

## **Challenges Facing Implementation Of Integrated Oral Literature Syllabus In Secondary Schools In Nakuru Town East Subcounty**

Cecilia Chepkemboi, corresponding author

*Dr. Bernard Chemwei, School of education, Kabarak University*

*Prof. James O. Awino, School of education, Kabarak University*

*Corresponding Author: Cecilia Chepkemboi,*

---

**Abstract:** *Oral literature has been taught as an integrated subject in secondary schools for some time in Kenya. Since then, various researchers have carried out studies on the implementation of the integrated oral literature syllabus. Their general conclusion is that there are challenges faced in the implementation of oral literature syllabus. Very little attention has been paid to factors inhibiting implementation of oral literature syllabus among students and teachers of English language in secondary schools. The purpose of this study was to investigate the challenges facing the implementation of integrated oral literature syllabus in secondary schools in Nakuru Town East Sub County. The objectives of the study were to establish the influence of learners' attitude and instructional strategies on the implementation of integrated oral literature syllabus in secondary schools in Nakuru Town East Sub County. The study was guided by the curriculum implementation theory by Gross and the inquiry-discovery theory by Pestalozzi, Herbert Froebel, Montessori and Dewey. The study employed both descriptive and correlation designs. All form four students and teachers of English in secondary schools in Nakuru Town East Sub County were involved in the study. The accessible population was 72 teachers of English and 660 form four students. Stratified random sampling was used to select 41 teachers of English and 248 form four students as study participants. Data was collected using questionnaires and interview schedules. The questionnaire was validated by the supervisors and research experts in curriculum studies. Descriptive and inferential statistics were used in data analysis with the aid of SPSS version 25. The study established that attitude of students and instructional strategies affected the implementation of oral literature syllabus in secondary schools in Nakuru Town East Sub County. There was statistically significant relationship between attitude of students and instructional strategies and implementation of oral literature syllabus. The study recommends that students should change their attitude towards oral literature. Also teachers should adopt effective instructional strategies to enhance the implementation of oral literature syllabus.*

**Key words:** *Challenges, Secondary Schools, Attitude, Implementation, Instructional Strategies, Oral Literature, Syllabus, Students, Teachers of English Language*

---

Date of Submission: 01-10-2018

Date of acceptance: 16-10-2018

---

### **I. Introduction**

#### **1.1 Background to the Study**

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

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

According to Thesaurus (2015) implementation of integration manifests itself at the syllabus, skills, resources and effort levels. The syllabus level, which is the focus of this study, involves the use of knowledge, ideas and concepts primarily from literature. The skills level focuses on the use of reading, writing, listening and speaking skills during teaching and learning while the resources level combines different teaching methods and

teaching aids. The effort level is the support from different sectors including teachers in maintaining correct language usage by students (Snyder, Bolin & Zumwalt, 2015).

Studies done in the past on the implementation of oral literature syllabus have revealed positive contributions (Ongong'a, 2018; Sadeghi, 2017; Morris, 2018). However, there have been varied views for and against the integrated approach particularly with regard to oral literature. Lack of support for integrated oral literature has been reported by Topping (2011) who observes that it does not improve language proficiency or improve students' cultural exposure. However, the acknowledgement that language and literature can complement rather than oppose each other naturally is the basis for syllabus integration. Integration is the vehicle through which oral literature might be successfully presented to learners. Oral literature integration is generally accepted across the world. For example, textbooks written with candidates for the United Kingdom based advanced level examination in mind adopt an approach in which oral literature is explicitly stated as the underlying methodology (Keith & Shutter Worth, 2014). In South Africa widely used series of secondary school text books intended for students studying English as the main language integrates language and oral literature (Hendry, Dyne & Burger, 2013). However, some critics argue that implementation of integrated syllabus, particularly oral literature, overcrowds the syllabus making it difficult to cover the content within the stipulated time. Nevertheless, many researchers contend that language and literature integration has positive effects on the teaching and learning of both components (Cartel & Long 2011; Stern, 2011; Rae, 2011). The rationale behind the integration is based on the premise that good mastery of the language enhances effective appreciation of literary matters.

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

Despite the benefits of integration, the implementation of oral literature integration has not been effective at the school level. For instance, Magoma (2011) observes that implementation of integrated oral literature is not easy due to lack of good understanding of the concept of oral literature integration, lack of quality and adequate teaching-learning resources and lack of time to cover the wide syllabus. According to Biyeam (2014) effectiveness of the implementation depends on the extent to which a native language in which oral literature is transmitted differs from English. It also results into heavy workload for teachers, congested classrooms and learners being generally passive in class. The factors like lack of learners' attitudes towards oral literature have constantly hindered successful implementation (Onjoro, 2010). Although this study is significant, it did not incorporate other variables such as instructional strategies and students' attitude as the key implementers of the syllabus. Mbithe (2014) found that teaching and learning strategies have an influence on the implementation of integrated oral literature English because the way in which the content is presented largely influenced learner's reception, retention and application. Therefore, instructional strategies place teachers in authoritative positions where teachers are considered as the overall authority. Conversely, instructional strategies such as role play, discussion, dramatization, discovery, debates and other techniques tend to encourage learning by doing and applying skills in real life situations. Mbithe's (2016) study is significant but it failed to examine the role of school management support, learners' attitude and instructional resources. According to Minae (2016) some teachers of English lack skills of teaching integrated oral literature because universities train language and literature as independent oral literature, therefore, their approach in teaching the two is different from the secondary approach where these oral literature are merged. Thus, the issues of oral literature syllabus particularly the challenges teachers' face in implementing the oral literature syllabus such as the methods of teaching and learner attitude could be significant (Tella, Indoshi & Othuo, 2010).

