

Utilisation of Educational Media in Teaching and Learning of Oral Literature in Butere Sub County Secondary Schools, Kenya

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Abstract: *In Kenya, the teaching of Oral Literature in public secondary schools is a matter of great concern. Performance of secondary schools in Literature has been poor for a long time and gets worse in spite of the competitive teacher training programs in the country. The purpose of this study was to assess the availability and utilization of audio-visual teaching resources in teaching Oral Literature among high schools in Butere Sub County. The specific objectives were; to find out availability of audio-visual instructional resources and to determine the utilisation level of audio-visual resources in teaching and learning Oral Literature. Bruner's theory of discovery learning guided the study. The sample size comprised of 25 headteachers or their deputies and 63 Oral Literature teachers. The instruments for data collection comprised of observation checklist, interview guides and a self-administered questionnaire. The study established that most audio-visual instructional resources were unavailable in many schools. The common audio-visual instructional resources identified were; textbooks, storybooks, short forms, poems, journals, narrative collections, drums, horns, cassettes and resources persons. Those devices that were unavailable in most schools were; accruments, still pictures, pianos, slides and videos. The study recommends that schools should invest more in acquisition of modern audio-visual instructional media and government need to support schools in acquisition of audio-visual instructional media.*

Keywords: Audiovisual, Availability, Oral Literature and Instructional Resources

1. Introduction

Language is the vehicle of social interaction and one needs effective language to communicate properly in the work place, social interaction, and indeed, for functional literacy. A rich and stimulating language environment during the early years and beyond is essential to the development of verbal and intellectual skills necessary for language learning. The stimulating environment grows from availability of a large repertoire of audio and visual materials to build vocabulary (World Bank, 2001). In United States, Malinowski (1991) asserted that composition writing is a difficult skill to acquire but its acquisition can be made easier by the use of a variety of methods for teaching English Language. In United Kingdom, Ellis and Tomlinson (1980) recommended some basic skills to be taught to learners so that they can write essays proficiently. Such skills include spelling, punctuation, linguistic skills and convention of style. Reyner, Fooman, Perfeti, Pesetsky and Seidenberg (2001) ascertained that many good teachers are adaptive rather than rigid in their approach to teaching children and only loosely base their instruction on a given method in United States high schools.

World Bank (2001) reported that developing countries standards of education had fallen. Although the World Bank study may have identified major areas of the decline in the university education, the actual problem has roots at the secondary school level. It is at the secondary school level that the potential undergraduate is given adequate foundation in the use of English. A mastery of written and spoken language is highly desirable, yet it's teaching and learning is beset by a myriad of problems at the secondary school level. In an analysis of the senior secondary school certificate results in English language between 1988 and 1996 in Nigeria, Olapopo (1998) indicated that the percentage of

failure was between 53.36% and 72.71%. Over a period the Kenya National Examinations Council observes that there is general poor performance of students in the English subject in Kenyan secondary schools (KNEC, 2007). Moreover, the KNEC report (2007) indicates that many KCSE candidates show weakness when it comes to identifying oral features in a written narrative and recommended that students be exposed to field projects. This means that field projects are essential resources in teaching this aspect of Oral Literature. This explains why from 1990 fieldwork was incorporated as an integral part of Oral Literature. Indeed, the Kenya Institute of Education recommended that the teacher guides the learner as the learner studies, analyzes and develops a critical appreciation of literary oral materials (KIE, 2002).

Kenya Institute of Education (2002) secondary school syllabus emphasizes the use of instructional media in teaching. This indicates the important emphasis that syllabus emphasises on the adoption and utilisation of audio-visual instructional resources in teaching and learning Oral Literature. Kanaga (2010) comments that literature teachers need to abandon the predominant but un-motivating book/teacher mode of instruction as a way of improving learning and performance. Wanjuki (2000) established that there was poor performance in English in Nairobi and Embu secondary schools. Elsewhere in Baringo District, Rotumoi (2006) observed that the unavailability of novels was a challenge to effective teaching and learning of Oral Literature in schools. Literature reviewed indicates that most researchers (Agufana, 2009; Luvisia, 2003; Rotumoi, 2006; Wanjuki, 2000) have dealt with the issue of instructional resources use in teaching English and Oral Literature with little emphasis on the availability and use of audio-visual resources in teaching and learning. Wanjuki's study (2000) revealed that many secondary schools in Nairobi and Embu had inadequate instructional resources. However the schools

