large sample, include students of oral literature in the sample and had to be content with 12 selected secondary schools in Nakuru district. Coupled with this was the limited time factor.

1.6 Definition of Terms

Oral literature

"Those utterances, whether spoken, recited or sung, whose composition and performance exhibit to an appreciable degree the artistic characteristics of accurate observation, vivid imagination and ingenious expression"\textsuperscript{14} of a given people.

Genre

Will be used to refer to the category of oral literature items. For example, narratives, songs, proverbs,
riddles and so on.

Culture

Will be used here to refer to a complex whole of human behaviour which includes his art, law, tools, agriculture, technology, beliefs, rituals, morals, social and political institutions and the entire range of social interactions and habits acquired by man as a member of society, which enable him to survive.

Community

A group of people residing in a given geographical area and have a common cultural heritage.

Teaching Strategies

The term means different things to different people. But its use here will be distinct from methods because it refers to the initial planning of teaching-learning experiences to determine the most suitable teaching methods and media for presenting content and achieving instructional objectives.

Media

Any person, material or event that facilitates the
Methods

Sometimes referred to as techniques, refers to a specific way or ways of teaching determined by the teaching strategy or strategies adapted by the teacher in order to achieve instructional objectives. For example, lecture, discussion, drill demonstration and so on.

Instructional Objectives

Will be used here to refer to the description of the behaviour expected from the learner at the end of instruction.

Community Study

Will be used interchangeably with field work and fieldtrips to refer to visiting the community immediately around the school or otherwise to collect data useful in the study of oral literature.

Resourcefulness

Refers to how teachers and students diversify the teaching and the learning of oral literature by, for example, inviting people with special knowledge on the subject, listening to Radio and watching Television
programmes attending public festivals and celebrations, conducting community study and so on, for the sole purpose of supplementing or complementing the teachers' efforts.

**Government Maintained Secondary School**

Sometimes referred to as a maintained school, is used here to describe a school which is fully maintained on grants received from the government.

**Government Assisted Secondary School**

Sometimes referred to as an assisted school, is used here to describe a school which is partly maintained on grants received from the government and partly from the efforts and contributions of the people where the school is located.

**Private Secondary School**

This is a school that does not receive any form of funds from the government for maintenance but one run by private entrepreneurs.
FOOTNOTES


5. Teaching Literature in Kenyan Secondary Schools... op. cit. p. 10.

6. Ibid., p. 33.


9 Ibid., p. 8.


13 Akivaga S. Kichamu and Odaga A. Bole op. cit. P. ix.

CHAPTER TWO

2.0 LITERATURE REVIEW

2.1 Introduction

No investigation has been carried out to determine the strategies and media used in the teaching and learning of oral literature in secondary schools. What is known about the teaching and learning of the subject comes from:

(i) Circulars from the Ministry of Education.
(iv) Comments of teachers in Seminars, Conferences and inservices training meetings.
(v) Some books in print.

Oral literature has already been recognized as playing a significant role in promoting our cultural heritage. So proper choice and maximum utilization of strategies and Media will ensure that the learner does not get a distorted picture of what we cherish as our cultural heritage.

The sources listed above clearly identify the nature of oral literature and give suggestions on how it
should be taught in the secondary schools. They, however, caution against overreliance on textbooks which they view as merely giving guidelines on the teaching of the subject. The literature review is therefore centred on what the above sources have to say on teaching of oral literature and the utilization of strategies and media. It is divided into four parts. The first part outlines what various sources recommend on the teaching of oral literature. The second part comments on strategies. The third part comments on media. The final part comments on integration of strategies and media and gives a suggested model on how this could be done.

2.2.0 Recommendations on the teaching of Oral Literature

2.2.1 Comments on the 1974 Teachers' Conference

While the 1974 Teachers' conference was trying to restructure the entire literature syllabus to make it relevant to the Kenyan needs, the participants felt that oral literature, "which is an equally important aspect of African literature", had been ignored. They recognized the role the teaching of oral literature would play in promoting our culture. So they recommended that "... a relevant syllabus of Kenya literature in English would comprise a compulsory paper in oral literature". They saw oral literature as an embodiment of our culture, which in turn is reflected in our creativity.
which has aesthetic and artistic expression. Here, the secondary school teachers, had therefore shown the same concern that had earlier led to the establishment of the departments of languages and literature in the University of Nairobi. The lecturers at the University had felt that the teaching of oral literature would "supplement courses in modern African literature". Today, African literature is being recognized internationally. Even the British curriculum has incorporated it. Infact African folklore is no exception as Gunner (1984) notes.

Pupils who have been introduced to African folktales ... in the lower forms may welcome the continuity provided by the introduction of African material in more senior classes.

The conference recommended performance and record of actual performance as the best approach to the subject. This was the approach, Okot (1972) advocated when he recommended that:

The first step in vernacular literature is not a step. The first step is to open your ears. Listen to the birds' songs and talk of the monkeys. Go to the shrine; the diviner-priest is dressed in his frightening regalia, rattle gourd in one hand, and in the other his spear of office; listen to him addressing the dead, and the chorus of assembled clansmen and clanswomen. And at the chiefdom shrine, listen to the priest invoking the gods.
This is an apt summary of the practical approach to the subject. It may, however, be added that, the teacher and the learner need to open their eyes wide and release all their senses to the environment and the society around them. A good example to illustrate this can be derived from the late S.M. Otieno's case. When the clan won his remains, there was extempore composition of songs in praise or mockery depending on the issue the singer was addressing himself to. This, therefore, provided a situation where oral literature genres were performed without instigation. These were the situations the 1974 teachers' conference felt that any resourceful teacher of the subject could take advantage of.

Aware of the role books would play in ensuring that the teaching of the subject successfully takes off, the conference gave a comprehensive list of books suitable for various secondary school levels. These were meant to guide the teachers and the learners acquire some basic knowledge on how to approach the subject and how to gather more material suitable for achieving the aims of teaching the subject in schools. So the conference recognized the fact that both books and live performances were necessary in making the teaching and learning of the subject a success.
2.2.2 Comment on the Ministry of Higher Education - Circular no Ins-81-22

In the midst of the debate in the local press on the merits and demerits of the subject, the Ministry of Higher Education issued a circular that was meant to be a guide to the teachers of oral literature on the assumption that the "teachers are conversant with teaching methodology", and would use the guide to acquire their own material. But this was not to be so because the teachers and students appear to have been mesmerised by the printed word. This is supported by Mbengei(1984) that argues that "most of us still hold the view that the written word is almost sacred, anything printed is worthwhile reading". Even then, the 1974 teachers' conference had given a comprehensive reading list. Infact, Wamakonjio's investigation (1985) revealed that a number of books on this list had also been recommended and were actually in schools. By then, more books had been published. However, the book problem appeared to have persisted. Wamakonjio in his investigation observed that:

It should be appreciated that very little if any, has been written on the teaching of oral literature as a subject which, is infact, still under investigation ... apart from one or two books and a couple
of circulars from the inspectorate there is hardly any material on the classroom handling of oral literature.10

This cannot be quite correct taking into account what has already been noted about the 1974 teachers' conference. Secondly, the circular under discussion (Ministry of Higher Education-Inspectorate section - Circular No. Ins-81-22), had given comprehensive guidelines on the teaching of the subject. It was so elaborate to the extent that it broke down individual oral literature genres to manageable topics. All that the individual teacher needed was to look for extra material to make the points clearer.

It would, therefore, appear that, books were not the major problem but an apparent failure to diversify the approach to the subject as recommended. This may have been because of overreliance on textbooks or course-books in teaching and learning most subjects in the schools' curriculum. This is supported by Bettex who observes that:

a cursory examination of teaching media in use at present in our schools provides an ample proof: we continue living in the age long book-learning tradition.11
There is therefore a serious need for us to move away from this so that our teachers and students do not merely reproduce what has been documented, but use this to develop their own material and enhance creativity.

Like the 1974 teachers' conference, the circular is specific on how the aims of teaching the subject could be achieved. There is emphasis on the learner being given a variety of experiences and activities that would enable him to meet the expected objectives. Infact, the 8:4:4 secondary education English syllabus (1985) outlines the following as valuable sources of oral literature material.

1. Interaction with peers and the local community.
2. Students' projects
3. Recorded oral literature, e.g., taped cassettes, radio programmes, etc.
4. Recording aids, e.g., tape recorder
5. Reference books.12

It is important to note that the role of books is clearly outlined here. That is "reference".
Recent publications on the subject have also emphasized the need for diversity and resourcefulness in handling the subject. Nandwa and Bukenya (1985) emphasize the day today activities and the mass media as the most suitable sources of oral literature material. This, in itself underlies the dynamic nature of oral literature. Oral literature has erroneously been associated with the old and outdated aspects of life so much so that when students are conducting community study as part of their study of the subject, they are advised to look for the very old in their respective villages. In the process, they ignore, songs sang everyday, amusing anecdotes politicians crack at the expense of their political rivals, chants during installation of public figures as community elders and so on, all which tell the whole story. This argument is supported by Kavetsa Adagala who argues that this notion of oral literature suggests that imagination and creativity was a prerogative of the past and rural people. This, of course is not the case. Cautioning on over-reliance on books, Kavetsa points out that:

There are many published works of oral literature and unfortunately most people see these fixed texts as solutions to the problem of acquiring oral material. Whereas these published texts are, infact, mere substitutes, mostly poor and at best mere samples of what is in the field.
calls for
This, once again / a diversified approach to the subject.
An approach where, apart from books, all other sources of
oral literature material are utilised.

2.2,3. Comment on the Kenya National Examinations Council,

The Kenya National Examinations Council reporting on
the performance, in the form four oral literature paper
in 1982, observes that though the performance was
"impressive", a majority of the candidates showed a
lack of understanding of the oral narrative technique.
For them, the word 'dramatic' ... was taken to misleadingly
suggest a stage production". This reflected that there
was something a miss with the preparation of the
candidates. Teachers were once again advised not to hold
onto textbooks as they were meant to be guides.

Addressing the teachers of English during an
8:4:4 inservice course at Kagumo Teachers' College,
Mrs. Nandwa, while congratulating teachers for having done
the very best in ensuring that the teaching and learning
of oral literature was a success, revealed that, may
be in their eagerness, the teachers had infact,
"overtaught" the students. She pointed out that
students' responses to the questions indicated that
many of them had not understood key concepts pertaining to the subject. Instead, they appeared to have memorised facts in textbooks, or given by their teachers and in turn reproduced them in examinations. An example was given of a question that had asked for specific identification of specific aspects of style in a set narrative. Many candidates reproduced what they had merely memorized and in the process ended up giving either examples that were not in the set narrative or giving wrong or no illustrations to the aspects of style already identified. This, also, reflected a lack of proper exposure to oral literature and failure to diversify the approach to the subject in order to give a total experience.

These remarks made in 1985, did not differ from the Kenya National Examinations Council, Kenya Certificate of Education 1982 report. (It is unfortunate, however, that this is the only report available to date, to give the teachers feedback on how their students actually responded to oral literature questions.) This, therefore implies that, in order to meet the objectives of teaching the subject, definite teaching strategies and media are therefore necessary. These should be properly identified. Over dependence on one, will not help in objective achievement.
2.3.0. **Strategies**

2.3.1. **Definition**

Though the term has been associated with the military, its application to education is unquestionable. This is because, even in education, we have deadly "enemies" that can only be overcome if appropriate strategies are applied. Gerlach and Ely (1971), Romiszowski (1981) and Bishop (1985) agree that teaching strategies are the initial teaching plans directed towards achieving an instructional objective. Others see them as a conglomeration of methods to achieve instructional objectives. But in general, strategies are seen as the determiners of the teaching-learning experience. They also determine the methods to be used in a teaching-learning situation and therefore quite distinct from methods which are seen as classroom "tools" for the teacher. They are determined by, among others, the type of the learner, objectives and content. Therefore, teaching strategies are, the initial planning of teaching-learning experiences to determine the most suitable methods and media for presenting content and achieving instructional objectives.
2.3.2. Types of Strategies

Literature reviewed identifies basically two types, but various terms have been used to refer to the two though their characteristics remain the same. Gerlach and Ely (1971) refer to them as expository and inquiry strategies which exist in a kind of continuum with each leading to the other.

