

**ORAL LITERATURE AS A MEDIUM OF TEACHING MORAL VALUES TO
SELECTED SCHOOLS IN EGOR LOCAL GOVERNMENT AREA OF EDO STATE**

BY

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CERTIFICATION

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DEDICATION

I dedicate this project to God, the one who ushered my footsteps from the genesis of this academic journey to the end of it. I also dedicate it to my amazing parents, Mr and Mrs Arhuirdes.

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ABSTRACT

This study was designed to investigate oral literature as a medium of teaching moral values to selected schools in Egor Local Government Area, Edo state. Five (5) research questions were raised to guide the study.

The descriptive survey research design was adopted for this study. The population of the study comprised of 20 public schools in Egor Local Government Area of Edo state, with the total number of 14,812 students. The simple random technique was use to select the sample of the study. The research instrument used for the study was a questionnaire. The questionnaires comprised two sections: the first contained the demographic information of the respondents. It was letter A-C(for both students and teachers), while the second section has twenty (20) items for students and twenty -five (25) for teachers that contained questions on oral literature as a medium of teaching moral values to selected schools. Data collected were analyzed using responses and percentage.

The finding reveals that many teachers do not have the sufficient knowledge and competence to teach Oral Literature. There are no functioning language laboratories and other instructional resources for the effective teaching of Oral Literature in Oredo Local Government Area of Edo State. Also the habitual use of the mother tongue by students at home and in school inhibits the learning of oral language. It was recommended that adequate knowledge and competence in Oral Literature are necessary for all teachers of Oral Literature in school's and standard language laboratories and libraries should be built and equipped for the effective teaching of Oral Literature.

PROJECT TOPIC

ORAL LITERATURE AS A MEDIUM OF TEACHING MORAL VALUES TO SELECTED SCHOOLS IN EGOR LOCAL GOVERNMENT AREA OF EDO STATE .

CHAPTER ONE: INTRODUCTION

Background to the Study

Statement of the problem

Research Questions

Purpose of the Study

Significance of the Study

Scope and Delimitation of the Study

Definition of Terms.

Background to the Study.

Oral literature means oral works of high merit which are products of the creative use of imagination by the artist of the spoken words in pre-literate communities. Such works are composed mentally by the illiterate raconteur; Stored in the memory and then spoken, recited, chanted or sung on specific occasions . It consists of both prose, verse, narratives, poems, songs, myths, rituals and dramas, proverbs, folktales and riddles. Values on the other hand is the collection of guiding principles; what one deems to be correct and desirable in life, especially regarding personal conduct. They are beliefs about what is right and wrong and what is important

in life (Hornby, 2005). Ogunbameru and Rotimi (2006) observed that “values are all inclusive, deeply internalized personal feeling that direct actions”. Thus, values may not be seen, but are recognized in the behaviour of the child. As leaders of tomorrow, the young ones are given the basic spiritual and cultural training to enable them take over the adult responsibilities in order to maintain and sustain the societal development.

Humanistic studies help ground national dialogue on many urgent issues encompassing humane values. Technical and technological solutions today raise ethical issues and questions that require public understanding and public debate. Humanistic research and teaching illuminate the ethical principles that frame discussion and provide examples of objectivity and fairness in dialogue (ASSAF 2011, p. 25).

This study examines oral literature as a medium of teaching moral values to selected schools in Egor local government area of Edo state. It draws attention to the richness of indigenous knowledge contained in oral literature and demonstrates how the ethical and moral gap in the existing educational system can be filled by the moral precepts embedded in oral literature. The paper argues that oral literature has not received the attention it deserves among other disciplines of the humanities in institutions of higher learning in Africa. This is because a sound educational policy in any country with folklore at the centre enables students to understand their own society before proceeding to learn about other cultures. In other words, a sound grounding of the student in his/her people’s culture helps him/her become a useful member of the society.

It should, however, be noted that “there are three categories of literature in Africa, namely oral literature in African languages, written literature in African languages; and written literature in some European languages” (Sone 2009, p. 157). Of these three, oral literature in African

languages is naturally the oldest and most predominant in Africa. This is so because its creators and users are, generally speaking, non-literature, rural and agricultural. From the above observation, it follows naturally that an awareness of the African people can only come from the knowledge of the culture, customs and knowledge systems which are vastly found in African oral literature. Thus, oral literature provides the proper milieu for the release of creative energy necessary for the development of a sense of cultural belonging that sustains the foundation of a common identity. Orality has been an important method of self-understanding, creative relationships and establishing equilibrium between body, soul and environment. Through oral [literature] , communities have been able to pass through values, attitudes, knowledge and modes of practice for generations (Kimani 2010).

For many millennia, the only instrument of rhythmic words and narrative known in any part of the world was the tongue men were born with [. . .] so for long ages, so for any way any knowledge could survive from one generation to another was through oral tradition. Rhythmic speech was the world's first great medium of communication for complex ideas and there were certainly media men of astonishing skills long before anyone on earth knew how to write it. Oral literature was never seen as literature, not to mention being studied as literature. Today, as a result of the pioneering works of scholars like Finnegan, Okpewho, Tala, Nketia and many others, oral literature in Africa is becoming a robust and thriving field of study. In its process of evolution, it has encountered prejudice and misinterpretation by many scholars who attempt to coerce it into other non-literary disciplines.

Statement of the Problem

Prior to the introduction of modern education, it was the oral tradition that parents in the past used to express their ideas, values, norms, beliefs and culture and to pass them unto their children orally using their native language (mother tongue), and through the active participation in and passive observation of both formal and customary socio- religious, cultural and political institutions and events.

The teaching of oral English in Nigerian secondary schools has previously been overlooked. However, recent development in the teaching of oral literature requires greater emphasis on this aspect of English language. Oral literature complements the understanding and the use of English language so as to improve the standard of spoken English. According to Idris (2001), not much has been achieved since the introduction of oral literature in our West African School Certificate and National Examination Council due to the problems associated with the teaching and learning of oral literature.

English Language Examination Paper (Test of Orals) has drawn the attention of many teachers and students. Consequently, the teaching of oral literature is rather weighed down by various factors which have contributed to the slow pace and ineffectiveness in teaching the course. These factors include poor background, interference of mother tongue, unqualified teachers, poor teaching methodology, lack of constant practice, lack of orientation and facilities, and shortage and limited accessibility to relevant books. Most of the students in our secondary schools are faced with either one of the problems or the other. Some are deficient due to more than one problem especially students from rural and poor backgrounds.

