

**AN ASSESSMENT OF CHALLENGES AND STRATEGIES IN TEACHING AND
LEARNING OF KISWAHILI IN PUBLIC SECONDARY SCHOOLS IN HAMISI SUB-
COUNTY, KENYA**

BY

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DECLARATION

CANDIDATE'S DECLARATION

This thesis is my original work and has not been presented in any other university or institution for a degree award.

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DEDICATION

To my daughter June Wambuga and son Ricky Mwasawa.

ABSTRACT

Teaching and learning of Kiswahili in public secondary schools has not yielded desired results in the Kenya Certificate of Secondary Education examinations. In Hamisi Sub-county mean scores remained low at average of 5.43 for the years 2010 to 2014 the lowest in Vihiga County compared to Sabatia's 5.88, Vihiga's 5.71 and Emuhaya's 5.62. Existing studies indicate that increasing effectiveness in teaching and learning positively influence performance. However, challenges in teaching and learning reduce effectiveness leading to poor performance. The purpose of this study was to assess the challenges and strategies in teaching and learning of Kiswahili in public secondary schools in Hamisi Sub-county. The objectives of the study were; to assess challenges in relation to resources in teaching and learning of Kiswahili in public secondary schools in Hamisi Sub-county, to assess challenges in relation to scope of Kiswahili curriculum in teaching and learning of Kiswahili in public secondary schools in Hamisi Sub-county, to assess challenges in relation to learners' attitude towards Kiswahili in teaching and learning of Kiswahili in public secondary schools in Hamisi Sub-county and to establish strategies for coping with the challenges in teaching and learning of Kiswahili in public secondary schools in Hamisi Sub-county. The study was conceptualized on challenges in teaching and learning of Kiswahili. The study design was descriptive survey. Study population was 4,106 form four students, 139 Kiswahili teachers, 47 principals and 1 Quality Assurance and Standards Officer. Krejcie and Morgan's (1970) formula was used to select a sample of 351 form four students and purposive sampling was used to select 42 form four teachers of Kiswahili. Saturated sampling technique was used to select 42 principals and 1 QASO. Questionnaires, interview schedule and observation checklist were used in data collection. For reliability of instruments, a pilot study was done by test-retest method for questionnaires and interview schedule. The reliability coefficient was 0.72 and 0.75 for students and teachers questionnaires respectively. The interview schedule yielded reliability coefficient of 0.80. Inter-rater reliability was done on observation checklist and reliability coefficient stood at 0.77. Face and content validity of instruments was judged by experts in Department of Educational Communication, Technology and Curriculum Studies, Maseno University. Quantitative data was analysed by descriptive statistics involving frequencies, means and percentages. Qualitative data was categorized into themes and reported in verbatim excerpts. The findings revealed challenges of inadequate resources at 2.79, wide Kiswahili curriculum 2.90 and negative attitude of learners towards teaching methods 2.44 and evaluation techniques 2.34. Strategies for coping with inadequate resources were: government funding at 3.00, improvisation 2.20, parents 2.20 and donations 1.58. For wide syllabus, strategies were: integration at 2.59, assignments 2.53 and content prioritization 2.08. For negative attitude, strategies were: speaking of Kiswahili on specific days at 3.22, reading culture 2.45 and motivational speeches and rewards 2.43. Conclusions from the study were; schools have challenges of inadequate resources, wide scope curriculum and negative attitude of learners towards teaching methods and evaluation techniques. Schools have various strategies for coping with the challenges. The study recommends that schools avail adequate resources in teaching and learning Kiswahili, the curriculum be reviewed to reduce content especially in compositions, literature and oral literature, schools cultivate positive attitude among learners towards teaching methods and evaluation techniques and to seek solutions to the challenges. Study findings may benefit teachers, scholars, curriculum developers and policy makers in understanding challenges, adopting and utilizing strategies to address the challenges in teaching and learning of Kiswahili.

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LIST OF ABBREVIATIONS AND ACRONYMS

FDSE	:	Free Day Secondary Education
ICT	:	Information and Communication Technology
KCPE	:	Kenya Certificate of Primary Education
KCSE	:	Kenya Certificate of Secondary Education
KIE	:	Kenya Institute of Education. (Currently KICD: Kenya Institute of Curriculum Development)
MOEST	:	Ministry of Education Science and Technology
KNEC	:	Kenya National Examinations Council
QASO	:	Quality Assurance and Standards Officer

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CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

Teaching is very important in curriculum implementation. If there are challenges in teaching, then learning is affected and good performance may not be realized. Increasing the effectiveness in teaching would have a large enduring impact on performance (Murphy & Machin, 2011). Teachers of Kiswahili and students may be faced with challenges that make it difficult for them to realize good performance in national examinations and may have to apply strategies to cope with these challenges. The challenges relate to resources, scope of the curriculum and learners' attitude.

The study focused on resources, scope of the curriculum and learners' attitude because studies have shown that they are key aspects in teaching and learning. Resources are vital in teaching and learning. Stevens and Graddy (2005) found that school resources had a positive impact on student performance in secondary schools in United Kingdom. Resources offer students more opportunities to participate in class and make teaching and learning more learner centered. Challenges occur in teaching and learning where resources are inadequate. Teevno (2010) researched on challenges faced by teachers and students in teaching of English at secondary school level in Pakistan. The study revealed a challenge of inadequate resources which hindered teaching and learning of the subject. However the study involved only teachers and students while the current study had two more categories of respondents; principals and QASO.

The curriculum can pose a challenge if it is too broad. Heavy loaded programme in English language was found to be a challenge in Turkey (Ozsevik, 2010). This is because students were bombarded with too many language items in a given period eventually affecting their

performance. This also came out in a study in Malaysia where broad content was seen to hinder teachers' ability to employ interesting and effective teaching styles (Rahman, 2009). In such a situation teachers may be forced to rush to cover the syllabus. The study by Ozsevik used mixed methods research design while the current study used descriptive survey design. Rahman on the other hand focused on teachers and students leaving out the supervisors of curriculum implementation which the current study included.

Learners' attitude is very important in language teaching. It may determine if the learners get what the teacher teaches. Verma (2005) reports that attitude plays a role in language teaching and learning in India. The study was conducted among 350 students at different English medium universities. Students had negative attitude towards English which developed at secondary school level hence they were not putting any effort to learn at tertiary level. Students dropped courses due to lack of proficiency in English. This report is similar to that of Ming, 2011 where poor attitude towards English was a factor contributing to poor performance in Malaysia. The study by Verma was conducted among tertiary level students while the current study was carried out among secondary school students. Ming on the other hand used questionnaires only while the current study used questionnaires, interview schedule and observation checklist. Though all these studies are important in highlighting the challenges, they were done in different settings therefore the results could be generalized to the Kenyan context hence the need to carry a similar study in Kenya. Moreover all have been done in teaching and learning of English, hence there was need for a similar study in Kiswahili.

Elsewhere in Africa challenges in teaching and learning particularly in English language have been reported. Evue (2013) in a study in Nigeria reports that 95% of respondents said teaching and learning aids were a major problem. Sa'ad and Usman (2014) also in Nigeria had similar

finding. Badugela (2012) studying problems facing educators in implementation of national curriculum in Tshifhena Secondary school of Vihembe District, South Africa also reported inadequate materials as a major problem. On negative attitude, Sa'ad and Usman (2014) report that negative attitude was one of the major causes of poor performance in English in Nigeria. The studies by Evue and Sa'ad and Usman relied questionnaires only for data collection while the current study used interview schedule and lesson observation checklist in addition to the questionnaires. The study by Badugela used case study design while the current study used descriptive survey design. Also these studies were in English language while the current study was in Kiswahili. In addition these studies were done in different countries (Nigeria and South Africa), therefore the results could not be generalized to the Kenyan context hence the need for the current study.

Challenges have been found to hinder successful implementation of curriculum in Kenya. Frederiksea (2012) and Kenya Institute of Education (2010) report challenges related to inadequate resources. However, these two studies studied the curriculum in general while this study focused on Kiswahili. Kobia (2009), Ambuko (2008) and Ogero (2012) reporting specifically on Kiswahili had the same observation. However, the studies by Kobia, Ambuko and Ogero were carried out in the early years of Free Day Secondary Programme of funding schools started in 2008. There was need to assess the situation years later. Kobia (2009) further observed that one of the challenges in implementation of the 2002 Kiswahili curriculum in Kenya was wide and broad syllabus. In addition, Opimbi (2011) found that the allocated time was not adequate to cover the wide syllabus. In another study by Malilo (2014), 60% of respondents said that the Kiswahili curriculum was not manageable. The current study was different from these studies as it went further to point out specific areas which made the Kiswahili curriculum wide

and to establish strategies for coping with the challenge. Mbiti (2013) cites poor attitude of students towards Kiswahili as a challenge facing teachers and students in the process of teaching and learning Kiswahili in public secondary schools. Kang'ahi, Indoshi, Okwach and Osodo (2012) observe that learners' attitude towards Kiswahili was positive but noted irony in that their performance was poor. Studies by Mose (2007) and Kobia and Ndiga (2013) found that students had negative attitude towards Kiswahili. However, these studies focused on Kiswahili as a subject in general whereas the current study went focused on four elements of the Kiswahili curriculum. Opimbi (2011) did a study on attitude based on the elements of the Kiswahili curriculum and observed that students in Siaya District (currently Sub-county) had negative attitude towards content and teaching methods and positive attitude towards objectives and valuation techniques. The current study sought to find out if the same differences in attitude towards different elements of the curriculum applied among students in Hamisi Sub-county where the current research was carried out.

It is important to find out how schools were coping with the challenges in teaching of Kiswahili in secondary schools. Kanyi (2015) studied strategies for coping with challenges in relation to inadequate time and inadequate resources in teaching and learning in English. There was need to do a similar study in Kiswahili. Furthermore, the study by Kanyi involved only teachers while the current study involved students, Kiswahili teachers, principals and QASO. Most of the studies done in Kiswahili; challenges in implementation of the Kiswahili curriculum; Kobia (2009) and Malilo (2014), factors influencing implementation of the Kiswahili curriculum Opimbi (2011) and Karimi (2014) and causes of poor performance in Kiswahili Maina (2003) did not seek views of respondents on coping strategies. Researchers who have attempted to point out coping strategies have ignored the views of respondents which are important. They have

ended up giving the strategies as their recommendations. This leaves it to speculation as to whether there were attempts to apply the strategies and if so to what extent. This study sought to bridge this gap.

Kiswahili language is used widely for communication in East and Central Africa (Chimera, 1998). Despite the importance of Kiswahili, performance in national examinations has not been impressive. A case in point is Kenya Certificate of Secondary Education (KCSE) examination performance of the year 2012 where the national mean score attained was 35.81%. This was a significant decline of 13.01% from the previous year 2011 (Ngirachu, 2013). Kiswahili is one of the subjects which the Minister of Education wanted probed due to poor performance. KNEC reports (KNEC, 2008; KNEC, 2010) point out that, students are unable to express themselves effectively in Kiswahili and directly lift answers from comprehension passages hence the answers lack flow. Furthermore, Momanyi (2009) reveals that secondary school graduates have low communicative competencies in Kiswahili. Even at the university, Kiswahili students exhibit weaknesses in the language. Kimemia (2001) observes that even Kiswahili students at the universities continue to show incompetence in speaking and writing.

Performance of students in the K.C.S.E examinations in Kiswahili in Hamisi Sub-county has remained poor. The highest mean score attained in the years 2010 to 2014 was 5.85 out of the possible 12 points. However, an assessment of the challenges and strategies in teaching and learning of Kiswahili in public secondary schools in the sub-county had not been done. Hamisi Sub-County had the poorest trend in performance in KCSE Kiswahili examination in Vihiga County for the years 2010-2014. The average sub-county mean was also below the average county mean. This performance is shown in Table 1.1.

Table1.1: Kiswahili KCSE examination results for Vihiga County for the years 2010 to 2014.

Year/ Sub-County	2010	2011	2012	2013	2014	Average
Sabatia	5.79	6.27	5.22	6.07	6.03	5.88
Vihiga	5.78	5.96	4.92	6.04	5.87	5.71
Emuhaya	5.76	5.98	5.12	5.36	5.88	5.62
Hamisi	5.29	5.53	4.91	5.59	5.85	5.43
Average county mean						5.66

Vihiga County Education Office

It is due to this poor performance in Kiswahili that made Hamisi Sub-county the most appropriate area for this study in the county. From the Table 1.1, it is clear that the mean score had not gone beyond C and even dropped to D+ in 2012. In that year only 11 schools out of the 37 that did KCSE had their Kiswahili mean scores above C which is the average grade. It was the view of the stakeholders that this performance was dissatisfactory. There was need to reverse this trend. Murphy and Machin (2011) observe that teaching plays an important role in students' performance. Teaching and learning are the important part of curriculum implementation. Focusing on what happens in a teaching and learning situations and the challenges faced can help to obtain wealth of information to improve performance. This study assessed the challenges and strategies in teaching and learning of Kiswahili in public secondary schools in the sub-county.

1.2 Statement of the Problem

Performance in Kiswahili in K.C.S.E examinations in Kenya has not been impressive. This has raised concern among stakeholders. During the release of 2012 KCSE results, the Minister of Education ordered a probe into the poor performance of Kiswahili. In the year 2012 the national mean score attained was 35.81% a significant decline of 13.01% from the year 2011. The

performance in national examinations in Kiswahili in Hamisi Sub-County has remained poor. The KCSE examination average score was 5.43 out of the possible 12 points between the years 2010 and 2014. For these years, the sub-county showed the poorest trend in performance in Kiswahili in Vihiga County. Despite this poor performance, an assessment of the challenges in relation to resources, scope of the curriculum and learners' attitude towards Kiswahili had not been done. Similarly strategies for coping with these challenges had not been assessed. Focusing on challenges and strategies in teaching and learning can give insight on how to improve the performance of learners in Kiswahili. Furthermore the public needs accountability on the use of public resources in public schools where this study was carried out.

1.3 Purpose of the Study

The purpose of this study was to assess the challenges and strategies in teaching and learning of Kiswahili in public secondary schools in Hamisi Sub-county.

1.4 Objectives

The objectives of the study were to:

- i. Assess challenges in relation to resources in teaching and learning of Kiswahili in public secondary schools in Hamisi Sub-county.
- ii. Assess challenges in relation to scope of the curriculum in teaching and learning of Kiswahili in public secondary schools in Hamisi Sub-county.
- iii. Assess challenges in relation to learners' attitude in teaching and learning of Kiswahili in public secondary schools in Hamisi Sub-county.
- iv. Establish strategies for coping with the challenges in teaching and learning of Kiswahili in public secondary schools in Hamisi Sub-county.

1.5 Research Questions

The study was guided by the following questions:

- i. What are the challenges in relation to resources in teaching and learning of Kiswahili in public secondary schools in Hamisi Sub-county?
- ii. What are the challenges in relation to scope of the curriculum encountered in teaching and learning of Kiswahili in public secondary schools in Hamisi Sub-county?
- iii. What are the challenges in relation to learners' attitude teaching and learning of Kiswahili in public secondary schools in Hamisi Sub-county?
- iv. Which are strategies for coping with the challenges in teaching and learning of Kiswahili in public secondary schools in Hamisi Sub-county?

1.6 Significance of the Study

Teaching and learning is an important aspect of teacher-learner interaction which forms an integral part of curriculum implementation process. Teaching and learning should therefore be as effective as possible. However, challenges encountered in teaching and learning may render the process less effective contributing to poor performance. Kiswahili is core subject and one of the important subjects in career choice. Poor performance is therefore critical because it hinders enrolment of students in careers of their choice. Since Kiswahili is one of determinant subjects in university entry, poor performance hinders enrolment into public universities too. Poor performance creates the impression that Kiswahili is a difficult subject thus demoralizing students. Teachers and parents are equally demoralized in a society where good performance in academics is examination oriented. It is discouraging at a time when Kenya as a country is embracing Kiswahili not only as a national language but also the first official language as stipulated in the 2010 constitution.