The expository strategy is a teacher centred approach to learning and utilizes such methods as drilling, lecturing, dictation and so on. Here the learner plays a passive role and takes everything he is given by the teacher. This is what Bishop (1985) refers to as the "jug and mug" strategy where:

the teacher expounds, lectures, holds forth - and inevitably bores. He instructs, he provides information and seeks to ensure that this is learned.17

The inquiry strategy on the other hand is student centred and gives the learner a chance to discover, manipulate, argue out, figure out and so on. It utilizes such methods as discussion, projects, dramatization and so on. This does not mean that the teacher stays a loof and lets the students do what they like. Rather, he:-
creates situations from which the pupil discovers for himself the principles or the knowledge the teacher wishes him to learn.18

The usefulness of this strategy in teaching and learning oral literature was recognized as far back as 1974 during the Teachers' Conference, already referred to.

Weisgerber (1968) refers to the two strategies as deductive and inductive while Romiszowski (1984) calls the two the expositive and experential strategies respectively. Others refer to the two as expository and heuristic strategies.

Considering the nature of oral literature, the teacher should be able to identify the most suitable strategy. However, though literature reviewed emphasizes the inquiry strategy in teaching and learning the subject, there is evidence to the effect that the two strategies play a complementary role to each other. Each strategy has specific activities for the teacher and the learner. Where one stops, is where the other takes over and it is possible to apply both in a given lesson of Oral literature. For example, a purely expository strategy may be adopted to give students basic but significant facts about oral literature as a subject. A purely
heuristic strategy may be adopted to give the students a chance to have a feel of what has been described. This may come in the form of class discussion, story telling or going out to the field to collect examples of the oral literature genre already discussed in the classroom. This is supported by Kavetsa Adagala with the following observations:

For us it is important to strike a balance. We should not confine ourselves to the classroom and the fixed text. Nor should we participate in the live performance of a confined place. We should strike a balance in the use..."19

This therefore, underlies the fact that, both extremes in the utilization of these strategies would not be desirable. This is because the two play a complementary role to each other. As already noted, where one stops, is where the other takes over. Failure to utilize the two creates a vacuum.

2.3.3. Determining the Most Suitable Strategy

In determining the most appropriate strategy, the instructional objectives must be considered. These must be stated in behavioural terms. Gerlach and Ely (1971) further state that teaching strategies can also be determined and selected on the basis of their
efficiency and effectiveness. They, however, caution that the most efficient strategy is not necessarily the most effective unless terminal behaviour has been achieved. All along, the teacher should keep in mind the activities he would like to involve the students in. These would then guide him in determining the most suitable strategy. Romiszowski (1984) seems to be in agreement when he points out that the most appropriate strategy depends on "the type of knowledge to be taught". 

2.4,0 Media

2.4,1. Definition

Media, has for a long time had different applications. Erickson and Curl (1972) point out that the term used to be associated with teaching aids and therefore limited to what the teachers used in the classroom. But now it is all encompassing and refers to whatever enables the learners to "acquire knowledge, skills and attitudes". These may be people, events or things. Romiszowski (1981) in agreement, sees Media as the carriers of information which "interact with the learner through his senses". Therefore, Media, can be seen as any person, material or event that facilitates the acquisition of knowledge and skills.
2.4.2. Classification of Media

There is no single way of classifying media as the literature reviewed reveals. Hyer (1972) looks at it in terms of old and new media. Schram looks at it in terms of small and big media. Romiszowski (1984) looks at it in terms of first, instructional media which requires two-way communication and second, informational media which is normally one way. Other categories of media would therefore fall within these two.

Hancock (1977) classified it according to what is to be learnt. For example, facts, principles and so on. But others like Gerlach and Ely (1971) have eight distinct classes of media. The following then, is the classification of media going to be adopted here-:

(i) **Community resources**:- include resource people, fieldtrips, real things and objects that would be useful in providing the learner with the real experience of oral literature.

(ii) **Educational Broadcasting**:- Television and Radio. This is very useful and refers to the programmes prepared and produced by Education Media Service at Kenya Institute of Education. These programmes supplement the efforts of the classroom teacher.
(iii) **Audio-Visual Equipment** - photographic.

For example, still, motion, video, projection equipment, slide, film, transparency projector, sound recording, discs and so on. Most of these are becoming more and more accessible to most secondary schools. This is also because of rural electrification programmes and acquisition of school stationery and equipment through the "Harambee" spirit.

(iv) **Graphics**: These could be commercial, teacher prepared or educational. They could partly be useful in giving the students a general structure of oral literature. These include charts and maps.

(v) **Print Media**: All, (teachers and students alike) have access to. This includes, textbooks, teachers' guides, reading guides, newspapers, journals and many others.

(vi) **Simulation and Demonstrations**: This is an aspect of Media that every teacher of oral literature cannot afford to ignore because its utilization can be right in the classroom. It offers the teachers and the
learners the opportunity to make live and practical the experience of teaching and learning oral literature, right in the classroom. It is cheap and requires only ingenuity and knowledge of the oral literature genre or genres to utilise it. It takes the form of role playing, dramatization, practical work and many others.

(vii) Three dimensional aids: are useful in illustrating what is being taught. These include Models and Diaromas and could be teacher or student prepared.

2.4.3. The Role of Media.

When utilizing any range of media, it is always important to remember the role it is supposed to play. It is when the role of the specific media is clear to the teacher (user) that the purpose for which it is being utilised can be achieved. The following is the outline of the significant role media plays in the teaching-learning process:-

(i) Stimulate interest in the learner.
(ii) Provide variety in the teaching and learning process.
(iii) Provide a teaching-learning experience.

(iv) Good in recreating action.

(v) Highlight and stimulate problem solving.

(vi) Source of information for both the teacher and the learner.

(vii) "Help the teacher overcome physical difficulties of presenting subject matter". 23

(viii) Make possible the communication process between the teacher and the learner.

2.4.4. Media Selection

The literature reviewed cautions that extreme care should be taken in selecting the appropriate media for a given instructional process. Care should be taken that selection is not based on personal/or bias or convenience. The following should be considered:

(i) The instructional objectives.

(ii) The learner and his characteristics.

(iii) The content or the learning task.

(iv) Effectiveness, efficiency and appropriateness to the learning situation.

(v) Availability.

(vi) Cost.

(vii) Attractiveness and technical quality - where applicable.
2.5.0. **Integration of Strategies and Media**

Integration of Strategies and Media requires careful and systematic planning. There are three factors that play an important role in the course of this integration. These are; the content, the objectives and the students' characteristics. Careful analysis of the three beforehand, leaves the teacher with no doubt as to what he is up to. In the longrun, it ensures the achievement of objectives: hence the success of the teaching-learning process.

The content should be clearly identified and broken down to manageable level. This involves breaking down major topics into sub-topics. In the case of oral literature, the teacher should be clear about the genre he is dealing with. After identifying the genre, he should also be clear about the specific aspects of the genre to be considered.

The characteristics of the learners, as individuals or as a group should be carefully considered. This is because, these will definitely "influence the nature of the presentation and the activities"\(^{24}\). In the process, the teacher then needs to ask himself, among others, the following questions:-
(i) Is the group of the learners homogenous or heterogenous?

(ii) Are the learners predominantly rural or urban?

(iii) Is their motivation high or low?

(iv) What is their previous experience of the subject?

(v) What is their attitude towards the subject?

(vi) What are their aspirations?

(vii) What is their level of achievement?

Answers to such questions and many others individual teachers may pose, are bound to give a clear picture on the level of exposure and attitudes of the class towards oral literature. This, in turn, would help the teacher identify and integrate the most appropriate strategies with media. This will, therefore, help in catering for individual needs and inadequacies among the learners.

Objectives are very important because the whole instructional process revolves around them. They should, therefore, be as specific as possible and stated in behavioural terms - that is, they should be stated in terms of the behaviour expected of the learner at the end of instruction. On the need for specific
objectives, Mackenzie, et. al. (1976) argue that:-

Psychologists studying teaching and learning have also found the need for clear statement of objectives, since it is becoming apparent that some methods of teaching and learning are better for some objectives, and other methods are better for other objectives. 25

It is important to note that objectives can be developed from various sources. Heinich et. al (1985) point out that these could be developed from, among others, the following:-

the needs of assessment, course syllabus, stated in textbook, taken from a curriculum guide or developed by the instructor. 26

The teacher should also remember his own competence in the application of various strategies and Media.

Having carefully analyzed the three (the content, students' characteristics and objectives), it is then important to consider the most suitable strategy or strategies, that would fit into the three factors. An expository or inquiry strategy could be applied depending on the three factors. On this, Callahan (1971) recommends that:-

the fundamental question that the teacher must, therefore ask himself in determining procedure is not 'should I use the lecture method, committee work, a field trip, or a resource person?''
The basic question is 'of the range of possible procedures that might be employed in achieving a given goal, which procedure to achieve the goal most efficiently'.27

So, the strategy must be effective and efficient and consistent with the objectives to be achieved.

With this in mind, methods that lend themselves to the strategy adopted should then be considered. It should however be remembered that: "the selection of methods... depends on the objectives they are intended to achieve".28 Mackenzie et. al. (1976) argue. For example, if students are required to give the differences between fixed texts and live texts in oral literature, it would be necessary and important to identify the specific methods for objective achievement. A purely expository strategy could be adopted and students could, say, be drilled on the differences between fixed texts and live texts in oral literature. On the other hand, an inquiry strategy could be adopted and students presented with the two situations (fixed text and live text) side by side or one after the other, so that the learners could make out the differences between the two. At times, an individual teacher, may have such factors as limited time, the unique characteristics of his learners, that will necessitate the adoption of the two strategies simultaneously. Discretion, should however be used here.
The following methods would be best suited for the expository strategy: Drill, lecture, demonstrate, dictate. The following methods, would, on the other hand, be best suited for the inquiry strategy: discussion, projects, dramatization, fieldtrips and so on.

The appropriate media should then be selected. The Media should also be consistent with the strategies and methods and should help in objective realization. It should be remembered that, all the three factors (content, students' characteristics and objectives) should be kept in mind at every stage of integration. All factors useful in the selection of media should also be fully considered. It should also be remembered that certain media, for example, Educational Broadcasting, can easily be applied with either strategies depending on the objectives and the experience to be given to the learners. At times, it may be necessary to adopt a multi-media approach to the subject. This will definitely add variety to the teaching and learning of the subject. In support of this Hancock (1977) argues.

We can balance the strengths of one medium against the weaknesses of another; so, the non-visual drawbacks of radio can be offset by a range of printed support materials or the expensiveness of television can be minimised, by using it only to introduce
and describe key concepts ... while relying upon radio to provide follow-up discussion or practice drills.29

Jenkins (1981) also supports this view and points out that this approach can assist both the teacher and the learner, present and learn "The same point in different ways with different emphases".30 The different needs of the different learners can, therefore be met by this approach. She argues further that, people normally act on information if it comes from various sources. Therefore, having identified the most appropriate strategy, the approach could be used without unnecessary overliance on textbooks. The media should then be chosen objectively rather than on the basis of personal preferences or bias.

There should then be formative evaluation of media on the basis of its consistency with the strategy, methods and objectives. If not, the whole system should be re-examined at this point. The evaluation could take the form of, among others, pretesting or previewing the media, discussing the merits and the demerits of the media with colleagues and other people who may have utilized it before. If yes, then utilize.

Summative evaluation of the whole system follows.
The main concern of this evaluations is:-

Collecting data on a product, comparing the quality of the product with a predetermined standard and making a pronouncement on the degree of success achieved. 31

This may take the form of terminal tests and external examinations. These results and the reports on the performance in external examinations should be able to tell whether the objectives have been achieved or not. If the objectives have been achieved, it will then be necessary to monitor the performance continuously to ensure that the set standards are maintained. If not, it would be necessary to start all over to see where the problem lies. The effectiveness and efficiency of the integration can be inferred from the performance of the learners and to what extent the objectives have been achieved.