In Nakuru County, a number of studies have been done in relation to the integrated English syllabus (Mburu, 2017; Siriach (2018). These studies have noted the challenges faced in the implementation of English syllabus. For instance, Mburu (2017) reported that the English syllabus was overloaded but with few lessons allocated to it. This has led to dismal overall performance in the subject. According to Siriach (2018) dismal performance in English was due to teachers' inability to cope with the requirements of the integrated syllabus. This has impacted on their teaching practices and ability to effectively implement the integrated oral literature syllabus. A recent study by Rugaita (2016) shows that teachers of Literature and English feel that the integrated approach has diluted oral literature and reduced it to a mere listening and speaking skill. The study also revealed that the number of lessons was not enough to cover the syllabus adequately which hindered adequate syllabus coverage. This implies that teachers could be encountering challenges in the implementation of oral literature syllabus. However, the study did not directly address the implementation of oral literature syllabus. This

suggests that there was a gap in Nakuru East Sub County hence the need to carry out this research. Therefore, the study sought to establish the challenges influencing the implementation of integrated oral literature syllabus.

### **1.2 Statement of the Problem**

In Kenya, the integrated approach to teaching English and literature has been adopted. However, many teachers are concerned that learners particularly in urban areas are missing out on the tenets of oral literature. This is because what is taught currently in many schools in urban areas is merely an aspect of coached learning making it difficult for learners to incorporate the tenets of oral literature into their daily life. Learners lack content due to social background. Failure by the learners to derive meaning from the integrated oral literature has brought challenges to its implementation. Therefore, it is important to examine the factors influencing the implementation of oral literature syllabus. Several studies have been carried out on the implementation of English and literature syllabus in Kenya's secondary schools but not many of them have looked at the factors inhibiting implementation of integrated oral literature syllabus. Most of these studies have attributed ineffective implementation of English and literature syllabus to lack of teachers' preparedness and inadequate time to cover the expanded syllabus (Alfassi, 2014; Gichuki, 2011; Magoma, 2015; Otieno, 2010, Mbithe, 2014; Macharia, 2011; Otieno; 2013; Rugut, 2012). All these studies have identified teacher competence as a determinant of implementation of integrated literature. However, these studies have focused mainly on English and literature only. Thus, such results done by other researchers may not be attributed to challenges facing implementation of integrated oral literature syllabus. This study sought to establish the challenges facing implementation of integrated oral literature syllabus in secondary schools in Nakuru Town East Sub County.

### **1.3 Objectives of the Study**

The study focused on the following objectives:

- i. To establish the influence of attitude of students and the implementation of integrated oral literature syllabus in secondary schools in Nakuru Town East Sub County.
- ii. To determine the influence of instructional strategies and the implementation of integrated oral literature syllabus in secondary schools in Nakuru Town East Sub County.

### **1.4 Hypotheses of the Study**

**H<sub>02</sub>:** There is no statistically significant influence of attitude of students toward oral literature on the implementation of integrated oral literature syllabus in secondary schools in Nakuru Town East Sub County.

**H<sub>04</sub>:** There is no statistically significant influence of instructional strategies on the implementation of integrated oral literature syllabus in secondary schools in Nakuru Town East Sub County.

## **II. Literature Review**

### **2.1 Learners' Attitude towards Implementation of Integrated Oral Literature Syllabus**

Attitude refers to one's tendency to respond positively or negatively to something, a situation or a person. Attitude is concerned with an individual's way of thinking, acting and behaving. It has implications for the learner, the immediate social group with which the learner relates and the entire school system (Maben & Brandit, 2011). Attitudes are formed as a result of learning or experience. They may also be formed by simply following other people's example or opinion. This involves imitation which plays a significant role in the teaching and learning process particularly when oral literature is concerned. In this respect, learners draw from their disposition to form attitude which may affect the learning outcomes (Olatunde, 2009). Meenakshi (2014) argues that learning is affected by both the attitude and motivation of the learner. Therefore, attitude significantly affects the implementation of the syllabus including oral literature syllabus. In addition, previous studies have associated syllabus implementation with learners' attitude. Thus, it is important that every possible effort is made to ensure that the implementers create a positive attitude in the learners (Kilgalon & Maloney, 2014).

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

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

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

## **2.2 Instructional Strategies used in Implementation of Oral Literature Syllabus**

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

Currently, the teacher-centered approach, sometimes referred to as the traditional approach, is dominant in African classes (Stuart, 2014). In the traditional approaches, language is described as a set of habits learned through stimulus- response and reward conditions (Menyuk, 2010). It is characterized by memorization of grammatical sequences and oral pattern drills. Students assume passive roles and there is little feedback from the learner. Teachers often ask questions which can be answered by a single word. Such language exchange limits learning. Children are faced with a contradictory situation with regard to how language functions because in their home environments, talking develops out of common practical everyday activities, while at school it is controlled and centers around tasks that are relatively abstract and have little to do with prior knowledge (Newman, 2016). Whilst there are many different models of good teaching and many different environments within which students learn, there is one unifying goal-that of enabling students to learn. Biggs and Tang (2013) present a model of syllabus design, constructive alignment, based on the power of constructivism in which students create their own conceptual structures and assimilate new experiences and learning into theirs. The best evaluation programs are embedded in the learning processes for the student and the teacher. An important aspect of oral literature teaching includes the use of meaningful and relevant tasks and activities (Thomas & Collier, 2001). In the face of implementation of oral literature syllabus, it is important that everything possible is done to ensure that learners are actively involved in the learning process (Kilgallon & Maloney, 2014). These studies have pointed out the various instructional strategies adopted in the implementation of a syllabus. This suggests that instructional strategies are significant determinants of implementation of an integrated syllabus in secondary schools. Although instructional strategies significantly influence implementation of an integrated syllabus, the reviewed studies do not reveal the true situation in secondary schools in Nakuru Town East Sub County.