The study found challenges of inadequate resources. This information can be useful to resource providers such as parents, the government and donors. The study findings show that the Kiswahili curriculum was wide. The curriculum was wide particularly in literature, oral literature and compositions. This information can be useful to curriculum designers as it can guide them in reducing curriculum overload. The study showed that students had negative attitude towards teaching methods and evaluation techniques. This information can be useful to students, teachers, parents and curriculum supervisors as it can guide them on areas to focus in cultivating positive attitude of learners towards Kiswahili curriculum. The study also revealed strategies applied in coping with the challenges in teaching and learning of Kiswahili and the extent to which they were applied. This information can guide students, teachers, curriculum supervisors and policy makers in strengthening the strategies and seeking solutions to the challenges in order to improve the teaching and learning process. The study in general may be of significance to teachers, scholars, parents, curriculum designers, policy makers, and other interested parties in understanding the challenges and strategies in coping with the challenges in teaching and learning of Kiswahili in public secondary schools and guiding appropriate decisions and actions.

1.7 Scope of the Study

This study focused on challenges and strategies in teaching and learning of Kiswahili in public secondary schools in Hamisi Sub-county. This study focused on challenges in relation to; resources, scope of Kiswahili curriculum and learners' attitude towards Kiswahili because studies have shown that these are important aspects in teaching and learning. The study focused on form four teachers of Kiswahili, form four students, principals and Quality Assurance and Standards Officer (QASO). Since teachers of Kiswahili are directly involved in teaching the subject, they understand the challenges faced while teaching. Teachers and students were the key

respondents. Form four students were chosen because they had undergone the entire Kiswahili curriculum and therefore would give more credible information on challenges in learning of Kiswahili than form one, two and three students. Principals and QASO supervise curriculum implementation at secondary school and sub-county level respectively.

1.8 Limitations of the Study

Since the subject of study here was Kiswahili, the researcher anticipated that some terminologies used in the questionnaires may not be well understood or may be confused with those of English which is a subject taught in the same schools. The researcher therefore provided the Kiswahili version of those terminologies.

The study did not involve Kenya Institute Curriculum Development (KICD) officials although they are involved in developing Kiswahili curriculum and providing in-service training of teachers. However the researcher had four categories of respondents which was considerably a wide scope.

1.9 Assumptions of the Study

The study assumes that:

- i. Teachers of Kiswahili are academically and professionally qualified.
- ii. The school culture supports teaching and learning of Kiswahili in Secondary schools.

1.10 Conceptual Framework

The study was based on the pedagogical concepts of teaching and learning which are a function of resources, scope of the curriculum and learners' attitude. In teaching and learning of Kiswahili there was a gap between the expectation (syllabus) and reality (KCSE exams). It was apparent that schools faced challenges and the scope of this was the focus of the study. The study

therefore assessed the challenges relating to the three important aspects in teaching and learning of Kiswahili. According to research (Farrant 2006; Tomlinson 1998; Rahman 2009, Aydin 2012) and Ombui (2012) the possible challenges confronting the implementation of any curriculum relate to resources, scope of the curriculum and learners' attitude. The conceptual framework is shown on Figure 1.1.

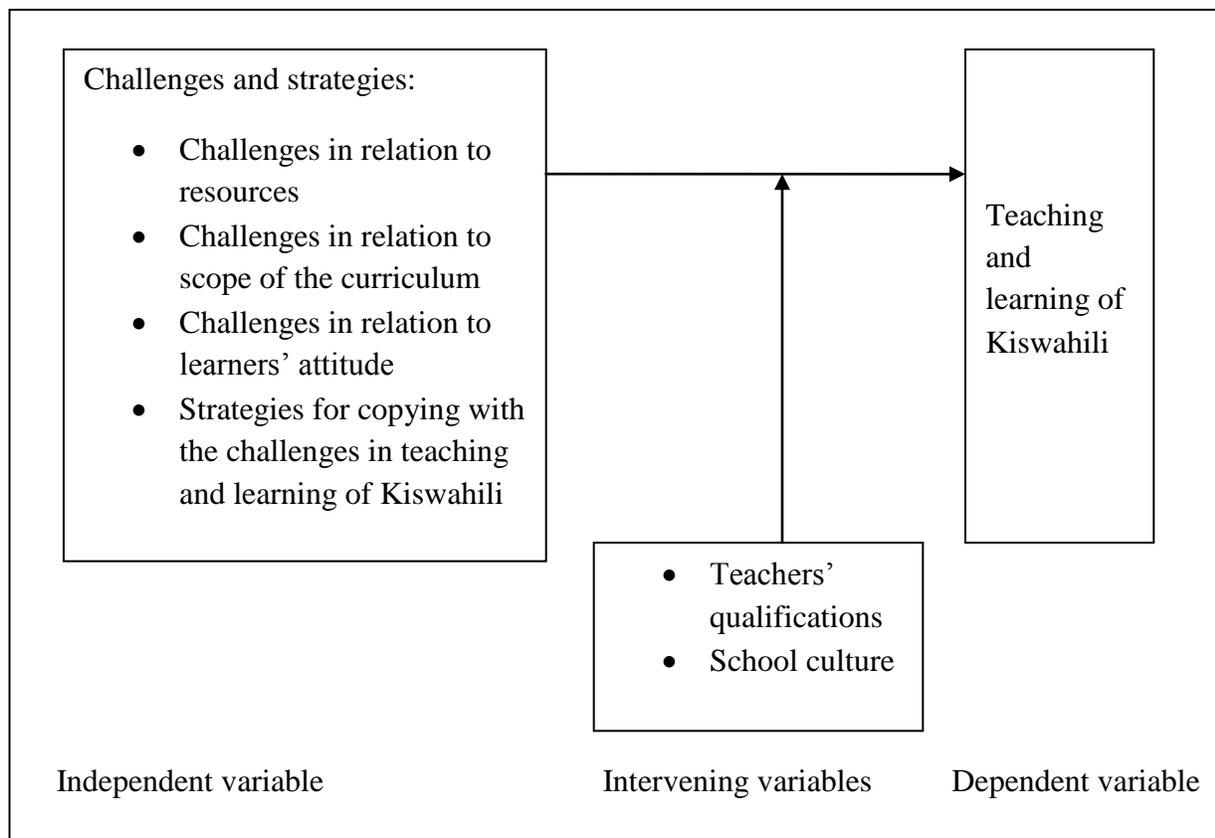


Fig 1.1: A conceptual framework for the assessment of challenges and strategies in teaching and learning of Kiswahili.

Resources are the tools that facilitate teaching and learning. Therefore resources are very important in teaching and learning. Inadequate resources can impact negatively on performance of students. Farrant (2006) observes that teaching and learning resources have effect on academic performance. Resources help teachers in making important decisions in teaching. Tomlinson (1998) writes that resources pre-empt all important decisions which teachers make in teaching.

Farrant (2006) recommends resource based teaching and learning for its role in stimulating, arousing enthusiasm and guiding learners.

Scope of content against allocated time is very important in implementation of any curriculum. It affects teaching methods as well as use of materials. Rahman (2009) observed that broad curriculum affected time management among teachers. Teachers lacked adequate time to prepare and use materials in teaching. Some content that was considered less important was skipped. Broad curriculum increased workload among teachers in Turkey (Aydin, 2012). This affected teaching as teachers became de-motivated. Scope of the curriculum should be matched with time allocated to cover it.

The mental preparedness of learners is necessary for teaching and learning to occur. For teaching and learning to be successful, students must have interest in what is taught. Ombui (2012) observed that attitudes of students towards a subject have an implication on their academic performance. If students have a positive attitude towards a subject they are likely to be enthusiastic in learning it. Even where a learner has the skills he will not be able to use them in an autonomous way unless the underlying attitudes are there as well (Tomlinson 1998). There is need to promote positive attitude among learners alongside knowledge and skill acquisition.

In view of the challenges, schools develop strategies for coping with the challenges in teaching and learning of Kiswahili. The fundamental importance of the strategies is to minimize the challenges and make the implementation of the curriculum easier. For instance, teachers make most of the decisions in a teaching learning environment. KIE (2002) recommends that the teacher comes up with as many teaching materials as possible depending on the nature of learners. This can help cope with the challenge of inadequate resources.

Teaching and learning are two sides of the same coin. For effective learning to take place, teaching should also be effective. Teaching and learning in Kiswahili may be rendered ineffective due to challenges encountered leading to poor performance. Performance in examinations have been used as an indicator as to whether or not teaching and learning have taken place. Shepherd (2012) emphasizes the need for a teacher to transfer knowledge to learners in a meaningful way. Poor performance would invariably mean teaching and learning has not taken place effectively.

There were two possible intervening variables namely, teacher qualifications and school culture.

These were addressed in the study as follows:

- a. On teacher qualification, it was assumed that all teachers are academically and professionally qualified. This is because it is a requirement by the Teachers Service Commission that all teachers serving in schools must be registered and qualification is mandatory for registration. All teachers in the study were registered by the Teachers Service Commission and therefore academically and professionally qualified.
- b. On school culture, normally there are private and public schools in Kenya. This may cause variation in funding and provision of resources in public and private schools. To address this, the researcher used only public schools in the research as these are funded by the government and the public guided by the Ministry of Education policy hence they reflect similar characteristics.

1.11 Operational Definition of Terms

Key terms used in the study are defined as follows:

Assessment - refers to evaluation of challenges and strategies in teaching and learning of Kiswahili.

Challenges - refers to constraints to implementation of Kiswahili curriculum in relation to resources, scope of the curriculum.

Language policy-refers to body of ideas, laws, regulations, rules and practices indented to achieve the planned language change in an institution or society.

Learners' attitude - refers to predisposition of learners towards Kiswahili curriculum.

Learning - refers to learners' reception of what is taught in a Kiswahili lesson.

Public secondary schools - refers to secondary schools run on public funds.

Scope of the curriculum - refers to the content, learning experiences and activities included in the Kiswahili curriculum.

Strategies - refers to plans and actions taken to cope with challenges in teaching and learning of Kiswahili in secondary schools.

Teaching - refers to preparation, delivery and follow up of a Kiswahili lesson.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter deals with challenges and strategies in teaching and learning of Kiswahili in relation to resources, scope of the Kiswahili curriculum and learners' attitude towards Kiswahili. It also deals with the strategies for coping with the challenges in teaching and learning of Kiswahili. The review is organized according to the objectives of the study.

2.2 Challenges in relation to Resources in Teaching and Learning of Kiswahili

This area looks into availability of resources in teaching and learning. Inadequate resources reduce teachers' effectiveness. Farrant (2006) says that resource based learning encourages the teacher to take pride in how well students can learn. It makes teaching and learning to be student centered rather than teacher centered. Materials offer more opportunities for learners' participation in class. Where teaching and learning resources are not adequate teachers are likely to use teacher centered methods such as lecturing. In lecturing, students are largely passive hence very little can be observed from them. Farrant (2006) asserts that in teacher centered approaches there is tendency to regard students as uniform groups of learners rather than individuals with different needs and talents. Arends (2007) sees this as a big challenge for teachers as students have different abilities. The student centered teaching and learning can be made possible by use of a variety of teaching and learning resources.

The KIE syllabus (KIE, 2002) recommends the teacher to enhance ability to communicate in Kiswahili by emphasizing on language skills. It further stresses use of teaching materials and recommends improvisation where such materials are not available. This would ensure that concepts are better understood. Mayer (2009) claims that visual materials play an important role

in assisting instruction in order to clarify, define and explain the related teaching point. Therefore, it is safe to say that in order to create a meaningful learning atmosphere and to offer a comprehensible input, word and pictures need to be presented at the same time.

The secondary education syllabus KIE (2002) stipulates the teaching of the four language skills in Kiswahili namely speaking, listening, writing and reading. Use of various resources would ensure the skills are effectively taught as varied teaching materials would appeal to more senses. This would in turn enhance retention. Instructional materials play a very important role in the teaching and learning process by enhancing the memory level of the students (Effiong, Ekpo, and Igiri, 2015). This would also cater for more individual differences. Plakans (2011) stresses the importance of a teacher being able to observe students using language in context or through tasks that require performance of languages. These include listening and speaking tasks.

Text books for instance are the main resource for any teacher and student. Books are important before, during and after the lesson. Teachers need text books to plan for lessons while students need them to prepare for lessons. In languages including Kiswahili, some aspects such as comprehension cannot be taught without passages found in text books. After the lesson, students need the text books for reference, revising what has been taught and doing assignments. Tomlinson (1998) observes that teachers rely on course books for content and order of the content. Where books are inadequate, the teacher arrives with a copy or a few copies and reads from the front of the class or selects a few students who read aloud as the others follow. Then the teacher requires the students to answer the questions from what has been read. This denies the student a direct experience with the book and opportunities to improve their reading skills. Text books are also important in cultivation of reading culture among learners.

Nkechi (2008) studied educational impact of language assessment in Nigeria and observed that in Nigeria despite language learning being text book based most students did not have access to them. Nkechi further observed that inadequate text books affected assessment which is an element of the curriculum. Language assessment was carried in a way that held learners responsible for what was not taught or was improperly taught. However, Nkechi related resources to evaluation only while the current study related resources to teaching and learning.

Evue (2013) also did a study on of challenges facing teaching of English language in secondary schools in Aniocha South Local Government Area of Delta State of Nigeria using descriptive survey design. The study was carried out on a sample of 300 students and 79 teachers. Questionnaires were used in data collection. The study revealed that non availability of teaching aids was a major problem in teaching and learning of English. Sa'ad and Usman (2014) studied causes of poor performance in English among senior secondary school students in Dutse Metropolis of Jigawa State, Nigeria. The study was conducted using questionnaires among teachers and students. The study revealed that inadequacy of teaching and learning materials contributed to poor performance in English. Although these studies are useful in highlighting the challenge, they were done in English. A similar study needed to be carried out in Kiswahili. Again the studies did not involve curriculum implementation supervisors who are important as far as teaching and learning materials are concerned. The current study not only involved teachers and students but also included principals and QASO. Moreover, study by Evue and Sa'ad and Usman relied questionnaires only for data collection the current study used interview schedule and lesson observation checklist to corroborate information collected using questionnaires.

A study by Mose (2007) brought out the challenge of inadequate resources. Mose was studying factors affecting implementation of Kiswahili curriculum reforms in public secondary schools in Ngong Division of Kajiado district. The study used a sample of 224 Form three students, 16 teachers of Kiswahili and 8 Heads of Departments (HODs). The study employed questionnaires and interview schedule as tools of data collection. The study revealed that there were no adequate resources in schools. However the study used form three students who had not undergone the entire curriculum therefore might not have given more credible information compared to form four students used in the current study.

Inadequacy in teaching and learning resources is a reality in many schools in Kenya. KIE (2010) did a summative evaluation of revised secondary school curriculum. The report cites inadequacy of instructional materials as one of the factors hindering successful implementation of the curriculum in many schools in Kenya. However, the study evaluated implementation of the curriculum in general. Therefore there was need to do a study to give a deeper overview of the situation in terms of teaching and learning materials at subject level in this case Kiswahili. Moreover the KIE study did not specify the level of inadequacy of various teaching and learning resources used in teaching and learning of Kiswahili.

In a similar study, Ogero (2012) researched on institution-based factors influencing students' performance in Kiswahili language at KCSE examinations in public secondary schools in Sameta Division of Kisii County. The study used descriptive survey design. The sample of respondents was drawn from form four students, teachers of Kiswahili and principals. The study found that majority of the schools had inadequate teaching and learning resources to a level that learners lacked language course books. However, in the study by Ogero questionnaires and interview schedule were used to collect data while in the current study apart from two tools, observation

checklist was used to corroborate the information collected. This increased the authenticity of data collected.

Ambuko (2008) observed shortage of materials in teaching and learning of Kiswahili. This meant that teachers could not regularly use materials in lesson delivery. In the study by Ambuko, out of four teachers observed only one used a picture to illustrate what was being taught. Only 40% of teachers surveyed used newspapers and journals. While the study by Ambuko focused on selection and use of materials, this study looked at challenges in relation to resources in teaching and learning of Kiswahili. The study by Ambuko was conducted among form two students who may not have had a complete overview having not interacted with the resources for a full cycle of secondary education. The current study was done among form four students. Ambuko conducted the study in 2008 at the inception of FDSE programme, this study was necessary to find out if the situation had changed eight years later.

In addition Kobia (2009) carried out a study on challenges facing the implementation of 2002 secondary Kiswahili Curriculum in Kenya. The study was carried out among teachers of Kiswahili. The teachers reported that resources were scarce, inadequate and in some cases unavailable. Kobia reported that teachers admitted they did not use teaching and learning resources. However this study was carried out among teachers leaving out other stakeholders such as students, and principals who could also have information on resources. In the current study apart from Kiswahili teachers, the researcher also involved students, principals and QASO.