The above, can be illustrated in the following chart:
FLOWCHART ON INTEGRATION OF STRATEGIES AND MEDIA.
FOOTNOTES


2. Ibid., p. 10.

3. Ibid., p. 4


Ministry of Higher Education: Inspectorate Section.  
An approach to the teaching of oral literature  

Mbengei Scholastica Nthambi. Problems of oral literature course in Kenyan secondary schools.  


15. The writer was a participant in the Kenya Institute of Education; Secondary Education Project inservice course (8:4:4) for secondary schools' Teachers of English in Kenya held at Kagumo Teachers' College in August 1985.


18 Ibid., p. 107.

19 Kavetsa Adagala. op. cit.


3.0 METHODOLOGY

3.1 Design, subjects and sample Selection

The main objective of the study was to establish the strategies and media used in the teaching and learning of oral literature in selected secondary schools in Nakuru District of the Rift Valley Province of Kenya. The research took a form of a survey and questionnaire was the method used in data collection.

The target group was secondary school teachers that handled literature in English in schools that had registered candidates for the Kenya Certificate of Education in the subject, for at least the last two years. This was hoped would give a clear picture on how the teachers handled the subject.

The District Education Officer, Nakuru District, was consulted for the list of secondary schools in the district. He availed a comprehensive list of secondary schools, according to the approved Ministry of Education categories. Namely: Government maintained secondary schools, Government assisted secondary schools, Harambee secondary schools and Private secondary schools. Harambee secondary schools were excluded from sampling.
because most of them were new and had not registered candidates for the Kenya Certifacte of Education.

There was random sampling of schools in each category by considering each category separately. For example, names of Government maintained secondary schools were written on pieces of paper and put in a mug. A friend was then asked to pick four pieces of paper at random. The four picked, formed the sample for the category. The same was repeated for the other categories. This was hoped, would give secondary schools in each category an equal chance of being included in the sample.

3.2 Development of Research Instruments

The research instrument was a questionnaire. This was found appropriate because it was considered the best way of getting the data from the teachers. This was because, given the time when the survey was conducted (Mid-June to Mid-July, when most secondary schools are busy with mid year and mock examinations) no other method would have been better. Secondly, the limited time factor had also to be considered.
A questionnaire for the teachers was then constructed. It included a brief introductory letter which explained the nature and purpose of the study. (see appendix 1). It also assured the respondents of the confidentiality with which their responses would be treated. Items for the questionnaire were derived from the literature reviewed and the writer's past experience as an oral literature teacher in a secondary school. The questionnaire was pretested in secondary schools which were not in the sample and necessary modifications made. It was also extensively discussed with the supervisor and colleagues. Their comments and the results of the pretest were valuable in determining the final instrument.

The questionnaire had both open and closed questions meant to identify the respondents and the categories of their schools. This was hoped, would shed light on how various categories of schools applied strategies and media in the teaching and learning of oral literature. The questions were also meant to gather data on the teachers' qualifications and experience, their major source of oral literature material, the strategies they used, their understanding of Media, how they determined the most suitable media, problems they encountered in media utilization, the extent to which they utilised a
selected range of media and how they integrated strategies and media in the teaching and learning of oral literature. Answers to these questions, were hoped, would shed a lot of light on how teachers applied strategies and media in the teaching of the subject.

3.3. Procedures of data collection and analysis

Given the limited time, the researcher administered the questionnaires personally. This was because, mailed questionnaires, it was feared, would delay. It would have been too expensive to send reminders or visit the said respondents later.

Headteachers of the 12 randomly selected secondary schools were approached and the purpose of the survey explained to them. Each headteacher was then given two questionnaires to be completed by any two of the teachers that handled the subject in the school. In some schools, the teachers were made available immediately to complete the questionnaire in front of the researcher. In others, the researcher was asked to leave the questionnaires and return after two to three days because the said teachers were engaged in one co-curricula activity or another.
All the 24 questionnaires given, were returned but with three unfilled because the said schools could not raise a second teacher to fill them. Two of the teachers were Government assisted while one was Private.

Since the questionnaire had different types of questions, different quantification procedures were applied. A tally sheet for the closed-ended questions was prepared and the frequencies and percentages computed. For open-ended questions, responses were copied down on sheets of paper and coding frames developed. The responses were then classified according to the categories in the coding frames and their frequencies and percentages computed. So the data collected was analysed through descriptive statistics. The findings and observations are presented in chapter 4. These observations were then used in drawing conclusions on the strategies and Media used in the teaching of oral literature in secondary schools.
4.0 DATA ANALYSIS AND INTERPRETATION

4.1 Introduction

The purpose of this chapter is to report and analyse objectively the views of 21 teachers in 12 secondary schools who responded to the questionnaire. Although the questionnaire had 26 questions, the analysis and interpretation is discussed under 8 broad categories. Related areas or questions have been combined and discussed under one category. The following are the broad categories:

(i) School categories
(ii) Teachers' qualifications and experience.
(iii) The major source of oral literature material.
(iv) Strategies
(v) Understanding of media
(vi) Media determination and problems
(vii) Utilization of a selected range of media.
(viii) Integration of strategies and Media.

4.2 School Categories

A total of twelve secondary school were visited. Four secondary school from each category (Government Maintained, Government assisted and Private) were given
two questionnaires each, to be completed by any two of the teachers handling oral literature in the school. Twenty one schools (87.5%) returned all the questionnaires, duly completed. Three schools (12.5%) returned the questionnaires with only one each, duly filled. Of the three, two were government assisted, while one was private. The Headteachers in the respective schools were quick to point out that they had only one teacher who handled literature and English language in the whole school. This, therefore, points out that Government assisted and Private schools still have staffing problems in this area.

The final sample, therefore, composed of, eight teachers from Government maintained secondary schools, six teachers from Government assisted secondary schools and seven teachers from private secondary schools.

4.3 Teachers' qualifications and experience

When the then Ministry of Higher Education issued circular number INS 81-22 on the teaching of oral literature, it assumed that all teachers were qualified and therefore "conversant with the teaching methodology". This circular was meant to assist the teachers come up with their own material. The purpose of questions 3, 4 and 5 was, therefore, to establish how qualified and
experienced the teachers handling the subject were.

Table 1: Teachers' Qualifications

<table>
<thead>
<tr>
<th>QUALIFICATIONS</th>
<th>MAINTAINED</th>
<th>ASSISTED</th>
<th>PRIVATE</th>
<th>TOTAL</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>E.A.A.C.E./K.A.C.E.</td>
<td></td>
<td>2</td>
<td>3</td>
<td>5</td>
<td>23.8</td>
</tr>
<tr>
<td>Certificate</td>
<td>-</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>S.I/Dip. Ed.</td>
<td>2</td>
<td>3</td>
<td>1</td>
<td>6</td>
<td>28.6</td>
</tr>
<tr>
<td>B.A.</td>
<td>-</td>
<td>1</td>
<td>-</td>
<td>-</td>
<td>4.8</td>
</tr>
<tr>
<td>B.A. and Dip. Ed.</td>
<td>-</td>
<td>-</td>
<td>1</td>
<td>1</td>
<td>4.8</td>
</tr>
<tr>
<td>M.A. (History)</td>
<td>-</td>
<td>-</td>
<td>1</td>
<td>4</td>
<td>4.8</td>
</tr>
<tr>
<td>TOTAL</td>
<td>8</td>
<td>6</td>
<td>7</td>
<td>21</td>
<td>100</td>
</tr>
</tbody>
</table>

Table 1 shows that 5(23.8%) of the teachers in the sample were untrained East African Advanced Certificate of Education (E.A.A.C.E.) or Kenya Advanced Certificate of Education (K.A.C.E.) Certificate holders. Out of these 2(40%) were in government assisted school while 3(60%) were in private schools. 6(28.6%) of the teachers in the sample were either S.1 or Dip. Eds. Out of these
2(33.3%) were in maintained schools. 3(50%) were in assisted schools while only 1(16.7%) were in Private schools. One teacher in the sample had a Bachelor of Arts degree while another one had a Bachelor of Arts degree and a Diploma in Education. Both were in Private schools. 7(33.3%) of the teachers in the sample had a Bachelor of Education degree. Out of these, 6(85.7%) were in maintained schools, while only 1(14.3%) in Private Schools. Assisted schools had none. There was one teacher with a Master of Arts degree (History) in a Private School.

The data on the table reveals that the majority 14(66.7%) of the teachers in the sample had necessary academic and professional training. While only 7(33.3%) did not. There was, however, an obvious discrepancy in the distribution of trained teachers. Private schools had the highest concentration of untrained teachers. Assisted schools had more S.I./Diploma in Education Certificate holders. Maintained schools had the bulk of the trained graduate teachers.

While it is true that the government should send all the qualified to government sponsored institutions, something should be done to ensure that even Private and Assisted schools acquire qualified staff because
all these schools prepare their students for the same kind of future.

Question 4 wanted to find out, how many of the teachers in the sample had actually done oral literature in the course of their training or school.

Table 2: Whether oral literature was studied at Secondary school or Post secondary school level.

<table>
<thead>
<tr>
<th>SCHOOL CATEGORY</th>
<th>RESPONSES</th>
<th>MAINTAINED</th>
<th>ASSISTED</th>
<th>PRIVATE</th>
<th>TOTAL NO</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>6</td>
<td>5</td>
<td>5</td>
<td></td>
<td>16</td>
<td>76.2</td>
</tr>
<tr>
<td>No</td>
<td>2</td>
<td>1</td>
<td>2</td>
<td></td>
<td>5</td>
<td>23.8</td>
</tr>
<tr>
<td>TOTAL</td>
<td>8</td>
<td>6</td>
<td>7</td>
<td></td>
<td>21</td>
<td>100</td>
</tr>
</tbody>
</table>

Table 2 shows that 16(76.2%) indicated that they had studied oral literature at Secondary School or Post Secondary School level. 5(23.8%) indicated that they had not studied the subject at either of the levels.
This, therefore, confirms that most of the teachers had the necessary academic background in the subject.

Question 5 attempted to find out the period the teachers in the sample had been teaching the subject.

Table 3: Teachers' teaching experience

<table>
<thead>
<tr>
<th>SCHOOL CATEGORY</th>
<th>NUMBER OF YEARS</th>
<th>MAINTAINED</th>
<th>ASSISTED</th>
<th>PRIVATE</th>
<th>TOTAL NO</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Below 1 year</td>
<td>2,3,4,5</td>
<td>1</td>
<td>2</td>
<td>2</td>
<td>5</td>
<td>28.6</td>
</tr>
<tr>
<td>1-2 years</td>
<td>2,3,5</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>6</td>
<td>28.6</td>
</tr>
<tr>
<td>3-4 years</td>
<td>2,3,5</td>
<td>2</td>
<td>2</td>
<td>1</td>
<td>5</td>
<td>28.6</td>
</tr>
<tr>
<td>5-6 years</td>
<td>2,3,5</td>
<td>1</td>
<td>-</td>
<td>2</td>
<td>4</td>
<td>19.0</td>
</tr>
<tr>
<td>Over 7 years</td>
<td>2,3,5</td>
<td>2</td>
<td>1</td>
<td>-</td>
<td>3</td>
<td>14.3</td>
</tr>
<tr>
<td>TOTAL</td>
<td></td>
<td>8</td>
<td>6</td>
<td>7</td>
<td>21</td>
<td>100</td>
</tr>
</tbody>
</table>

The findings on table 3 show that 3(14.3%) of the teachers had taught for less than a year. Out of these 1(33.3%) in Assisted schools and 2(66.7%) in Private schools. Infact one of the two was an undergraduate student from Kenyatta University who was on vacation.
6(28.6%) had a teaching experience of 1 to 2 years. Out of these 2(33.3%) came from each of the categories in the sample. Another 6(28.6%) had taught for 3 to 4 years. Out of these 3(50%) were in maintained secondary schools, 2(33.3%) were in Assisted schools and 1(16.7%) in Private schools. 3(14.3%) had a teaching experience of 5 to 6 years. Out of these 1(33.3%) were in maintained schools and 2(66.7%) were in Private schools. 3(14.3%) had handled the subject for over seven years. Out of these 2(66.7%) were in Maintained schools and 1(33.3%) in Assisted schools.