In speaking, there are many factors that affect the oral literature proficiency and accuracy of the language learners serving as the main features of oral literature proficiency. Derakhshan, Khalili, and Besheti (2016) mentioned cognitive, linguistic, and affective factors that affect student's oral literature fluency. Forcognitive, Levelt (1989) (as cited in Derakhshan et al., 2016) pointed out that speaking processes in conceptualization, formation, and articulation happen concurrently, and these lead learners to commit mistakes especially face-to-face. The research indicates that students encounter the most stressful situation when being assessed face-to-face by the instructors and also when performing in front of the class. It has been observed that when students are called on to speak without any preparation, they are stressed out in class (Liu, 2006).

Since language is a means of transmitting the cultural traditions of ethnic groups, it then means that their inability to speak and understand their local language has also denied them the opportunity of understanding their culture and traditions. This is because culture and traditions essentially go hand in hand with language. It was observed that in some schools teachers use English in teaching Igbo folktales. This is absolutely wrong as Igbo cultural values cannot be properly explained using a foreign language.

In the same vein Ibli (2000) observes that in the modern societies, literature has become distanced from the daily life of most people. Many Nigerian youths and children have lost touch with their ethnic folklore. These days it is not common-place to find people gathered around a raconteur eagerly listening to fables, folktales, proverbs and riddles and other form of traditional literature which are reeled out by his sonorous voice". These days too, traditional festivals and ceremonies which created avenues for the enactment of the histrionics and renditions of songs associated with dramatic forms of traditional literature are becoming rare. Even when they are organized, one easily observes intrusions of varied manifestations of western culture.

It is worth noting that for the non-native speakers, the mother tongue always affects the acquisition of the second language. This has always, been a major problem in oral English or pronunciation teaching especially in Nigerian schools. Unoh (1986) also examines the situation of oral English in Nigerian secondary schools. He asserts that teaching of English pronunciation in Nigeria suffers from peculiar handicaps unknown to the teaching of English language or any other school subject (for that matter). Okoli (2000) comments on the need to be proficient in the sound system of a new language and explains that oral literature should be pronounced in the accent normally chosen as the standard form especially the model most often recommended for foreign learners studying standard British English and also Received Pronunciation.

Research Questions

The following research questions guided the study:

1. What are the attitude of students towards oral literature ?
2. What are the perception of character education as a medium of teaching moral value ?
3. Are the method of teaching oral literature effective?
4. What are the perceptions of teachers and pupils as regards the teaching and learning of moral values using oral literature at the basic level?
5. What are the possible solutions to the problem of teaching and learning oral literature?

Purpose of the Study

The main purpose of the Study is to asses oral literature as a medium of teaching moral values to selected schools in Egor Local Government Area Of Edo State . Specifically, the Study sought to:

- (1) To determine the attitude of students towards oral literature.
- (2) To determine the perception of character education as a medium of teaching moral value.
- (3) To determine the effectiveness of the teaching method of oral literature.
- (4) To determine the perceptions of teachers and pupils as regards the teaching and learning of moral values using oral literature at the basic level.
- (5) To determine the possible solutions to the problem of teaching and learning oral literature.

Significance of the Study

This study is significant to the students, teachers, school and government .

The students should strive to cultivate a positive attitude towards teaching and learning of oral literature and moral value. They should appreciate the subject and try to read widely. The subject has been found to be important to the future careers of students and has equal ratings in terms of importance with other subjects taught in secondary schools as well. Therefore, students should give it equal interest.

Teachers should strive to improve their teaching methods to make them effective for teaching oral literature .Creativity and innovativeness are required in order to make the subject lively and interesting to the learners. Teachers should involve students more in the narrative ,description and discussion of genres from their respective communities. There is also need to motivate students to appreciate their cultural values as one way of creating interest in learning oral literature.

The schools should provide adequate and up to date oral literature teaching and learning resources. They should also provide ICT tools to enable learning of oral literature and moral values to be more interesting, modern and more palatable.

The government should come up with policies that promote teaching and learning of oral literature and moral values. For instance, it should consider separating English from literature with the purpose of giving oral literature ample coverage time in terms of scope and depth.

Scope and Delimitation of the Study

This study would assess oral literature as a medium of teaching moral values in Nigeria secondary school using to selected schools. However, this study is limited to selected secondary schools in Egor Local Government Area Of Edo State.

Definition of Terms

The following terms will be encountered during the course of this study. It should be operationally defined as it is used.

Oral literature: is a performed art which in most cases uses spoken words as a medium of communication. Performance plays a vital role in oral literature. Forms of oral literature include songs, oral narratives, oral poetry, riddles and tongue twisters. Myths are a key genre of oral literature. They are characterized by gods and supernatural beings and are sacred and true to a community. Myths are set at the beginning of time. They are comparatively shorter than any other narratives because they are not concerned with the development of characters.

Medium: is the form of writing (a business letter, memo, report). A medium is the way in which a piece of writing is delivered (email versus a mailed paper copy, for example). Genre and medium are both determined by audience and purpose.

Teaching: is a process where systematic methods are used to transmit knowledge into someone. Teachers employ methods to enable students to learn effectively. Effective teaching enhances academic performance. This teaching should be inclusive of all learning styles to ensure that no student should be left out.

Moral values: are principles or standards that guide an individual's behaviour and choices based on what is considered right or wrong. They are shaped by culture, religion, upbringing, and personal experiences, and can include honesty, empathy, loyalty, and respect for others.

Language: a system of conventional spoken, manual (signed), or written symbols by means of which human beings, as members of a social group and participants in its culture, express themselves.