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that had audio-visual instructional resources, these were not appropriately utilized. In addition, Nandwa and Bukenya (1984) joined Laban Lo Liyong (1973) in lamenting about the barrenness of East African Literature due to scarcity of Oral Literature learning resources in East African secondary schools. Very little research has been done on the availability and utilization of audio-visual materials to enhance learning in Oral Literature. For example, the study by Wanjuki (2000) was on the factors affecting the use of instructional resources in teaching and learning English language in Nairobi and Embu top and bottom secondary schools but the current research seeks to assess the availability and utilisation of audio-visual media in teaching and learning of Oral Literature in schools. A study by Rotumoi (2006) investigated availability and use of instructional media resources for the novel in selected secondary schools in Baringo District. The study objectives included identification and classification of instructional media resources, establish criteria for acquisition, and find out adequacy in numbers, how well the available instructional material covered the syllabus, problems encountered in the acquisition and use of instructional materials and teachers' attitude towards the use of instructional resources. Agufana (2009) in a related research looked at availability and use of learning-teaching resources for Oral Literature in Kiswahili in selected secondary schools in Uasin Gishu District. Specifically, it aimed to establish in regard to Kiswahili Oral Literature if adequate learning resources were used, criteria for selection, development trends and their storage. However, none of the studies looked at the availability and utilisation of audio-visual instructional resources in OL. This creates a need for a study on the availability and utilization of audio-visual instructional resources for Oral Literature in English in secondary schools in Butere Sub County.

2. Objectives of the Study

The study formulated several objectives;

- 1) To find out the audio-visual instructional resources available for teaching and learning Oral Literature in secondary schools,
- 2) To assess the utilisation level of audio-visual instructional resources in the teaching and learning literature in secondary schools

3. Theoretical Framework

The theoretical framework for the research was based on Bruner's discovery learning theory (1990). Bruner saw learning as an active knowledge-getting process in which learners construct new ideas based upon their current and past knowledge. While concerned primarily with young children, the discovery learning theory holds true for adult learners as well. Bruner suggested three modes of thinking which increasingly overlap each other. The *enactive* mode involves human motor capacities and includes activities such as using tools. The *iconic* mode pertains to sensory capacities. Finally, the *symbolic* mode involves reasoning, and is exemplified by language, which plays a central role in Bruner's theories of cognition and development. In relation to this work we can see that Bruner theory could be related to use of audio-visual instructional media in teaching of Oral

Literature as they represent all the enactive, iconic and symbolic components. Oral Literature uses symbols, imagery, and sound to create pictures in the mind and refer to the new knowledge. Oral Literature abounds in oral composition, oral performance and oral transmission. The iconic mode of representation is relevant in as far as resource persons, accrements and slides, are utilized. Learners will create mental images, compare to real images and develop analytic ability. Bruner's symbolic representation is applicable because Oral Literature uses a lot of symbolism to explain ideas. Symbolism is manifested in expressions such as animations, imagery similes and onomatopoeia which clearly come out through diagrams, performance by resource persons and written poems and narratives. At the enactive level, drama, play, total physical presence, mime and the handling of real objects. The iconic mode would be brought into play through the use of pictures, costumes and life performances or words in colour. At the same time, learners begin to use the symbolic mode as they use the target language and to express ideas in context like proverbs, puns and riddles.

Bruner's theory is useful in teaching because it emphasizes the teach-ability of any topic to any learner. According to Bruner any idea or problem or body of knowledge can be presented in a form simple enough so that any particular learner can understand it in a recognizable form. According to Bruner, any domain of knowledge or problem or concept within that domain can be represented in three ways or modes: by a set of actions (enactive representation), by a set of images or graphics that stand for the concept (iconic representation); and by a set of symbolic or logical statements (symbolic representation). A younger student can use illustrations of very huge being with abnormal features to refer to ogres while an older student can read narratives, poems with similes and animations to explain the concept of the same. The same information can be passed to the learners through resource persons where the learners watch the symbols used. The actions, images and symbols would vary from one concept or problem to another, but according to Bruner, knowledge can be represented in these three forms. This theory was used in this study.

4. Review of Literature

Oral Literature

Oral Literature is an integral component of English as a discipline of instruction in for high schools in Kenyan. Unlike previously, the country's current high school English syllabus is integrated, having Oral Literature as one of its four major constituent skills. The syllabus thus consists of reading and writing, speech, listening, grammar and vocabulary (Schonwetter, 2008). Due to the integration, instruction in English is expected to cover novels, English grammar and Oral Literature genres inclusive of poetry, short stories, narratives and short forms. This is because curriculum developers seemingly assumed that English language and Oral Literature are inseparable (Okwara, Shiundu & Indoshi, 2008). All over the world English is a notable subject as a medium of instruction, evaluation of curriculum and examination of students (Aggarwal, 1995). In most African countries and more particularly in Kenya it is highly acknowledged by the government as national and

official language (Republic of Kenya, 1981). It is against this background that it is recognized and taught as one of the key subjects in the Kenyan high school curriculum. According to the current high school English syllabus, there are four major skills Integrated into the high school English curriculum. These are reading and writing, speech, listening, grammar and vocabulary (Schonwetter, 2008). Due to the integration, every English teacher is expected to cover novels, English grammar and Oral Literature genres inclusive of poetry, short stories, narratives and short forms. This is because curriculum developers assumed that English language and Oral Literature are inseparable (Okwara, Shiundu & Indoshi, 2008). Wamakonjio (1984) observed that it is important that OL students be linked to the community because the community is the source of the OL teaching - learning resources. Rubric observed that this linkage eventually improves the students' learning through collection, comparison, analysis and evaluation of essential OL knowledge and skills.