The findings, therefore, reveal that the majority of the teachers in the sample had, in fact, taught the subject for at least three years. This confirms the fact that most of the teachers that handled the subject, were experienced. This would, therefore, put them in a better position to comment on how the subject was taught.

It is therefore clear from tables 1, 2 and 3 that most of the teachers that taught oral literature were actually qualified and experienced and clears the fears that the teachers were unqualified and inexperienced.
4.4. The Major Source of oral literature Material

Literature reviewed identified shortage of books or oral literature material as one of the problems that faced the oral literature teachers. The purpose of question 6 was therefore to try to identify the major source of oral literature material used by teachers. This was against the background of the recommendations from various oral literature scholars that the teaching of oral literature be diversified. There was, therefore, a need to establish whether there was overdependence on one source of oral literature or not.

Table 4: The Major Source of oral literature material

<table>
<thead>
<tr>
<th>SCHOOL CATEGORY</th>
<th>MAINTAINED</th>
<th>ASSISTED</th>
<th>PRIVATE</th>
<th>TOTAL NO</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Textbooks</td>
<td>6</td>
<td>4</td>
<td>6</td>
<td>16</td>
<td>76.2</td>
</tr>
<tr>
<td>Community study</td>
<td>2</td>
<td>2</td>
<td>1</td>
<td>5</td>
<td>23.8</td>
</tr>
<tr>
<td>TOTAL</td>
<td>8</td>
<td>6</td>
<td>7</td>
<td>21</td>
<td>100</td>
</tr>
</tbody>
</table>
The table reveals that 16(76.2%) of the teachers in the sample indicated textbooks as their major source of oral literature material. Out of these 6(37.5%) were in Maintained schools, 4(25%) were in Assisted while 6(37.5%) were in Private Schools. Only 5(23.8%) indicated community study as their major source of oral literature material. Out of these 2(40%) were in maintained, another 2(40%) in Assisted and 1(20%) in Private schools.

The table clearly shows an overdependence on books for oral literature material contrary to the recommendations by various scholars like Nandwa and Bukenya (1983) on the teaching and leaving of the subject. It was also surprising to note that even Maintained schools with relatively better facilities, like libraries, than others, that could easily help them adopt a diversified approach to the subject, relied heavily on books. It is noteworthy that other sources like Radio and Television – general programmes, school Resource Centre or Library, Newspapers and Education Media Service programmes were not identified as major sources of oral literature material. Yet, they continue to provide a tremendous amount of oral literature material and teaching–learning experiences.
4.5 Teaching Strategies

Questions 7 to 10 sought to identify the strategies the teachers used in the teaching and learning of oral literature. They also sought to establish how the teachers determined them, which one(s) they considered suitable and the problems they encountered in its or their application.

Table 5: Strategies adopted in the teaching and learning of oral literature

<table>
<thead>
<tr>
<th>SCHOOL CATEGORY</th>
<th>MAINTAINED</th>
<th>ASSISTED</th>
<th>PRIVATE</th>
<th>TOTAL NO</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Expository</td>
<td>-</td>
<td>1</td>
<td>-</td>
<td>1</td>
<td>4.8</td>
</tr>
<tr>
<td>Inquiry</td>
<td>1</td>
<td>-</td>
<td>-</td>
<td>1</td>
<td>4.8</td>
</tr>
<tr>
<td>Both of the above</td>
<td>7</td>
<td>5</td>
<td>7</td>
<td>19</td>
<td>90.5</td>
</tr>
<tr>
<td>TOTAL</td>
<td>8</td>
<td>6</td>
<td>7</td>
<td>21</td>
<td>100</td>
</tr>
</tbody>
</table>

Results from the table show that only 1(4.8%) of the teachers in the sample used the expository strategy only. Another 1(4.8%) used the inquiry strategy only. The two respondents were from Assisted and Maintained schools respectively. The bulk of the teachers 19(90.5%) indicated
that they actually used both strategies.

Though this is encouraging, the extent to which they apply both strategies is subject to speculation. This is because, earlier, a large majority of them indicated that textbooks were their major source of oral literature material. Unless of course they extract material from textbooks and then apply other media like simulations and demonstrations in the actual classroom situations. Otherwise this may suggest a lack of proper understanding of the two strategies.

Question 8, sought to establish how teachers of oral literature determined the most suitable strategy for teaching and learning the subject.

<table>
<thead>
<tr>
<th>RESPONSES</th>
<th>NO</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Availability of material</td>
<td>6</td>
<td>28.1</td>
</tr>
<tr>
<td>Students' characteristics and participation</td>
<td>12</td>
<td>57.1</td>
</tr>
<tr>
<td>Evaluation</td>
<td>6</td>
<td>28.6</td>
</tr>
<tr>
<td>Time</td>
<td>1</td>
<td>4.8</td>
</tr>
<tr>
<td>Presentation</td>
<td>4</td>
<td>19</td>
</tr>
</tbody>
</table>
Results from the table show that 12(57.1%) of the teachers in the sample use students' characteristics and participation to determine the most suitable strategy. 6(28.6%) use the availability of material as the criterion, while another 6(28.6%) use evaluation. 4(19%) considered the manner of presentation of the material. Only 1(4.8%) considered the time available.

It is true that the availability of material, the nature of the students, evaluation of the strategies and time available play a significant role in deciding the most suitable strategy. It is encouraging to note that teachers are aware of this. It is unfortunate, however, that none of the respondents, (trained and untrained) ever mentioned instructional objectives as playing any role in strategy determination. At the same time, there was no direct reference to the fact the efficiency and effectiveness of the selected strategy in achieving instructional objectives is vital. These were the aspects, literature reviewed, emphasized.

Question 9, sought to identify the problems teachers faced in an effort to apply various strategies in teaching and learning oral literature.
Table 7: Problems in applying identified strategies.

<table>
<thead>
<tr>
<th>PROBLEMS</th>
<th>NO</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students are repulsive</td>
<td>10</td>
<td>47.6</td>
</tr>
<tr>
<td>Students are ignorant</td>
<td>9</td>
<td>42.9</td>
</tr>
<tr>
<td>Lack of material for teachers and students</td>
<td>7</td>
<td>33.8</td>
</tr>
<tr>
<td>Parents are repulsive</td>
<td>6</td>
<td>28.6</td>
</tr>
<tr>
<td>Inadequacy of expression in students</td>
<td>3</td>
<td>14.3</td>
</tr>
<tr>
<td>Limited time</td>
<td>2</td>
<td>9.5</td>
</tr>
<tr>
<td>Racial and ethnic differences among learners.</td>
<td>1</td>
<td>4.8</td>
</tr>
<tr>
<td>No problems</td>
<td>1</td>
<td>4.8</td>
</tr>
</tbody>
</table>

The table reveals that the major problem was that students were repulsive towards the subject 10(47.6%). Another problem was students' ignorance of the subject 9(42.9%). 7(33.8%) identified, lack of materials for teachers and students as the major problem. Other problems included:- parents' repulsiveness and lack of cooperation when approached by students for oral literature material 6(28.6%), inadequacy of expression in students 3(14.3%), limited time 2(9.5%) and Racial and ethnic differences among learners 1(4.8%). 1(4.8%)
did not have problems with implementing the identified strategies.

The problems identified, seem to have a lot to do with the application of the inquiry strategy in the teaching and learning of oral literature. Apart from the problem that has to do with lack of material for teachers and students, all other problems seem to be associated with the factors that militate against the implementation of the inquiry strategy. It is interesting to note that most of the problems cited here by teachers are the same ones that past surveys by Mbengei (1984) and Wamakonjio (1985) on oral literature had yielded. For example, lack of books, negative attitude towards the subject, racial and ethnic differences among learners and so on. Seven years after the oral literature syllabus had been launched, it is not possible that no attempts have been made to solve these problems.

It is unfortunate to note that students are still ignorant and repulsive towards the subject. This does not augur well for the subject, taking into account the fact that these are the people who should know more about our cultural heritage, that is abundant in our oral literature. The reasons for this could be alienation
from their culture. But it is also possible that no attempts have been made to adequately motivate students and to make the subject interesting by providing a variety of experiences. It is also possible that the teachers' own attitude towards the subject is the one that has impact on the students. If the teacher has a negative attitude towards the subject, his students will have the same. It is only after a positive picture has been painted at school that a parent will understand what is expected of him.

Lack of material for teachers and students is not a new problem. But if teachers adopt both the expository and inquiry strategies as they indicated, (see table 5), wouldn't they come across a lot of oral literature material? This once again suggests an overdependence on books in the teaching and the learning of the subject.

Inadequacy of expression in learners, though identified by a small minority (14.3%) is worth considering. It is only when the students are skillful in expression can the experience of teaching and learning the subject be worth it. Otherwise there will be a continuous overdependence on books.

Limited time is a problem that needs to be dealt with particularly now that literature has been incorporated
in the English syllabus in the new 8:4:4 system of Education.

Racial and ethnic differences is another problem that has been recurring. It is unfortunate, though it has always been associated with the minority. It is, however, a pity that it has been looked at as problem, though the racial or ethnic diversity provides the best opportunity to study the subject across the racial or ethnic lines.

Question 10, sought the opinion of the teachers on the best strategy for handling the subject, since they must have compared the strategies and found the most suitable one(s).

Table 8: The Most suitable strategy for teaching and learning oral literature.

<table>
<thead>
<tr>
<th>RESPONSES</th>
<th>NO</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Inquiry</td>
<td>13</td>
<td>61.9</td>
</tr>
<tr>
<td>Expository</td>
<td>2</td>
<td>9.5</td>
</tr>
<tr>
<td>Both of the above</td>
<td>3</td>
<td>14.3</td>
</tr>
<tr>
<td>Difficult to pin point</td>
<td>1</td>
<td>4.8</td>
</tr>
<tr>
<td>Use of mother tongue</td>
<td>1</td>
<td>4.8</td>
</tr>
<tr>
<td>Being a good speaker</td>
<td>1</td>
<td>4.8</td>
</tr>
<tr>
<td>No response</td>
<td>1</td>
<td>4.8</td>
</tr>
</tbody>
</table>
On the most suitable strategy for teaching and learning oral literature, 13(61.9%) of the teachers in the sample identified the inquiry strategy. 2(9.5%) indicated expository, 3(14.3%) indicated a combination of the inquiry and expository strategies. 1(4.8%) were non-committal. 2(9.5%) gave responses that showed that they had not quite understood what a teaching strategy was - use of mother tongue, being a good speaker - 1(4.8%) did not respond to the question. This may have been because of a lack of clear understanding of a teaching strategy or because of not being sure of the most suitable one.

The inquiry strategy was the most popular. This is in line with the recommendations of various scholars on the teaching of the subject. It should also be remembered that some of these scholars like Kavetsa Adagala, had warned against either extremes in applying the strategies. There was need to balance them since they played a complementary role to each other.

It should also be noted that the table reveals some kind of contradiction among the teachers. While 90.5% (see table 5) indicated that they used both strategies only 14.3% felt that these would be the most suitable for teaching and learning the subject. This points to a lack of consistency in application of
strategies or it points to the fact that, in the teachers' opinion, the combination of the two, is not the best strategy of handling the subject.

4.6 Understanding of Media

The aim of question 11 which required the respondents to list the range of media they used in teaching and learning oral literature was, to establish the respondents' understanding of Media. This was considered very important because relevant media identification and utilization depended on the understanding of Media. It was also meant to establish whether the understanding was broad and all encompassing or narrow and limited.

Table 9: Range of Media used in teaching and learning oral literature.

<table>
<thead>
<tr>
<th>Media</th>
<th>No</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Print</td>
<td>16</td>
<td>76.2</td>
</tr>
<tr>
<td>Educational Broadcasting</td>
<td>10</td>
<td>47.6</td>
</tr>
<tr>
<td>Audio-visual equipment</td>
<td>7</td>
<td>33.3</td>
</tr>
<tr>
<td>Community Resources</td>
<td>4</td>
<td>19</td>
</tr>
<tr>
<td>Language</td>
<td>2</td>
<td>9.5</td>
</tr>
<tr>
<td>No Response</td>
<td>2</td>
<td>9.5</td>
</tr>
</tbody>
</table>
The table reveals that 16 (76.2%) of the teachers in the sample used print media. 10 (47.6%) Educational Broadcasting. 7 (33.3%) used audio-visual equipment. 4 (19%) used community resources. 2 (9.5%) listed language - an obvious indication of the limited understanding of media. Another 2 (9.5%) did not respond to the question possibly because of lack of an understanding of what media was.