Education: is both the act of teaching knowledge to others and the act of receiving knowledge from someone else. Education also refers to the knowledge received through schooling or instruction and to the institution of teaching as a whole.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

This chapter deals on the review of related literature on this study. It shall be discussed under the following sub -headings:

The Concept Of Oral Literature

The Concept Of Moral Values

The Attitude of students towards oral literature

Character Education As A Medium Of Teaching Moral Values

Effectiveness of Methods Used to Teach Oral literature

Teaching And Learning Of Moral Values Using Oral Literature At Basic Level

Possible Solutions To The Challenges Of Teaching Oral Literature

Summary Of Reviewed Literature

The Concept Of Oral Literature

The phrase Oral Literature seems self contradictory and so, it is difficult to define it. To understand it, it has to be described rather than defined. The term Literature denotes that which is written. The way of life of the African man when documented in written form is known as modern African literature. Bamidele (2001) thus, asserted that modern African literature is a sibling of traditional African oral literature.

Literature is derived from the root word “Literate” which means being able to read and write. On the other hand, Literature is that which is written for one who is literate to read and understand. In other words, true literature must be written down in a particular language and it is only meant for those who are literate. According to Akporobaro (2006), Oral literature is an expression which appears to be a contradiction in terms. He stated that it is so because the word “Literature” is formed from the Latin word “Literatura” which means “that which is written.”

Oral literature therefore, entails the totality of norms, traditions and beliefs of a people passed down from generation to generation through spoken words instead of being written down. As observed by Nwokora (2000), Literature is culture expressed in oral or written artistic form with an aim to educate, entertain and preserve tradition for future generations. It has to be noted here that both oral and written literatures make use of language. Routledge (2003) defined oral literature, orature as he prefers to call it as something passed on through the spoken word, and because it is based on the spoken language it comes to life only in a living community.

Literature as a creative work of art from the author himself (writer), the results are in the form of prose, poetry, novels, and dramas or films (Hikmah & Muhtari, 2023). Oral literature is a subset of literature that is imaginative in nature. Oral literature is different from written literature. Oral literature is highly dependent on the situation, context, and the poet or creator. Oral literature has become a living tradition in the culture of every society.

Oral literature is not only limited to expressions and expressions that have literary value but can be a medium of cultural communication that can record the lives of past communities (Nursalam., et al, 2019). Even though it is sampled repeatedly, the aesthetic and cultural values

in the oral literature will be maintained. This is what makes oral literature dynamic and reflects attitudes, behaviors, customs, and cultural patterns in certain places at times.

Although as observed by scholars that oral literature centres on the totality of belief of a society rendered orally rather than being written, Umeasiegbu (2007), observed that a talented creative writer may translate the stories from vernacular into international language and have them published. This assertion consolidates the fact that written literature may first, be rendered orally before being written.

In the view of Mmaduabuchi (2007), "...the issue of propositions and entailments of African cultural values arise because these values are embedded in African folklore." In the same vein, Akporobaro (2006) observed that oral literature is composed mentally by illiterate raconteurs, stored in the memory and then spoken, recited, chanted or sung on specific occasions. According to him, "They are works which appeal to our aesthetic imagination and are available for committal or writing. These spoken performances deserve to be recognized as part of Literature.

The Concept Of Moral Values

Moral values are defined as guidelines that assist a person in deciding between right and wrong. In order to create honest, credible, and fair judgments and relationships in daily life, the awareness of one's morals - along with self-awareness - is crucial.

People do not live their lives in moral or ethical isolation but grow up within particular moral traditions . Liberal democracy can only flourish if its citizens hold certain moral and civic values, and manifest certain virtues (Althof & Berkowitz, 2006). In the modern era, technology is affecting society in ubiquitous fashion while maintaining its upright position, and both science

and technology are also being influenced by society. The rapid advances in science and technology and increased societal complexities also underpin the importance of morals, values and ethics and their benefits to society.

Moral values are sometime difficult to understand because there are understandings and misconceptions surrounding them hinder arrival at the correct explanation. The objective of moral education lies in the fact that it can develop shared feelings with others, and makes one committed to one's own personal responsibilities and actions (Campbell, 2008). Moral agency is a dual state that encompasses the teacher as a moral person engaged in ethical teaching through professional conduct and, as a moral educator who teaches students with the same core values and principles that he or she strives to uphold in practice (Campbell, 2003).

In the context of science, three particular domains of values are present in society: the values associated with education, values of science and values of science education. These three values remain in close proximity, and interact or overlap with one another (Hildebrand, 2007). Thus science cannot be isolated from society. Values in science education include values associated with teaching science in schools, epistemic values of science, societal values and the personal values of scientists. The existence of value is not context specific. For example, western science has different values from other indigenous science value sets (Corrigan, Cooper, Keast, & King, 2010).

The Attitude Of Students Towards Oral Literature

An attitude is a mental or neural state of readiness, organized through experience, exerting a directive or dynamic influence upon the individual's response to all objects and situations with which it is related. Attitudes prepare people for action, are learned from experience and exert a

motivating force on behavior (Aardweg & Aardweg, 1993). Attitudes therefore can be attributed to the feelings that students have about themselves, their school, their teachers, and their subjects. Students' attitude may be influenced by factors such as their level of intelligence, abilities and interest in the subject. In this respect, learner's attitudes towards oral literature can either be positive or negative.

According to Elliott, Kratochwill, Cook & Travers (2000), the teacher as the communicator bears the greatest responsibility for student attitude towards a subject. It has been observed that oral literature in general is a fairly problematic subject that a large number of teachers refer to it derogatively as the 'beast'. The teaching of the subject has been worsened by integrating it with English in the 8-4-4 system of education. In the old school curriculum, it was easier for teachers to teach oral literature than in the present system.

As a component of literature, oral literature had more time on the curriculum and this gave teachers more ingenious in their method of teaching as a way of making it more meaningful to learners. Most students have complained that oral literature is difficult and is perceived as so due to poor teaching approach adopted by teachers (K.I.E., 2004). In this kind of scenario, the attitude of both teachers and students can only be negative towards the subject which is referred to as a beast (Nandwa, 1994).

Students also have a role on working towards their attitude on oral literature. For instance, Kadhara (2014) observed that students are supposed inculcate a positive interest in a subject by being attentive in class in order to grasp the content. Therefore, students can actually change their negative attitude towards a positive one if they take the appropriate measures as noted by Mutheu (2014) citing Gajalakshmi(2013) who observes that attitudes are determined by an

individual's belief in the outcome of performing a given task. Hence, a person who holds a strong belief that positively valued outcomes will result from performing a task will have a positive attitude toward that task.