Gaichu (2015) did a study on factors influencing performance in Kiswahili at KCSE level in Moyale sub-county. The study was based in 7 schools where 7 principals, 8 teachers of Kiswahili and 115 students were involved. Data was collected through questionnaires that were

administered to students, teachers and principals. The study found that majority of the schools had inadequate teaching and learning resources to a level that learners lacked language course books. His study however looked at resources as a factor in performance and not a challenge in teaching and learning of Kiswahili. He also used questionnaires only to gather information. The current study incorporated interview schedule and observation checklist which gave a detailed assessment of challenges in teaching and learning of Kiswahili.

Most of the studies touching on resources Ambuko (2008), Kobia (2009), KIE (2010) and Ogero (2012) were carried out in the early of FDSE whose implementation started in the year 2008. In this programme funds were sent directly to schools to be used to purchase resources apart from meeting other expenses of running schools. There was need therefore to assess the state of resources after a number of years of the programme. Also most of the researches Sa'ad and Usman (2014), Gaichu (2015) and Ogero (2012) tend to relate resources to performance and not teaching and learning process. Moreover the levels of challenge of various resources used in Kiswahili seem not to have attracted the interest of many researchers.

2.3 Challenges in Relation to Scope of the Curriculum in Teaching and Learning of Kiswahili

The 8-4-4 syllabus was revised for the second time in 2002. In KIE (2002), one of the concerns the revision was intended to address was overload in the curriculum. In Kiswahili, this concern was to be addressed by reduction of some content. In the new syllabus adopted in 2002 teaching of vocabulary independently in Kiswahili was done away with and integrated in teaching other aspects including literature, comprehension and social linguistics. However, the content was widened by introducing additional learning areas which were not in the 1992 syllabus. In grammar new content included phonetics, syntactic analysis of sentences and social linguistics.

In Literature, reading of short stories and oral literature was introduced. In composition, additional types of writing including notices, memos, diaries, recipes, e-mails, faxes, telephone messages, and curriculum vitae among others were introduced. Moreover, the additional areas were not matched with increase in time allocated to cover the additional content.

Scope determines the teaching method that the teacher employs in class. Rahman (2009) notes that wide curriculum hindered teachers' ability to employ interesting and more effective teachings styles. The teacher may not employ teaching methods that are learner centered. Malilo (2014) observed that those teachers who felt that the syllabus was unmanageable were most affected in teaching methodology. They tend to use methods that were less interactive such as lecturing. In such a case slow learners are disadvantaged as the teacher rushes over the syllabus in limited time. Even the fast learners may not be given a chance to ask questions.

Malilo (2014) carried out a study on challenges of teaching the expanded Kiswahili syllabus in ten selected schools in Trans-Nzoia. The study was carried out among teachers of Kiswahili, teachers in charge of academic programs and principals. A total of 44 respondents participated in the study. On whether the scope of the Kiswahili syllabus was manageable, 60% of the respondents said that it was not manageable, 30.3% said it was fairly manageable while 9% said it was manageable. From this study it was clear the expansion of syllabus made it less manageable. However Malilo was not specific on content areas in Kiswahili that contributed to the wide scope. Therefore, there is need for further examination of specific content areas to ascertain where the burden of scope lied.

Though English and Kiswahili subjects have almost equal content, English has more lessons in a week than Kiswahili. In form one and two English has six lessons in a week while in form three

and four the lessons are eight. On the other hand Kiswahili has five lessons in a week in form one and two and six lessons in a week in form three and four. Malilo (2014) notes that among the many reviews done in Kiswahili teaching, time has been given insignificant position. Kiswahili being a language does not only involve content. Alongside the content, teaching of the four language skills namely listening, speaking, writing and reading has to be addressed. Due to the wide content the four skills may not be taught adequately.

A study by Kobia (2009) found that one of the challenges in implementation of the 2002 Kiswahili curriculum in Kenya is wide and broad syllabus. Kobia conducted the study among teachers of Kiswahili using questionnaires. Apart from teachers of Kiswahili the current study sought views of students who are the recipients of the curriculum and principals and QASO who supervise curriculum implementation. Apart from questionnaires the current study used interviews and observation schedule to obtain more information and corroborate information collected using the questionnaires. Furthermore this research goes further to point out specific areas which make the curriculum wide and to establish and strategies in addressing this challenge.

The revised curriculum increased the workload for the teacher making planning and implementation difficult. Sometimes the content is covered superficially. This in turn affects performance. Opimbi (2011) carried a study on factors influencing implementation of Kiswahili curriculum. Study design was descriptive survey. Data was collected from students, teachers of Kiswahili and head teachers. Scope of the curriculum was one of the factors. From the study 66% of teachers studied were unable to clear the Kiswahili syllabus in the allocated time. However, Opimbi studied scope of the Kiswahili in the perspective of a 'factor' in implementation of Kiswahili curriculum while the current study assessed scope in the

perspective of a 'challenge' and went further to assess various content areas to show which areas contributed to the widest content.

2.4 Challenges in relation to Learners' Attitude in Teaching and Learning of Kiswahili

Negative attitude towards Kiswahili in Kenya is historical. Glogowsky (2008) says that though the problem of lack of interest in reading language is found even in developed countries, in Kenya it is compounded by deep rooted issues that have been part of the system since 1963. Language policies in the country have always promoted English which is a foreign language. Whitely (1974:484) cites a survey conducted among secondary school teachers where teachers drew to the problem of negative attitude towards Kiswahili. At that time, students were discouraged from using any other language outside the class other than English. Any Kenyan who did not speak English it meant that his/her formal education was not advanced beyond primary school level (Kennedy, 1984). A person was considered learned if he exhibited good mastery of English. Today the situation may not be different.

Despite Kiswahili being a national language since 1974, it is still taught as a subject and it has not reached a level where it could be used as a medium of instruction. Every government sponsored commission from colonial era to date has offered nothing short of hindrance to Kiswahili's triumph over English as a medium of instruction (Chimerah, 1998). Apart from English being taught as a subject it is also the sole medium of instruction. The Phelps-Stokes commission of 1924 emphasized training in tasks that require the use of hands while the Beecher commission totally ignored Kiswahili. The Binns' report of 1952 recommended that Kiswahili be eliminated except in areas where it was the mother tongue. English was endorsed as a medium of instruction in all grades by the Pretor/Hutasoit commission of late 1950s (Chimera, 1998). This was endorsed again with slight change of Kiswahili becoming a compulsory subject by the

Kenya Education Commission of 1964. In the Gachathi commission of 1976, Kiswahili would be an important subject in primary and high school. Though this had been done, serious teaching and planning for Kiswahili was not addressed because the subject was not examinable.

It is the Mackay commission of 1981 that made Kiswahili a compulsory and examinable subject in all grades (Chimerah, 1998). With the continued emphasis in English, students therefore would give priority to English over Kiswahili. Glogowsky (2008) says when students and teachers speak of encouraging a culture of reading they invariably mean the culture of reading English. Students have also not appreciated the role of Kiswahili in career choice. Malilo (2014) noted that students do not see Kiswahili as an important subject in career prospects. Such students may not give the subject the attention it deserves.

Because of language policies that have continued to favor English over the years, parents also tended to encourage their children in English than in Kiswahili. Maina (2003) says that most parents feel that Kiswahili is not a very important subject compared to others like Sciences and Mathematics. They discourage their children from devoting a lot of time studying Kiswahili. Children's perception of their parents' support is related to their attitude towards a subject. Malilo (2014) notes that English has been given preference by most parents. Therefore parents might have played a role in the attitude the learners have towards Kiswahili.

Even where a learner has the skills he will not be able to use them in an autonomous way unless the underlying attitudes are there as well, (Tomlinson, 1998:296). To promote attitude alongside skills acquisition, the learner should be encouraged to reflect on what they are doing and why. Glogowsky (2008) says that even when students speak in Kiswahili outside classroom, the Kiswahili spoken is riddled with grammatical errors. It is therefore important to establish if

negative attitude of learners towards Kiswahili is a challenge in teaching and learning of the subject.

Studies on attitude have been carried out in Kiswahili Karimi (2014), studied factors influencing implementation of Kiswahili curriculum in public primary schools in Igoji Division Meru County. The study targeted Kiswahili teachers, head teachers and class eight pupils and used descriptive survey design. Data was collected by use of questionnaires and interview schedule. The study revealed that pupils had negative attitude towards Kiswahili. However, the study was carried at Primary school level while the current was carried at secondary school level.

A study by was carried out by Mose (2007) on factors affecting implementation of Kiswahili curriculum reforms in public secondary schools in Ngong Division of Kajiado district. Of the 224 form three students used in the study 69.5 % were found to have negative attitude towards Kiswahili as subject. A similar study was carried out by Kobia and Ndiga (2013) on the influence of secondary school students' attitude towards the implementation of Kiswahili curriculum in Igembe South District Meru County. The study employed descriptive survey research design. Target population was form four students. Data was collected using questionnaires. The results showed that the students had negative attitude towards Kiswahili as a subject. However the two studies focused on attitude of students towards Kiswahili as a subject in general while the current this researcher studied attitude of students towards Kiswahili curriculum involving the four elements namely objectives, content, teaching methods and evaluation procedures.

In a study by Opimbi (2011) on factors influencing implementation of Kiswahili curriculum attitude was one of the factors. The study was carried out in Siaya District. Attitude was measured based on the four elements of the curriculum namely objectives, teaching methods, content and evaluation. Results from the study showed that students had positive attitude towards objectives and evaluation techniques and negative attitude towards content and teaching methods. The current study sought to find out if the same differences in attitude towards different elements of the curriculum applied among students in Hamisi Sub-county where the current research was carried out.

Another study was done by Mbito (2013) studying challenges facing teachers and students in the process of teaching and learning Kiswahili in public secondary schools in Kiambu District. The study involved form four students Kiswahili teachers, principals, Heads of Departments and QASO. Data was collected using questionnaires and interview schedule. From the study, poor attitude of students towards Kiswahili was a challenge facing teachers and students in the process of teaching and learning Kiswahili.

Kang'ahi et al (2012) carried out a study on teaching styles and learners' achievement in Kiswahili language in secondary schools. The study was conducted form four students and teachers of Kiswahili. The study indicated that learners' attitude towards Kiswahili was positive but noted irony in that their performance was poor. In the studies by Mbito (2013) and Kang'ahi et al (2012), measurement of learners' attitude towards Kiswahili was not based on the four elements of the curriculum objectives, teaching methods, content and evaluation like the current study. Moreover when learners are performing poorly in a subject it is important to gauge their attitude towards that subject. This was the case in the current study.

2.5 Strategies for Coping with Challenges in Teaching and Learning of Kiswahili

Despite the challenges teaching and learning has to take place. Therefore strategies for coping with the challenges in teaching and learning Kiswahili have to be applied. School administrations are a vital in provision of teaching and learning resources using funds from the government. Ambuko (2008) observes that majority of teachers, 85% rely on school authorities to provide materials. The school authorities in this case use funds from the government which provides funding under the Free Day Secondary Education (FDSE) programme. However, the study by Ambuko points out shortage of the materials in schools. This study was done in 2008 the year the programme was launched in Kenya. It is worth finding out the situation years later.

Another strategy for coping with challenges in relation to resources is improvisation. The 2002 Kiswahili syllabus KIE (2002) recommends that the teacher comes up with as many teaching and learning materials as possible depending on the nature of learners. In Turkey, Ozsevic (2010) observed that teachers did not have adequate time to develop instructional materials. This posed difficulty in implementation of the curriculum. However the study was based on English language while the current study is based on Kiswahili. Furthermore the study was done in a different setting (Turkey). This study sought to find out the Kenyan situation. Improvisation requires creativity among teachers. However a study carried in South Africa in relation to classroom assessment noted that only 10% of teachers thought they were successful in generating their own materials (Reyneke, Lukas & Noel, 2010). Though teachers felt well equipped after theoretical training, practical implementation remained a challenge. Unlike this study that was based on assessment, the current study was broader in that it covered the four elements of the curriculum. A teacher helps in planning, identifying problems or new areas of

study, locating materials, supplying needed information and teaching new skills. The teacher studies the needs of students in class and responds to them appropriately.

Donation is another strategy for coping with challenges in teaching and learning of Kiswahili. Dawo (2009) carried out a study on girl child participation in secondary education: opportunities and challenges for day school head teachers in Kisumu Municipality. Dawo reported that some schools received funds donated through Constituency Development Fund (CDF) which they used to acquire teaching and learning materials. However the study by Dawo was based on female gender while this study is not specific to gender. Use CDF donations also vary from one constituency to another. It was important to establish if this strategy applied in Hamisi Sub-County.

Provision by parents is another strategy applied in coping with this challenge. The government policy requires that parents purchase set books for their children. KIE (2010) reports that despite the FDSE funds learners still purchase books. A total of three set book comprising of a short story, a novel and a play are required for Kiswahili literature. This study sought to assess the extent to which this strategy was applied in coping with the challenge of resources in Hamisi sub-county.

One of the strategies applied in coping with wide curriculum is integration. Gathumbi and Masembe (2005) assert that in teaching language the four skills should not be treated in isolation. KIE (2010) had a similar view. KIE (2002) further recommends merging of two autonomous but related entities in order to strengthen and enrich both. Once entities are merged they can be taught at once. Kanyi, (2015) carried out a study of teachers' strategies for coping with challenges in teaching integrated English in public secondary schools in Mombasa County. The

study design was descriptive survey. The study was carried out among teachers using questionnaires. The study found that to cope with wide scope of the curriculum, teachers consolidated related topics. However the study was done in English subject while the current one was done in Kiswahili. Another difference between the two studies is that Kanyi used only teachers the current study used four categories of respondents; students, teachers principals and QASO. Also while Kanyi used questionnaires only to collect data the current study used questionnaires, interview schedule and observation check list.

In a bid to cover the broad syllabus there is tendency to ignore areas that are not examinable at national examination level. Kobia (2009) observes tendency of teachers to emphasize on reading and writing skills while ignoring speaking and listening which are not examined at national examination. Gathumbi and Maseembe (2005) also note the possibility of speaking and listening skills being neglected for the same reason. This is reflected in another study by Rahman (2009) who noted that because of curriculum overload some content that was considered less important was skipped. Rahman was studying the effect of overloaded curriculum on the teacher while the current study looked at the challenge in teaching and learning which involves the teacher as well as the learner.

Other teachers tend to let students handle some topics on their own outside class hours. This is normally given as assignments. This meant that learners had to do much on their own. Ozsevic (2010) observed that heavy loaded curriculum leads to bombardment of students with too many language items at a given period. This is complicated by lack of enough text books. Nkechi (2008) says that despite language learning being text book based most students do not have access to them. Shepherd (2012) emphasizes not only for a teacher to have knowledge on a subject but more important to transfer that knowledge in a meaningful way to learners. So

learners may use their free time to help cover the syllabus. Kanyi, (2015) noted that to help cover the wide syllabus in English, teachers gave students questions on various topics. This study sought to find out if the same strategy is applied in Kiswahili and to what extent.

Learners' positive attitude in Kiswahili can be cultivated by use of motivational speeches and rewards. Harrison (2004) observes that teachers' enthusiasm and encouragement are the greatest gifts they can give the students they teach. In addition Maina (2003) observes that motivation is crucial force which determines whether learners embark on a task at all, how much they devote to it and how long they can persevere. Without encouragement resources and knowledge may be potentially fruitless. The new constitution passed in 2010 made Kiswahili official language alongside English. Schools are better placed to ensure that citizens embrace Kiswahili as official language. Teachers have a role to play in ensuring that this noble achievement is made a reality. Motivational speeches and rewards can influence students to embrace Kiswahili not only as a subject but also as national and official language in Kenya. Mbito (2013) respondents recommended rewarding as a way of addressing the challenge of poor attitude and improving performance. However this was given as a possible solution to the challenge. From the results it was not clear if the strategy was being applied or not. This study sought to assess the extent to which motivational speeches and rewards as a strategy was being applied to cope with the challenge.

Another strategy is cultivation of reading culture in Kiswahili. Glogowsky (2008) emphasizes the need to cultivate reading culture in Kiswahili. This goes along with provision of adequate reading materials. Gathumbi and Masembe (2005) explain three purposes of reading; for survival, for learning and for pleasure. Students need to be encouraged to read for pleasure.

There is need for students to be encouraged to read more books apart from the ones prescribed in school. Failure to use supplementary books contributes to poor reading culture.