### 2.3 Theoretical Framework

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

### 2.8 Conceptual framework

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

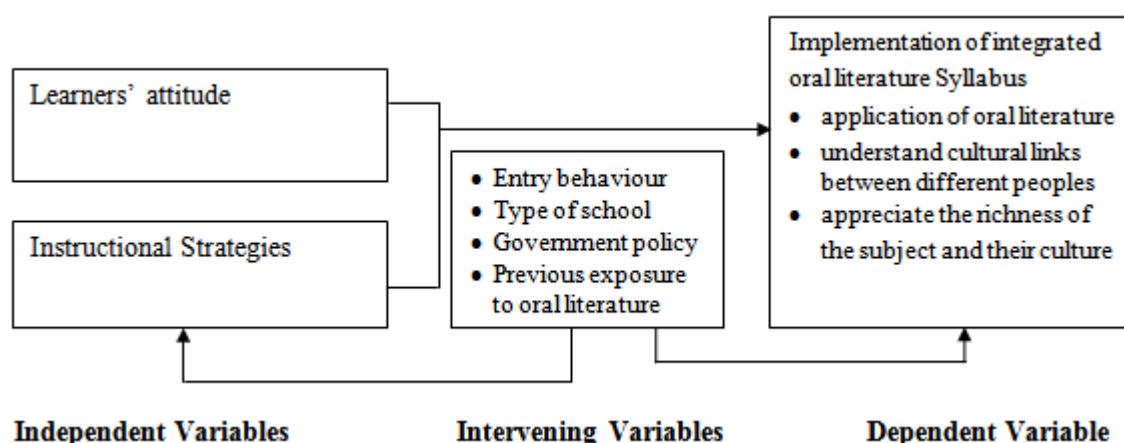


Figure 1: Conceptual Framework

The conceptual framework illustrates the variables that influenced the implementation of integrated oral literature syllabus in public secondary schools. They were learners' attitude towards integrated oral literature and instructional methods. All these variables play an important role in the implementation of integrated oral literature syllabus. For instance, positive learner attitude and appropriate instructional methods would enhance effective implementation of integrated oral literature syllabus. These variables influenced the implementation of integrated oral literature syllabus as indicated by application of oral literature, understand cultural links between different peoples, appreciate the richness of the subject and their culture, gain understanding of their own world, values and aspirations. When all these factors are in place, that is, positive learners' attitude towards integrated oral literature and instructional methods the implementation of integrated oral literature would be effective. However, the influence of these challenges may be hampered by the intervening variables which included entry behaviour of students, type of school, government policy and students' previous exposure to oral literature. However, the influence of the intervening variables in this study was controlled by careful sampling procedure, construction of research instrument and interpretation of results.

### III. Methodology

This study employed descriptive survey and correlation designs. The descriptive design was considered suitable because it enabled the researcher to study the events as they occur naturally without manipulating the oral literature. It also allowed the researcher to gather comprehensive, systematic and in depth information about the study variables. The correlation design was appropriate in this study because it enabled the researcher to determine the extent to which attitude of students and instructional strategies were related to implementation of oral literature syllabus. The study was carried out in secondary schools in Nakuru Town East Sub County, Nakuru County, Kenya. The sub county is situated in the central rift region of Kenya on a high altitude. There are 19 public secondary schools in the area. The study area was considered appropriate because of the low performance of students in English language since the introduction of integrated English syllabus. The target population involved all teachers of English language and students in public secondary schools in Nakuru Town

East Sub County. The accessible population was teachers of English language and all form four students. Stratified random sampling was used to categorize the schools into girls' boarding schools, mixed day schools, boys' boarding schools and mixed boarding schools. Krejcie and Morgan's (2013) table for the determination of sample size was used to obtain 248 students as study respondents. Yamane's (1973) formula was used to identify 41 teachers of English as the study respondents. Data was collected using the questionnaire and the interview schedule. A pilot study was conducted in three schools in Nakuru West Sub-county before the actual research to ensure that the instruments would generate reliable data. Content and face validity of the instruments were ascertained through expert judgment by consultation with the supervisors to determine whether the responses given were valid. The authorization letter was obtained from the Institute of Post Graduate School, Kabarak University and county management, while the research permit was obtained from the National Commission for Science and Technology and Innovations (NACOSTI). Quantitative data was analyzed using inferential statistics. Spearman's rank-order correlation analysis was used to establish the association between the independent variables and the dependent variable. Descriptive statistics was used to analyze quantitative data using frequencies and percentages with the aid of SPSS version 25. In adhering to ethical principles, the researcher sought permission to visit schools through the sub county director of education and school management. In the schools, informed consent was secured through a sharing of the research objectives with the respondents and the school management. The interview schedule was administered with anonymity to protect respondents from any harm while pseudonyms were used to camouflage the identity of the interviewees. The researcher also assured the respondents that the information they provided would be used for the purpose of the study. This was done to prevent the respondents from physical or psychological harm.

#### **IV. Discussion Of Results And Findings**

##### **4.1 Attitude of students and teachers of English on Implementation of Oral Literature Syllabus**

The first objective of the study sought to establish the respondents' views in regard to the students' attitude towards oral literature. The means and standard deviations of the student responses were computed for all the responses and the findings presented in table 1.

**Table 1: Results on Attitude of students**

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

The findings demonstrated that majority of the respondents agreed that they liked oral literature more than other topics in integrated English (M=2.57; SD=1.007) while less than half of the respondents agreed that oral literature was interesting to them (M=2.40; SD=0.839). These results suggest that the implementation of oral literature syllabus is likely to take place smoothly because of positive attitude towards it. Generally, attitude is a concept concerned with an individual way of thinking, acting and behaving and it has a very serious implication for the learner and the teacher as well as the environment with which the individual learner relates with the entire school system (McBrien & Brandt, 2013). Attitudes are generally mimicry or imitation, which also has a part to play in the teaching and learning situation. In this respect, the learners draw from their teachers' disposition to form their own attitude, which may likely affect learning outcomes (Olatunde, 2009). In the face of implementation of the curriculum, it is important that learners' attitude be positive. This is because possessing a positive attitude leads to active involvement of the learner in the search for information regarding oral literature. Bright and McGregor (2015) point out that the teaching of English language has been affected by the learners' attitude towards oral literature. Also these results agree with Chidolue (2009) who found that teachers' attitude was one of the major contributors towards explaining the variance in students' cognitive achievement. In the same vein, Odubumni (2009) and Odunsi (2016), confirmed that teachers attitude towards integrated science teaching affect their students attitude to and achievement in the subject.