Negative attitude towards studies has been identified by several studies as contributing to poor performance in a subject in many schools. It is therefore upon students to put more effort and commitment towards oral narratives in order to perform well. The studies noted that many students are not committed to their studies and instead exhibited negative attitude towards teachers, subjects and schools. Many students were also found to prefer the easy life such as watching television or play computer games rather than do reading. The influence of the modern technology and the modern way of life has also been blamed for the laxity. The media especially the television, the Internet and the social media have been of great influence to the youth who tend to ape the western culture to the detriment of their studies. Peer pressure has also taken its toll on them leading to indiscipline cases and poor academic performance (Mwali, 2014; Okutachi, 2014 and Nabwoba, 2014).

Oral literature, as any other humanity subject requires intensive reading. However, Egor students are regarded as people with a poor reading culture. They are known to only study when examinations are around the corner. Many schools also encourage students to memorize notes so as to produce them during the examinations. Hence, many students do not like reading and would rather watch television or play computer games. Therefore, a lot of time is wasted on non-academic issues, which impacts negatively on their academic performance (Mwaniki, 2014).

Character Education As A Medium Of Teaching Moral Values

Value is a measure for everything. Everything that lies before us has certain qualities and rules so that one thing is worth, while the other is not. Moral refers to human behavior where morality is a practical activity and ethics describes theoretical, systematic reflection and rational for human behavior. This means that the value is a standard and a measure of the nature, circumstances and abilities that are read and visible to someone through ways of thinking, how to behave, and actions. Value standards for each individual, group, there are differences based on mutual agreement.

Character education is a deliberate effort to help students understand, pay attention to and apply ethical values or manners in everyday life and become better human beings. It should be understood that character education in the world of education takes an important role, namely as a counterweight to the cognitive skills of students. Character education can be stimulated by folklore and fairy tales that are present in oral literature. In oral literature, there are building blocks that cannot be separated from the story. One element that is very stimulating is the mandate because in the mandate there are values and advice that can be used as role models. Education means all the efforts of adults in their relationships with students to lead their physical and spiritual development toward maturity. All of which can cause great inner pain and misery (Arlimans et al., 2022).

The nature of education aims to mature students, so an educator must be an adult because it is impossible to mature students if the educator himself is immature. Strengthening character education through the Pancasila learner profile for teachers in elementary schools is very important because children are currently living in the age of digitalization and even if we look at

the conditions in the field, there has been a decline in the character values of students (Sulastri et al., 2022). In addition, the structure of a literary work builds educational values that can be taken by readers. Value is something that is valuable, has quality, shows quality, and is useful for humans. Something valuable means that it is valuable or useful for human life. Value as an independent quality will have permanence, which is unchanging in the object subject to value. Friendship as a value (positive/good) will not change its essence when there is betrayal between two friends. This means that value is a fixity that exists regardless of the surrounding circumstances.

Effectiveness Of Methods Used To Teach Oral Literature

Nandwa (1994) observes that teaching oral literature in a classroom require a teacher's ingenuity, inventiveness and a certain amount of sophistication. However, teaching oral literature that is composed of African languages in English language class needs even greater skill and ingenuity.

Integration of literature into English has resulted in oral literature being treated casually. For instance, very little time is allocated for storytelling in class where speaking skills would be enhanced. There is little time to translate materials from mother tongue to English. Students rarely have time to dramatize oral literature through mime and improvisation, among others (Nandwa, 2004). This study embarks on a journey to establish whether these facts also apply to selected secondary schools in Egor Local Government Area.

According to Mwashigandi (2013), teachers of oral narratives use limited approaches and strategies when teaching oral literature. Teachers' professional competence has also been found to affect learner's academic performance in the subject. Oral literature as a genre of literature is mostly ignored or avoided at the expense of English language or other genres such as written

literature. A substantial number of teachers have been found not to have enough confidence to handle oral narratives because they were not taught how to teach them while in college. However, these findings have to be proved right or wrong as regarding the situation in Egor Local Government Area where such research has not been carried out.

Tayu (2013) citing Kabaji (2013 & 2012) explains that the teaching and learning of literature should elicit creativity in the learner. As graduates come out without knowing the Soyinkas and the Dostoyevskys in the Literature canon; so too certain literature genres are not well known by the students. Teachers should shun the mechanical process, and traditional approaches; style up and prepare teaching and learning resources that treat literature as a living subject, so that the methods can instill critical thinking skills and creativity in learners. The implication here is that the current teaching methods have killed creativity and we are now very busy celebrating mediocrity. This is because we do not teach them in such a way that they develop creativity (Tayu, 2013). However, Tayu's research was carried out in Nairobi and such findings cannot be generalized in a situation where the geographical dynamics are different. Therefore, this study intends to indulge the oral literature teachers within Egor Local Government Area with the aim of establishing whether they apply creativity in their teaching methodologies.

Teachers have been described as the most important factor in determining the quality of education that a student receives. Therefore, quality of teaching in oral narratives is essential in ensuring that students enjoy and appreciate the subject (Debbie, 2007).

Teachers are also supposed to attend classes and give adequate time to teaching of oral literature. However, the Egor teachers especially those in public secondary schools are lethargic, rude, inefficient, corrupt and inept. Teachers' absenteeism is a chronic problem bedeviling public

schools in Egor. Teaching can never be effective when the number of teachers is inadequate. The Egor education sector has a problem of distribution and utilization of teachers. This has resulted to unbalanced distribution of teachers, teacher shortages, teacher surplus and inefficient utilization of teachers. Most teachers also prefer to work in home areas, urban, peri-urban and high potential areas where social amenities are available. This situation leads to uneven distribution of teachers, making teaching workload heavier for the few teachers to carry.

Poor methods of teaching oral literature have been blamed for effective teaching of oral literature. Teachers' teaching experience and their professional qualification is important in effective teaching of oral literature. A study done by Mwali (2014) has shown that teachers who had many years of teaching experience realize better results in a given subject. The implication is that the government should encourage teachers to stay in one school for some time in order to retain the experienced teachers.

Teaching And Learning Of Moral Value Using Oral Literature At Basic Level

Folktales, folksongs, proverbs and riddles and their interpretations are based on how the people perceive and construe their world. This may enhance the teaching of values which enable children to perceive and think of how to behave at any given time and situation. "This may create fertile ground for the children to develop the ability to understand the do's and don't's in the society and may enhance peace and harmony in the society" (Fiakpa, 2004).