Schools encourage speaking of particular languages on particular days in what is referred to as language policy. These policies differ from one school to another. In most schools language policies involve English and Kiswahili where specific days are set aside for speaking English and others for Kiswahili. However, many schools have language policies that tend to favor English at the expense of Kiswahili mainly because English is the language of instruction. By using the Kiswahili on specific days, the learners to build on their proficiency and increase their confidence in the language. The study by Mbito (2013) gave language policy as a possible solution to the challenge of negative attitude. If the respondents already knew that this strategy would work then there was need to find out if they were already applying it. This study sought to fill that gap.

Most of the studies done on challenges in implementation of the Kiswahili curriculum; Kobia, (2009), Malilo, (2014), factors influencing implementation of the Kiswahili curriculum Opimbi (2011), causes of poor performance in Kiswahili Maina (2003) did not seek views of respondents on strategies for coping with the challenges. Researchers who have attempted to give coping strategies give them as their recommendations. This ignores the input of respondents on the coping strategies. This study sought to bridge this gap.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Research Design

The study used descriptive survey design. The purpose of descriptive survey is description of state of affairs as it exists (Kombo & Tromp, 2006:71). The design was used because the study was to assess the challenges and strategies in teaching and learning of Kiswahili as they are in public secondary schools in Hamisi Sub-county. The design has the ability to yield a great deal of accurate information. Gall and Borg (1996) state that survey research is a systematic way of collecting data by obtaining opinions and answers from selected respondents who represent the population of interest. The design is suitable where the population is large and varied as in the current study. The design enabled the researcher to systematically obtain and analyse data by surveying a sample of the population.

3.2 Area of Study

The study was carried out in Hamisi Sub-County in Vihiga County. It is one of the four sub-counties of Vihiga County. It was carved out of the larger Vihiga County, formerly referred to as Vihiga District in 2007. It borders Sabatia Sub-County to the West, Nandi South Sub-County to the East and Kakamega East Sub-County to the South. The sub-county has four administrative divisions namely Shamakhokho, Jepkoyai, Shaviringa and Tambua. It covers a total area of 189.1Km². It lies between latitude 0° 5' and 0° 15'N longitudes 34°30' and 35° E. The equator cuts across the southern part of the sub-county at latitude 0°. It has a total population of 148,259 with 917 persons per square kilometer according to National Population census of 2009. The sub-county experiences very high levels of poverty at 62%.

The area was selected for the study because of its poor performance in Kiswahili in national examinations. It has had the lowest KCSE Kiswahili mean scores in the county for the years 2010-2014. The average mean score for those years was 5.43 out of the possible 12.00 points.

3.3 Study Population

The sub-county had 47 secondary schools where the study was carried out. The study population was 4,106 form four students, 139 teachers of Kiswahili, 47 principals and 1 QASO. The researcher used only public schools in the research as these are funded by the government and the public hence they reflect similar characteristics. Form four students were chosen because having undergone the entire Kiswahili curriculum; they would give more credible information on challenges and strategies in learning of Kiswahili than form one, two and three. Since teachers of Kiswahili are directly involved in teaching Kiswahili, they understand the challenges faced as well as strategies for coping with the challenges. Principals and QASO supervise curriculum implementation at secondary school and sub-county level respectively.

3.4 Sample and Sampling Techniques

Sampling is the process of selecting people or objects from a population in order to test the population or something (Kombo & Tromp, 2006). The study population was 4,106 form four students, 139 Kiswahili teachers, 47 principals and 1 QASO. A sample of 351 students was drawn using Krejcie and Morgan (1970) sample size estimate table (see Appendix F). According to the table, to obtain the required sample size at $N=1406$, the representative is 351. This number was divided by the number of schools to yield 8. Therefore, 8 form four students were selected from each school using simple random sampling method. In simple random sampling the sample is picked at random and each member has an equal chance of being selected (Mugenda & Mugenda, 2003). A sample of 42 form four teachers of Kiswahili was drawn through purposive

sampling technique. Four teachers of Kiswahili were selected as they were better placed to provide information about their students who were also participating in the study. This sample represented 30% of the total population. Babbie (1998) points out that 30% of any homogenous group gives a scientific representation of the population under study. Therefore one teacher was selected from each school. Saturated sampling technique was used to select 42 principals and 1 QASO. Saturated sampling is a non probability procedure in which all the members of the target population are selected (Gall & Borg, 1996). The technique was used because of its reliability and the number of cases was manageable. Hamre and Maxwell (2011) recommend a sample of at least a third of classrooms to be observed. Following this recommendation the researcher used the observation checklist on a sample of 16 schools. The choice of the schools observed was based on willingness to participate. The sample size was 351 students, 42 teachers, 42 principals and 1 QASO. The sample frame is shown in Table 3.1

Table 3.1: Population and Sample Frame

Subjects	Population	Sample	Percentage (%)
Students	4,106	351	8.5
Teachers	139	42	30
Principals	47	42	90
QASO	1	1	100

3.5. Research Instruments

The main instrument of the study was questionnaires. Interviews and observation checklist were used to seek more information where necessary and to corroborate the information collected through the questionnaires. Questionnaires were for teachers of Kiswahili and students.

Observation checklist was for each sampled school and interview schedule was for principals and QASO.

3.5.1 Students' Questionnaire

Students' questionnaire was used to gather information on the students' view about challenges in relation to resources, scope of the curriculum and their attitude towards Kiswahili. Attitude may determine if students are receptive to what is being taught by their teachers. The questionnaire also captured their views on strategies for coping with the challenges. The student questionnaire is attached as Appendix A.

3.5.2 Teachers' Questionnaire

Teachers' questionnaire was used to gather information about challenges and strategies in teaching Kiswahili in secondary schools. It had five sections: introduction, challenges in relation to resources, challenges in relation to scope of the curriculum, challenges in relation to learners' attitude and strategies for coping with the challenges. Teachers' questionnaire is attached as Appendix B.

3.5.3 Observation Checklist

It was used to obtain information from public secondary schools. It obtained information mainly on availability and resources. It was to beef up the information obtained by use of questionnaires (see Appendix C).

3.5.4 Interview Schedule for Principals

Interview schedule was used to collect data among principals. Questions were on challenges in relation to resource, scope of the curriculum and learners' attitude towards Kiswahili and strategies for coping with the challenges from the principals' perspective (see Appendix D).

3.5.5 Interview Schedule for QAS

It contained questions for the QASO being the supervisor of curriculum implementation in the sub-county to provide information on challenges in relation to resources, scope of the Kiswahili curriculum and learners' attitude towards Kiswahili. It also sought information on strategies for coping with these challenges (see Appendix E).

3.6 Validity and Reliability of Research Instruments

This area shows how the validity and reliability of the study was ensured.

3.6.1 Validity

Validity is the degree to which results obtained from the analysis of the data actually represent the phenomena under study (Mugenda & Mugenda, 2003). Face and content validity were tested by subjecting the questionnaires, interview schedules and observation checklist to three experts of Maseno University. Two experts were from Department of Educational Communication, Technology and Curriculum Studies and one expert was from Department of Kiswahili and other African Languages. The experts scrutinized the instruments questions in each of the sub-sections and judged their relevance to the objectives of the study. A pilot study was also carried out to ascertain content validity. The feedback obtained from the pilot study and suggestions and recommendations from the experts were incorporated in the final instruments before the actual study. This improved the efficacy of the data collection instruments.

3.6.2 Reliability

Reliability is the degree to which measurement error is absent from the scores yielded by the test (Gall & Borg, 2007). A pilot study was done among 10 % of population comprising of 411 Form four students, 14 teachers of Kiswahili and 5 principals and 5 schools. The reliability of the

students' and teachers' questionnaires and interview schedule was determined by use of test-retest method. The instruments were administered to the same respondents twice in an interval of two weeks. The observation checklist was rated independently by the researcher and the researcher assistant to obtain inter-rater reliability. To establish inter-rater reliability, two individuals (raters) independently classify the same set of objects (Gwet 2014). Reliability is represented by the extent to which the two categorizations coincide. In the current study the researcher and trained research assistant using the checklist, checked for evidence of resources in departmental offices, libraries, bookstores and classrooms and any other place where the resources were kept in the sampled schools. Pearsons product moment correlation was used to determine the correlation coefficients. The students' and teachers' questionnaires were reliable with r values of 0.72 and 0.75 respectively while the observation checklist and interview schedule had r value of 0.77 and 0.80 respectively. The r values were above the recommended threshold of 0.70 (Bowling 2002). Hence the instruments were deemed reliable.

3.7 Data Collection Procedure

The researcher sought a letter of introduction from the School of Graduate Studies of Maseno University in order to carry out the research in the selected public secondary schools in Hamisi Sub-county. She also informed the Sub-County Director of Education of her intention to carry out research in secondary schools in Hamisi Sub-county for the period of conducting the research and was issued with research permit (Appendix G). The researcher sought permission from principals and teachers of the respective schools before the research was undertaken. Then arrangements were made on the time and date of the study to avoid disrupting lessons. The researcher administered the instruments in person, that is, questionnaires to teachers and students, interview schedule to principals and QASO. The researcher personally filled the

observation checklist by checking for evidence of resources in the sampled schools. The data was collected in a period of five months.

3.8 Ethical Considerations

The researcher strictly adhered to professional ethics while conducting the research. To do so the researcher observed the right of voluntary consent, confidentiality, anonymity of respondents and necessity of data protection. To ensure right of consent, the researcher explained to respondents the nature and the purpose of the study and obtained their consent. This ensured that participation was completely voluntary. Informed consent was obtained from all participants prior to the commencement of the study. Respondents signed on the questionnaires to show consent. To ensure confidentiality, the researcher reminded the respondents that the information given was for use in the study and not for any other purpose and information given would be treated with strict confidentiality. To uphold anonymity, pseudonyms in form of numbers were used and the respondents were assured that they would remain anonymous. To ensure the data collected was protected, the researcher kept raw data under lock and key. Processed data was stored in a personal computer which was protected with a password. Ethical clearance was obtained from Maseno University Ethics Review Committee (MUERC). A copy of the approval letter from MUERC is attached as Appendix G.

3.9 Data Analysis

Data for analysis in this study was yielded from questionnaires of students and teachers, the researcher's observation checklist and interview of principals and QASO. The data was coded and organized for analysis. Negatively stated statements were reversed for interpretation. Items on teacher and student questionnaires on challenges and strategies in teaching of Kiswahili and the researcher's observation checklist on resources were scored on rating scales. Items on

challenges in relation to resources and scope of curriculum on teacher and students questionnaires were scored on a scale of 4 points: NC-Not a Challenge = 1 point, NSC-Not Serious Challenge= 2 points, SC- Serious Challenge = 3 points and VSC-Very Serious Challenge = 4 points. Also items on observation check list on challenges in relation to resources were scored on a scale of 4 points: VA-Very Adequate = 1, A-Adequate = 2, NA-Not adequate = 3 Points and NA-Not available = 4 points. The interpretation is shown on Table 3.2.

Table 3.2: Interpretation of Challenges in relation to Resources and Scope of the Curriculum

No.	Range of mean score	Interpretation
1.	1.00 - 2.49	Adequate/Not a Challenge
2.	2.50 – 4.00	Not Adequate/A challenge

Attitude of learners was measured on a scale of 4 points: SD-Strongly Disagree = 1 point, D-Disagree =2 points, A-Agree = 3 points and SA-Strongly Agree = 4 points. The interpretation is shown in the Table 3.3.

Table 3.3: Interpretation of Challenges in relation to Learners' Attitude

No.	Range of mean score	Interpretation
1.	1.00 - 2.49	Negative attitude
2.	2.50 – 4.00	Positive attitude

Items on strategies were scored on a scale of 4 points: NA-Not Applied = 1 point, FA-Fairly Applied = 2 points, OA-Often Applied = 3 points and AA-Always Applied=4 points. The interpretation is shown in Table 3.4.

Table 3.4: Interpretation of Strategies for Coping with the Challenges

No.	Range of mean score	Interpretation
1.	1.00 - 2.49	Lowly applied
2.	2.50 – 4.00	Highly applied

Quantitative data yielded was analyzed using descriptive statistical methods including frequencies, percentages and means and presented in tables. Mugenda and Mugenda (2003), note that descriptive statistics enables the researcher to describe a distribution of scores or measurements using a few indices or statistics.

Qualitative data yielded in form of comments and suggestions from open ended questions on the students and teachers questionnaires and the interview of principals and QASO was categorized into selected themes. Thematic analysis was done where major concepts or themes were identified and reported in form of verbatim excerpts.

CHAPTER FOUR
RESULTS AND DISCUSSION

4.1 Introduction

This section presents findings of the research. This study sought to assess the challenges and strategies in teaching and learning of Kiswahili. The challenges were in relation to resources, scope of the curriculum and learners’ attitude. It also established the strategies for coping with the challenges in teaching and learning of Kiswahili. The results are presented as per the objectives of the study.

4.2 Challenges in Teaching and Learning of Kiswahili in relation to Resources

On the questionnaires, teachers and students were asked to tick appropriately on a scale of 1-5 the number of students sharing a core text book. The scale was as provided as 1book for 1student, 1book for 2 students, 1 book for 3 students, 1 book for 4 students and 1 book for 5 students. Data was analyzed as shown in Table 4.1.

Table 4.1: Teachers’ (n=42) and Students’ (n=351) Responses on Text Book Ratio

Text book ratio	1:1		1:2		1:3		1:4		1:5		Mean ratio
	F	%									
Teachers	0	0	5	11.9	23	54.7	12	28.3	2	4.7	3.26
Students	5	1.4	56	16.0	153	43.5	105	29.9	32	9.1	3.42
Overall mean score											3.29

KEY: F-Frequency

The recommended student book ratio is 1:1. In interpretation ratios above 1:1 represent a challenge. In Table 4.1, both teachers and students reported average book ratio of 1:3. None of the teachers reported a book ratio of 1:1. Of the teachers involved in the study, 5(711.9%) reported a ratio 1:2, 23(54.7%) reported a ratio of 1:3, 12(28.3%) reported a ratio of 1:4 while

2(4.7%) reported a ratio of 1:5. The students involved in the study, 5(1.4%) reported a ratio 1:1, 56(16.0%) reported a ratio of 1:2, 153(43.5%) reported a ratio of 1:3, 105(29.9%) reported a ratio of 1:4 while 32(9.1%) reported a ratio of 1:5. The overall mean of the ratings on book ratio was 3.29.

In general majority of schools had a text book ratio of 1:3 which was far off the recommended book ratio of 1:1. This means that schools had not acquired adequate books to ensure that each learner could have a copy. This is in line with Wanzala (2016) who reported that despite FDSE programme of funding, schools still had shortage of books. Wanzala further reports the ratio according to the minister of education science and technology was 1:5. This could be due to inadequate funds. Frederiksea (2012) reports that government fund constitutes 30% of actual funds required for learners to attend public secondary school and further observes that inadequate funding as one of the challenges facing education sector in Kenya. It implies that books are shared denying the learner adequate time to interact with the books. The results concur with Mbitio (2013) who noted inadequate text books as a challenge facing teachers and students in the process of teaching and learning Kiswahili in public secondary schools.

The respondents were further required to rate the level of challenge of lack of various resources for teaching and learning of Kiswahili in their schools. Respondents were asked to tick appropriately on a scale of 1 to 4 as follows: 1= Not a Challenge, 2= Not a Serious Challenge 3= Serious Challenge, 4= Very Serious Challenge. Data was analyzed and findings presented in Table 4.2.