It is once again clear that there is tremendous overdependence on print media at the expense of other media. The responses also revealed that the teachers, either, did not make use of simulations and demonstrations, graphics and three dimensional aids, or, they used them but did not know whether the three were part of media. None of the respondents listed any of the three as part of the media they used in handling the subject. Erickson and Curl (1972), emphasized the role each of the three played in the instructional process. They say that simulations for example, are useful "in extending human experience ... and stimulating interest". They would therefore be useful in bringing and making oral literature real in the classroom.
4.7 Media Determination and Problems in Utilization

The purpose of questions 12 and 13 was to identify the criteria used in determining the most suitable media to use in teaching and learning oral literature and to identify the problems faced in utilizing the same.

Table 10: Determination of the Most Suitable Media

<table>
<thead>
<tr>
<th>Responses</th>
<th>Maintained</th>
<th>Assisted</th>
<th>Private</th>
<th>Total No</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Appropriateness &amp; suitability</td>
<td>6</td>
<td>3</td>
<td>2</td>
<td>11</td>
<td>52.4</td>
</tr>
<tr>
<td>Availability</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>9</td>
<td>42.9</td>
</tr>
<tr>
<td>Mechanical quality</td>
<td>-</td>
<td>-</td>
<td>1</td>
<td>1</td>
<td>4.8</td>
</tr>
<tr>
<td>Total</td>
<td>8</td>
<td>6</td>
<td>7</td>
<td>21</td>
<td>100</td>
</tr>
</tbody>
</table>

The table reveals that 11 (52.4%) of the respondents used the appropriateness and the suitability of the media as the criteria for determining the most suitable. Out of these 6 (54.5%) were in maintained schools 3 (37.3%) in Assisted and only 2 (18.2%) in Private schools. 9 (42.9%) of the respondents used availability as a criteria for determining the most suitable media. Out
of these 2 (22.2%) were in maintained schools, 3 (33.3%) in Assisted and 4 (44.4%) in Private schools. Only 1 (4.8%) identified mechanical quality as the criterion. The respondent was from a private schools.

The results, therefore, show that there is an obvious difference between the factors the trained and untrained teachers consider in determining the suitable media for teaching and learning oral literature. While it is true the availability of the media is also important, if it has to be utilised for teaching and learning any subject, it should also be remembered that though the media may be available, it may not necessarily be appropriate or suitable for that particular instructional process. So, while the majority (44.4%) who relied on availability came from Private Schools, the minority (22.2%) came from maintained schools - it is unfortunate that there were some here -. Out of those who indicated suitability and appropriateness of media, the majority (54.2%) came from maintained schools and the minority (18.2%) came from Private schools. The respondents from Assisted schools were equally divided over the two. 50% had indicated appropriateness and suitability, while another 50% had indicated availability. This may be because Assisted schools had both the trained and
untrained teachers. Table 1 had shown that three of those teachers were trained while the other three were not. This, therefore, suggests that professional exposure was lacking among those who identified availability of the media as the criterion for selecting it for utilization.

Table 11: Problems in Media Application

<table>
<thead>
<tr>
<th>Problems</th>
<th>Maintained</th>
<th>Assisted</th>
<th>Private</th>
<th>Total No.</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cost</td>
<td>5</td>
<td>2</td>
<td>3</td>
<td>10</td>
<td>47.6</td>
</tr>
<tr>
<td>Lack of awareness</td>
<td>-</td>
<td>2</td>
<td>1</td>
<td>3</td>
<td>14.3</td>
</tr>
<tr>
<td>Red-tape in obtaining the Media</td>
<td>1</td>
<td>-</td>
<td>1</td>
<td>2</td>
<td>9.5</td>
</tr>
<tr>
<td>No problem</td>
<td>2</td>
<td>2</td>
<td>1</td>
<td>5</td>
<td>23.8</td>
</tr>
<tr>
<td>No response</td>
<td>-</td>
<td>-</td>
<td>1</td>
<td>1</td>
<td>4.8</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>8</strong></td>
<td><strong>6</strong></td>
<td><strong>7</strong></td>
<td><strong>21</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

Results tabulated show that the major problem in media utilization, is cost 10 (47.6%). Out of these 5 (50%) were from maintained schools, 2 (20%) from Assisted schools and 3 (30%) from Private schools. Another problem which seems to be peculiar to the Assisted and Private schools is lack of awareness of the existence
of media. It was identified by 3 (14.3%) of the respondents. Out of these 2 (66.7%) were from Assisted schools and 1 (33.3%) from Private schools. 2 (9.5%) indicated that the problem they faced in Media utilization was red-tape in getting the said Media. The two were from maintained and Private schools. It was encouraging to note that 5 (23.8%) had no problems with Media application. 1 (4.8%) of the respondents did not respond to the question. This was from a private school.

It is clear then that the major problem is cost. This therefore calls for cheaper but effective and efficient media. The data also reveals that the maintained schools appear to be hard hit in this area. Out of those who indicated it as a problem, 50% were actually from maintained schools.

Though the problem on lack of awareness was identified by only a small proportion (14.3%) of the respondents, it should be noted that the respondents came from either Assisted schools or Private schools. Furthermore, all the untrained teachers in the sample fell in these categories. This does not augur well for the utilization of media in schools in these categories.
Though the problem of red-tape was identified by only 2 (9.5%) of the respondents, it is important to note that it is a problem that results from the attitude of those in authority. It is quite true that successful teaching and learning cannot take place unless the teacher and the learner have been given the suitable atmosphere and facilities.

4.8.0 **Utilization of a Selected Range of Media and Teacher Resourcefulness**

The purpose of questions 14 to 25 was to pursue the question of media use further and establish the extent to which a selected range of media was used by teachers in the teaching and learning of oral literature. It was also to identify the reasons (if any) for their utilization or underutilization. The answers to these questions would shed further light on the extent to which the teachers diversified their use of media or how resourceful they were in the teaching and learning of the subject.

4.8.1 **Educational Broadcasting**

A lot has been invested on producing radio programmes that would supplement the efforts of the classroom
teacher. The purpose of question 14 was to establish how often teachers listened to Education Media service Programmes to show their resourcefulness and to justify the investment.

Table 12: How often teachers listened to Education Media Service Programmes on Oral Literature

<table>
<thead>
<tr>
<th>SCHOOL CATEGORY</th>
<th>Maintained</th>
<th>Assisted</th>
<th>Private</th>
<th>Total No.</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Responses</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Once a week</td>
<td>-</td>
<td>-</td>
<td>1</td>
<td>1</td>
<td>4.8</td>
</tr>
<tr>
<td>Sometimes</td>
<td>7</td>
<td>2</td>
<td>4</td>
<td>13</td>
<td>61.9</td>
</tr>
<tr>
<td>Never</td>
<td>1</td>
<td>4</td>
<td>2</td>
<td>7</td>
<td>33.3</td>
</tr>
<tr>
<td>Total</td>
<td>8</td>
<td>6</td>
<td>7</td>
<td>21</td>
<td>100</td>
</tr>
</tbody>
</table>

The table shows that only 1 (4.8%) listened to the Education Media Service Programmes once a week (that is, on regular basis). The respondent was from a Private school. However, 13 (61.9%) listened to them sometimes (that is, on irregular basis). Out of these 7 (53.8%) were from Maintained schools, 2 (15.4%) from Assisted and 4 (30.8%) from Private schools. 7 (33.3%) of the respondents never listened to the programmes at all.
Out of these 1 (14.2%) were from Maintained schools, 4 (57.1%) from Assisted and 2 (28.6%) from Private schools.

This, therefore, shows that a negligible percentage of the teachers listen to the programmes regularly. It should also be noted that Maintained schools who should have greater awareness of the existence of the programmes and greater access to radio sets, lead in the irregular listening habits. This is not encouraging, taking into account the resources invested to produce these programmes.

Question 15, was meant to get the 14 teachers who listen to the programmes to give the reasons why they listened. That is, to give their evaluation of the programmes.

Table 13: Reasons for Listening to the Programmes

<table>
<thead>
<tr>
<th>Reasons</th>
<th>Maintained</th>
<th>Assisted</th>
<th>Private</th>
<th>Total No.</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Interesting</td>
<td>-</td>
<td>1</td>
<td>-</td>
<td>1</td>
<td>7.1</td>
</tr>
<tr>
<td>Informative</td>
<td>7</td>
<td>1</td>
<td>5</td>
<td>13</td>
<td>92.9</td>
</tr>
<tr>
<td>Total</td>
<td>7</td>
<td>2</td>
<td>5</td>
<td>14</td>
<td>100</td>
</tr>
</tbody>
</table>
The table reveals that only 1 (7.1%) felt that the programmes were interesting. The rest 13 (92.9%) were unanimous about their informative nature. This augurs well for the programmes but the question still remains - why the irregular listening?

Question 16, was therefore, meant to identify the why main reasons/some respondents, only listened to the programmes sometimes or never listened to them at all. The reasons given, were hoped, would help a great deal in getting solutions to the problems.

Table 14: Reasons for Not Listening to the Programmes

<table>
<thead>
<tr>
<th>Reasons</th>
<th>SCHOOL CATEGORY</th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Maintained</td>
<td>Assisted</td>
<td>Private</td>
<td>Total No.</td>
<td>%</td>
<td></td>
</tr>
<tr>
<td>Airtime colides with school timetable</td>
<td>7</td>
<td>6</td>
<td>4</td>
<td>17</td>
<td>94.4</td>
<td></td>
</tr>
<tr>
<td>Lack of awareness</td>
<td>-</td>
<td>-</td>
<td>1</td>
<td>1</td>
<td>5.6</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>7</td>
<td>6</td>
<td>5</td>
<td>18</td>
<td>100</td>
<td></td>
</tr>
</tbody>
</table>

Though table 12 showed that only 7 (33.3%) never listened to the programmes, there were 18 respondents
to the question. This implied that even those who listened to the programmes on an irregular basis were covered by the question. Table 14, therefore shows that only 1 (5.9%) of the respondents lacked awareness of the existence of the programmes. This was from a Private school. But the rest 17 (94.4%) were unanimous about airtime colliding with their school time-tables, as the major reason.

It was surprising, however, that none of the respondents indicated the use of the Education Media Service, - copy-tape services. This service was instituted to cater for the problems that arise out of the airtime colliding with the school timetable, among others. It would then, appear that most teachers are not aware of the service and if they are, then, it is possible that they have problems getting access to the service.

4.8.2 Community Resources

Community resources is an aspect of Media whose application is becoming more and more popular. The purpose of question 17, was therefore, to establish whether, fieldwork, which is an aspect of community
resources, is done or not. This follows strong recommendations from various scholars and even the Kenya National Examinations Council, that, fieldwork is a prerequisite for successful study of oral literature.4

Table 15: Whether Fieldwork is Done

<table>
<thead>
<tr>
<th>Reasons</th>
<th>Maintained</th>
<th>Assisted</th>
<th>Private</th>
<th>Total No.</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>6</td>
<td>5</td>
<td>5</td>
<td>16</td>
<td>76.2</td>
</tr>
<tr>
<td>No</td>
<td>2</td>
<td>1</td>
<td>2</td>
<td>5</td>
<td>23.8</td>
</tr>
<tr>
<td>Total</td>
<td>8</td>
<td>6</td>
<td>7</td>
<td>21</td>
<td>100</td>
</tr>
</tbody>
</table>

The table shows that 16 (76.2%) of the teachers in the sample indicated that their students actually did fieldwork. Out of these 6 (37.5%) were from maintained schools, 5 (31.25%) from Assisted and another 5 (31.25%) from Private schools. 5 (23.8%) indicated that they did not do fieldwork. Out of these 2 (40%) were from Maintained, 1 (20%) from Assisted and 2 (40%) from Private schools.

It is encouraging to note that the majority (76.2%) of the teachers acknowledge that their students did
fieldwork. This implies that the teachers and students have tremendous amount of oral literature material at their disposal. So that shortage of material would not be so much of an issue.