In oral tradition, parental influence starts from the day a child is born. Mothers starts training of the child in Igbo core values through folksongs (Lullaby). From then, the child begin to imbibe the values which are embedded in the song. Oral literature transmit important cultural and societal values, knowledge and behaviours. Most children grow up hearing folktales from

their grandparents or parents and this rich oral tradition is instrumental in shaping their personality in their formative stages of life. It has the role of creating value-based, socially responsible and civil individuals.

Values are embedded in our oral literature (folktales/folksongs). Since our fore fathers used them to educate their young ones and it worked for them, there is no reason why we cannot use it again today in our various families (homes) and in the classes (school system), to educate and entertain our children and youths so as to inculcate traditional values in them. This inculcation can be achieved through the performance and teaching of Igbo oral literature (folktales) at home and in the classroom so that the rich Igbo cultural heritage will not go into extinction. Parents and teachers should wake up to their responsibilities and act while the sun shines.

With the present status of Nigeria families, there seems to be a cultural evolution which has influenced parent-child interactions. Most parents appear not to have the continuous contact with their children because of their absence in search of means of livelihood (Mgboro, 2003). A situation whereby some parents leave for work in the early hour of the day only to come back late at night when the children must have gone to sleep is not healthy for proper development of the child in terms of character formation which traditional system of education emphasized. Many children and youths do not speak or understand their mother tongue (Igbo) forgetting that mother tongue is a value by itself.

Possible Solutions To The Challenges Of Teaching Oral Literature

According to Adhiambo-Oduol (1994), oral literature lessons would be more effective and successful if students participated more actively in the narration, description and discussion of genres from their respective communities.

A study carried out by Mutheu (2014) on how to improve academic performance recommended that the government should provide adequate and up to date teaching and learning resources. It should also construct more classrooms to cater for the ever increasing number of students. The school heads and the ministry of education should increase teacher supervision to make sure that teachers attend classes and teach as required. The government should employ more teachers to match the increased enrollments brought about by high transition due to Free Primary Education policy. It should put up libraries and equip them with up to date learning resources. The school administrations should introduce library hours to allow students do independent studies and class assignments. Teachers should strive to attend classes on time and teach as is required. They should also try to improve their teaching methods to make learning more interesting.

Mutheu observes that teachers should take personal attention to students and especially the academically weak ones. Teachers should also allocate adequate time for consultations after class. Parents were also found to be important stakeholders in the education sector and therefore should not abandon their roles such as supporting their children in school by paying school fees on time. They should also follow up on their children's academic affairs to know how they are fairing and sort out any issues that may be impeding their progress. Students, on their part should refrain from absenteeism from school and class and maintain high discipline standards in and out of school. They should also create interest in their studies, work hard and inculcate a reading culture by reading widely (Mutheu, 2014).

Summary Of Reviewed Literature

The literature review covers the concept of the oral literature, the concept of Moral values, the attitude of students towards oral literature, character education as a medium of teaching moral values, effectiveness of methods used to teach oral literature, teaching and learning of moral values using oral literature at basic Level and possible solutions to the challenges of teaching oral literature. Oral literature has helped develop language proficiency because it fosters the creation of quality literature.

Secondary schools teach oral literature in a variety of ways. For instance, teachers can employ various methods and techniques when teaching drama. These methods can include, but are not limited to, the following techniques: the following teaching methods: Collaborative learning in group discussion: Drama instruction necessitates active participation in group discussions while teaching and learning. Teachers emphasize students' engagement in shared experiences, events, and situations, using literature as a working language. Working under the close supervision and guidance of a teacher, students are able to absorb information and engage in various forms of group communication. Thus, it promotes fluency through practice. In that vein, when learners interact by expressing their ideas and emotions using gestures and facial expressions, they develop their communicative competences (Syukri et al., 2022; Uysal & Yavuz, 2018).

The review of literature has shown that teaching oral literature aims to facilitate a change of attitude in learners, broaden their awareness of literary heritage, sharpen their sensitivity, and build up their lexis. However, studies on oral literature as a medium of teaching moral values in selected secondary school in Benin city is missing. Based on the foregoing, this study investigated Oral literature as a medium of teaching moral values.

CHAPTER THREE

METHODOLOGY

This chapter deals on the methods and procedures that would be used in this study. It shall be discussed under the following sub headings;

- . Design Of the Study
- . Population of the Study
- . Sample and sampling Technique
- . Research Instrument
- . Validity of the Instrument
- . Reliability of the Instrument
- . Method of Data Collection
- . Method of Data Analysis.
- . Design Of the Study.

The descriptive research design was used for this study to investigate oral literature as a medium of teaching moral values to selected schools in Egor Local Government Area Edo State. This is because the descriptive research design can yield rich data that lead to important recommendation in practice and also to collect a large amount of data for detailed analysis.

Population of the Study

The population of this study consisted of twenty (20) public secondary schools in Egor Local Government Area of Edo State with a population of 14,812 Students. The subject of the Study was composed of both male and female Oral Literature in Egor Local Government Area of Edo state.

Sample and Sampling Technique

Five secondary schools were selected using the simple random sampling technique. A sample size of two hundred and fifty (250) students and twenty (20) Oral Literature teachers was used for this study. The researcher randomly selected fifty(50) students from each of the five schools.

The simple random sampling technique was adopted so as to give the population a fair and equal chance of being selected.

Research Instrument

The questionnaire was the instrument used for the collection of data .The questionnaire was administered to both teachers and students of secondary schools in Egor Local Government Area of Edo State. It comprised two sections: the first contained the demographic information of the respondents. It was letter A-C(for both students and teachers), while the second section has twenty (20) items for students and twenty -five (25) for teachers that contained questions on oral literature as a medium of teaching moral values to selected schools.

Validity of the Instrument

The instrument was validated by the researcher's supervisor and two other experts in the Department of Educational Foundations. Their suggestion and comments were taken into cognizance for the final draft of the instrument.

Reliability of the Instrument

The reliability of the instrument was determined using Test-retest reliability. This means that the researcher administered the same instrument twice to the same group of respondents with an intervening period of 2 weeks.