Also, majority of the respondents observed that oral literature was easy (M=3.14; SD=0.918). It is also evident that majority of the respondents also agreed that they studied oral literature out of choice (M=3.02; SD=0.988) and that they covered oral literature syllabus in form one and two (M=2.81; SD=0.990). Moreover, majority of the respondents observed that their English teachers paid a lot of attention on oral literature (M=3.13; SD=0.894). This concurs with McGregor (2014) who concluded that teachers' attitude was significant in influencing implementation of oral literature syllabus. Muutu (2015) concurs that teachers generally have

negative attitude towards the integration of English and literature most probably because they do not fully understand it and therefore do not enjoy it. Otieno (2003) believes that there exists a relationship between teachers' attitudes towards integrated approach and their teaching performance. Generally, a negative attitude towards the integrated approach, content of the subject and instructional materials used in the teaching of integrated English has implications for its implementation. This is also echoed by Gichuki (2013) who observes that teachers involved in the implementation of the curriculum usually have negative attitude toward integrated English.

The results also show that majority of the respondents agreed that what they learned in oral literature was relevant in their life as revealed by a mean response of 2.81 and a standard deviation of 0.990. It is also evident that the respondents agreed that oral literature was useful to them in future career as revealed by a mean response of 2.66 and a standard deviation of 0.981. Generally, previous studies have examined the relevance of oral literature. Some studies show that although students acknowledged the importance of oral literature, there is a significant drop in interest in the study of oral literature because of various reasons (Goe, 2004; Keuk, 2006). Among the factors identified that relate to students attitudes towards oral literature are peer influence, strategies used by teachers, their interest in the subject and students cognitive style.

An analysis of the responses from teachers of English also concurred that learners' attitude toward oral literature was one of the major challenges facing the implementation of oral literature syllabus. Other responses from the teachers included a pertinent issues such as setting and marking of oral literature examination, students' negative attitude towards oral literature, ineffective methods of teaching oral literature, negative attitude of the principal towards oral literature, poor mastery of subject content among teachers and limited teaching skills among teachers due to inadequate training. Other challenges reported by the teachers of English included assumption that oral literature would be dropped in form two, inadequate time for syllabus coverage, large class sizes and perception that oral literature is too hard. These findings support previous studies by Kilgalon and Maloney (2014) which reported that students who have positive attitude actively seek information regarding how to best perform in oral literature. This implies that positive attitude is a significant predictor of realization of implementation of oral literature syllabus. Keuk (2006) points out that students are interested in analyzing linguistic elements or textual evidence used in the texts they are reading to draw possible meanings of the texts. They were more positive to strategies that trained them to create their own questions, own statements or hypotheses about the texts they were reading. This involvement of learners in their own learning, would enable them develop critical thinking skills so that they are able to gain both systematic knowledge and interpretation of meaning. Du (2006) concurs that students with positive attitudes towards strategies that allow them to connect related items can enhance syllabus implementation. This could be achieved by guiding students to learn in a flexible and skillful way and by enriching oral and written activities so as to arouse and sustain interest. The second null hypothesis ( $H_{01}$ ) which stated that there was no statistically significant influence of attitude of students on implementation of oral literature syllabus in secondary schools in Nakuru East Sub County was tested using Spearman's rank-order correlation. The findings are presented in table 2.

**Table 2: Relationship between students' Attitude and implementation of oral literature syllabus**

Implementation of oral literature syllabus	Attitude of students	
	Spearman's rank-order correlation	0.307
Sig. (2-tailed)	0.007	
N	232	

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

The researcher found out that there was a positive relationship ( $r=0.307$ ;  $p=0.007$ ) between attitude of students and implementation of oral literature syllabus. The relationship was statistically significant at  $p<0.05$  level of significance. Therefore, the null hypothesis ( $H_{01}$ ) that there was no statistically significant influence of attitude of students on implementation of oral literature syllabus in secondary schools in Nakuru Town East Sub County was rejected. Therefore, the researcher concluded that implementation of oral literature syllabus in secondary schools in Nakuru Town East Sub County depended on attitude of students. This is in harmony with Erasmus (2012) who noted that implementation of any academic course significantly depended on attitude of students. This also concurs with Odubumni (2009) and Odunsi (2016) who reported that learners' attitude towards integrated subject teaching affect their achievement in the subject.

#### **4.2 Instructional Strategies and Implementation of Oral Literature Syllabus**

The researcher further sought to determine the respondents' views regarding the influence of instructional strategies on the implementation of oral literature syllabus among learners in secondary schools in Nakuru East Sub County. The mean and standard deviation values were computed to describe the

students' views on the influence of instructional strategies on implementation of oral literature syllabus. The findings are presented in table 3.

**Table 3: Students' Responses on Instructional Strategies in Secondary Schools**

Statements	N	Mean	Std. Dev
Our teacher usually encourages us to perform different genres of oral literature during oral literature lesson	232	2.48	1.384
Everybody actively participates during oral literature lesson	232	1.93	0.893
During oral literature lesson we frequently go out to interact with people outside the school	232	1.91	1.015
Our teacher uses examples about our culture during oral literature lesson	232	1.89	0.822
We usually listen to taped material on oral literature during oral literature lesson	232	1.89	0.862
I often sit back and watch what the teacher does during oral literature lesson	232	1.81	0.901
Our teacher usually encourages us to perform different genres of oral literature during oral literature lesson	232	1.79	0.909
Everybody actively participates during oral literature lesson	232	1.79	0.973