Table 4.2: Teachers' (n=42) and Students' (n=351) Responses on Level of Challenge of lack of Resources

Challenge on resource		NC		NSC		SC		VSC		Mean score	Overall M.S
		F	%	F	%	F	%	F	%		
1. Lack of core text books	T	0	0	14	33.3	28	66.6	0	0	2.66	2.66
	S	10	2.9	97	27.6	244	69.5	0	0	2.66	
2. Lack of reference books	T	5	11.9	16	38.0	16	38.0	5	11.9	2.50	2.50
	S	71	20.2	103	29.3	104	29.6	73	20.8	2.51	
3. Lack of set books	T	4	9.5	12	28.6	25	59.2	1	3.2	2.54	2.52
	S	22	6.2	181	51.5	101	28.4	47	13.4	2.50	
4. Lack of audio visuals	T	1	3.2	3	7.1	26	61.9	12	28.5	3.16	3.09
	S	30	8.5	73	20.8	142	40.5	106	30.1	3.03	
5. Lack of models	T	0	0	3	7.1	21	50.0	18	42.8	3.35	3.38
	S	22	6.3	28	8.0	83	23.6	218	62.1	3.41	
6. Lack of charts	T	2	4.7	9	21.4	31	73.8	0	0	2.71	2.62
	S	40	11.4	80	22.8	231	65.8	0	0	2.54	
7. Lack of pictures	T	3	7.1	7	16.6	32	76.1	0	0	2.69	2.63
	S	45	12.8	89	25.4	187	53.3	30	8.5	2.57	
8. Lack of newspapers and magazines	T	2	4.7	8	19.0	25	59.5	7	16.6	2.88	2.92
	S	16	4.6	51	14.5	211	60.1	73	20.8	2.97	
Overall M.S										2.79	2.79

KEY: NC-Not a Challenge NSC-Not Serious Challenge SC- Serious Challenge VSC-Very Serious Challenge F-Frequency S-Students T-Teachers M.S-Mean Score

From Table 4.2, lack of all the resources was a challenge for both categories of respondents with overall rating of 2.79. The challenges in descending order of seriousness were as follows 3.38, audio visual materials at 3.09, newspapers and magazines at 2.92, textbooks at 2.66, pictures at 2.63, charts at 2.62, set books at 2.52 and reference books 2.50. None of the teachers and students indicated that lack of core text books was not a challenge. This indicates that despite

introduction of FDSE schools had not acquired adequate core text books. Lack of set books was a challenge at the rating of 2.54 for teachers and 2.50 for students.

Although all schools had made some efforts to acquire books, probably because they are compulsory, other teaching and learning resources had not received much attention. This means teaching and learning of Kiswahili was text book based. Inadequate resources could be due to inadequate funds to acquire the resources. Frederiksea (2012) observed that schools did not have adequate resources because funds were not adequate. Inadequacy could also indicate failure of teachers and school authorities to appreciate the importance of these resources in teaching and learning of Kiswahili.

Inadequate resources drive teachers to use teaching methods that are not learner centered. It also means that the kind of teaching and learning undertaken appeal mainly to the sense of sight and hearing only. Teevno (2010) researching on challenges of teaching and learning of language at secondary school noted that inadequacy of materials made teaching of language difficult. This means that lack of materials disadvantages learners. Maina (2003) found that alternative teaching materials were not often used. For instance in the study by Maina 1(7.7%) teachers often used radio cassettes 3(23.1%) occasionally used, 7(53.8%) rarely used and 2(14.5%) never used. Also Mbito (2013) observed that most school authorities were not keen in provision of alternative teaching and learning materials. Yuanina (2010) and Kang'ahi et. el (2012) had similar observations that core text books were not supplemented by other materials due to lack of such materials.

Data was also obtained by use of observation checklist with a scale of 1-4 about the level of adequacy of resources for teaching and learning Kiswahili from 16 schools. The scale was as

follows: 4=Not available, 3= Not adequate, 2=Adequate 1=Very Adequate. Data was analyzed as shown on Table 4.3.

Table 4.3: Schools’ (n=16) Ratings on Adequacy of Teaching and Learning Resources

Resource	VAD		AD		NAD		NA		Mean score
	F	%	F	%	F	%	F	%	
1. Text books	0	0	4	25.0	12	75.0	0	0	2.75
2. Reference books	2	12.5	4	25.0	10	62.5	0	0	2.50
3. Set books	2	12.5	3	18.7	11	68.7	0	0	2.56
4. Audio visuals	0	0	0	0	12	75	4	25	3.25
5. Models	0	0	0	0	11	68.8	5	31.2	3.31
6. Charts	0	0	0	0	14	87.5	2	12.5	3.12
7. Pictures	0	0	0	0	16	100	0	0	3.00
8. Newspapers and magazines	0	0	0	0	16	100	0	0	3.00
Overall mean score									2.93

KEY: NA-Not available, NAD-Not adequate, AD-Adequate VAD-Very Adequate

As shown in Table 4.3, all the resources had an overall mean score of 2.93 representing a challenge. The mean scores show text books were not adequate with a mean rating of 2.75, reference books with 2.50 and set books with 2.56. Pictures and newspapers and magazines were not adequate with a mean rating of 3.00 each. The study findings revealed that charts, audio visuals and models were not adequate with mean ratings of 3.12, 3.25 and 3.31 respectively. In 2(12.5%) schools observed there were no evidence of charts used in teaching and learning Kiswahili while in 14(87.5%) the charts were not adequate. Similar observation was made for models where 5(31.3%) did not have models while 11(68.7%) had no adequate models. Audio visuals lacked in 4(25%) of the schools and were not adequate in 12(75%) of the schools.

On average teaching and learning resources in Kiswahili were not adequate at a rating of 2.92 which represent a challenge. This confirms the information from respondents that schools had challenges in relation to resources in teaching and learning Kiswahili. Maina (2003) investigating causes of poor performance in Kiswahili found that teaching and learning materials

were largely unavailable. For instance, in the study by Maina 88.9 % of respondents said Kiswahili newspapers were inadequate while 100% said radio tapes were inadequate. These findings also confirm (KIE 2010) where inadequate teaching and learning materials hindered successful implementation of the curriculum.

From the interview schedule majority of the principals indicated that they had challenges in provision of various resources. They held the view that schools lacked adequate funds from the government under FDSE programme. They also pointed out to lack cooperation from parents in provision of resources. Some of their remarks were as follows:

Principal 3: MOEST funds for teaching and learning resources are not adequate and our parents are told the government is sending money to schools so they don't cooperate.

Principal 26: We do make with a few resources that we have so far. We continue to buy more as we receiving the money from the government.

Principal 33: We have at least acquired a good number of text books for our learners but for the other resources there is need for improvement.

Their views were similar to those of the officer who had this to say:

QASO: There is a challenge of inadequate resources for teaching and learning Kiswahili as schools rely on FDSE funds which are inadequate.

From the remarks, principals being the ones tasked with the acquisition of the resources in schools, provision of resources remain a challenge to them. This implies that teaching and learning in Kiswahili is not resource based hence not effective. These findings confirm Farrant (2006) where inadequate materials hindered implementation of the curriculum in many schools in Kenya. The results concur with Ambuko (2008) who reports inadequacy of teaching and learning resources. These results mean that despite the FDSE funds which have been given to schools since 2008 the schools still had challenges of resources. This imply that there was need to increase government funding to schools.

4.3 Challenges in Teaching and Learning of Kiswahili in relation to Scope of the Curriculum

The study sought to find out the challenges in relation to scope of the Kiswahili curriculum.

Respondents were presented with a list of statements and asked to give their opinions about the scope of Kiswahili curriculum using a scale of 1=Strongly Disagree, 2= Disagree 3= Agree 4=Strongly Agree. Data was analyzed as shown in Table 4.4.

Table 4.4: Teachers' (n=42) and Students' (n=351) Responses on Level of Challenge of Wide Scope of Kiswahili Curriculum

Challenge		SD		D		A		SA		Mean score	Overall M.S
		F	%	F	%	F	%	F	%		
1. There is too much to cover in Kiswahili grammar	T	7	16.6	8	19.0	14	33.3	13	30.9	2.78	2.81
	S	35	10.0	45	12.8	209	59.5	62	17.7	2.84	
2. The types of compositions we are required to teach/ learn are too many	T	3	7.1	5	11.9	13	30.9	21	50.8	3.23	3.26
	S	27	7.7	44	12.5	80	22.8	200	57.0	3.29	
3. Kiswahili literature (set books) content is too much.	T	3	7.1	6	14.2	14	33.3	19	45.2	3.16	3.10
	S	30	8.5	69	19.7	102	29.1	150	42.7	3.05	
4. There is too much to be taught/learnt in social linguistics	T	5	11.9	7	16.6	17	40.4	12	28.5	2.80	2.81
	S	33	9.4	87	24.8	135	38.5	96	27.3	2.83	
5. Kiswahili poetry is too wide	T	12	28.5	16	38.0	8	19.0	6	14.2	2.19	2.22
	S	89	25.4	124	35.3	93	26.5	45	12.8	2.26	
6. What we are required to teach/learn in Kiswahili oral literature is too much	T	4	9.5	5	11.9	15	35.5	18	42.8	3.11	3.24
	S	21	6.0	30	8.6	97	27.6	203	57.8	3.37	
Overall M.S										2.90	2.90

KEY: SD-Strongly Disagree D- Disagree A- Agree SA-Strongly Agree F-Frequency S-Students T-Teachers M.S-Mean Score

From Table 4.4, it is evident that most Kiswahili content areas had challenges of wide scope except poetry. Poetry represented no challenge at a mean rating of 2.22. Both teachers and students agreed that Kiswahili curriculum in general was wide at a mean rating of 2.90. For both

categories of respondents, the curriculum was wide particularly in compositions, literature and oral literature statements 2, 3 and 6 respectively. Compositions were too many for both teachers and students at a mean rating of 3.26. Both teachers and students agreed that Kiswahili curriculum was wide in oral literature at a mean rating of 3.24. On whether literature was too wide, both categories agreed at a mean rating of 3.10. The content in grammar and social linguistics according to the teachers and students was wide at mean ratings of 2.81 and 2.81 respectively.

It was also revealed during interviews with principals and the QASO that teaching and learning of Kiswahili had challenge of wide curriculum. Some of their statements were as follows;

Principal 5: Teachers find themselves not able to cover the syllabus within the time given.

Principal 16: There is too much to be taught in Kiswahili and even the other subjects and the time is limited.

Principal 22: Kiswahili is one of the subjects where teachers and learners really struggle to cover the syllabus. The subject is broad.

The officer observed that the Kiswahili curriculum was too broad adding that the scope had the equivalent of two subjects.

QASO: Teachers teaching Kiswahili are handling two subjects in one; Kiswahili language and Literature and it is also too much for them and the students.

From these remarks covering of the Kiswahili curriculum in the allocated time presents a huge task to the teachers and learners. This implies that teachers and students rush over the syllabus hence teaching and learning does not take place effectively. As a result students are not confident to face examinations and the indented knowledge and skills may not be developed as expected. The findings were also similar to Opimbi (2011) where majority of Kiswahili teachers, 66%, were unable to complete the syllabus on time. The findings also concur with those of (Kobia

2009) that broad curriculum was a challenge in implementation of Kiswahili curriculum. This is also in line with KIE (2010) where broad content hindered successful implementation of the curriculum. Similar findings were observed in Mbiti (2013) where majority of teachers cited the challenge of wide Kiswahili syllabus. However, this research went further to show the specific content areas where the burden of scope of Kiswahili curriculum lied; compositions 3.26, oral literature 3.24 and literature 3.10.

4.4 Challenges in Teaching and Learning of Kiswahili in relation to Learners' Attitude

The study sought views on learners' attitude towards Kiswahili curriculum in relation to objectives, content, teaching methods and evaluation.

4.4.1 Attitude towards Objectives

Respondents were provided with a list of statements about objectives and required to choose by ticking appropriately on the scale below: 1=Strongly Disagree 2= Disagree 3=Agree 4=Strongly Agree. Data was analyzed as shown in Table 4.5.

Table 4.5: Students' (n=351) Responses on their Attitude towards Objectives of Teaching and Learning Kiswahili.

Statement	SD		D		A		SA		M.S
	F	%	F	%	F	%	F	%	
1. By learning Kiswahili I have further developed the concepts I learned in primary school.	0	0	0	0	145	41.3	206	58.7	3.58
2. I am happy with the reading, writing, speaking and listening skills developed in Kiswahili	0	0	0	0	153	43.6	198	56.4	3.56
3. By learning Kiswahili I think creatively and critically and can express myself clearly.	37	10.5	150	42.7	133	37.9	31	8.8	2.45
4. I do not like using Kiswahili for everyday communication.	108	30.8	70	19.9	75	21.4	98	27.9	2.47
5. I identify and value the various aspects of Kiswahili language and literature.	70	19.9	139	39.6	100	28.5	42	12.0	2.32
6. By learning Kiswahili I take interest in emerging issues in the society.	20	5.7	22	6.3	211	60.1	98	27.9	3.10
7. By learning Kiswahili I appreciate various cultural aspects.	19	5.4	50	14.3	192	54.7	90	25.6	3.00
8. By learning Kiswahili I can conserve the environment for sustainable development.	17	4.8	23	6.6	127	36.8	184	52.4	3.36
9. I enjoy reading and becoming better in Kiswahili.	10	2.9	19	5.4	165	47.0	157	44.7	3.33
10. I do not like Kiswahili as national language.	40	11.3	52	14.8	97	27.6	162	46.1	3.08
Overall Mean									3.02

KEY: SD-Strongly Disagree D- Disagree A- Agree SA-Strongly Agree F-Frequency

As shown on Table 4.5, students indicated overall positive attitude towards objectives of Kiswahili curriculum at a mean rating of 3.02. This was corroborated by the teachers. On their opinion about learners' attitude towards objectives, 35(83.3%) teachers felt that the attitude was positive while 7(16.7%) felt it was negative. However, students indicated negative attitude to objectives 8, 9 and 10 with mean ratings of 2.45, 2.47 and 2.32 respectively. To statement 3; students think creatively and critically and can express themselves clearly in Kiswahili

37(10.5%) strongly disagreed, 150(42.7%) disagreed, 133(37.9%) agreed and 31(8.8%) strongly agreed. To statement 4; students do not like using Kiswahili in their every day communication, 98(27.9%) strongly disagreed, 75(21.4%) disagreed, 70(19.9%) agreed and 108(30.8%) strongly agreed. To statement 5; students identify and value aspects of Kiswahili language and literature 70(19.9%) strongly disagreed, 139(39.6%) disagreed, 100(28.5%) agreed and 42(12.0%) strongly agreed.

Negative attitude of students to objectives 3, 4 and 5 which are largely on speaking skill as indicated by the students could be attributed failure of the teaching and learning process to adequately develop this skill. Glogowsky (2008) says that the Kiswahili spoken by students outside the classroom is riddled with grammatical errors. Also in an education system that does not directly evaluate oral communication competence among learners practice in such communication may be ignored hence not achieving the objectives. Momanyi (2009) revealed secondary school graduates had low communicative competence in Kiswahili. Teachers tend to give more emphasis to skills that are directly tested in national examinations. Kupur (2008) asserts that language assessment should give an opportunity to students to demonstrate what they know and what they can do with the language. Similarly, (Nkechi 2008) faults examinations that do not test the communicative skills necessary for performing real life tasks. In such a situation language learning is restricted to the classroom.

4.4.2 Attitude towards Content

Respondents were provided with a list of statements about content and were required to choose by ticking appropriately on the scale below: 1=Strongly Disagree 2= Disagree 3=Agree 4=Strongly Agree. Data was analyzed as shown in Table 4.6.

Table 4.6: Students' (n=351) Responses on their Attitude towards Content in Teaching and Learning Kiswahili.

Statement	SD		D		A		SA		M.S
	F	%	F	%	F	%	F	%	
1. I enjoy learning Kiswahili grammar.	7	4.8	30	8.5	174	49.6	130	37.0	3.18
2. Social linguistics is boring.	27	7.7	55	15.7	104	29.6	165	47.0	3.15
3. I like learning oral literature	55	15.7	141	40.2	101	28.7	54	15.3	2.43
4. I have a good feeling towards literature	16	4.6	33	9.4	100	28.5	202	57.5	3.39
5. I do not like Poetry	14	4.0	25	7.1	114	32.5	198	56.4	3.41
6. I enjoy learning compositions	44	12.5	193	55.0	75	21.4	39	11.1	2.13
Overall Mean									2.94

KEY: SD-Strongly Disagree D- Disagree A- Agree SA-Strongly Agree F-Frequency

From Table 4.6, students indicated that they had positive attitude towards content at mean rating of 2.94. Teachers also had a similar view that their students' attitude towards content in general was positive. On their opinion about learners' attitude towards content, 31(73.8%) teachers viewed the attitude as positive while 11(26.2%) viewed it as negative. As indicated by the students, positive attitude was evident grammar, social linguistics, literature and poetry. However, students had negative attitude towards compositions and oral literature at a mean rating of 2.13 and 2.43 respectively. On statement 3 that students like learning about oral literature 55(15.7%) strongly disagreed, 141(40.2%) disagreed, 101(28.7%) agreed and 54(15.3%) strongly agreed while on statement 6 students enjoy learning compositions 44(12.5%) of students strongly disagreed, 193(55.0%) disagreed, 75(21.4%) agreed and 39(11.1%) strongly agreed.