This was to ensure that the instrument yielded a consistent result after correlation. After correlation, it yielded a co-efficient of 0.72, making the instrument reliable.

Method of Data Collection

To ensure that the items of information given were accurate, the questionnaires were administered personally by the researcher. The researcher also assured the respondents that every item of information provided was confidential and treated as such. The questionnaires were filled and submitted on the spot to save the researcher the problem of invalid entries as well as missing sheets.

Method of Data Analysis

The researcher analyzed the data that was obtained from this study using percentage. Data was recovered into frequency distribution tables and each table was discussed to help clarify the distribution of responses from students and teachers.

CHAPTER FOUR

PRESENTATION OF RESULTS AND DISCUSSION FINDINGS

This chapter deal with the analysis and interpretation of data collected for this research work. A work of 270 questionnaires were distributed: 250 questionnaires to secondary school students and 20 questionnaires to Oral Literature teacher in Egor Local Government Area of Edo State. The Section A of the questionnaires covers the demographic information of respondents, while Section B comprises questions on Oral Literature as a medium of teaching moral values which is the core of this research work.

SECTION A: Demographic Information

Table 1- Gender Distribution

Gender	(Teacher)		(Students)	
	Respondents	(%)	Respondents	(%)
Male	7	35	139	56
Female	13	65	111	44
Total	20	100	250	100

Table 1 above shows that in the teacher's category, 35% are male and 65% of the respondents are female. While in the students category, 56% of the respondents are male and 44% are female.

Table 2- Class Distribution (Students)

Class	Respondents	Percentage (%)
SS 1	125	50
SS 2	125	50
Total	250	100

As shown in Table 2 above, each class represented is 50% of the total number of respondents.

Table 3- Educational Qualification (Teachers)

Qualification	Respondents	Percentage (%)
N.C.E	2	10
B.S.c	18	90
M.E.d	0	0
Ph.D	0	0
Total	20	100

In Table 3 above, 10% of teachers are holders of N.C.E, 90% of them are B.Sc holder ,0% are M.Ed holder while 0% are Ph.D. Holders.

Table 4- Teaching Experience Distribution (Teachers)

Years	Respondents	Percentage (%)
0-2	7	35
3-5	10	50
6-10	2	10
Above 10	1	5
Total	20	100

As seen in Table 4, 35% of the respondents have between 0-2 years teaching experience; 50% have 3-5 years teaching experience; 10% have 6-10 years teaching experience, while 5% of them have above 10 years teaching experience.

Section B: comprises questions on Oral Literature as a medium of teaching moral values

Research Question 1: What are the attitude of students towards oral literature ?

Table 5

S/N	Items	Yes	No	Yes	No
1	Do you have a degree in Education and Oral Literature	19	1	95	5
2	Do you enjoy teaching oral literature	19	1	95	5
3	Are you aware of the oral literature diversity that exists among students in your class	20	0	100	0
4	Do you have a comprehensive understanding of the concept of moral values	20	0	100	0
5	Did you at any point undergo specific training in teaching oral literature	4	16	20	80

The above table shows that 95% of the respondents have degrees in Education and Oral Literature while 5% do not. It also shows that 95% of the respondents enjoy teaching oral literature while 5% do not. Also, it shows that 100% of the respondents are aware of the oral literature diversity that exists among students while 0% are not aware. 100% have a comprehensive understanding of the concept of moral values while 0% do not. Lastly, 20% of the respondents have undergone specific training in teaching oral literature while 80% of them have not.

Research Question 2: What are the perception of character education as a medium of teaching moral value ?

Table 6

S/N	Items	Responses	Responses	Percentage	Percentage
	Teacher's Questions	Yes	No	Yes	No
6	Do you use concrete material, visuals or experience to teach oral literature and moral values	6	14	30	70
7	Does your school have a well-equipped library	11	9	55	45
8	Are the functioning language laboratories for teaching of Oral literature in the the school	0	20	0	100
9	Do your students have the required texts to learn the English language	12	8	60	40
10	Are the classes too large to accommodate students difference and foster proficiency in oral literature	6	14	30	70

Students' Questions

1	Do students always get excited when learning oral literature	108	142	43	57
2	Do students spend quality time for personal practices of oral literature	140	110	56	44
3	Do you wish oral English were not a school subject	51	199	20	80

Table 6 above shows that 30% of the respondents do use concrete material, visuals or experience to teach oral literature and moral values while 70% do not. 55% of respondents revealed that there are well-equipped libraries in their school while 45% said that their schools do not have well equipped libraries in their school while 45% said that there are functioning language laboratories for teaching of Oral literature in the their schools while 100% of respondents said that their students have the required texts to learn the English language while 40% of them said their students do not have the required texts. 30% of respondents said that the classes are too large to accommodate students differences while 70% of them do not agree with that.

In the students column, 43% of students always get excited when learning oral literature while 57% do not. 56% of students spend quality time for personal practices of oral literature while 44% of students do not. Also, 20% of students wish oral English were not a school subject while 80% of them do not.

Research Question 3:Are the method of teaching oral literature effective?

Table 7: Teacher's Questions

S/N	Items	Yes	No	Yes	No
11	Does the mother tongue of your students interfere in their oral language	18	2	90	10
12	Do you sometimes overlook the errors of your students when they speak and write in oral language	8	12	40	60
13	Do you sometimes explain in detail the concept of moral values to your students for better understanding	7	13	35	65

Students' Questions

4	Do students go late to class because they dislike oral literature	79	171	32	68
5	Do the inability to easily understand oral literature discourage's students from learning it	191	59	76	24
6	Do you have all prescribed textbook for	65	185	26	74

	learning oral literature				
7	Have you heard of character education before	136	114	54	46

As shown in Table above,90% of the respondents said that the mother tongue of your students interfere in their oral language while 10% do not agree with that.40% of teachers sometimes overlook the errors of your students when they speak and write in oral language while 60% do not.35% of teachers sometimes explain in detail the concept of moral values to your students for better understanding while 65% of them do not.

In the students' column,32% of students go late to class because they dislike oral literature while 68% do not.76% of students' inability to easily understand oral literature discourage's students from learning it while 24% do not.26 % of students have all prescribed textbook for learning oral literature while 74 % of them do not.54 % of students have heard of character education before while 46% of them do not.