The results show that majority of the respondents agreed that teachers usually encouraged them to perform different genres of oral literature during oral literature lesson (M=3.48, SD= 1.384) and that all learners actively participated during oral literature lesson (M=2.91, SD=1.015). On the other hand, a few respondents agreed that during oral literature lesson they frequently went to interact with people outside the school as revealed by a mean response of M=2.93 with a standard deviation of 0.893. There was also a moderate response rate in regard to whether teachers used examples about their culture during oral literature lesson as revealed by a mean response of M=2.79 and a standard deviation of 0.909. There was also relatively lower responses reported in regard to whether learners usually listened to taped material on oral literature during oral literature lesson, or whether learners often sat back and watched what the teacher was doing during oral literature lesson, or whether teachers usually encouraged learners to perform different genres of oral literature during oral literature lesson and whether everybody actively participated during oral literature lesson as indicated by mean response of 2.81, 2.89, 2.89 and 2.79 with standard deviation of 0.901, 0.862, 0.822 and 0.901 respectively. A review of previous studies by Muriuki (2010) also noted that diversity of instructional strategies were not frequent in secondary schools. Similarly, the results concur with Anyona(2016) who reported that implementation of oral literature syllabus may be influenced by the nature of instructional strategies adopted by the teacher. Anyona (2016) noted that teaching oral literature requires a multi-method approach of teaching to be adopted by the teachers.

Analysis of the responses of teachers of English clearly showed that the teachers as the implementers of the oral literature syllabus considered instructional strategies as having influenced the implementation of the oral literature syllabus. The qualitative results from teachers of English were in agreement with the quantitative results obtained from the student respondents. From the interview with teachers, it was reported that the commonly used method for teaching oral literature in secondary schools are lecture, exposition and discussion, group presentation and questions and answer methods. This concurs with Achola (2003), Linet (2014), Moseti (2013) and (Ndirangu, 2004) whose studies emphasized the role of instructional strategies such as question and answer method, lecture methods, small group discussion, individual assignments, observations and demonstrations, role plays, brainstorming, simulation, debates and hot seating in the implementation of oral literature syllabus. A Spearman's rank-order correlation was run to test the hypothesis that there was no significant effect of instructional strategies on implementation of oral literature syllabus in secondary schools in Nakuru Town East Sub County. The findings are presented in table 4.

**Table 4: Relationship between Instructional strategies and Implementation of oral literature syllabus**

		Instructional Strategies
Implementation of oral literature syllabus	Spearman's rank-order correlation	0.255
	Sig. (2-tailed)	0.025
	N	232

The findings indicated the existence of a positive relationship (r=0.255; p=0.025) between instructional strategies and implementation of oral literature syllabus in secondary schools in Nakuru East Sub County. Therefore, the null hypothesis  $H_{02}$  which stated that there was no statistically significant influence of instructional strategies on implementation of oral literature syllabus in secondary schools in Nakuru Town East Sub County was rejected. However, the relationship was not statistically significant at p<0.05 level of significance. The researcher concluded that implementation of oral literature syllabus slightly depended on



instructional strategies. In the views of this association, it can be seen that teachers need to be prepared to solve the daily challenges learners encounter in learning oral literature. This concurs with Hikot (2009) who noted that in teacher centered classrooms students learned very little because learners simply sat passively as the teacher performed, accomplished and conveyed all teaching and learning activities.

Hence, instructional strategies are an integral part in oral literature implementation and as noted by researchers, knowing instructional strategies assisted in planning and implementing curricular integration (Adams & Bushman, 2006; Barton & Smith, 2013; Smith & Johnson, 2013; Werderich, 2014). The range and frequency of strategy use, the nature of strategies or the combinations of strategies is the key to successful oral literature implementation. Macaro (2015) points out that strategies are the raw material of conscious cognitive processing and their effectiveness or non-effectiveness derives from the way they are used and combined in tasks and processes. Fewell (2007) agrees by saying that the ability to directly manipulate and manage teaching-learning strategies for improved learning efficiency distinguishes them from other uncontrollable variables that impact learning process. Stenhouse (2015) concurs that teacher-centered approach is a traditional view where children were seen as fools and therefore had to be lectured. Kisirikoi, MalusuandWachira (2014) concur by pointing out that unlike the teacher-centered approach, the learner-centered approach is effective in oral literature implementation as it trains learners to think and solve problems by themselves thereby making them active in learning and motivated to learn. Goddard (2015) concurs by pointing out that effective teaching-learning depends on the teaching methods and techniques employed by the teacher. This means that a good mastery of the language and use of variety of teaching techniques will enhance effectiveness in the implementation of oral literature syllabus. Waters (2009) concurs by pointing out that oral literature syllabus implementation methodologies are alien to language teachers.

### 4.3 Regression Analysis

The researcher used the regression model to show the relationship between the independent variables and the dependent variable. Multiple regression analysis was performed and the results are presented in table 5.

**Table 5: Model Summary**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0.831 <sup>a</sup>	0.691	0.037	0.0004103
a. Predictors: (Constant), Instructional Strategies, Attitude of Students, Availability of Learning Resources, School Management Support				

The model summary indicated the presence of a positive multiple correlation (R=0.831) between the independent variables and the dependent variable. Further, the R squared value of 0.691 indicated that the independent variables accounted for 69.1% of the total variance in the implementation of oral literature syllabus. Therefore, the researcher observed that absence of instructional strategies and attitude of students were challenges facing implementation of oral literature syllabus. The model coefficients values are presented in table 6.