Availability of Instructional Resources for Oral Literature

Heyneman and Loxley (1980) found that there were inadequate and poor school facilities in the developing countries. These inadequate and poor school facilities affected the students to perform much below as compared to the student performance of the developed countries. This study pointed out that the achievement of standard eight students of Malawi in science and mathematics was low. This achievement was low as compared to that of Thailand, Iran, Chile and the developed countries such as Sweden, USA and UK. This study also presented some arguments about the developing countries, in general and Malawi, in particular. These arguments are: At the minimum a school is acceptable if it can provide a place for students to work without the danger of a roof collapsing; if neither wind nor rain sends students into a corner for protection; if there is a place for each to sit down, a place to write, material to write with, and a certain minimal number of maps, charts, and reference books from which to derive information.

Levy (1977) observed that it is impossible to have meaningful teaching and learning in schools in the absence of instructional resources. Maranga (1993) reported that instructional resources and methods used in teaching and learning in schools affect learner understanding of the subject suggesting that adequacy of the instructional resources as a crucial factor in ensuring student understanding of the content. on the availability and use of instructional resources in teaching and learning in schools Muchilwa (1998) established that it was the parental responsibility to avail instructional resources used in teaching and learning in schools with schools contributing minimal to this. In his study Kafu (1976), reported that some teachers were unaware of some expensive instructional resources were available in their schools because they were locked up in stores or cupboards. Okwako (1994) in a study language learning and media in Nigerian secondary schools established that availability of instructional Resources is a crucial aspect in language learning since reading requires exposure and willingness of the student. He further observed that wide reading interacts the learner with his environment

and improves acquisition of lexical knowledge. Gamble (1984) reported that instructional resources makes learning interesting and give fulfilling experiences making the learners to understand, follow, respond and retain the content. On the extent to which instructional resources are used in schools, Kafu (1976) discovered that most schools in Kenya had 56% of the necessary instructional material with notable differences between urban and rural schools. The situation during Kafu's (1976) study is justifiable since the country had just thirteen years of independence and much could not have been done to improve the education in Kenya. The situation has improved in Butere with the audio visual resources available being at 60%.

Similarly, Abagi (1993) emphasized on the presence of instructional resources in schools. He observed that it is useless to have a demanding curriculum without both human and other resources. In another study Gillespie (1986) carried out several researches in instructional resources and recommended that appropriate materials should be made available in time. Brown et al., (1985), encourage teachers to improvise and avail instructional resources to their students. Bennars and Njoroge (1994) reported that teaching aids are an essential requirement for successful teaching and teaches are often seen with diverse aids such as wall maps, charts, wooden, ropes art and craft materials among others. However Bennars and Njoroge (1994) did not look on how audio – visual instructional resources are used in teaching and learning of Oral Literature in schools. In another study, Kochar (1991) observed that a teacher who has adequate teaching aids is more efficient and confident, and cited some of the instructional materials as chalkboard, excursion collections, drama, models, graphs, charts, maps, pictures, cartoons, films, slides, radio and TV. Kochar (1991) study in India secondary schools shows the importance of audio visual resources in facilitation of teaching and learning procedures in schools.

According to Rao and Ravin (1992), learning / teaching materials are relevant when they are based on psychological principles of teaching/learning and can produce significant results if properly utilized learning/teaching Aids enhance active participation and improves analytic and critical thinking (Kafu 1976). The above findings lay a basis for the use of learning resources by the teacher and the learners. Oshungbehun and Luvisia (2003) note that if instructional resources are available and accessible to learners, the learners are able to learn effectively. This can be indicated through their ability to identify, explain, describe, analyze and demonstrate what they will have learned. Too (1996) in his survey of availability and use of learning resources reported that there was shortage of the recommended KIE books in the secondary schools in Nandi District. Eshiwani (1986) in his study on utilization of instructional resources reported that most African countries experienced a shortage of qualified teachers at all levels, and therefore classroom instruction was often given by unqualified or inadequately trained teachers. Given this situation, it is evident that provision of good teaching resources is likely to improve the quality of learning. This is likely to be the case because provision of instructional materials will help the proper sequencing of learning activities in the classroom and supplement teachers' limited knowledge.