Negative attitude towards oral literature and compositions was probably because of wide scope of the two content areas as compared to the other content areas as shown in another part of this research. Opimbi (2011) reported that attitude of learners towards content in general was positive yet reported that the content was too wide. In this study it was clear that students had negative attitude towards content areas with the widest content. Negative attitude towards these two areas could also imply that students are not motivated to handle this content areas hence may not perform well. There is need to cultivate positive attitude towards these content areas.

4.4.3 Attitude towards Teaching Methods

Respondents were provided with a list of statements about teaching methods and were required to choose by ticking appropriately on the scale below: 1=Strongly Disagree 2= Disagree 3=Agree 4=Strongly Agree. Data was analyzed as shown in Table 4.7.

Table 4.7: Students' (n=351) Responses on their Attitude towards Teaching Methods in Teaching and Learning Kiswahili.

Statement	SD		D		A		SA		M.S
	F	%	F	%	F	%	F	%	
1. I understand better when I discover Kiswahili concepts on my own.	76	21.7	170	48.4	74	21.1	31	8.8	2.17
2. I understand well when Kiswahili concepts are dramatized	20	5.7	35	10.0	100	28.5	196	55.8	3.34
3. I like learning through language games	86	24.5	107	34.5	88	25.0	70	19.9	2.40
4. I understand better when I learn with my peers in a group.	80	22.8	163	46.4	69	19.7	39	11.1	2.19
5. I like it when I learn through debates	71	20.2	83	23.6	104	29.6	93	26.5	2.62
6. I understand well when the teacher lectures	171	48.7	149	42.5	21	6.0	10	2.8	1.62
7. I like learning Kiswahili through radio and video.	40	11.3	64	18.2	176	50.1	71	20.2	2.79
Overall mean score									2.44

KEY: SD-Strongly Disagree D- Disagree A- Agree SA-Strongly Agree F-Frequency

From Table 4.7, overall attitude towards teaching methods was negative at 2.44. Students indicated positive attitude of towards, dramatization at 3.34, radio and video at 2.79, debates at 2.62. Positive attitude towards these methods could be because they are learner centered and interesting.

Students had negative attitude towards most of the teaching methods; lectures 1.62, discovery at 2.17, group work 2.19 and language games at 2.40. Students did not like lectures probably because they are not learner centered and monotony of the method. Ambuko (2008) observed that lecturing was the most popular method of teaching among teachers. The study by Ambuko further advocated for other teaching methods to help cater for all students. Learners' dislike for

discovery, group work and language games which are learner centered could be due to lack of proper guidance from teachers on how to go about these activities, lack of exposure to such activities and inadequate time. Yuanina (2010) observes that approaches that involve a lot of time but involve learners such as dramatization and discovery were rarely used. Teevno (2010) researching on challenges of teaching English in secondary schools noted that development of the four language skills was poor as teachers rarely used teaching methods such as group work. Discovery and language games also require thinking creatively which the learners were not good at as observed in another part of this research. Negative attitude towards these methods may also imply that the students did not like working on their own.

Majority of teachers however thought that the attitude of learners towards teaching methods was positive. From the opinion of teachers, 27(64.3%) of them perceived attitude as positive while 15(35.7) perceived it as negative. The difference in opinion between the teachers and students on teaching methods could imply that the teachers did not understand their learners well. Still it could also mean that teachers did not tailor their teaching methods to the needs of learners. Though teachers knew the teaching methods that their learners liked, they did not regularly use them. Petty (2009) asserts that discovering and meeting learners needs increases their chances of success. Reyneke et al (2010) noted that though teachers felt well equipped to cope with the curriculum, practical implementation remained a challenge. Reyneke et al (2010) further noted that only 39.75% of teachers indicated they involve their learners in classroom activities. Teachers therefore need to discover and meet learners' needs in their teaching methods. They need to tailor their teaching methods to the needs of the learners.

4.4.4: Attitude towards Evaluation Techniques

Respondents were provided with a list of statements on evaluation techniques and were required to choose by ticking appropriately on the scale below: 1=Strongly Disagree 2= Disagree 3=Agree 4=Strongly Agree. Data was analyzed as shown in Table 4.8.

Table 4.8: Students' (n=351) Responses on their Attitude towards Evaluation Techniques in Teaching and Learning Kiswahili.

Statement	SD		D		A		SA		M.S
	F	%	F	%	F	%	F	%	
1. Am comfortable with reading and answering questions from passages	149	42.4	101	28.7	61	17.3	40	11.3	3.02
1. I do like oral presentation exercises.	172	49.0	137	39.0	28	8.0	16	4.0	1.69
2. I do not enjoy writing summaries from passages in Kiswahili.	90	25.6	163	46.4	67	19.1	31	8.8	2.11
3. I like writing compositions and essays in Kiswahili.	79	22.5	156	44.5	72	20.5	44	12.5	2.23
4. I like question-answer exercises.	30	8.5	50	14.3	141	40.2	130	37.0	3.05
5. I have a good feeling towards Kiswahili dictation exercises	110	31.3	191	54.4	31	8.8	19	5.4	1.88
6. I enjoy doing punctuation exercises	100	28.4	181	51.5	46	13.1	24	6.8	1.98
7. I like gap filling exercises.	91	25.9	179	51.0	70	19.9	11	3.1	2.00
2. I do not like listening comprehension exercises	32	9.1	61	17.3	92	26.2	166	47.2	3.11
Overall mean score									2.34

KEY: SD-Strongly Disagree D- Disagree A- Agree SA-Strongly Agree F-Frequency M.S- Mean Score

From Table 4.8, students had negative attitude towards evaluation techniques in Kiswahili at a mean rating of 2.34. The teachers also had a similar view that in general students had negative attitude towards evaluation techniques. From the teachers' opinions 26 (61.9%) perceived the

students attitude as negative while 16(38.1%) perceived it as positive. From the students responses, negative attitude was evident in most of the evaluation techniques; oral presentations 1.69, writing summaries from passages 2.11, writing compositions and essays 2.23, dictation 1.88, punctuation 1.98 and gap filling exercises 2.00 These findings could be because the teachers may not have made the evaluation techniques learner friendly. There could also be delay by teachers in providing feedback to learners. Mbitio (2013) reports that teachers rarely marked learners' home work in Kiswahili. Teachers may also not be evaluating students regularly. KIE (2010) found that most teachers tested their learners once a week. This evaluation is inadequate especially for a language and a compulsory subject like Kiswahili.

The teachers may have also made the evaluation techniques examination oriented. The demand for students to pass examinations mean teachers concentrate on test taking skills used in final examinations hence they may not work to cultivating positive attitude towards evaluation among learners. Kobia (2009) observed tendency of teachers to concentrate on skills that are directly examined at national examinations and ignoring those that are not. For instance dictation and oral presentation which are not used in examinations were the most unpopular among the students at the rating of 1.88 and 1.69 respectively. On whether students like oral presentations 172(49.0%) strongly disagreed, 137 (39.0%) disagreed, 28(8.0%) agreed and 16(4.0%) strongly agreed. A study by Maina (2003) indicated that teachers rarely used oral presentations. This means that evaluation techniques that are not likely to be used in the final examinations were rarely used. This could imply that evaluation techniques applied were not appropriately evaluating what was learnt. Teachers need to apply evaluating techniques that aid in acquisition of language skills.

Students indicated they had positive attitude towards reading and answering questions from passages 3.02, question-answer exercises 3.05 and listening comprehension exercises 3.11. Reasons for students liking of these evaluation techniques could be because answers are provided in the passages and listening comprehensions. It could point to students' liking for easy evaluation techniques. For the question answer technique, the teacher selects students to answer the questions so not all the students may be required to answer. Table 4.4.5 shows a summary of results on learners' attitude towards Kiswahili.

4.4.5: Summary of the Results on Attitude

The results on attitude of learners towards Kiswahili were summarized as follows:

Table 4.9: Summary of the Results on Attitude

Curriculum element	Mean score
1. Objectives	3.02
2. Content	2.94
3. Teaching methods	2.44
4. Evaluation techniques	2.34
Overall mean score	2.68

From table 4.9, the general attitude of learners towards Kiswahili curriculum was positive with an overall mean rating of 2.68. However, students indicated positive attitude towards two elements of the curriculum namely objectives with a rating of 3.03 and content with a rating of 2.94 and negative attitude towards the other two elements teaching and learning methods with a rating of 2.44 and evaluation techniques with a rating of 2.68. Kang'ahi et. al (2012) found that learners' attitude towards Kiswahili was positive. However, Kang'ahi noted irony in this

perspective in that students had positive attitude yet the performance remained low. This study may explain the irony because it looked at the four elements of the curriculum hence observing that there was negative attitude in two elements teaching and methods and evaluation techniques while the study by Kang'ahi looked at the Kiswahili subject in general. Opimbi (2011) observed that students had negative attitude towards content and teaching methods while positive attitude was observed in objectives and evaluation. This presents a difference in outcome of these two studies on attitude towards content and evaluation techniques. The outcome of this study also differs from Mbito (2013) who found that attitude of students towards Kiswahili was negative. The differences in outcome may imply that attitude of learners was dependent on specific situations which were not part of this research.

In general the attitude of learners towards Kiswahili was viewed as positive. From the interviews, majority of the principals said they thought that learners' attitude towards Kiswahili curriculum in general was positive. The following are some of their remarks;

Principal 12: I think the attitude is positive because during my interaction the teachers and learners the issue of negative attitude of students towards Kiswahili rarely arises.

Principal 40: I think the attitude of learners towards Kiswahili in general is positive. However, we cannot rule out negative among individual students. We need to keep encouraging our learners in the subject.

Principal 17: We have no major issue with attitude in Kiswahili; our problem is in the sciences and Mathematics.

QASO: I think learners' attitude towards Kiswahili is does not pose a major challenge. I think the strategies in place in our schools have minimized the challenge.

However the general view that learners' attitude towards Kiswahili was positive may mean the subject was not being given more emphasis hence ending up with poor results. It could also point to the feeling that there were subjects that were worse off than Kiswahili as it emerged from the interviews. In this situation, the other subjects perceived to have a more serious challenge in

learners' attitude would therefore be receiving more attention than Kiswahili. The results could also imply that the respondents lacked full information as far as attitude of students towards Kiswahili curriculum was concerned hence trusting the strategies that were in place for cultivation of positive attitude towards Kiswahili.

4.5 Strategies for Coping with the Challenges in Teaching and Learning of Kiswahili

The study sought to find out the strategies for coping with the challenges in teaching and learning of Kiswahili in relation to resources, scope of the curriculum and learners' attitude.

4.5.1 Strategies for Coping with Challenge of Inadequate Resources

Respondents (teachers and students) were asked to indicate appropriately the extent to which strategies were applied in coping with the challenge of inadequate resources in teaching and learning Kiswahili. Respondents were provided with a list of statements and were required to choose by ticking appropriately on the scale as: 1=Not applied 2=Fairly applied 3=Often applied 4=Always Applied. The results are presented in Table 4.10.

Table 4.10: Teachers' (n=42) and Students' (n=351) Responses on Strategies for Coping with Challenge of Inadequate Resources

Strategy		NA		FA		OA		A.A		Mean score	Overall M.S
		F	%	F	%	F	%	F	%		
1. Provision by school administration	T	0	0	0	0	42	100	0	0	3.00	3.00
	S	0	0	0	0	351	100	0	0	3.00	
2. Improvisation	T	0	0	31	73.8	11	26.1	0	0	2.26	2.20
	S	0	0	299	85.1	52	14.8	0	0	2.14	
3. Provision by parents	T	0	0	42	100	0	0	0	0	2.00	2.02
	S	0	0	330	94.0	21	5.98	0	0	2.05	
4. Donations	T	35	83.3	7	16.6	0	0	0	0	1.16	1.58
	S	0	0	351	100	0	0	0	0	2.00	
Overall Mean Score										2.20	2.20

KEY: NA-Not Applied FA-Fairly Applied OA-Often Applied F-Frequency M.S- Mean Score

From Table 4.10, it is very clear that teachers and students largely relied on school administration to provide teaching and learning resources in Kiswahili hence the strategy was highly applied at a mean of 3.00. This was done with funds from the government.

From the interviews it emerged that the government was the main source of funds for provision of teaching and learning resources. The following are some of the statements.

Principal 2: We largely depend on the government funds to acquire teaching and learning materials. I can say it is our main strategy in coping with the challenge of resources.

Principal 14: I purchase resources using the free education funds from the government. These government funds have helped us to improve on resource acquisition since the program began.

QASO: The government is the main financier of schools. The funds from the government are used in run schools programs including the acquisition of resources used in Kiswahili subject.

This means that since the inception of the FDSE programme in 2008, the government had become the main source of funds for purchase of teaching and learning resources in Kiswahili. This outcome concurs with Ambuko (2008) where majority of teachers, 85% reported that they relied on school authorities to provide resources using the government funds. From this study therefore, government funding was the most important strategy in coping with the challenges in relation to resources in teaching and learning of Kiswahili.

Improvisation strategy was lowly applied at a mean rating of 2.20. Though none of the teachers indicated they do not improvise, 31(73.8%) said they fairly improvise, 11(26.1%) said they often improvise and none (0%) always improvise. These results concur with Ryneke et al (2010) where only 10% of teachers thought they were successful in generating their own materials. Though the Kiswahili KIE (2002) recommends improvisation, it also emerged from the interviews that many teachers seemed not to have embraced the strategy. Only a few principals indicated improvisation strategy was being applied.

Principal 3: Sometimes we improvise teaching and learning materials. This depends on locally available materials and resources that can be improvised.

Principal 17: The creativity of the teacher is very important. Every teacher should be able to come up with resources using the locally available materials. This is what we encourage our teachers to do not only in Kiswahili but also in the other subjects.

The low rating on improvisation could point to lack of enthusiasm to improvise, lack of creativity among teachers or the teachers could be feeling that the authorities were not doing enough to provide the resources. It could also be due to lack of adequate time to develop the materials. In Turkey, Ozsevic (2010) observed that teachers did not have adequate time to develop instructional materials. This implies that the teachers do not adequately supplement the effort of the administration in provision of resources hence they may not engage the learners actively in the learning process due to inadequate resources.

Provision by parents was lowly applied at a mean rating of 2.02. According to the government policy the parents were required to provide set books. The parents were therefore required to assist specifically with provision of set books in line with the government policy. This is similar to KIE (2010) report that in spite of FDSE 27% of learners purchased their own text books. The unpopularity of this strategy and inadequacy of such books in schools as observed in this research could imply that this policy is imposed and therefore not informed by realities on the ground. Most parents are poor and may not afford the set books. Benyawa (2012) reports of nine girls who failed to join form one in a Mombasa school even after being offered sponsorship owing to lack of money for bus fare, uniform and other basic needs. This could point to the failure of the policy to a certain extent.

The parents were required to substitute the effort of the government by providing books. From the interviews the principals reported that they relied on the parents to provide set books. The following are some of their statements;

Principal 12: The schools buys the recommended text books, revision books and reference books and other resources and the parents buy set books for their children but many parents are poor so do not provide the set books leave alone the other books.

Principal 20: We encourage the parents provide set books for their sons and daughters and those who can afford can also provide for them other relevant books.

Principal 41: The parents are required to provide the three set books in Kiswahili. However, they are free to provide any other books including the core text books.

Principal 31: Parents are required to buy set books but some of them are not doing so. Once parents are told that education is free, they are not willing to buy the books for their children.

The statements reveal that the principals depended on the parents to provide set books in Kiswahili. The parents who could afford were also free to provide other relevant books. However, because of poverty many parents were not in a position to provide the set books as per

the policy. It also emerged that some parents were not willing to buy set books because they were not aware of the policy as revealed by the principals. This showed the false belief among parents that government was fully funding provision of all the resources. The parents needed to be sensitized to embrace their role in resource provision. The government may need to consider changing the policy and provide funds for the set books as well.

Donation strategy was lowly applied at a mean rating of 1.58. None of the teachers and students often applied donations. A few principals said they had received donations. Two of the principals had the following to say;

Principal 19: We have computers donated by a well wisher. This is an important resource for us in teaching and learning of Kiswahili and the other subjects. We now have a computer laboratory where teaching and learning takes place.