Question 18, was meant to gather information on how the teachers prepared their students for fieldwork.

Table 16: How students are prepared for Fieldwork

<table>
<thead>
<tr>
<th>Responses</th>
<th>No.</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Topics for fieldwork discussed</td>
<td>8</td>
<td>38.1</td>
</tr>
<tr>
<td>Instructions on how to approach informants and collect material given</td>
<td>7</td>
<td>33.3</td>
</tr>
<tr>
<td>Students given a teacher prepared Questionnaire</td>
<td>8</td>
<td>38.1</td>
</tr>
<tr>
<td>Students advised to carry fieldwork equipment and stationery</td>
<td>2</td>
<td>9.5</td>
</tr>
<tr>
<td>Relevant people contacted</td>
<td>2</td>
<td>9.5</td>
</tr>
<tr>
<td>Students grouped</td>
<td>2</td>
<td>9.5</td>
</tr>
<tr>
<td>Students just sent out to collect the material</td>
<td>1</td>
<td>4.8</td>
</tr>
<tr>
<td>No response</td>
<td>2</td>
<td>9.5</td>
</tr>
</tbody>
</table>
The way the students were prepared for fieldwork, can be divided into two categories. The first category involves the responses on how students were prepared for the fieldwork they were to carry out on their own. The second category involves some kind of fieldtrip. The first four responses on the table (a) Topics for fieldwork discussed. b) Instructions on how to approach informants and collect material given. c) Students given a teacher prepared questionnaire. b) Students advised to carry fieldwork equipment and stationery) would fit in both categories. The following responses; a) relevant people contacted. b) students grouped, would fit in the second category.

It is then clear from table 16 that topics for fieldwork are discussed before students go out 8 (38.1%). 7 (33.3%) of the respondents indicated that they gave students specific instructions on how to approach informants and collect the material. 8 (38.1%) gave students teacher prepared questionnaires. Only 2 (8.5%) advised the students to carry fieldwork equipment and stationery. Another 2 (9.5%) contacted the relevant people and authorities before they embarked on the fieldwork. Another 2 (9.5%) grouped the students before they set out. Only 1 (4.8%) sent out students
without proper instructions. There was no response from 2 (9.5%) respondents.

Teachers do make an effort to ensure that their students are adequately prepared before they go out for fieldwork. This definitely ensures that the students get what they go out for. It should be noted that areas of emphasis appeared to vary a lot. The data also revealed that 38.1% of the teachers prepared questionnaires for their students. Though this is good in ensuring uniformity, it encourages students to be overdependent on the teacher and would point to what Bishop (1985) described as the "jug and mug" strategy. It is also interesting to note that none of the respondents indicated the fact that they outlined the purpose of the field work to their students.

Question 19, was meant to establish how precisely the fieldwork was carried out.
Table 17: How Fieldwork is Carried out

<table>
<thead>
<tr>
<th>Responses</th>
<th>Maintained</th>
<th>Assisted</th>
<th>Private</th>
<th>Total No.</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alone during holidays</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>12</td>
<td>75</td>
</tr>
<tr>
<td>Alone during holidays and organised trips</td>
<td>1</td>
<td>-</td>
<td>2</td>
<td>3</td>
<td>18.75</td>
</tr>
<tr>
<td>No response</td>
<td>-</td>
<td>1</td>
<td>-</td>
<td>1</td>
<td>6.25</td>
</tr>
<tr>
<td>Total</td>
<td>6</td>
<td>5</td>
<td>5</td>
<td>16</td>
<td>100</td>
</tr>
</tbody>
</table>

12 (75%) of the teachers whose students did fieldwork, sent them to do the fieldwork alone during the holidays in their respective homes and villages. Out of these 5 (41.7%) were from Maintained schools, 4 (33.3%) from Assisted and 3 (25%) were from Private schools. Only 3 (18.75%) had a combination of sending students to do fieldwork alone during the holidays and organised fieldtrips. Out of this, 1 (33.3%) were from Maintained schools and 2 (66.7%) from Private schools. 1 (6.25%) did not respond to the question. This was from an Assisted school.
The table shows that organised field trips were rare in the study of oral literature. This may be because of the problem of cost already identified, (see table 11) and yet it is only these organized field trips that would help the teacher and students as a group share a common educative experience. It ensures the participation of everybody. On this, Dale (1969) observes:

> The distinguishing fact about a study trip is that the students get their experiences in the field and not in the classroom. They observe the workday world in operation and do it as a serious educational study with important, planned purposes. This does not mean that only classwork is theoretical and field experience alone is practical. It means that life in the classroom can cover only a small part of our total experience. Full and well-rounded learning requires that we move beyond our school walls and into the community as students and as imaginatively involved participants.

The purpose of question 20 was to find out what teachers did with the material students collected in the course of their fieldwork. This is in the light of the frequent complaints about the shortage of oral literature material for both teachers and students. It was therefore very important to find out how this material was put to use.
Table 18: What is done with the Material Collected from the Field

<table>
<thead>
<tr>
<th>Responses</th>
<th>Maintained</th>
<th>Assisted</th>
<th>Private</th>
<th>Total No</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Findings discussed in class</td>
<td>4</td>
<td>2</td>
<td>3</td>
<td>9</td>
<td>56.25</td>
</tr>
<tr>
<td>Completed reports submitted to the teacher</td>
<td>1</td>
<td>1</td>
<td>-</td>
<td>2</td>
<td>12.5</td>
</tr>
<tr>
<td>Completed reports observed and retained by students</td>
<td>1</td>
<td>-</td>
<td>1</td>
<td>2</td>
<td>12.5</td>
</tr>
<tr>
<td>Completed reports kept in the library for reference</td>
<td>-</td>
<td>-</td>
<td>1</td>
<td>2</td>
<td>12.5</td>
</tr>
<tr>
<td>No response</td>
<td>-</td>
<td>1</td>
<td>-</td>
<td>1</td>
<td>6.25</td>
</tr>
</tbody>
</table>

While, as already noted, 16 (76.2%) of the teachers in the sample acknowledged that their students did fieldwork (see table 15), 9 (56.25%) had students' findings discussed in class. Out of these 4 (44.4%) were from Maintained schools, 2 (22.2%) from Assisted schools and 3 (33.3%) from Private schools. Only 2 (12.5%) reported that complete reports were given to the teacher.
for marking. The two were from Maintained and Assisted schools. Another 2 (12.5%) indicated that after the complete reports had been marked, they were given back to the respective students who retained them. They were from Maintained and Private Schools. Only 2 (12.5%) indicated that, complete reports having been discussed in class and observed by the teacher, were kept in the resource centre or library for reference and comparative study purposes. They were from Assisted and Private schools. 1 (6.25%) from an Assisted school did not respond to the question, possibly because nothing was done with the material students collected.

It is clear from the table that the majority of the teachers 9 (56.25%) whose students did fieldwork, had the students' findings discussed in class and left at that. Only 2 (12.5%) had the complete reports kept in the library for future reference. This is not encouraging taking into account the fact that one of the problems that had been identified, that militates against the successful application of selected strategies was lack of material for both students and teachers (see table 7). It is unfortunate that valuable material brought by students goes to waste and each year a fresh
start has to be made without taking that chance to consider the similarities and differences between the material collected in the past and the present.

The purpose of question 21 was to establish whether teachers made the use of Resource people, an aspect of community resources, who for a long time have been acknowledged as valuable in supplementing the classroom teacher's efforts. Answers to this question would shed more light on how teachers diversified their approach to the teaching and learning of the subject.

Table 19: Whether Resource People are Used

<table>
<thead>
<tr>
<th>SCHOOL CATEGORY</th>
<th>Maintained</th>
<th>Assisted</th>
<th>Private</th>
<th>Total No.</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>6</td>
<td>28.6</td>
</tr>
<tr>
<td>No</td>
<td>6</td>
<td>4</td>
<td>5</td>
<td>15</td>
<td>71.4</td>
</tr>
<tr>
<td>Total</td>
<td>8</td>
<td>6</td>
<td>7</td>
<td>21</td>
<td>100</td>
</tr>
</tbody>
</table>

Only 6 (28.6%) of the teachers in the sample invited resource people to address their students on any given oral literature topic or perform to the students any given oral literature genre. Out of these 2 (33.3%)
were from each of the three categories of schools. 15 (71.4%) indicated that they did not invite resource people. The distribution was as follows: 6 (40%) were from maintained schools, 4 (26.7%) from Assisted schools and 5 (33.3%) were from Private schools.

The results clearly show that resource people are not utilized in most schools despite recommendations by various oral literature scholars to the effect and yet invitation of resource people would add variety and stimulate interest in the teaching and learning of the subject.

4.8.3 Print Media

The purpose of question 22 was to find out whether teachers made use of local newspapers that carry a lot of oral literature material that would be suitable for teaching and learning the subject.

Table 20: Whether Newspapers are used

<table>
<thead>
<tr>
<th>SCHOOL CATEGORY</th>
<th>Responses</th>
<th>Maintained</th>
<th>Assisted</th>
<th>Private</th>
<th>Total No.</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td></td>
<td>5</td>
<td>3</td>
<td>5</td>
<td>13</td>
<td>61.9</td>
</tr>
<tr>
<td>No</td>
<td></td>
<td>3</td>
<td>3</td>
<td>2</td>
<td>8</td>
<td>38.1</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>8</td>
<td>6</td>
<td>7</td>
<td>21</td>
<td>100</td>
</tr>
</tbody>
</table>
The table makes a very encouraging revelation about newspaper use. This is because, the study by Wamakonjio (1985) showed that the use of newspapers was still minimal. The majority of the teachers in the sample 13 (61.9%) indicated that they used newspapers in handling the subject. Out of these 5 (38.6%) were from maintained schools, 3 (23.1%) from Assisted and 5 (38.5%) from Private schools. 8 (38.1%) indicated that they never made use of newspapers. Out of these 3 (37.5%) were Maintained, 3 (37.5%) were Assisted and 2 (25%) were Private schools.

Question 23, which required the respondents to list any four books they used in the teaching and learning of oral literature, was meant to help in determining whether there is really shortage of oral literature material or not. It was also meant to establish whether at the time the oral literature syllabus was launched, there was a shortage of books for teaching and learning the subject.
Table 21: Titles of Books Used in Teaching and Learning Oral Literature

<table>
<thead>
<tr>
<th>Title of Book</th>
<th>No.</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>* Keep my words - Ogutu and Ruscoe</td>
<td>9</td>
<td>42.9</td>
</tr>
<tr>
<td>* Popular Culture of East Africa - Taban Lo Liyong</td>
<td>9</td>
<td>42.9</td>
</tr>
<tr>
<td>* Kikuyu Folktales - R.N. Gechau</td>
<td>5</td>
<td>23.8</td>
</tr>
<tr>
<td>* 1000 Kikuyu Proverbs - G. Barra</td>
<td>4</td>
<td>19.0</td>
</tr>
<tr>
<td>* Oral Literature in Africa - Ruth Finnegan</td>
<td>3</td>
<td>14.3</td>
</tr>
<tr>
<td>* Akamba Stories - Mbithi</td>
<td>2</td>
<td>9.5</td>
</tr>
<tr>
<td>* Horn of my love - Okot P'Bitek</td>
<td>1</td>
<td>4.8</td>
</tr>
<tr>
<td>A bride who wanted a special present - Osogo</td>
<td>1</td>
<td>4.8</td>
</tr>
<tr>
<td>Luo customs and traditions - Mboya</td>
<td>1</td>
<td>4.8</td>
</tr>
<tr>
<td>Swahili sayings - S.S. Farsi</td>
<td>1</td>
<td>4.8</td>
</tr>
<tr>
<td>Oral literature: A school Certifance Course - Akivaga and Odaga</td>
<td>19</td>
<td>90.5</td>
</tr>
<tr>
<td>African Oral literature - Nandwa &amp; Bukeny</td>
<td>9</td>
<td>42.9</td>
</tr>
<tr>
<td>Oral Artist - Wanjiku Kabira</td>
<td>5</td>
<td>23.8</td>
</tr>
<tr>
<td>Hyena and the Rock - B.M. Lusweti</td>
<td>4</td>
<td>19.0</td>
</tr>
<tr>
<td>Yesterday's Today - A.B. Odaga</td>
<td>2</td>
<td>9.5</td>
</tr>
<tr>
<td>English for life Books 1 &amp; 2 - Ndavu</td>
<td>1</td>
<td>4.8</td>
</tr>
<tr>
<td>Chameleon's Second Delivery - K.I.E.</td>
<td>1</td>
<td>4.8</td>
</tr>
</tbody>
</table>

*These books were in the suggested reading lists given by the 1974 Teachers' Conference.
During the 1974 literature teachers' conference, it was recommended that oral literature should be taught because it was the cornerstone of our cultural heritage. The same conference gave comprehensive suggested reading lists with "some hints on actual use of specimen reading lists" to guide the teachers and students in handling the subject.