In this connection, Maranga (1993) noted that effective teaching and learning is only realized where resources are made available to the learner. The findings of Ogbondahi (2008) research on availability of appropriate instructional materials in a primary-level educational program focusing Mathematics, English language and Social studies for nomadic children in a Nigerian state concurred with those of Esu et al., (2004) that ordinary word of verbalization without the use of instructional materials was inadequate for effective teaching. The findings also showed that there was shortage of instructional materials, which corroborates Tahir (2002), that there is a general lack of adequate instructional materials, particularly pupils' texts in the nomadic schools system. The commonly used instructional materials are the chalkboard, chalk and maps. Other instructional materials like charts, models, graph boards, wall globes, modules illustrating display, audio-visual materials (TV Lectures, video, tapes, film and radio, etc), zigzag books, flash cards, etc are rarely used. The basic instructional materials for teaching are not in existence in most of our migrant schools. This is common in all learning areas Oral Literature inclusive. Therefore the situation in Butere Sub County is not clear since inadequate research has been carried to determine the availability and use of audio-visual resources in teaching and learning of Oral Literature in secondary schools. Therefore the inadequacy leads to little reading among learners as confirmed by Gregor et al., (2003) who observed that where there are fewer instructional resources like text books, little reading takes place. Oral Literature being integrated in English language is therefore affected. Lastly, Steele (1983) reported that if relevant instructional resources are availed to the learner they make abstract concepts more real.

Utilization of Available Instructional Resources

Psacharopolous (1985) has pointed out that it is not enough simply to provide instructional materials such as textbooks. Some efforts must be made to ensure that they are adequately used. Rutumoi (2006) quoted Mutahi (2004) in his address to all primary school head teachers through the book Primary School Instructional Materials Management Handbook where he states that:

"...School text books and other instructional materials play a crucial role in a child's learning and help to ensure the pupils receive the balanced and relevant curriculum to which they are entitled. It is the teacher's responsibility to utilize the books and materials in the classroom..."

Kafu (2009) researched on the availability and utilization of non-projected media in geography in Uasin Gishu secondary schools she reported that they are limited and more utilized in public than private schools. Ayot (1984) observed that students learn language more easily when if instructional resources are used. Ogbondahi (2008) highlighted the usefulness of instructional resources as: Facilitation of learning of abstract concepts and ideas, keeping the learners busy hence increasing their participation, saving the teacher from too much talking, illustrating concepts clearer and better, helping the learner to overcome the limitation of the classroom by making the inaccessible accessible and broadening the students knowledge by increasing their level

of understanding as well as discouraging rote learning. He classified instructional material or resources into three major groups, namely audio, visual and audio-visual instructional resources. Okwara et al, (2009) in their research towards a model of integrated English language curriculum for secondary schools in Kenya reported that curriculum implementers suggested that acquisition and use of reading materials contributes 50% of learning process and encourages constant practice which also contributes to 50% of the learning. Ekpo (2004) aptly declared that instructional materials are often used to compensate for the inadequacies of the sense organs or to reinforce the capacity of the dominant organs. Stiles (2008) recommended the use of available instructional resources so long they are utilized under a well stipulated timeframe. He also noted efficiency in this individualized type of teaching/ learning. Ogbondahi (2008) concurs with them and argues that the list of instructional materials that a teacher can use to improve the quality of instruction is inexhaustible. The teacher's level of resourcefulness, creativity and imagination should in fact be unlimited. Instructional materials will, therefore, include all forms of information carriers that can be used to promote and encourage effectiveness of teaching and learning activities.

According to Agun (1982) instructional materials: textbooks, supplementary books, workbooks, reference books, charts, magazines maps, journals, pamphlets, newspaper, poster, film, film strips, models mock-ups studies, programmed texts and non-print-materials, like pictures, audio and video tapes, recorders, pictures, audio and video tapes, recorders, transparencies, globes, chalkboard, etc. Burris and Welner (2005) reported that students learn more when they are challenged by teachers who have high expectations for them, encourage them to identify problems, involve in collaborative activities, and accelerate their learning. Instructional materials are said to be part of the instructional procedure. Thus, studies have shown that when skills are related to them practical situations, attitude and attention improve. Mukwa (1979) reported that when instructional resources are used information is retained longer as it is conceived and interpreted by the learners in different ways when compared to what happens in the case of purely verbal information systems. He further cited lack of material as a hindrance to any program me from operating with desirable efficiency. Mukwa (1979) found that notable presence of print media, posters, flat pictures, tape recording, radio prop teller & performed art like drama and folk media for teaching. He further established that the instructional resources are ever insufficient. Brown (1964) defines the use of teaching learning resources as a combination of human and non-human resources to bring about learning. Sifuna (1976:168) quoted Comenius: "Children should learn as much as possible not from text books only but also from great books of nature and materials from heaven or earth and from oaks and beeches."

