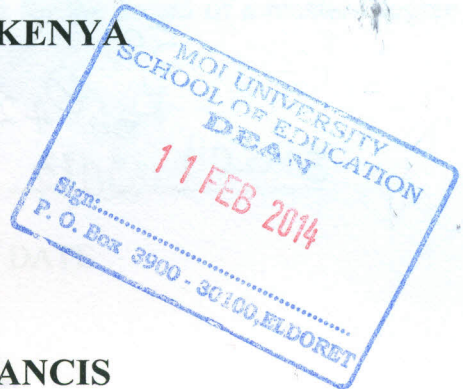


**FACTORS AFFECTING THE TEACHING AND LEARNING
OF ORAL LITERATURE IN TURKANA**

SOUTH DISTRICT, KENYA



BY

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ABSTRACT

This study was geared towards establishing the factors that affect the teaching and learning of Oral Literature in the secondary schools of Turkana South District. In order to achieve this purpose, four objectives were addressed, namely: To find out how the training background of the teachers affect the performance of students in Oral Literature, to establish the extent to which different teaching approaches used by the English teachers affect students' performance in Oral Literature, to determine the nature of instructional resources used in the teaching and learning of Oral Literature and to find out the different assessment procedures employed by the teachers to evaluate the learning of Oral Literature. The study was based on Levy Vygotsky's constructivist instructional theory which presupposes the role of a learner in getting involved in a joint enterprise with the teacher in creating new meanings. In this theory, Vygotsky argues that, through the creation of the zone of proximal development, children learn better when they collaborate with the teacher who refines their thinking and performance than when they learn alone. The study used the descriptive research design. The target population for this study comprised Form Three students and teachers of English from six secondary schools within Turkana South District. The sample size which made a total of 30% of the respondents was chosen from the entire stratum using simple random and stratified random sampling methods. The study utilized the questionnaire and observation guide to collect data from the selected respondents. The data from the completed questionnaire was coded using descriptive statistics. The study found out that teachers had the relevant university training but had different subject combinations. Most teachers did not use the appropriate learning materials as well as teaching and assessment methods. The study recommends that, more skilled teachers in Oral Literature be trained. Teachers should collect and use the right teaching resources, vary their teaching approaches and assess their students accordingly. These findings and recommendations are deemed important to the secondary school heads, Oral Literature teachers, members of the National English language panel at K.I.E and directors of resource centers in their quest to improve the teaching and learning of Oral Literature in secondary schools.