Research Question 4:What are the perceptions of teachers and pupils as regards the teaching and learning of moral values using oral literature at the basic level?

Table 8: Teacher's Questions

S/N	Items	Yes	No	Yes	No
14	Would you say it's difficult to teach oral literature	1	19	5	95

15	Do you think laziness is responsible for your students' inability to speak and write fluently in oral language	19	1	95	5
16	Would you say its' really challenging to teach oral literature and moral values in classroom	10	10	50	50
17	Do you think students do not understand most oral texts because of the cultural elements in them (texts)	19	11	45	55
18	Would you say your students express themselves better in class when using oral language	13	7	65	35

Students' Questions

8	Do you think character education is important in teaching moral value	231	19	92	8
9	Do you think character education impacts students behavior outside of the classroom	192	58	77	23
10	Do you believe character education program are adequately implemented in school's	29	221	12	88
11	Do you feel that the method used to teach oral literature match the content being taught	235	15	94	6

12	Do you face any challenges when learning oral literature	239	11	96	4
13	Are you confident in your understanding of oral literature after the lesson	66	184	26	74
14	Do you believe the oral literature teaching methods are effective in perserving cultural heritage	66	184	26	74

From Table 8 above, a total of 5% of the respondents admit that it's difficult to teach oral literature while 95% do not believe that.95% of teachers think laziness is responsible for your students' inability to speak and write fluently in oral language while 5% of them do not.50% of teachers think its' really challenging to teach oral literature and moral values in classroom while 50% do not.45% of teachers think students do not understand most oral texts because of the cultural elements in them while 55% of them think otherwise,65% of teachers believe students express themselves better in class when using oral language while 35% of teachers do not.

In the students' column,92% of students think character education is important in teaching moral values while 8% of them do not.77% of students think character education impacts students behavior outside of the classroom while 23% think otherwise.12% of respondents believe character education program are adequately implemented in school's while 88% if them do not believe.94% of respondents feel that the method used to teach oral literature match the content being taught while 6% do not.96% of students face challenges when learning oral literature while 4% do not.26% of students are confident in understanding of oral literature after

the lesson while 74% if them do not.26% of respondents believe that oral literature teaching methods are effective in perserving cultural heritage while 74% do not.

Research Question 5: What are the possible solutions to the problem of teaching and learning oral literature?

Table 9: Teachers Questions

S/N	Items	Yes	No	Yes	No
19	Do you use oral literature when teaching to aid the comprehension of your students	13	7	65	35
20	Do your students show desire to learn and understand the oral literature	19	1	95	5
21	Does oral literature facilitate learning	14	6	70	30
22	Are there situations when you encourage students to switch to oral language when answering questions in class	8	12	40	60
23	Does switching to oral language aid the comprehension of students	14	6	70	30
24	Do you include game and other exciting activities during the course of teaching moral values	1	19	5	95
25	Do you often correct students oral literature errors	20	0	100	0

	as soon as they are made in class				
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Students' Questions

15	Does teacher create opportunities for you to talk about things that interest you	158	92	63	37
16	Are students motivated enough to appreciate their culture	109	141	44	56
17	Do you speak oral literature with your friends at home	107	143	43	57
18	Whenever your teacher teaches oral literature,do you find it too difficult to understand	41	209	84	16
19	Does your teacher employ the use of games and other interesting activities when teaching oral literature	85	165	34	66
20	Do you interact freely and express yourself better in oral literature	68	182	27	73

As shown in Table 9 above ,65% of the respondents use oral literature when teaching to aid the comprehension of your students while 35% do not.95% of students show desire to learn and understand the oral literature while 5% said their students do not show desire to learn.70% of teachers said oral literature facilitate learning while 30% think otherwise.40% of teachers said

situations when you encourage students to switch to oral language when answering questions in class while 60% do not.70% of teachers believe that switching to oral language aid the comprehension of students while 30% of them do not believe that. 5% of teachers include game and other exciting activities during the course of teaching moral values while 95% do not.100% of teachers often correct students oral literature errors as soon as they are made in class while 0% do not.

In the students column,63% of the respondents said their teacher create opportunities for them to talk about things that interest them while 37% said their teacher do not.44% of students are motivated enough to appreciate their culture while 56 % of them do not.43% of students speak oral literature with their friends at home while 57 % of them do not.84% of respondents admit that whenever their teacher teaches oral literature, they find it too difficult to understand while 16% do not.34% of students admit that teacher's employ the use of games and other interesting activities when teaching oral literature while 66% of them do not.Finally,27% students interact freely and express themselves better in oral literature while 73% of them do not believe that.

Discussion of Findings

This study reveals Oral Literature as a medium of teaching moral values .The tables presented above are in line with the research question in chapter one .The finding are carefully discussed below :

As seen in Table 5, 20%of the teachers have undergone specific training in teaching oral literature while 80% of them have no.Not being exposed to specific training on oral literature affects teachers ability to teach oral literature in schools.

Table 6 shows that none of the schools have functioning laboratories for teaching if oral literature. Also, 30% of the respondents use concrete materials, visuals, or experience to teach oral literature while 70% do not. In his own perspective, Agina - Obu (2005) submitted that instructional materials of all kinds appeal to the sense organs during teaching and learning. Also, Abudu- Raheem (2011) asserted that non availability and inadequacy of instructional materials are major causes of ineffectiveness of the school system and poor performance of students in schools.

As shown in Table 7, 90% of the respondents said that the mother tongue of your students interfere in their oral language while 10% do not agree with that. This agrees with the work of Aladeyomi & Adetunde (2007) which reveals that language learning is generally difficult.

In Table 8, 96% of students like it when their teachers correct their errors in class while 4% of them do not. This corresponds with the research carried out by Brown (2009) whose findings state that it is the students belief that teachers should correct every utterance a learner makes.

Lastly, in Table 9 above, 70% of respondents said that switching to oral language aid the comprehension of students while 30% think otherwise. This is in line with the research of Sert (2005) whose findings state that as teachers switch between codes, students attention is gradually drawn to the objective of the teaching.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATION

Summary

The main purpose of this research work is to examine oral literature as a medium of teaching moral values to selected schools in Egor Local Government Area Edo State.