**Table 6: Coefficients<sup>a</sup>**

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	3.045	0.763	0.001	3.237	0.001
	Attitude of students	0.307	0.111	0.297	2.128	0.011
	Instructional strategies	0.107	0.102	0.179	1.359	0.049
a. Dependent Variable: Implementation of Oral Literature Syllabus						

From the derived regression model, with all the other factors remaining constant, implementation of oral literature syllabus in secondary schools in Nakuru Town East Sub County had a constant value of 3.045. It is also evident that the B value of 0.307 supported by a probability value of 0.011 indicated how much of the variation in implementation of oral literature syllabus could be explained by attitude of students. In this case, 30.7% of implementation of oral literature syllabus could be explained by attitude of students while the remaining 69.3% could be explained by other factors including the study's independent variables. The regression for instructional strategies was also obtained. From the findings, the B value of 0.107 supported by a probability value of 0.049 indicated how much of the variation in implementation of oral literature syllabus in secondary schools in Nakuru Town East Sub County could be explained by instructional strategies. Stenhouse (2015) says teacher-centered approach is a traditional view where children were seen as "fools" and therefore had to be lectured on. Kisirikoi, MalusuandWachira (2014) concur by pointing out that unlike the teacher-centered approach, the learner-centered approach trains learners to think and solve problems by themselves thereby making them active in learning and motivated to learn. Students who were allowed to utilize a self-

directed approach to making connections with the actual topic they studied reported an increase in confidence with the material (Barton & Smith, 2016; Cook & Martinello, 2014). Korir (2017) clearly points out that the teacher's understanding of language, language learning and the teacher's command of the methods and techniques of language teaching are very important in the English teacher's professional skill. Goddard (2015) concurs by pointing out that effective teaching-learning depends on the teaching methods and techniques employed by the teacher.

## V. Conclusions And Recommendations

### 5.1 Conclusions

From the study findings, it is evident that learners liked oral literature because it was interesting to them. However, some students viewed oral literature as being difficult and studied it because they had no choice even though it was useful to them in future career. Thus, learners' attitude toward oral literature was a major challenge facing the implementation of oral literature syllabus. There was a statistically significant positive relationship ( $r=0.307$ ,  $p=0.007$ ) between attitude of students and implementation of oral literature syllabus. The study also concluded that teachers usually encouraged students to perform different genres of oral literature during oral literature lesson and all learners actively participated during oral literature lesson. However, some learners did not interact with people outside the school while teachers did not use examples about their culture during oral literature lesson. In some situations, learners often sat back and watched what teachers were doing during oral literature lesson instead of encouraging learners to perform different genres of oral literature. However, there was a positive relationship ( $r=0.255$ ,  $p=0.025$ ) between instructional strategies and implementation of oral literature syllabus in secondary schools in Nakuru Town East Sub County. Based on these results, 30.7% of implementation of oral literature syllabus in secondary schools Nakuru East Sub County was explained by school attitude of students and 25.57% was influenced by instructional strategies.

### 5.2 Recommendations

Based on the findings and conclusions drawn from the study, the following recommendations are suggested:

- i. Teachers of English should be directly involved in the implementation of the syllabus to ensure effective implementation; in addition, teachers of English should encourage students to develop a positive attitude towards oral literature.
- ii. Teachers of English should adopt more direct methods of teaching to ensure effective syllabus implementation.

## References

- [1]. Achoki, J. M. (2016). Inquiry into the Use of Resources in the Teaching of Oral Literature in Secondary Schools in Kisii North Sub-County, Unpublished Med Thesis, Kenyatta University.
- [2]. Achola, A. (2003). *Teachers' Opinions of the Teacher Evaluation Process*, ERIC Document Reproduction Service No. Ed. 398 628.
- [3]. Adams, J. & Bushman, J. (2006). Thematic solution using young adult literature to increase reading comprehension. *Middle School Journals*, 37(4), 25-29.
- [4]. Alfassi, S. E. (2014). *Understanding Teacher Change: Revisiting the Concerns Based Adoption Model*. Ontario: University of Toronto.
- [5]. Anyona, D. A. (2016). Factors Affecting the Implementation of the 8-4-4 School Syllabus in Secondary Schools: A Survey of Vihiga County, Unpublished Med Thesis, Kenyatta University.
- [6]. Appleton, K. (2010). How Do Beginning Secondary School Teachers Manage Subject? Toward an Understanding of Subject Teaching Practice, *Science Education Journal*, 3(3)11-23.
- [7]. Barton, K. & Smith, J. (2013). The Key for successful reader-writer interaction: Factors affecting reading comprehension in L2 revisited. *Asian EFL Journal*, (3) 198-220.
- [8]. Biggs J. & Tang, C. (2013). *Teaching for Quality Learning at University*, Berkshire: McGraw-Hill Education.
- [9]. Biyeam, G. M. (2014). *Primary Curriculum*. London: Sage Books.
- [10]. Bright, J. A. & McGregor G. P. (2012). *Teaching English as a Second Language*. London: Longman Group Ltd.
- [11]. Bright, J. A. & McGregor G. P. (2015). *Teaching English as a Second Language*. London: Longman Group Ltd.
- [12]. Carter, A. & Long, R. (2011). *Linguistics and the Teacher*. London: Routledge and Keegan Paul.
- [13]. Chidolue, M. A. (2009). Teacher stress in time of reform. In R. Vandenberghe & M. Huberman (Eds.), *Understanding and preventing teacher burnout: A source book of international research and practice*. Cambridge: Cambridge University Press.
- [14]. Cook, L. & Martinello, B. (2014). Can teacher evaluation reflect holistic instruction? *Educational Leadership*, 56(6), 38-41.
- [15]. Dills, K. A. (2014). *Teacher Attitudes and Teacher Knowledge in Economic Education*. Macon: Mercer University.
- [16]. Du, J. E. (2006). Secondary Student Perceptions of Factors Effecting Failure in Science in Portugal. *Eurasia Journal of Mathematics*, 2(1): 83-93.
- [17]. Erasmus, S. (2012). *Education in Kenya since Independence*. Nairobi: East African Educational Publishers.
- [18]. Fewell, N. (2007). Language learning strategies and English language proficiency: An investigation of Japanese EFL university students. *TESOL Quarterly*, 2(4), 159-174.
- [19]. Gakori, A. W. (2015). *Principles and Techniques in Language Teaching; a Text for Teachers Educator, Teachers Pre-service educator*, Nairobi: Jomo Kenyatta Foundation.
- [20]. Gavelek, A. W. (2015). *Principles and Techniques in Language Teaching; a Text for Teachers Educator, Teachers Pre-service educators*. Nairobi: Jomo Kenyatta Foundation.
- [21]. Gichuki, A. W. (2011). Challenges Facing Teachers Implementing Revised English Syllabus in Public Secondary Schools in Othaya Sub County, Nyeri County, Kenya. Unpublished Med Thesis; Nairobi: Kenyatta University.
- [22]. Gichuki, A. W. (2013). Challenges Facing Teachers Implementing Revised English Curriculum in Public Secondary Schools in Othaya Division, Nyeri District, Kenya. Unpublished Med Thesis; Nairobi: Kenyatta University.