5. Materials and Methods

The study was conducted in Butere Sub County, in Kakamega County, Republic of Kenya. Butere Sub County is part of the former Western Province. The study applied a

mixed method technique employing quantitative and qualitative techniques. This study employed a descriptive survey design. The study population entailed all Oral Literature teachers in the district who number to 75 in total and 25 headteachers/deputies in all secondary schools within Butere Sub County. The sample size for the study comprised of 63 Oral Literature teachers and 25 head teachers. In this study, questionnaires, interview schedules and observation checklists developed by the researcher were used to collect data. Since the study methodology was a mixed method, quantitative and qualitative data analysis methods were employed.

6. Results

Audio-visual Instructional Resources Available for Teaching and Learning Oral Literature in Secondary Schools

This is the first objective of the study that sought to describe the audio – visual instructional devices that were available for teaching and learning Oral Literature in secondary schools.

Headteachers Responses on the Availability of Instructional Resources

The headteachers were asked if their schools had audio-visual instructional resources. The results are given in Figure 1

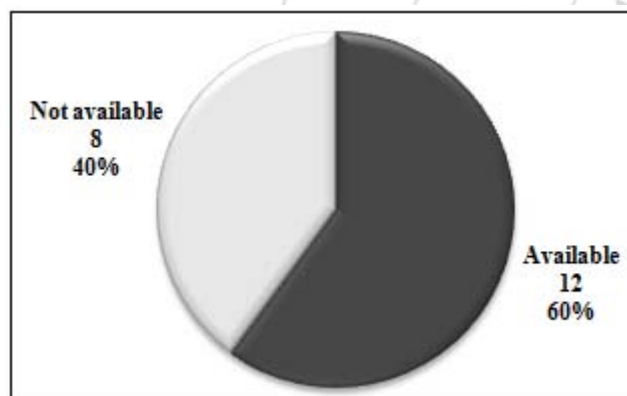


Figure 1: Availability of audio-visual instructional resources in schools

The results show that 60% of the schools surveyed had audio-visual devices as opposed to 40% who were found to have no audio-visual devices used in teaching and learning Oral Literature in schools. The result agrees with findings from observation checklists where some audio-visual instructional resources were available in schools (Table 1). When headteachers were asked if these instructional resources were adequate (for the 60%), majority 54% said that are adequate while 46% said that they were not adequate.

Types of Audiovisual Instructional Resources Available in Schools

The study utilised observation checklist to answer this objective. The summarised results are given in Table 1

Table 1: Audio-visual media available in schools

	Available		Not available		Total	
	Freq	%	Freq	%	Freq	%
Print media						
Storybooks	22	91.7	2	8.3	24	100.0
Journals	11	45.8	13	54.2	24	100.0
Poem	23	95.9	1	4.2	24	100.0
Narrative collections	22	91.7	2	8.3	24	100.0
Short forms	22	91.7	2	8.3	24	100.0
Still pictures	4	16.7	20	83.3	24	100.0
Accruments	9	37.5	15	62.5	24	100.0
Audio						
Drums	12	50.0	12	50.0	24	100.0
Horns	12	50.0	12	50.0	24	100.0
Cassettes	13	54.2	11	45.8	24	100.0
Piano	1	4.2	23	95.8	24	100.0
Audio-visual						
PowerPoint slides	1	4.2	23	95.8	24	100.0
Resource persons	22	91.7	2	8.3	24	100.0
Videos	18	75	6	25.0	24	100.0

The findings show that on the availability of storybooks for learning Oral Literature, majority 22(91.7%) of schools surveyed had with only 2(8.3%) did not have storybooks. on the use of journals in teaching and learning of Oral Literature, a significant 13(54.2%) of schools did not have with only 11 (45.8%) that were found to have. on the availability of poem books in schools it was available in 23(95.9%) of schools with only 1(4.2%) of schools that were found not having these print media instructional resource. also the findings indicate that narrative collections were available in 22(91.7%) of schools surveyed with only 2(8.3%) not having them. the study established also that 22(91.7%) of schools had short form teaching and learning materials with only 2(8.3%) of schools surveyed not having these devices. on the availability of still pictures, majority 20(83.3%) of schools did not have with only 4(16.7%) having these media resources. on the use of accruments, most 15(62.5%) of schools did not have while 9(37.5%) had. On the availability of audio media, 50% of schools had drums while the same number did not have drums. It is also evident that 50% of schools had horns while the same proportion did not have these items. The results of the observation show that cassettes were available in 13(54.2%) of schools while 11(45.8%) of schools did not have. on the availability of piano, 23(95.8%) of schools did not have with only 1(4.2%) of schools seemed to have these devices. On the availability of audio-visual devices, 95.8% of schools did not have PowerPoint slide instruments and projectors with despite 18(75%) indicating that they had videos and resource persons 22(91.7%). The results indicated that most of the schools did not have audio-visual devices with majority of those schools surveyed found to be having traditional audio-visual instruments rather than current media in teaching and learning Oral Literature in schools.