The results from table 21 show that the books teachers used, fall in the two groups:-(a) Those published before the oral literature syllabus was launched. In fact 7 (70%) of these books were in the suggested reading list given by the 1974 teachers' conference. (b) Those published after the oral literature syllabus had been launched and tested.

There were ten titles listed in the first category and seven in the second category. Those in the first category included:- Keep my words 9 (42.9%), Popular Culture of East Africa 9 (42.9%), Kikuyu Folk-tales 5 (23.8%), 100 Kikuyu Proverbs 4 (19%), Oral Literature in Africa 3 (4.3%), Akamba Stories 2 (9.5%), Horn of my Love 1 (4.8%), A Bride who wanted a special Present 1 (4.8%), Luo Customs and Traditions 1 (4.8%)
and Swahili Sayings 1 (4.5). Keep my Words and Popular Culture of East, turned out to be the most popular in this category.

Those in the second category included: - Oral Literature: A School Certificate Course 19 (90.5%), African Oral Literature, 9 (42.9%), Oral Artist 5 (23.8%), Hyena and the Rock 4 (19%), Testerday's Today 2 (9.5%), English for life books 1 and 2 1 (4.8%) and Chameleon's Secondary Delivery 1 (4.8%). The most popular books in this category were: Oral Literature: A School Certificate Course and African Oral Literature.

The popularity in the utilization of most of the above books may have stemmed from the fact that they were among those that were suggested by Kenya National Examinations Council Regulations and Syllabuses.

The above list of books is not exhaustive because teachers were required to mention just any four books they used. However, Table 21 clearly shows an abundance of oral literature material in print before, and, or after oral literature was officially incorporated in the literature syllabus. They should have been adequate
to act as guides to both teachers and students as most of the titles go across a number of communities.

The purpose of question 24 was to get the teachers' own evaluation of the books in terms of whether they were adequate for handling the subject.

Table 22a: Whether the books are adequate.

<table>
<thead>
<tr>
<th>SCHOOL CATEGORY</th>
<th>RESPONSES</th>
<th>MAINTAINED</th>
<th>ASSISTED</th>
<th>PRIVATE</th>
<th>TOTAL NO.</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>3</td>
<td>2</td>
<td>3</td>
<td></td>
<td>8</td>
<td>38.1</td>
</tr>
<tr>
<td>No</td>
<td>5</td>
<td>4</td>
<td>4</td>
<td></td>
<td>13</td>
<td>61.9</td>
</tr>
<tr>
<td>TOTAL</td>
<td>8</td>
<td>6</td>
<td>7</td>
<td></td>
<td>21</td>
<td>100</td>
</tr>
</tbody>
</table>

Table 22a, shows that 8(38.1%) felt that the books available were actually adequate. Out of these 3(37.5%) were from Maintained, 2(25%) from Assisted and 3(37.5%) from Private schools. 13(61.9%) were of the opinion that the books were inadequate. Out of these 5(38.5%) were from Maintained schools, 4(30.8%) from Assisted and 4(30.8%) were from Private schools.

Table 22b, shows the reason those who felt that the books were adequate gave.
Table 22b: Why the books are adequate.

<table>
<thead>
<tr>
<th>RESPONSES</th>
<th>NO</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>They are guides</td>
<td>2</td>
<td>9.5</td>
</tr>
<tr>
<td>Suitable for students' requirements</td>
<td>3</td>
<td>14.3</td>
</tr>
<tr>
<td>Most concentrate on specific</td>
<td>1</td>
<td>4.8</td>
</tr>
<tr>
<td>communities only</td>
<td></td>
<td></td>
</tr>
<tr>
<td>No response</td>
<td>2</td>
<td>9.5</td>
</tr>
</tbody>
</table>

Results from table 22b show that 3(14.3%) felt that the books were adequate because the ones available were suitable for the students' requirements. 2(9.5%) felt they were adequate in so far as they were guides - this implies that on their own, they cannot be adequate. 1(4.8%) were of the opinion that they were adequate because most of them concentrated on specific communities, making across communities study, possible. 2(9.5%) did not respond to the question. It is not easy to speculate on the reason why.

It is therefore clear that books are seen as adequate by only a minority. Even in this minority, 9.5.% were quick in pointing out that, they were adequate in so far as they were guides.
Table 22c shows the reasons those who felt that the books were inadequate gave to support themselves.

Table 22c: Why the books are inadequate

<table>
<thead>
<tr>
<th>RESPONSES</th>
<th>NO</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>The subject is too broad to be covered in these books</td>
<td>8</td>
<td>38.1</td>
</tr>
<tr>
<td>Books tend to repeat the same material</td>
<td>2</td>
<td>9.5</td>
</tr>
<tr>
<td>They are too limiting</td>
<td>2</td>
<td>9.5</td>
</tr>
<tr>
<td>More and more books required</td>
<td>1</td>
<td>4.8</td>
</tr>
<tr>
<td>No response</td>
<td>2</td>
<td>9.5</td>
</tr>
</tbody>
</table>

The responses tabulated can be divided into two:

a) Those responses that argue that books are inadequate because they cannot effectively cover the subject. The responses that fall in this category are; the subject is too broad to be covered in these books 8(38.1%), books tend to repeat the same material 2(9.5%) and they are too limiting 2(9.5%). This would therefore call for the utilization of a variety of strategies and media.

b) The response that called for publication of more and more books on the subject 1(4.8%) - a sign of over-dependence on print media. 2(9.5%) did not respond to the question.
It is then clear that the majority of the teachers are aware of the limitations of books for teaching and learning oral literature. It is also clear that there is some percentage, albit small, that still clings to books. The irony, however, is that, while they have this awareness, most of them still cling to books and cry out for more oral literature material instead of taking advantage of other sources of the material.

4.8:4 Teacher Resourcefulness.

The purpose of question 25 was to make a further attempt into identifying how resourceful teachers were in teaching and learning of the subject. In the light of frequent complaints on the lack of, or inadequate availability of books, it was also meant to identify the other sources teacher turned to.

Table 23: What is used in the absence of books.

<table>
<thead>
<tr>
<th>RESPONSES</th>
<th>NO</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>What was learnt at school or college</td>
<td>10</td>
<td>47.6</td>
</tr>
<tr>
<td>Ministry of Education circulars</td>
<td>5</td>
<td>23.6</td>
</tr>
<tr>
<td>Education media service programmes</td>
<td>4</td>
<td>19</td>
</tr>
<tr>
<td>Resource people</td>
<td>9</td>
<td>42.9</td>
</tr>
<tr>
<td>General knowledge about oral literature</td>
<td>1</td>
<td>4.8</td>
</tr>
<tr>
<td>No problem with textbooks</td>
<td>5</td>
<td>23.8</td>
</tr>
</tbody>
</table>
The table reveals that in the absence of textbooks most 10(47.6%) teachers turned to whatever they learnt at secondary school or post secondary school level. 9(42.9%) turned to the Resource People. 5(23.8%) made use of Ministry of Education circulars. Only 4(19%) made use of Education Media Service Programmes. While 1(4.8%) made use of their general knowledge of oral literature. 5(23.8%) had no problems with books, a further indication that books were not really the problem.

The results on the table show a lack of maximum utilization of a variety of media. There appears to be a tendency to cling on print media at the expense of the others. This does not conform with the assumption that the then Ministry of Higher Education had when it issued circular number ins 81-22 on the teaching of oral literature. The Ministry had hoped that the circular would guide the teachers into coming up with their own material. But the above responses suggest lack of an attempt to do this.

4.9 Integration of strategies and media

The purpose of question 26, was to establish how the teachers of oral literature integrated strategies and media for teaching and learning the subject. This, was
hoped, would shed light on whether the integration of the two was systematically or haphazardly done.

The question proved either too difficult and confusing or the respondents were genuinely not aware of how they could integrate given strategies and given media, given a specific topic and specific objectives to be achieved with a given group or class of students.

Out of the total of 21 respondents in the sample, 6(28.6%) did not respond to the question altogether. The remaining 15(71.4%) gave as many varying responses to the question. The following are some of the responses:

(i) Rather difficult to specify the integration yet.

(ii) By going through both and picking one that is informative and relevant.

(iii) Where possible, I lecture them on known facts about certain aspects of oral literature and integrate these with already known folklore or bring a live performer to reinforce points already discussed.

(iv) The media that is appropriate is integrated with a suitable strategy.

(v) I usually use the English language to explain say a proverb. Once it is clear, I ask the students to get theirs in mother tongues and translate them in English.

(vi) Alternate with discussion with various topics.
This shows that there is lack of understanding of systematic planning which will facilitate proper integration of strategies and media. They seem to have viewed media narrowly. The responses also suggest that their integration and application of strategies and media in the teaching and learning of oral literature was haphazard and accidental. This may have originated from lack of exposure to a complete understanding of strategies and media, at training. There was no difference in the way both trained and untrained teachers responded to the question.
FOOTNOTES


9 Kenya Certificate of Education 1982 ...
5.0. Introduction

The study had been designed to investigate the strategies and media used by teachers in the teaching and learning of Oral Literature in selected secondary schools in Nakuru District of the Rift Valley Province of Kenya.

The purpose of the study was to investigate the strategies and media teachers used in handling the subject with a view to:

(i) Identifying the teachers' understanding of strategies and media.
(ii) Identifying the strategies and media in teaching and learning the subject.
(iii) Determining the criteria used in selecting the most suitable strategies and media for handling the subject.
(iv) Identifying the problems faced by teachers in utilizing strategies and media for teaching the subject.
(v) Determining how resourceful the teachers were in handling the subject.
(vi) Determining whether the handling of the subject was haphazard or systematic.

While out to carry out the study, the following assumptions were held:

(i) That teachers used various strategies in handling the subject.

(ii) That there was systematic application of strategies in handling the subject.

(iii) That the teachers were aware of and used all media in handling the subject.

(iv) That all the teachers that handled the subject were qualified and knew alternative sources of oral literature material.

(v) That both teachers and students had great access to a lot of oral literature material which they used.

(vi) That teachers and students were resourceful in the teaching and learning of the subject.

To facilitate the study, a questionnaire for the teachers of oral literature was developed. It was administered personally, to twelve secondary schools that fell in the following categories:- Government Maintained Secondary Schools, Government Assisted Secondary Schools and Private Secondary Schools.
In the light of the purpose and assumptions of the study, the conclusions and recommendations, which will be discussed under the following headings, were made:

(i) Understanding and utilization of strategies
(ii) Criteria for selecting strategies
(iii) Problems in utilization of strategies
(iv) Understanding of media
(v) Criteria for selecting media
(vi) Utilization of media
(vii) Teacher resourcefulness
(ix) Integration of strategies and media

5.1. Understanding and Utilization of strategies.

There was an indication of lack of a clear understanding of what teaching strategies were. Furthermore, there was lack of consistency in the utilization of the strategies. This implied that the teachers' understanding of strategies was still limited. This was seen through the fact that, though the teachers were unanimous about their utilization of both the expository and inquiry strategies, their overdependence on print media would cast doubts on the extent to which they adopted the inquiry strategy.

5.2. Criteria for selecting strategies.

There was an apparent lack of awareness of the significant role instructional objectives played in
strategy determination. This aspect was ignored by both qualified and unqualified teachers. This implies that the trained teachers either do not get enough exposure in this area in the course of their training, or they do, but forget when they get to the field.