- [23]. Goddard, N. (2015). Experienced Science Teachers' Learning in the Context of Educational Innovation, *Journal of Teacher Education*, 2(1): 183-193.
- [24]. Goe, F. Y. (2004). Learning Kiswahili Language by Radio at Distance in Secondary Schools in Nyakach, Nyando District, Kenya.
- [25]. Hendry, K., Dyne, J. & Burger, P. (2013). Teachers Concerns About Curriculum Integration. A Case Study of a Hong Kong Primary School, Unpublished PhD Thesis, University of Hong Kong.
- [26]. Herren, R. V. (2011). An Evaluation of Georgia's Subject in the Classroom Program. *Journal of Agricultural Education*. 36(4).
- [27]. Hikmat, S. (2009). *Evaluating Educational Innovation*. New York: Croon-Helm.
- [28]. Ineke, H. (2009). Experienced Subject Teachers' Learning in the Context of Educational Innovation. *Journal of Teacher Education*.
- [29]. Ingwe, I. O. (2016). Relative Effects of Framing and Team Assisted Instructional Strategies on Students' Learning Outcomes in Selected Difficult Chemistry Concepts, Unpublished PhD Thesis. Ibadan: University of Ibadan.
- [30]. Keith, R., V Shutter, C., & Worth, W. (2014). *A Guide to Curricular Integration*, Kappa: University of West Georgia.
- [31]. Keuk, (2006).
- [32]. Keuk, P. (2006). Teaching/Learning Strategies in Integrated English Course and their effects on performance in Manga Sub County, Nyamira County, Unpublished Master's Thesis, Kisii University.
- [33]. Kilgallon, H., & Maloney, M. (2014). Subject and the Language Barrier: Using Kiswahili as a medium of instruction in Tanzania's secondary schools as a strategy for improving student participation and performance in Subject.
- [34]. Kisirikoi, S., Malusu, T., & Wachira, P. (2014). Integration of Elements of National Unity in the Teaching of Oral Literature in Kiswahili in Kenya: Challenges and Possibilities. *International Journal of Advanced Research*, 2(4), 305-315.
- [35]. Kochlar, H.M. (2016). Science and the Language Barrier: Using Kiswahili as a medium of instruction in Tanzania's secondary schools as a strategy for improving student participation and performance in Science, Unpublished Med Thesis, Sokowe University
- [36]. Korir, A. (2017). Factors Affecting Students' Achievement in Poetry in Kiswahili: A Study of Selected Secondary Schools in Bungoma County, Kenya, Unpublished M. Phil Thesis, Moi University.
- [37]. Krejcie, R. V. & Morgan, D. W. (1970). *Determining Sample Size for research activities*, *Educational and Psychological Measurement*, London: Sage Publications.
- [38]. Lake, W. L. (2013). *English in Kenyan Education-Proceedings of the Conference on English in East Africa*. Nairobi: British Council.
- [39]. Linet, J. (2014). State Mandated Economic Education, Teacher Attitudes, and Student Learning. *The Journal of Economic Education* 22(1):5-14.
- [40]. Maben, J. L. & Brandit, R. S. (2011). *The Language of Learning; A Guide to Education Terms*. Alexandria: Association for Supervision and Syllabus Development.
- [41]. Magoma, C. M. (2015). Teacher Related Factors which Influence the Implementation of Integrated English Course in Secondary Schools: A Case of Ibacho Sub County, Kisii County: Unpublished MEd Thesis, Kenyatta University.
- [42]. Mbithe, M. W. (2014). Implementation as mutual adaptation: Change in classroom organization. *Teachers College Record*, 77(3), 339-351.
- [43]. Mbiti, D. (2016). *Foundations of School Management*. Nairobi: Oxford University Press.
- [44]. Mbuguru, W. (2017). A Study of the Problems Affecting the Implementation of English language and Literature in Secondary Teachers Colleges in Kenya: Unpublished Med Thesis. Nairobi: Kenyatta University.
- [45]. McBrien, J. L. & Brandit, R. S. (2013). *The Language of Learning; A Guide to Education Terms*. Alexandria: Association for Supervision and Curriculum Development.
- [46]. McGregor, G.P. (2014). *English in Africa*. London: Heinemann.
- [47]. Meenakshi, M. (2014). Implementation as mutual adaptation: Change in classroom organization. *Teachers College Record*, 77(3), 339-351.
- [48]. Menyuk, P. (2010). Linguistics and teaching the language arts, In J. Flood, D. Lapp, R. J. (2013). *Secondary Education Syllabus*. Nairobi: Kenya Institute of Education.
- [49]. Minae, M. I. (2016). Selection and Utilization of Instructional Resources by Teachers of English in Selected Schools in Murang'a County: Unpublished Med Thesis, Kenyatta University.
- [50]. Morris, R. C. (2018). Determinants of Curricular Integration: the case of oral literature. *Journal of Emerging Trends in Educational Research and Policy Studies*, 3(4):487-494.
- [51]. Moseiti, P. (2013). Teaching Strategies in Integrated English Course and their effects on performance in Gucha Sub County, Unpublished Med Thesis, Kenyatta University.
- [52]. Muriuki, E. S. (2010). Getting it Right- What Kenyan Teachers of English need to Know: Proceedings on the Conference on English Across the Curriculum, the Kenya Context. Nairobi: British Council.
- [53]. Muutu, N.V. (2015). An Investigation into the Current State of Integration of English Language and Literature Teaching in Secondary Schools in Nairobi Province: Unpublished Post Graduate Diploma in Education Thesis: Nairobi: Kenyatta University.
- [54]. Ndirangu, G. (2004). Pupils' performance and Attitudes towards Art and Craft in Kenya's 8-4-4 Education System in Embu District, Unpublished Doctoral Thesis, University of Nairobi.
- [55]. Newman, J. M. (2016). *Whole Language Theory in Use*. Portsmouth, NH: Heinemann.
- [56]. Ng'onga, G. (2012). Students' performance and Attitudes towards Art and Craft in Kenya's 8-4-4 Education System in Embu County, Unpublished Doctoral Thesis, University of Nairobi.
- [57]. Nyange, F. Y. (2014). Learning Kiswahili Language by Radio at Distance in Secondary Schools in Nyando Sub-County, Kenya, Unpublished Thesis, Kenyatta University.
- [58]. Odubunmi, B. O. (2009). Pre-service Subject Teaching and Technology of Integrated Subject Teaching Methods. *Journal of Subject Teachers Association of Nigeria*. 24 (2)209-217.
- [59]. Odunsi, T. O. (2016). A study of the Attitudes of Some Nigerian Teachers towards Subject and Subject Teaching. *Journal of Research in Syllabus* (692)205-211.
- [60]. Okedi, M. (2013). A Study of Secondary School Head teachers Views on the Performance of the 1990s Bed Graduate Teachers: A Survey of Kakamega County: Unpublished M.Ed Thesis, Nairobi: Kenyatta University.
- [61]. Olatunde, Y. P. (2009). Relationship between Teachers' Attitude and Students' Academic Achievement in literature in some Selected Senior Secondary Schools in Southwestern Nigeria. *European Journal of Social Sciences* 3(1)39-56.
- [62]. Oluoch, G. P. (2006). *Essentials of Syllabus Development*. Nairobi: Elimu Bookshop Ltd.
- [63]. Ongong'a, J. O. (2018). Using Integrated Approach in Teaching and Learning at the Secondary School Level in Kenya, *Language, Culture and Curriculum*, 14(3), 201-213.
- [64]. Onjoro, N. D. (2010). *Diversifying the Secondary School Syllabus: The African Experience*. Nairobi: Bureau Educational Research.