Utilisation of Audiovisual Resources in Teaching and Learning OL

This is the second objective of the study that sought to determine the extent to which audio-visual instructional resources are used in teaching and learning Oral Literature in secondary schools within Butere Sub County. This is because no study has been carried out in Butere Sub County.

Audiovisual Utilisation

In order to determine the extent to which audio-visual instructional resources were used in teaching and learning Oral Literature. The headteachers were interviewed and asked to indicate the period to which their schools have been using audio-visual instructional resources in teaching and learning Oral Literature. The results are given in Table 2.

Table 2: Audiovisual media utilisation

Utilisation period	Frequency	Percent
1 - 5 years	9	37.5
11 years and above	2	8.3
6 - 10 years	1	4.2
Non response	12	50
Total	24	100

The results show that 12 schools out of 24 have been using audio visual devices in teaching and learning Oral Literature between. Most 9(37.5%) have used audio-visual media between 1 – 5 years, 2(8.3%) have 11 years and above while 1(4.2%) have between 6 – 10 years utilising audio-visual instructional resources in teaching and learning Oral Literature.

Teachers Opinion on Utilisation of Audio-visual Instructional Resources

The teachers were also asked to give their opinion on a five point Likert scale i.e. A – Always, O – Often, R – Rarely, S – Seldom and N – Never. Descriptive statistics (frequencies and percentages) were used to generate the results which are presented in Table 3.

Table 3: Audio-visual media utilisation in schools

	Always		Often		Rarely		Seldom		Never		Total	
	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%
Print media												
Textbooks	51	81.0	8	12.7	4	6.3	0	0.0	0	0.0	63	100.0
Storybooks	14	22.2	36	57.1	11	17.5	2	3.2	0	0.0	63	100.0
Journals	1	1.6	9	14.3	22	34.9	15	23.8	16	25.4	63	100.0
Poems	15	23.8	39	61.9	6	9.5	2	3.2	1	1.6	63	100.0
Narrative collections	7	11.1	30	47.6	16	25.4	7	11.1	3	4.8	63	100.0
Short forms	5	7.9	45	71.4	8	12.7	2	3.2	3	4.8	63	100.0
Still pictures	2	3.2	6	9.5	9	14.3	21	33.3	25	39.7	63	100.0
Accruements	0	0.0	2	3.2	12	19.0	22	34.9	27	42.9	63	100.0
Drums	0	0.0	3	4.8	18	28.6	18	28.6	24	38.1	63	100.0
Horns	0	0.0	1	1.6	17	27.0	16	25.4	29	46.0	63	100.0
Cassettes	0	0.0	6	9.5	15	23.8	16	25.4	26	41.3	63	100.0
Pianos	0	0.0	2	3.2	4	6.3	8	12.7	49	77.8	63	100.0
Slides	0	0.0	0	0.0	5	7.9	9	14.3	49	77.8	63	100.0
Resource persons	6	9.5	30	47.6	14	22.2	4	6.3	9	14.3	63	100.0
Videos	1	1.6	25	39.7	13	20.6	16	25.4	8	12.7	63	100.0

On the usage of textbooks and other instructional materials most 51(81%) said that always use textbooks, 8(12.7%) said that they often using textbooks while only 4(6.3%) said that they rarely use textbooks as audio-visual instructional media in teaching and learning Oral Literature. This shows that textbooks are common audiovisual instructional resources used in teaching and learning Oral Literature in secondary schools within Butere Sub County. On the utilisation of storybooks, 36(57.1%) indicated that they often use, 14(22.2%) always use, 11(17.5%) rarely use and 2(3.2%) seldom use storybooks in Oral Literature. This implies that story books are not commonly used audio-visual instructional resource in teaching and learning Oral Literature as compared to textbooks. In utilising journals 22(34.9%) rarely use, 16(25.4%) do not use journals, 15(23.8%) hardly ever used, 9(14.3%) often use and 1(1.6%) always use journals. This indicates that majority of Oral Literature Teachers do not use journal articles in their classrooms and this could be a reason for poor performance in English subject in the KCSE because journals are vital components in Oral Literature classrooms. It was also evident that 39(61.9%) of teachers often use poems in their classrooms, 15(23.8%) said that they always use poems, 6(9.5%) rarely use poems, 2(3.2%) seldom use and 1(1.6%) never use poems in their Oral Literature classrooms. This therefore implies that poem as an audio-visual instructional resource is used in most secondary schools within Butere Sub County.