During the course of this study, five research question were asked. Questionnaire were administered for data collection. The instrument was validated and administered to two hundred and fifty secondary school students and twenty Oral Literature teacher fro Egor Local Government. Data from the questionnaires were presented in tables and were analyzed in simple percentage.

The findings of the study revealed that:

- . Many teachers do not have the sufficient knowledge and competence to teach Oral Literature.
- . There are no functioning language laboratories and other instructional resources for the effective teaching of Oral Literature in Oredo Local Government Area of Edo State.
- .The habitual use of the mother tongue by students at home and in school inhibits the learning of oral language.
- . Students express themselves better in class when using Oral language.
- . Switching from Oral language to a local language during lecture aids the comprehension of students.

Conclusion

The study concludes that teaching and learning of oral literature as a medium of teaching moral values has encountered a myriad of challenges. Some of these challenges emanates from learners, others from teachers and schools while others can be blamed on the education policy makers.

The learners have been blamed for their negative attitude towards oral literature .The poor attitude of learners towards oral literature has negatively affected learning and teaching of the subject. As has been observed, most students do not enjoy learning oral narratives. Despite that, the subject itself is important to the future careers of students and it has equal ratings in terms of importance with other subjects taught in secondary schools.

Teachers have their share of blame. It has been found out that the teaching methods used to teach oral narratives are ineffective. Teachers are incompetent and they do not try to be creative or innovative and they also do not enjoy teaching oral narratives. The resources being used to teach oral narratives are inadequate and outdated.

The schools concerned have not been able to provide adequate and up to date oral literature teaching and learning resources, while the government integrated Oral literature as a medium of teaching moral values, thereby minimizing the time, scope and depth of the subject coverage.

Recommendations

Based on the findings,the following recommendations were made .

. Adequate knowledge and competence in Oral Literature are necessary for all teachers of Oral Literature in school's.

. Standard language laboratories and libraries should be built and equipped for the effective teaching of Oral Literature.

. Teachers should encourage the positive transfer of students knowledge and skills in moral values to enhance learning.

. Oral Literature learners must be encourages to read because reading in Oral improves pronunciation, grammar, vocabulary, reading comprehension and writing skills.

. Games can also be used by teachers to stimulate students inner motivation and enhance the interest of the class.

Suggestions for Further studies

The study suggests other areas for further research to include:

. The role of Teachers in performance of Oral Literature.

. The influence of Instructional Materials on students performance in Oral Literature.

. The role of the teachers in promoting moral values among students.

. The Social Environment of learners and it's influence on Teaching Oral Literature.

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DEPARTMENT OF EDUCATION FOUNDATION

FACULTY OF EDUCATION

UNIVERSITY OF BENIN, BENIN CITY

ORAL LITERATURE AS A MEDIUM OF TEACHING MORAL VALUES (OLMTMV)

Dear Respondent,

This questionnaire seems to investigate oral literature as a medium of teaching moral values . Please respond appropriately by ticking "**yes**" or "**no**" in the spaces provided below. Every piece of information provided will be treated as confidential and will be used only for the purpose of the research work.

SECTION A (Demographic Data)

A) Gender: Male [☐] Female [☐]

B) School: _____

C) Teaching Experience: 0-2 years [☐] 3-5 years [☐] 6-10 years [☐] above 10 years [☐]

SECTION B

Indicate your answer using **yes** / **no** with the following statements by ticking [☐] on the appropriate column.

S/N	ITEMS	YES	No
1	Do students always get excited when learning oral literature?		

2	Do students spend quality time for personal practices of oral literature?		
3	Do you wish oral English were not a school subject?		
4	Do students go late to class because they dislike oral literature?		
5	Do the inability to easily understand oral literature discourage's students from learning it ?		
6	Do you have all prescribed textbook for learning oral literature?		
7	Have you heard of character education before?		
8	Do you think character education is important in teaching moral value?		
9	Do you think character education impacts students behavior outside of the classroom?		
10	Do you believe character education program are adequately implemented in school's ?		
11	Do you feel that the method used to teach oral literature match the content being taught?		
12	Do you face any challenges when learning oral literature?		
13	Are you confident in your understanding of oral literature after the		

	lesson?		
14	Do you believe the oral literature teaching methods are effective in perserving cultural heritage?		
15	Does teacher create opportunities for you to talk about things that interest you?		
16	Are students motivated enough to appreciate their culture?		
17	Do you speak oral literature with your friends at home?		
18	Whenever your teacher teaches oral literature,do you find it too difficult to understand?		
19	Does your teacher employ the use of games and other interesting activities when teaching oral literature?		
20	Do you interact freely and express yourself better in oral literature?		

SECTION B

S/N	ITEMS	YES	NO
1	Do you have a degree in Education and Oral Literature?		
2	Do you enjoy teaching oral literature ?		
3	Are you aware of the oral literature diversity that exists among students in your class?		
4	Do you have a comprehensive understanding of the concept of moral values?		
5	Did you at any point undergo specific training in teaching oral literature?		
6	Do you use concrete material, visuals or experience to teach oral literature and moral values?		
7	Does your school have a well-equipped library ?		
8	Are the functioning language laboratories for teaching of Oral literature in the the school?		
9	Do your students have the required texts to learn the English language?		
10	Are the classes too large to accommodate students difference and		

	fosSSter proficiency in oral literature?		
11	Does the mother tongue of your students interfere in their oral language ?		
12	Do you sometimes overlook the errors of your students when they speak and write in oral language?		
13	Do you sometimes explain in detail the concept of moral values to your students for better understanding ?		
14	Would you say it's difficult to teach oral literature?		
15	Do you think laziness is responsible for your students' inability to speak and write fluently in oral language?		
16	Would you say its' really challenging to teach oral literature and moral values in classroom?		
17	Do you think students do not understand most oral texts because of the cultural elements on them (texts)?		
18	Would you say your students express themselves better in class when using oral language?		
19	Do you use oral literature when teaching to aid the comprehension of your students?		
20	Do your students show desire to learn and understand the oral		

	literature?		
21	Does oral literature facilitate learning?		
22	Are there situations when you encourage students to switch to oral language when answering questions in class?		
23	Does switching to oral language aid the comprehension of students?		
24	Do you include game and other exciting activities during the course of teaching moral values?		
25	Do you often correct students oral literature errors as soon as they are made in class?		