- [65]. Ononcha, C. O. (2016). Patterns of Relationships between Home and School Factors and Students' learning outcomes in Bendel, Unpublished PhD Thesis, University of Ibadan.
- [66]. Othuon, R. &Tella, K. (2011).Curriculum Integration, In Hooper, R.(ed) *The Curriculum: Context Design and Development*. Edinburgh: The Open University Press.
- [67]. Otieno A. S. (2003). *Revision English for Secondary Teachers Education*. Nairobi: East African Educational Publishers.
- [68]. Otieno, J. M. (2016). A Study of Problems Affecting Implementation of English Syllabus in Selected Secondary Schools in Nairobi County, Unpublished Med Project, Nairobi University.
- [69]. Oxford, G. P. (2001). *English in Africa*. London: Heinemann.
- [70]. Rae, A. (2011).Coping With Stress: an Investigation of Novice Teachers' Stressors in the Elementary Classroom.Reference Publication.
- [71]. Rombo, D. O. (2013). Analysis of Factors Influencing Effective Implementation of English syllabus in Kenyan Secondary Schools: A Case Study of Nairobi County, Unpublished Med Thesis, Kenyatta University.
- [72]. Rugut, K. (2012). The Challenges of the Integrated Method on Teaching of Literature in Kenyan Secondary Schools: A Case of Eldoret Municipality, Unpublished M.Phil Thesis, Moi University.
- [73]. Sadeghi, K. (2017). Factors Effecting Reading Comprehension of genres of oral Literature,*International Review of Education*, 38: 1, 5-20.
- [74]. Smith, J. & Johnson, H. (2013).Bringing it together: Literature in an integrated curriculum.*Middle School Journal*, 25 (1), 3-9.
- [75]. Snyder, J., Bolin, F. &Zumwalt, K. (2015).*Curriculum innovation*. In Jackson, P.W. (Ed), *Handbook of Research on curriculum* (pp. 402-435) New York, United States: Macmillan.
- [76]. Stenhouse, L. (2015). Can teacher evaluation reflect holistic instruction?*Educational Leadership*, 56(6), 38-41.
- [77]. Stern, K. (2011). *Pathways to change: Improving the Quality of Education in Developing Countries*. World Bank Discussion Paper; Washington DC: The World Bank.
- [78]. Stuart, J. S. (2014). The Malawi integrated in-service teacher education Project: An analysis of the syllabus and its delivery in the colleges, Centre for International Education, University of Sussex. P21.
- [79]. Tella, M., &Indoshi, R., &Othuon, P. (2010).*The continuing professional development of teachers*, England and Wales: University College of Swansea.
- [80]. Thesaurus, E. (2015).*Communities of Practice: Learning, Meaning and Identity*, New York: Cambridge University Press.
- [81]. Thomas, J. P. & Collier, T. (2001). Policy implementation and cognition: Reframing and refocusing implementation research. *Review of Educational Research*, 72(3), 387-431.
- [82]. Topping, W. Y. (2011). Teachers Concerns About Syllabus Integration: A Case Study of a Hong Kong Secondary School,Published PhD Thesis, University of Hong Kong.
- [83]. Wangui, R. K. (2018). A Study of teachers' strategies for coping with challenges of teaching integrated English in public Secondary schools in Mombasa County, Kenya, Unpublished Master's thesis, Pwani University
- [84]. Waters, E. (2009). *Communities of Practice: Learning, Meaning and Identity*. New York: Cambridge University Press.
- [85]. Werderich, D. (2014). Bringing family and community into the writing curriculum.*Middle School Journal*, 39 (3), 34-39.
- [86]. Yamane, T. (1973).*Statistics: An Introductory Analysis*, Harper and Row, New York.

Cecilia Chepkemboi "Challenges Facing Implementation Of Integrated Oral Literature Syllabus In Secondary Schools In Nakuru Town East Subcounty" *IOSR Journal of Research & Method in Education (IOSR-JRME)* , vol. 8, no. 5, 2018, pp. 51-62.