On the use of Narrative Collections, 30(47.6%) often use, 16(25.4%) rarely use 7(11.1%) always use, 7(11.1%) seldom use and 3(4.8%) never use narrative collections in their classrooms. It is also evident that 45(71.4%) often use short forms, 8(12.7%) rarely use these media, 5(7.9%) always use and 3(4.8%) never use short forms in teaching and learning Oral Literature in classrooms. On the utilisation of still pictures which are important in Oral Literature, 25(39.7%) do not use still pictures, 21(33.3%) seldom use, 9(14.3%) rarely use, 6(9.5%) often use and 2(3.2%) always use these resources in teaching and learning Oral Literature. This shows that still pictures as audio-visual media are not utilised by teachers in schools. The result on the utilisation of accruements shows that most 27(42.9%) do not use these resources while 22(34.9%) said seldom use. This implies that these resources are not utilised in secondary schools within Butere Sub County. On the use of drums, 24(38.1%) said that they do not use drums, 18(28.6%) said that they rarely use, 18(28.6%) also said that they seldom use these resources and 3(4.8%) indicated that they often use drums in teaching and learning Oral Literature. On the use of horns, 29(38.1%) do not use horns, 17(27%) indicated that they rarely use horns, 16(25.4%) seldom use and 1(1.65) often use horns. This shows that drums and horns are not utilised in secondary schools within Butere Sub County.

On the use of cassettes, majority 26(41.3%) said that they do not use, 16(25.4%) indicated that they seldom use,

15(23.8%) said they rarely use cassettes and 6(9.5%) said that they often use cassettes in teaching and learning Oral Literature. On piano use, 49(77.8%) said that they do not use piano, 8(12.7%) said that they seldom use, 4(6.3%) said that they rarely use and only 2(3.2%) said that they often use pianos. On the use of PowerPoint slide 49(77.8%) said that they do not use, 9(14.3%) said that they seldom use and 5(7.9%) slides in teaching Oral Literature. On the engagement of resource persons 30(47.6%) said they often invite them, 14(22.2%) said they seldom use, 9(14.3%) do not invite resources persons, 6(9.5%) said they always invite resource persons and 4(6.3%) said they seldom invite resource persons. Therefore most teachers do not invite resource persons in their classrooms. Lastly on the use of video in teaching and learning, 25(39.7%) often use, 16(25.4%) seldom use, 13(20.6%) rarely use, 8(12.7%) do not use while 1(1.6%) always use video. This shows that video as an electronic device is not commonly used in teaching and learning Oral Literature in secondary schools.

Headteachers Responses on Teachers Perception towards the Use of Audio-visual Instructional Resources

The headteachers opinion was sought regarding headteachers perception on the use of audio-visual teaching and learning devices in secondary schools within Butere Sub County. This could explain the response through which audio-visual devices could be utilised in classrooms. The responses are given in Table 4.

Table 4: Headteachers Responses on Teachers Perception towards the Use of Audio-visual Instructional Devices

Perception	Frequency	Percent
Use of audio-visual devices eases the delivery, it is positively taken	11	45.8
They are receptive and sometimes are forced to hire these devices	6	25
If they were available they would enhance performance in English	5	20.8
Missing responses	2	8.3
Total	24	100

It is evident that 11(45.8%) of the headteachers view that use of audio-visual devices ease delivery, suggesting that it is positively taken, 6(25%) opined that the teachers are receptive and sometimes are forced to hire these devices,

5(20.8%) said that that if these audio-visual devices were available they would enhance performance in English and Literature while 2(8.3%) did not answer the questionnaire item. therefore the results suggests that teachers have positive attitude towards the use of audio-visual devices in teaching and learning Oral Literature. the headteachers were also asked to give their perception towards the use of audio-visual instructional resources use in teaching and learning Oral Literature within their schools. the results are given in Table 5.

Table 5: Benefits of Utilising Audio-visual Instructional Resources

Benefits	Frequency	Percent
Improves students grasp of the content	12	50
They would enhance students performance in Literature	6	25
Motivate learners and break monotony of relying solely on one method of lesson presentation	3	12.5
Waste of time (time consuming)	3	12.5
Total	24	100

It is clear that most 12(50%) of headteachers viewed that these instructional resources improves students grasp of the content, 6(25%) said that it enhances students performance in Literature, 3(12.5%) said that it motivates the learners by breaking the monotony of solely relying on one method of lesson preparation and 3(12.5%) said that it wasted a lot of time. the results suggests that most headteachers have positive opinion towards the use of audio-visual instructional resources.

Students' Involvement in Improvisation of Audiovisual Resources

There is a general agreement that students needs to be involved in improvising audio-visual instructional resources in schools. The respondents were asked to state the frequent to which they involved students in improvising audio-visual instructional resource in learning Oral Literature in schools. The results of the analysis are presented in Figure 2.