5.3. Problems in utilization of strategies.

There were still a couple of problems in this area. These had to do with the attitude and background of the students, attitude of parents towards students who consult them, in their (students') eagerness to know more about the subject, lack of material and shortage of time. Past studies on the subject by Mbengei (1984), Wamakonjio (1985), among others, cited most of these problems. It appears then, very little is being done to rectify them.

5.4. Understanding of Media

The understanding of media was rather narrow to the extent that it was at times associated with individual languages like Kiswahili and English and not embracing all types of media. This is a problem that may have had roots in the training of the teachers. Teacher trainees may not have been adequately exposed to a variety of media suitable for teaching and learning the subject.
5.5. **Criteria for selecting media.**

There was an obvious difference between the factors trained and untrained teachers put into consideration when selecting media. Whilst the trained teachers dwelt on appropriateness and suitability of the media, untrained teachers dwelt on the availability of the media. This difference stems from the fact that the latter group lacked professional exposure in media.

5.6. **Utilization of media.**

Because of the limited understanding of media, there was lack of maximum utilization of a variety of media and an obvious overdependence on print media in teaching and learning the subject. This may have stemmed from the so called "age long book-learning tradition" where teachers and learners alike, hold on to anything in print with awe.

5.7. **Problems in utilization of media.**

There are still a number of problems that the teachers of this subject have to contend with. These are:

(i) Cost of the media

(ii) Red-tape in obtaining the media

(iii) Lack of awareness of the existence of the media
The three, therefore, necessitate the acquisition of cheaper media, the coorporation of these in authority and the exposure of both teachers and learners to various media at their disposal.

5.8. **Teacher resourcefulness.**

There was limited resourcefulness in handling the subject as evidenced by the following:

(i) Overdependence on print media at the expense of other media at the teachers' disposal.

(ii) Limited use of community resources which would, otherwise, make the subject lively and enjoyable. For example, the material students collected during their fieldwork, was never put to maximum use, resource people never invited.

(iii) The persistent complaint on shortage of oral literature material whilst there was a lot to guide the teacher develop his own.

5.9. **Integration of strategies and media.**

Because of a rather cloudy understanding of strategies and media, there was an obvious lack of awareness on how the two could be systematically
integrated for the purpose of teaching a given topic in Oral Literature. The integration of the two was haphazard and only accidental. There was no difference between trained and an untrained teachers in this area. This, would therefore, point out to lack of proper exposure in this area, at training.

5.10. Conclusion.

From the above summary of observations and conclusions, the following points are clear:

(i) There is no systematic application of strategies in teaching and learning oral literature in secondary schools.

(ii) Secondary school teachers are not aware and never use all media in the teaching of oral literature.

(iii) Secondary school teachers of oral literature have access to a lot of oral literature material which they never put to maximum use.

(iv) The problems related to the application of strategies and media in teaching the subject, are similar to those that past studies on oral literature have identified.

(iv) There is limited resourcefulness in handling the subject.
5.11. **Recommendations.**

In view of the above observations and conclusions it is clear that the results of the study have revealed that, while encouraging advances have been made in the field of teaching and learning Oral literature, strategies are only unconsciously applied. It is therefore recommended that:

(i) The Universities and Secondary Teachers' Training Institutions should re-examine their syllabi on media and subject methods in an effort to identify whether trainees are getting enough exposure in these areas.

(ii) Workshops, seminars and inservice courses should be organized on regular basis to incorporate all teachers, from all categories of secondary schools, handling the subject, to among others:

(a) Help the qualified teachers update their knowledge and skills in this area.

(b) Help the unqualified teachers gain a professional touch in handling the subject.

(c) Appraise all the teachers on the latest developments in handling the subject.
(d) Appraise all the teachers on the most suitable strategies, the availability of a variety of suitable media and how to improvise on teaching and learning the subject.

(e) Give all teachers the opportunity to share their talents and experiences in the teaching and learning the subject.

(f) Appraise all teachers of the problems and remedies associated with the handling of the subject.

(g) Appraise all teachers on the advantages of the multi-media approach to the teaching and learning of the subject.

(h) Encourage teachers to set up Oral literature study groups and resource centres in their respective divisions or districts. The workshops, seminars and inservice courses could be organized at divisional or district level depending on the number of schools involved.

(iii) Most of the problems teachers face, may have originated from their own attitude towards the subject. So as to inculcate in
both students and their parents a positive attitude towards the subject, teachers themselves should be full of initiative and commitment. This can be achieved by demonstrating a keen interest on the students' work on Oral literature, directly participating in Oral literature activities that students are involved in organizing study trips that would give the students a variety but real experiences of Oral literature and so on.

(iv) Teachers should take advantage of the resources, that could be acquired and utilized cheaply, in the community and environment around the school, these, for example, could take a form of, experienced Oral artists volunteering to share their experiences with the school. Teachers should be full of interest and initiative here. These are the aspects that would act as reinforcing factors to the Oral artist.

(v) Teachers could also acquire material cheaply which could be used as input material in classes to motivate or even reinforce students' interest in the
subject and create a lasting impression. This would be a sign of attempt to integrate classes and community. This can be achieved by:

(a) Encouraging students to attend ceremonies, public festivals and celebrations that take place in the community and record the proceedings.

(b) Setting up oral literature clubs which could organize various cultural activities in the school and invite various performing artists as individuals or groups.

(c) Setting up libraries or Resource centres where valuable oral literature material acquired can be kept for reference purposes.

(vi) Additional resources should be allocated to giving students those experiences that would lead them to acquire vast knowledge and skills in oral literature.

(vii) For success in this area, there is need for more cooperation between Teachers, Headteachers andInspectors.
5.12 Questions raised by the study.

Though the study was meant to identify the strategies and media used in the teaching and learning of oral literature, it raised other questions that need further investigation. These include:

(i) In view of the apparent overdependence on print media in teaching and learning oral literature, despite various recommendations to the contrary, it would be necessary for future research in this area to consider the reason(s) for the continued overdependence on this media by the teachers and learners of oral literature.

(ii) It would also be necessary for future research to test and determine which of the two strategies (Expository and inquiry) is the most effective in teaching and learning the subject.

(iii) In the light of the reportedly (by teachers) unceasing repulssiveness of both students and parents towards the study of oral literature, it would be useful for future study in this area to consider the actual attitude of students, teachers and parents towards oral literature in the curriculum.
(iv) This study has shown that, there is very little difference between trained and untrained teachers in their application of strategies and media in the teaching and learning of oral literature. Future research could try to establish reasons for this.
FOOTNOTES.

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"Literature for Secondary School Teachers:
Oral literature." Script by Kavetsa Adagala.
Produced by Rose Wandera. Education Media
Service Programme, Kenya Institute of
Education.
Dear Teacher,

In partial fulfilment of the requirements of my M.Ed. (TDC) course, I am carrying out a survey on strategies and media for teaching and learning Oral Literature in Secondary Schools in Nakuru District.

You have been sampled (at random) to participate in the survey. This survey will help a great deal in understanding how the subject is being taught with a view to improving it further.

I should be very grateful if you spent a few minutes completing the questionnaire attached. The responses will remain strictly confidential.

Thanking you in advance.

Yours faithfully,

ETTYANG E. K. KAMUKAM
STRATEGIES AND MEDIA FOR TEACHING AND LEARNING ORAL LITERATURE IN SECONDARY SCHOOLS.

QUESTIONNAIRE FOR TEACHERS OF ORAL LITERATURE

Kindly answer the following questions by putting a tick(✓) in the bracket against the appropriate answer or by filling the blank spaces provided.

1. Which one of the following describes the category of your school?

   (i) Government maintained ( )
   (ii) Government assisted ( )
   (iii) Private ( )

2. What is your gender?

   (i) Female ( )
   (ii) Male ( )

3. What are your qualifications?

   (i) Form six untrained teacher ( )
   (ii) Sl/Dip. Ed. ( )
   (iii) B.A. ( )
3. (cont.)

(iv) B.Ed. ( )
(v) Any other (specify) ___________________________

4. In the course of your training/school, did you study Oral Literature?

(i) Yes ( )
(ii) No ( )

5. Which period best described how long you have been teaching Oral Literature?

(i) Below 1 year ( )
(ii) 1 - 2 years ( )
(iii) 3 - 4 years ( )
(iv) 5 - 6 years ( )
(v) Over 7 years ( )

6. Which one of these is your major source of Oral Literature material?

(i) Textbooks ( )
(ii) Radio and Television-general programmes ( )
(iii) Community study ( )
(iv) School Resource Centre/Library ( )
(v) Newspapers and Journals ( )
6. cont.

(vi) Education Media Service (K.I.E.)
Programmes

7. Which strategies do you adopt in teaching Oral Literature?

(i) Expository—present information and guide students

(ii) Inquiry—allow students to explore

(iii) Both of the above

(iv) None of the above

8. How do you determine the most suitable strategy for teaching and learning Oral Literature?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

9. What problems do you encounter in applying the strategies you have already identified, in teaching Oral Literature?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
10. Which one would you consider the most suitable strategy for teaching Oral Literature?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

11. List the range of media you use in teaching Oral Literature.

1. ____________________________________________

2. ____________________________________________

3. ____________________________________________

4. ____________________________________________

5. ____________________________________________

6. ____________________________________________

7. ____________________________________________

8. ____________________________________________

12. Apart from the valid learning objectives and students' characteristics, which one of the following best describes how you determine the most appropriate media for teaching a given topic in Oral Literature?

(i) Availability ( )

(ii) Cost ( )

(iii) Mechanical quality (where applicable) ( )
12. (cont.)

(iv) Appropriateness or suitability ( )
(v) Any other (specify) ________________

13. What problems do you encounter in applying the media you have already indicated in teaching Oral Literature?

(i) Cost ( )
(ii) Red-tape in getting the media ( )
(iii) Lack of awareness ( )
(iv) Lack of technical knowledge ( )
(v) No problem ( )
(vi) Any other (specify) ________________

14. How often do you listen to Education Media Service programmes on Oral Literature?

(i) Once a week ( )
(ii) Sometimes ( )
(iii) Never ( )

15. Why do you listen to the programmes?

(i) They are interesting ( )
(ii) They are informative ( )
(iii) They are uninteresting ( )
16. Which one of the following best describes why you do not listen to Education Media Service Programmes on Oral Literature?

(i) Airtime collides with school time-table

(ii) Lack of awareness of the existence of such programmes

(iii) Make use of Education Media Service Copy-tape service

(iv) Poor reception

(v) Any other (specify)

17. Do your students do fieldwork as part of their study of Oral Literature?

(i) Yes

(ii) No

18. If they do, how do you prepare them for the fieldwork?
19. Which one of the following best describes how your students conduct the fieldwork?

(i) Alone during the holidays (   )
(ii) Organized fieldtrips with the teacher (   )
(iii) Both of the above (   )
(iv) None of the above (   )
(v) Any other (specify) ____________________________

20. Apart from the dossier Form Six Students are expected to present to the Inspectorate, which one of the following best describes what you do with the material students collect?

(i) Students' findings discussed in class (   )
(ii) Students' prepare complete reports and submit to teacher (   )
(iii) Reports observed and retained by students (   )
(iv) Complete reports are kept in the library for reference (   )
(v) Any other (specify) ____________________________
21. Do you invite Resource People to address you and your students on any given topic in Oral Literature?

(i) Yes ( )
(ii) No ( )

22. Do you use Newspapers and Journals in teaching Oral Literature?

(i) Yes ( )
(ii) No ( )

23. Mention any four books you use in teaching Oral Literature

(i) ____________________________
(ii) ____________________________
(iii) ____________________________
(iv) ____________________________

24. Would you say they are adequate?

(i) Yes ( )
(ii) No ( )

Briefly explain ____________________________
________________________________________
________________________________________
________________________________________
25. In the absence of textbooks what do you use in teaching Oral Literature?

(i) What was learnt at school/college ( )
(ii) Ministry of Education circulars ( )
(iii) Education Media Service programmes ( )
(iv) Community Study ( )
(v) Resource people ( )
(vi) No problem with textbooks ( )
(vii) Any other (specify) ________________

26. How do you integrate strategies and media in teaching and learning Oral Literature?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Thank you very much for completing the questionnaire.

ETTYANG E. K. KAMUKAM