Principal 32: I have received some books from a donor which have reduced the student book ratios in Kiswahili.

The donation option was the least applied probably because of its unreliability. Dawo (2009) reports that some schools receive funds donated CDF which they use to acquire teaching and learning materials. However these donations vary from one constituency to another. The low application of this strategy as indicated in this study could imply that to the respondents this was not a reliable strategy. It could also imply that such donations were channeled to other uses such as construction of classrooms. On average the four strategies for coping with the challenges were lowly applied at a mean rating of 2.20. This could point to a feeling among the respondents that what could address the challenge may not be within their capacity.

Other strategies came out from the open ended question on the questionnaires of the teachers and students and the interviews of principals and QASO. Another source of resources revealed was live shows staged by theatre groups specifically for set books. This strategy was revealed by the

teachers in the open ended questions in the questionnaire and the principals in the interviews.

The following are some of their remarks;

Teacher 13: Students watch live shows of the set books once every term. They get to watch the acted versions of the novels, plays and short stories in Kiswahili.

Principal 8: Our students go to watch live shows of the set books staged by theatre groups such as Jicho 4. Such shows are an important resource to the teachers and students.

Students are invited by the theatre groups to the live shows where the plays, short stories and novels in Kiswahili literature are acted on stage as the students watch. This implies that apart from reading the set books the students get the opportunity to watch the acted version and get a better understanding of the content. This is a strategy which can be strengthened and widened to cover other content areas such as oral literature.

Borrowing as a strategy was also revealed as one of the strategies for coping with the challenge of resources. Some teachers and students said they borrow resources for teaching Kiswahili. The following are remarks from some of the teachers and students;

Teacher 8: Sometimes I borrow materials particularly books from colleagues who have.

Teacher 17: Borrowing strategy is applied because there are schools which may have resources which do not have. We link with such schools get the materials then use and return.

Student 15: I do not have some of the books required so I borrow from my classmates.

Student 88: We borrow books from teachers, classmates, relatives and even students in neighboring school.

This shows borrowing as an option for teachers and students in coping with the challenge of inadequate resources in teaching and learning of Kiswahili. The strategy tends to be applied particularly for books. This concurs with Ambuko (2008) who observed that teachers borrowed materials in teaching and learning Kiswahili. However, this may not be a reliable strategy as it is temporary. The materials have to be returned to the owners after use.

Past examination papers were cited as a resource used in teaching and learning of Kiswahili. This emerged from the open ended questions in the students' questionnaire.

Students 37: We keep files of past examination papers where we refer to especially for revision.

After every examination corrections are done on the papers then the papers are filed for future use. This concurs with Kanyi (2015) who observed that use of past papers was a strategy applied in coping with inadequate resources teaching of English. This means that past papers can be an important resource especially in revision as they contain content covered over the years.

Another strategy that emerged was the use of the internet. Teachers said they download materials from the internet for use for Kiswahili lessons. The following are some of their remarks;

Teacher 5: I download content and store it in my mobile phone for reference. Before we did not have much Kiswahili content in the internet but now a lot of information is available.

Teacher 23: Nowadays I get notes and questions for my students from the internet. This helps a lot where text books are not available.

This implies that the teachers were embracing new technology in coping with the challenge in relation to resources in teaching and learning of Kiswahili. The internet has become a source of information useful in teaching and learning in Kiswahili.

The strategy of buying personal copies was applied particularly by the teachers. Some teachers had resorted to using their own resources to purchase books. The following are some of their remarks;

Teacher 19: I had to buy some personal copies which I found useful in teaching my students.

Teacher 36: You can't rely on the school to provide all the books. Sometimes you just have to buy your own books. This helps in lesson preparation and delivery.

This shows that teachers at times buy books where they can rather than wait for other sources.

This concurs with Kanyi (2015) who observed that teachers bought personal books to cope with

challenge of inadequate resources in teaching of English. This means that some teachers used their resources in coping with challenges in relation to resources in teaching and learning of Kiswahili.

Sharing was another strategy applied in coping with the challenge in relation to resources. Learners were encouraged to share the materials especially books they had acquired or the ones issued by the school.

Student 4: Our teachers encourage us to share the books we have especially the set books and revision books.

Student 340: We share books with our desk mates and classmates. Right now we are sharing a text books amongst three students.

Apart from the schools books that are issued to groups of students, the students who have acquired books are encouraged to share. The sharing strategy was evident as results from the respondents indicated that the student shared the core text books at a book ratio of 3:1. However this strategy may depend on willingness of the students to share especially for personal copies.

4.5.2 Strategies for Coping with the Challenge of Wide Scope of the Curriculum

On strategies for coping with the challenge of wide scope of the curriculum, student and teachers were asked to indicate appropriately the extent to which listed strategies were applied in coping with the challenges of wide scope of curriculum in teaching and learning Kiswahili. Respondents were provided with a list of statements and were required to choose by ticking appropriately on the scale below: 1= Not Applied 2= Fairly Applied 3= Often Applied and 4=Always Applied. The data is in Table 4.11.

Table 4.11: Teachers' (n=42) and Students' (n=351) Responses on Strategies for coping with Challenge of Wide Scope of the Curriculum

Strategy		NA		FA		OA		AA		Mean score	Overall M.S
		F	%	F	%	F	%	F	%		
1. Integration/merging of topics	T	2	4.7	13	30.9	21	50.0	2	4.7	2.54	
	S	20	5.6	118	33.6	179	50.9	34	9.6	2.64	2.59
2. Covering content in order of priority	T	15	35.7	27	64.2	0	0	0	0	1.65	
	S	181	51.6	170	48.4	0	0	0	0	2.51	2.08
3. Covering content in form of assignments	T	3	7.1	30	71.4	9	21.4	0	0	2.16	
	S	31	8.8	220	62.7	100	28.8	0	0	2.91	2.53
Overall M.S										2.40	2.40

KEY: KEY: NA-Not Applied FA-Fairly Applied OA- Often Applied F-Frequency T-Teachers S-Students M.S-Mean Score

Integration or merging of topics was the most popular strategy highly applied at a mean rating 2.59. While 2(4.7%) of teachers indicated they did not apply the strategy of integration, 13(30.9%) fairly applied and 21 (50.0%) often applied and 2(4.7%) always applied. Responses from students showed that integration strategy was not applied at 20(5.6%), fairly applied at 118(33.6%) and often applied at 179(50.9%) and always applied at 34(9.6%).

This strategy was reflected in the interview with principals. One of the principals remarked;

Principal 28: Related topics are sometimes merged. This means that more than one topic can be taught at once. This helps to clear the syllabus on time.

For instance a letter used as a stylistic device in literature can be used to teach letter writing in compositions. Gathumbi and Masembe (2005) assert that in teaching language the four skills should not be treated in isolation. Kanyi (2015) has a similar view that merging of topics was a strategy used in coping with challenge of inadequate time in teaching of English. KIE (2002) recommends merging of two autonomous but related entities in order to strengthen and enrich

both. This implies that integration can help in covering of the wide content in teaching and learning of Kiswahili.

Study findings indicate that covering content in form of assignment was also highly applied at a mean rating of 2.53. While 3(7.1%) of teachers indicated they did not apply the strategy 30 (71.4%) fairly applied and 9(21.4%) often applied and none (0%) always applied. Responses from students showed that covering some content in form of assignments was not applied at 31(8.8%), fairly applied at 220(62.7%), often applied at 100(28.8%) and always applied at (0%). Students are given topics to cover in the evenings, weekends and school holidays then present the work to the teachers.

Principals and QASO pointed out the use of assignments as a strategy for coping with the challenges in relation to wide curriculum in the interviews;

Principal 6: When students are going home we ensure that we give holiday assignments say one or two topics for them to cover while at home.

QASO: We urge teachers to work within the time allocated. However we understand that the students might be required to do more.

This implies that students used their free time to help cover the syllabus. Kanyi (2015) observed that teachers used questions to cover topics. However, this strategy may not be effective for difficult concepts that require the input of a teacher or where text books are inadequate.

Covering content in order of priority was lowly applied with a mean rating of 1.65 for teachers and 2.51 for students respectively. For teachers the strategy was not applied at 15(35.7%), fairly applied at 27(64.2%) and often applied at 0(0%), while for students it was not applied at 181(52%), fairly applied at 170(48%) and often applied at 0(0%) and always applied at 0(0%). This is done depending on trends in testing in national examinations where regularly tested

content is given priority. Kobia (2009) observed the tendency of teachers to ignore listening and speaking skills which are not directly examined. However low application of this strategy could imply the respondents in this study did not regard it as a reliable strategy. On average, all the strategies were lowly applied with a rating 2.40. This may point to the failure of the respondents to associate the strategies with coping with the challenges of wide scope of the curriculum.

Some teachers and students indicated they used hand outs. Learners were given copies covering specific areas to read on and make notes during their free time. Some of the remarks were as follows;

Teacher 33: I sometimes use hand outs in literature and oral literature as these are areas with wide content that cannot be covered during the six lessons set for Kiswahili in a week.

Student 15: Our teacher gives us hand outs we read and make notes on our own during our free time in school or at home.

This means that hand outs were useful tools in helping teachers and students to cover more content outside lesson time. Kanyi (2015) observed that hand outs was one of the strategies used by teachers to cope with the challenge of wide curriculum in English. These results show that the same strategy was also used in Kiswahili. It implies that free time which is important for the learners to rest or engage in other activities is used for school work because of the wide scope of the curriculum in Kiswahili.

Some teachers said they used peer teaching. This was backed by some of the students. Content that was deemed easy was assigned to particular students to teach their peers during their free time such as evenings and weekends. The following are remarks of Teacher 21 and student 115;

Teacher 21: I choose students to teach the others some content which they can manage on their own. They do this during their free time such as evenings and weekends.

Student 115: We sometimes teach one another outside class hours. If we encounter difficult content we seek clarification from the teacher in the following lesson.

This means that students have to organize themselves and have lessons during their free time.

Kanyi (2015) observed that teachers used peer teaching to help cover wide curriculum in teaching of English. This implies that students and teachers of Kiswahili had embraced this strategy as well.

Most of the principals interviewed indicated that the strict ban on holiday tuition and other extension had greatly limited the strategies. Opimbi (2011) reported that the limited time to cover the Kiswahili syllabus resulted in getting extra hours in terms of tuition to complete the syllabus. This was before the enforced ban on all extensions of the curriculum into break, lunch, after school, weekends and holidays. However, some principals said they make maximum use of the lesson time

Principal 1: Before we relied on extra lessons but now only urge my teachers to maximize their lessons time and to avoid missing lessons.

This means that the teachers utilize the time allocated for lessons fully in order to cover as much content as possible.

4.5.3 Strategies for Coping with Challenge of Negative Attitude of Learners

Respondents' views on strategies for coping with challenge of negative attitude of learners towards Kiswahili were sought. Teachers and students were asked to tick appropriately the extent to which listed strategies were applied in coping with negative attitude of learners towards Kiswahili curriculum using the scale of, 1= Not applied 2= Fairly applied 3=Often applied and 4=Always Applied. Results are as shown in Table 4.12.

Table 4.12: Teachers' (n=42) and Students' (n=351) Responses on Strategies for Coping with Challenge of Negative Attitude of Learners

Strategy		NA		FA		OA		AA		Mean Score	Overall M.S
		F	%	F	%	F	%	F	%		
1. Motivational speeches and rewards	T	0	0	28	66.6	10	23.8	4	9.5	2.42	
	S	0	0	188	53.5	107	30.4	40	11.3	2.44	2.43
2. Encouraging wide reading	T	0	0	26	61.9	11	26.2	5	11.9	2.50	
	S	0	0	192	54.7	89	25.3	70	19.9	2.40	2.45
3. Speaking Kiswahili on specific days	T	0	0	7	16.6	15	35.7	20	47.6	3.30	
	S	0	0	81	22.7	135	38.4	135	38.4	3.15	3.22
Overall M.S										2.70	2.70

KEY: KEY: NA-Not Applied FA-Fairly Applied OA- Often Applied F-Frequency T-Teachers S-Students

Both teachers and students indicated that the listed strategies were all highly applied at a mean rating of 2.70. Speaking Kiswahili on specific days was the most popular strategy highly applied at a mean rating of 3.22. Also principals interviewed reported that the strategy was used in their schools to cope with the challenge.

Principal 12: We have language policy in place. We speak in Kiswahili on Fridays, Saturdays and Sundays. During this time the learners can make maximum interaction in the language which is good for their attitude.

Principal 34: We have set aside days for learners to speak purely in Kiswahili. When we introduced the policy it was not easy but now I see them looking forward to the days set aside for Kiswahili.

The overreliance on this strategy and failure to fully embrace the other strategies could imply that principals, teachers and students may not have understood this challenge hence concentrating on the speaking and listening skills in development of attitude and leaving out reading and writing skills. Also it could indicate lack of support by the principals who are the

managers of the schools to help cope with the challenge since majority of them perceived the attitude of learners towards Kiswahili to be positive.

Encouraging wide reading was lowly applied at a mean rating of 2.45. The low rating could be due to inadequate reading materials such as books newspapers and magazines as seen in another part of the research. This could be because students may prefer to read more in English. Malilo (2014) notes poor reading in Kiswahili with students preferring to read more of English which is a not only a compulsory subject but also the medium of instruction. Some of the teachers and students also may not have associated the strategy of wide reading with cultivation of positive attitude of learners towards Kiswahili. According to Gathumbi and Masembe (2005) wide reading can arouse interest in a language. In an education system that places a lot of importance in passing of examinations, students are encouraged to read for examinations. Students need to be encouraged read for the skill, knowledge and pleasure.

Motivational speeches and rewards were lowly applied at a mean rating of 2.43. To the teachers it was lowly applied at 2.42 while for the students it was lowly applied at 2.44. This could imply that the respondents have not associated this strategy with cultivation of positive attitude of learners towards Kiswahili. Mbitio (2013) observed that 75% of schools did not have elaborate system of rewarding students in Kiswahili. Harrison (2004) observes that teachers' encouragement and enthusiasm is very important in teaching and learning process. Maina (2003) stresses the importance of motivation as a crucial force which determines whether learners embark on a task at all, how much they devote their time on it and how long they can persevere. It motivates the learner and arouses in the learner interest in the subject.

Other strategies emerged from the open ended questions of the questionnaires. A number of teachers and students revealed they had Kiswahili clubs where students got more exposed to the subject hence building their interest in it.

Student 185: Our Kiswahili clubs are useful in helping us to develop positive attitude in the subject. They engage in more language learning activities that may possible in normal forty minutes lesson.

Teacher 30: Clubs give learners an opportunity to interact more with the language and cultivate positive attitude. The clubs expose them to students of other schools where they get to interact and learn more.

Kiswahili clubs have activities that help develop the four language skills of speaking, listening, reading and writing which can help them cultivate positive attitude towards the subject. This implies that learners have more opportunities to interact and learn from their peers. Therefore the clubs can be strengthened as a useful strategy in coping with challenges in relation to attitude.

Some teachers indicated they discouraged learners from watching and listening to programmes in the media which used adulterated Kiswahili. Some students had similar observations.

Student 47: We are discouraged form listening to radio stations which do not use Kiswahili correctly. This is because such stations can have a lot of influence on learners in terms of language development.

Teacher19: Some media outlets do not use proper Kiswahili. It is good to advise students to keep off such outlets as they may mislead them.

Currently there seems to be no clear language policy in the media. Speakers use Kiswahili that is laden with grammatical errors. This greatly erodes the gains made in Kiswahili as the errors are transferred to the classroom and it becomes difficult for teachers to correct. Language is basically interactive. Gathumbi and Masembe (2005) observe that the ability to use language for interactive purposes is rarely taught in formal learning situations. It requires opportunities that allow language use in an interactive manner.

Some teachers said they try as much to make Kiswahili lessons more interesting to learners. They use this as a strategy of cultivating positive attitude towards Kiswahili among learners. Some of their remarks were as follows;

Teacher10: I make my lessons as interesting as possible by involving the learners so that they own the subject.

Teacher 26: If you bore your students when teaching they tend to develop negative attitude towards the subject. To avoid this I make my lessons as lively as possible.