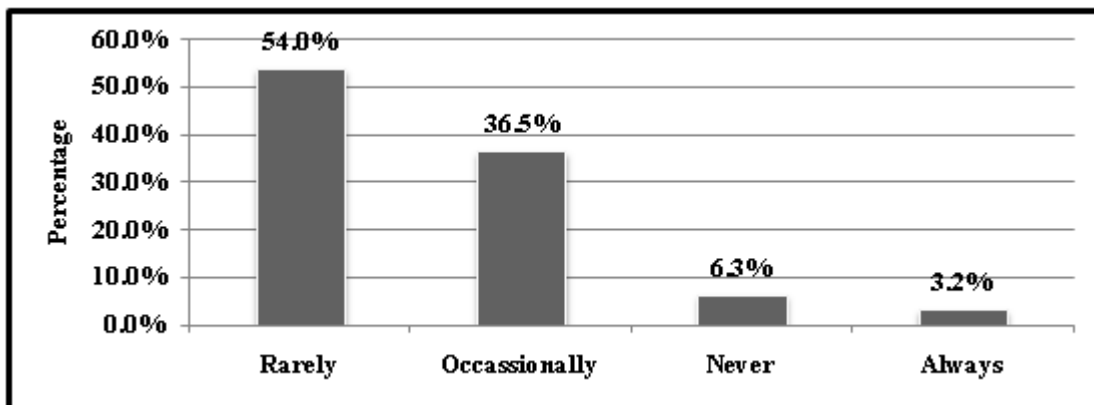


Figure 2: Students' involvement in improvisation of audio-visual resources

The findings reveal that most 54% of teachers rarely involves students in improvisation of audio-visual resources

in teaching and learning Oral Literature in secondary schools, 36.5% said that they occasionally involve them,

6.3% said that they have never involved their students while 3.2% only said that they always involve students in improvising audio-visual instructional resources in learning Oral Literature in secondary schools.

Adoption and use of audio-visual instructional media in schools

To conclude on this objective, the study wanted to establish teachers' perception towards the adoption and use of various audio-visual media in schools. The results are displayed in Figure 3.

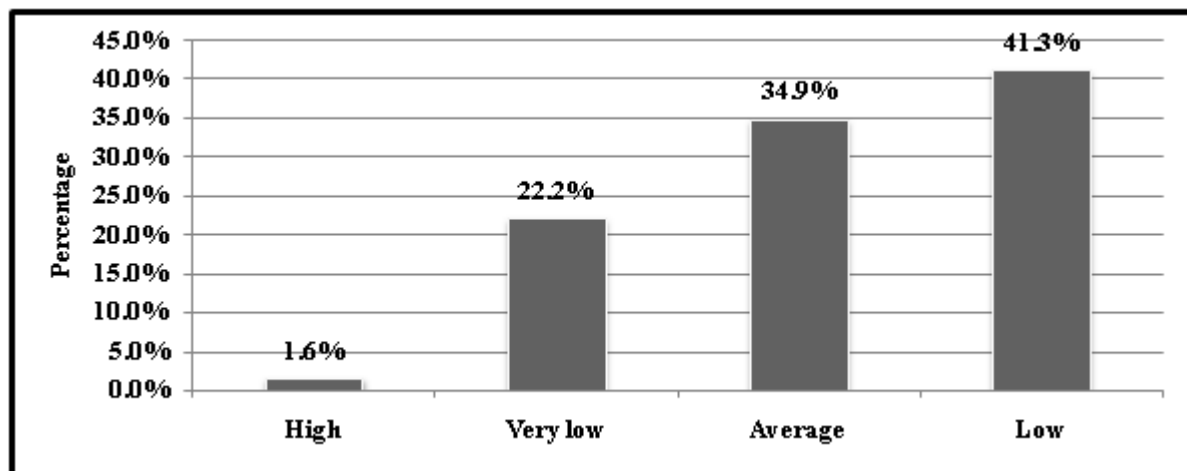


Figure 3: Adoption rate of audio-visual media resources

The results show that 41.3% of respondents said that the adoption and use of media resources in school was very low, 34.9% said it was on average, 22.2% said it was very low while only 1.6% said that it was high. The result implies that the adoption and use of audio-visual media in teaching and learning Oral Literature is low.

7. Conclusions and Recommendations

The study assessed the availability and utilisation of audio-visual instructional resources in teaching and learning Oral Literature in secondary schools within Butere Sub County. The study established that 60% of schools had audio-visual instructional resources while 40% did not have these instructional resources. The most common audio-visual instructional media identified in schools were; story books, textbooks/instructional documents, journals, poems, narrative collections, short forms, drums, horns, cassettes and resources persons. Those media resources that were not available in most schools studied were; still pictures, accrements, pianos, slides and video devices. The majority of schools which had audio-visual instructional resources were not utilising them. It was found that most teachers used audio-visual devices rarely despite 63% of them indicating that they were taught on the utilisation of audio-visual instructional resources in college. The study suggests that Schools need to invest more in acquiring audio-visual instructional materials. The Ministry of Education needs to support schools in acquisition of audio-visual instructional resources in teaching and learning of Oral Literature in secondary schools. Headteachers need to advice English teachers to create time for OL teaching using audiovisual resources as required in the integrated English syllabus.

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