This means that teachers arouse the interest of learners in teaching and learning of Kiswahili as a way of cultivating positive attitude towards Kiswahili. Farrant (2006) points out the need to arouse interest of learners in teaching and learning of language. When teaching is interesting learners enjoy learning and look forward to having lessons in the subject. This helps develop in learners a liking for the subject.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Summary of Findings

5.1.1 Challenges in relation to Resources in Teaching and Learning of Kiswahili

The findings of the study are summarized per study objectives as follows;

The following observations were made; lack of resources for teaching and learning of Kiswahili was a challenge. This was revealed by all categories of respondents. To the teachers and students it was a challenge at a mean rating of 2.79. Results from the observation checklist also confirmed that resources were not adequate hence a challenge. The principals interviewed also revealed challenges in relation to resources. The QASO had a similar view. The student book ratio stood at 3:1. This was far from the recommended book ratio of 1:1. This means that despite the FDSE programme, schools still had challenges in relation to resources.

5.1.2 Challenges in relation to Scope of the Curriculum in Teaching and Learning of Kiswahili

The study revealed a challenge of wide scope of Kiswahili curriculum. On average teachers and students found scope of the Kiswahili curriculum to be wide at a mean rating of 2.90. Content areas with the highest contribution to the scope were literature 3.10, oral literature 3.24 and compositions 3.26. Wide scope implies that the curriculum could not be covered in the stipulated time. Principals and the QASO also agreed that there was a challenge of wide curriculum in teaching and learning of Kiswahili.

5.1.3 Challenges in relation to Learners' Attitude in Teaching and Learning of Kiswahili

Attitude towards Kiswahili curriculum was positive. This was revealed by all the categories of respondents. For the students, it was positive at a mean rating of 2.68. However, negative attitude

of learners was revealed in some aspects of the curriculum. Students had negative attitude towards objectives that are related to oral communication. On content, areas that learners had negative attitude towards were compositions and oral literature. Learners indicated negative attitude towards teaching methods and evaluation procedures.

Students had positive attitude towards objectives of Kiswahili curriculum. Students indicated positive attitude at a mean rating of 3.02. Teachers also perceived the attitude of their students towards objectives as positive. However students had negative attitude towards some of the objectives which are related to the speaking skill. These are statements 3 that students think creatively critically and can express themselves clearly in Kiswahili at 2.45, statement 4 that students do not like using Kiswahili for every day communication at 2.47 and statement 5 that students identify and value the various aspects of Kiswahili language and literature students showed negative attitude at 2.32.

The attitude of students towards content was positive at a mean rating of 2.94. Teachers also perceived the attitude of learners towards content to be positive. Students indicated positive attitude towards grammar, literature, social linguistics and poetry. However, they had negative attitude towards compositions at 2.13 and oral literature at 2.43. These are content areas that were also found to have the widest scope.

Students indicated negative attitude towards teaching methods at 2.44. However teachers thought that the students had positive attitude towards teaching methods. This represents a mismatch between views of teachers and students. Students had negative attitude towards lectures 1.62, discovery 2.17, group work 2.19 and language games 2.40. Negative attitude of learners towards

these teaching methods could be due to lack of proper guidance from teachers on how to go about these activities, lack of exposure to such activities, inadequate time and dislike by the learners to work on their own. The mismatch between teachers' and students views on teaching methods could imply that though teachers knew the teaching methods that their learners liked, they did not use them.

On evaluation, students indicated that they had negative attitude towards evaluation techniques in Kiswahili. Teachers held a similar view that the attitude of learners towards evaluation techniques was negative. The mean rating for the students was 2.34. Negative attitude was in the following evaluation techniques; oral presentations 1.69, dictation 1.88, filling gaps 2.00, writing summaries from passages 2.11, punctuation 1.98 and writing compositions and essays 2.23. This could be because the teachers may not have made the evaluation techniques learner friendly and delay by in providing feedback to learners. Teachers may also not be evaluating students regularly or may have made the evaluation techniques examination oriented. Positive attitude was indicated in reading and answering questions in passages, question-answer and listening comprehension.

5.1.4 Strategies for Coping with Challenges in Teaching and Learning of Kiswahili

The study revealed various strategies for coping with the challenges of inadequate resources. The main source of funds for provision of teaching and learning materials in Kiswahili was the government through FESE program at 3.00. Principals interviewed also cited the government as the main provider of funds for provision of teaching and learning resources. Improvisation was lowly applied at a mean rating of 2.20. However the provision of set books was left to the parents as the government had a provision for core books only. Provision by parents and donations were lowly applied at 2.02 and 1.58 respectively. Other strategies were live shows of set books by

theatre groups, borrowing of resources, use of past examination papers, encouraging sharing of books, acquisitions of personal copies and use of internet.

To cope with the challenge of wide scope of the curriculum, integration and covering content in form of assignments was highly applied with mean ratings of 2.59 and 2.53 respectively. Covering of content in order of priority was lowly applied with a mean rating of 2.08. Most of the principals interviewed indicated that the strict ban on holiday tuition and other extension had greatly limited the strategies. Other strategies cited include making maximum use of the lesson time, peer teaching and use of hand outs.

To cope with the challenge of negative attitude, students and teachers indicated that all the strategies listed were highly applied at a mean rating of 2.70. Speaking Kiswahili on specific days was highly applied at 3.22 while motivational speeches and rewards as well as encouraging wide reading were lowly applied at 2.45 and 2.43 respectively. Other strategies were use of Kiswahili clubs, discouraging learners from listening to adulterated Kiswahili and making Kiswahili lessons interesting.

5.2. Conclusions

5.2.1 Challenges in relation to Resources in Teaching and Learning of Kiswahili

Schools lack adequate teaching and learning resources in Kiswahili. Schools rely on government funding which is not adequate. Parents who are relied on to provide set books are poor hence cannot provide them adequately. Also teachers have not fully embraced improvisation as a way of providing resources. Resource donations are also very minimal.

5.2.2 Challenges in relation to Scope of the Curriculum in Teaching and Learning of Kiswahili

The scope of the current Kiswahili curriculum is too wide to be covered in the stipulated time. This is because of the new content added in the 2002 Kiswahili curriculum without matched increase in allocated time. This made covering the syllabus a challenge. The curriculum is particularly wide in compositions, oral literature and literature.

5.2.3 Challenges in relation to Learners' Attitude in Teaching and Learning of Kiswahili

Though the overall attitude of students towards Kiswahili is positive, students have negative attitude towards two elements of Kiswahili curriculum; teaching methods and evaluation techniques. Negative attitude towards teaching methods could be due to lack of proper guidance from teachers on how to go about these activities, lack of exposure to such activities, inadequate resources and inadequate time. Learners' negative attitude towards evaluation techniques may be because teachers have not made them learner friendly, failure to evaluate learners regularly and delays in giving feedback to the learners. Teachers may also have made evaluation techniques examination oriented hence delinking evaluation from normal teaching and learning process.

5.2.4 Strategies for Coping with Challenges in Teaching and Learning of Kiswahili

Schools apply various strategies to cope with the challenges in teaching and learning of Kiswahili. The challenges in relation to resources in Kiswahili are coped with by acquiring them using funds provided by the MOEST under Free Secondary Education Programme and sourcing from parents. Improvisation and donations are also applied. Other strategies are; live shows of set books by theatre groups, borrowing of resources, use of past examination papers, encouraging sharing of books, purchase of personal copies and downloading information from the internet. The challenge of wide scope of the curriculum is coped with by integration, use of assignments and prioritizing content areas. Other strategies are use of hand outs, peer teaching and maximum

use of lesson time. Negative attitude towards Kiswahili is coped with by use of Speaking Kiswahili on specific days, encouraging wide reading and motivational speeches and rewards. Other strategies are; use of Kiswahili clubs, discouraging students from listening to adulterated Kiswahili and making Kiswahili lessons interesting.

5.3 Recommendations

1. From the study findings, schools lacked adequate teaching and learning resources in Kiswahili. Schools should therefore avail adequate teaching and learning resources in Kiswahili. This will improve students' classroom participation, reduce monotony and boredom, improve teacher delivery of content and eventually improve academic performance.
2. The study found that the scope of the current Kiswahili curriculum was too wide to be covered in the stipulated time. There is need therefore to review the curriculum in Kiswahili reduce content especially in compositions, oral literature and literature which were found to have the widest content. This will ensure with content is matched time allocated hence the syllabus is covered on time. This will in turn instill confidence among students and teachers. It will also avoid rushed implementation of the curriculum and reduce the burden on teachers and students.
3. From the study, though the overall attitude of students towards Kiswahili was positive, students had negative attitude towards two elements of Kiswahili curriculum; teaching methods and evaluation techniques. There is need therefore to inculcate positive attitude among learners towards teaching methods and evaluation procedures by making them learner centered and properly guiding them in these activities. Teachers need to expose learners to a variety of teaching methods and

evaluation techniques and provide timely feedback. This will make learners more enthusiastic and confident and in turn improve performance.

4. The study findings show that there were strategies for coping with the challenges applied at different levels. The coping strategies need to be strengthened. Solutions to the challenges in teaching and learning of Kiswahili in relation resources, wide scope of the curriculum and learners' attitude can also be sought.

5.4. Suggestions for Further Research

Based on the findings and conclusions reached in the study, the following are suggestions for further research;

1. The study sought to assess challenges and strategies in teaching and learning of Kiswahili. The researcher recommends a study on the influence of the challenges on students, academic achievement because academic achievement is one of the core aspects in teaching and learning.
2. From the study findings, students have negative attitude towards teaching methods and evaluation procedures currently used in Kiswahili. There is need for a study to find out why students do not like some teaching methods and evaluation procedures currently used in Kiswahili classrooms yet these are important components of the Kiswahili curriculum.
3. This study looked at strategies for coping with the challenges in teaching and learning of Kiswahili. Further study can be done on the impact of these strategies in teaching and learning of Kiswahili.

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APPENDICES

APPENDIX A: STUDENTS' QUESTIONNAIRE

INTRODUCTION

Dear participant, the purpose of this questionnaire is to seek information about the challenges and strategies in teaching and learning of Kiswahili in public secondary schools in Hamisi Sub-county. The information obtained will be treated with utmost confidentiality and will be used for the purpose of the study only. If you agree to participate in the study, please sign below and proceed.

Student's signatureDate

Please answer the questions as honestly as possible.

SECTION A: CHALLENGES IN RELATION TO RESOURCES IN LEARNING OF KISWAHILI

- a. Indicate the text book used in your class and the number of students who share a text book.

Title of Kiswahili text book	Number of students sharing a book				
	1	2	3	4	5

- b. Below is a list of challenges of lack of resources for teaching Kiswahili. Using a tick (✓), indicate the level challenge for lack each resource in your school.

No. Challenge	Not a challenge	Not a serious challenge	Serious challenge	Very serious challenge
1. Lack of core text books				
2. Lack of reference books				
3. Lack of set books				
4. Lack of audio visuals				
5. Lack of models				
6. Lack of charts				
7. Lack of pictures				
8. Lack of newspapers and magazines				

SECTION B: CHALLENGES IN RELATION TO SCOPE OF KISWAHILI CURRICULUM IN LEARNING OF KISWAHILI

- c. The following are statements about the challenge of wide scope of Kiswahili curriculum. Indicate your opinion by ticking the appropriate box; Strongly Disagree (SD); Disagree (D) Agree (A); and Strongly Agree (SA).

No. Challenge	SD	D	A	SA
1. There is too much to be covered in Kiswahili grammar.				
2. The types of compositions we are required to learn in Kiswahili are too many.				
3. Kiswahili literature content (riwaya, hadithi fupi na tamthilia) is too much.				
4. There is too much to be learnt in Social Linguistics (Isimu Jamii).				
5. Kiswahili poetry (ushairi) is too wide.				
6. What we are required to learn in oral literature (fasihi simulizi) is too much.				

SECTION C: CHALLENGES IN RELATION LEARNERS' ATTITUDE IN LEARNING OF KISWAHILI

- d. Below are statements about attitude of learners towards Kiswahili curriculum. Each statement has four possible answers: Strongly Disagree (SD); Disagree (D) Agree (A); and Strongly Agree (SA). Please choose only one answer for each statement which best describes your view by putting a tick (√) in the corresponding box.

No. Statement	SD	D	A	SA
1. By learning Kiswahili I have further developed the concepts I learned in primary school.				
2. I am happy with the reading, writing, speaking and listening skills developed in Kiswahili				
3. By learning Kiswahili I think creatively and critically and can express myself clearly.				
4. I do not like using Kiswahili for everyday communication.				
5. I identify and value the various aspects of Kiswahili language and literature.				
6. By learning Kiswahili I take interest in emerging issues in				

the society.				
7. By learning Kiswahili I appreciate various cultural aspects.				
8. By learning Kiswahili I can conserve the environment for sustainable development.				
9. I enjoy reading and becoming better in Kiswahili.				
10. I do not like Kiswahili as national language.				
11. I enjoy learning Kiswahili grammar.				
12. Social linguistics (Isimujamii) is boring.				
13. I like learning oral literature (Fasihi simulizi)				
14. I have a good feeling towards Fasihi (riwaya, tamthilia na hadithi fupi)				
15. I do not like Poetry (Ushairi)				
16. I enjoy learning compositions.				
17. I understand better when I discover Kiswahili concepts on my own (Uvumbuzi).				
18. I understand well when Kiswahili concepts are dramatized (uigizaji)				
19. I like learning through language games(michezo ya lugha)				
20. I understand better when I learn with my peers in a group.				
21. I like it when I learn through debates (mijadala)				
22. I understand well when the teacher lectures (mihadhara).				
23. I like learning Kiswahili through radio and video.				
24. I am comfortable with reading and answering questions from Kiswahili passages.				
25. I like do oral presentation exercises.				
26. I do not enjoy writing summaries from passages in Kiswahili.				
27. I like writing compositions and essays in Kiswahili.				
28. I do like question-answer excercises.				

29. I have a good feeling towards Kiswahili dictation exercises (imla).				
30. I enjoy doing punctuation exercises (kuakifisha).				
31. I like gap filling exercises (maswali ya kujaza).				
32. I do not like listening comprehension excercises (ufahamu wa kusikiliza)				

SECTION D: STRATEGIES FOR COPING WITH THE CHALLENGES IN LEARNING OF KISWAHILI

- e. To what extend are the following strategies applied in coping with the challenge of inadequate resources in learning of Kiswahili in your school?

Strategy	Not Applied	Fairly Applied	Often Applied	Always Applied
1. Provision by school administration				
2. Improvisation				
3. Provision by parents/guardians				
4. Donations				

- f. To what extend are the following strategies applied in coping with the challenge of wide scope of the curriculum in learning of Kiswahili in your school?

Strategy	Not Applied	Fairly Applied	Often Applied	Always Applied
1. Integration/ merging of topics				
2. Covering content in order of priority				
3. Covering content in form of assignments				

- g. To what extend are the following strategies applied in coping with the challenge of negative attitude of learners in learning Kiswahili in your school?

Strategy	Not Applied	Fairly Applied	Often Applied	Always Applied
1. Motivational speeches and rewards				
2. Encouraging wide reading				
3. Speaking Kiswahili on specific days				

- h. Name any other strategies for coping with challenges learning of Kiswahili in relation to;
1. Resources
 2. Scope of the curriculum
 3. Learners' attitude towards Kiswahili

APPENDIX B: TEACHERS' QUESTIONNAIRE

INTRODUCTION

Dear participant, the purpose of this questionnaire is to seek information about the challenges and strategies in teaching and learning of Kiswahili in public secondary schools in Hamisi Sub-county. The information obtained will be treated with utmost confidentiality and will be used for the purpose of the study only. If you agree to participate in the study, please sign below and proceed.

Teacher's signatureDate

Please answer the questions as honestly as possible.

SECTION A: CHALLENGES IN RELATION TO RESOURCES IN TEACHING OF KISWAHILI

- a. Indicate the Kiswahili text book you use in our class and the number of students who share a text book.

Title of Kiswahili text book	Number of students sharing a book				
	1	2	3	4	5

- b. Below is a list of challenges of lack of resources for teaching Kiswahili. Using a tick (✓), indicate the level challenge for lack each resource in your school.

No. Challenge	Not a challenge	Not a serious challenge	Serious challenge	Very serious challenge
1.Lack of core text books				
2.Lack of reference books				
3.Lack of set books				
4.Lack of audio visuals				
5.Lack of models				
6.Lack of charts				
7.Lack of pictures				
8.Lack of newspapers and magazines				

SECTION B: CHALLENGES IN RELATION TO SCOPE OF THE CURRICULUM IN TEACHING OF KISWAHILI

- c. The following are statements about challenge of scope of the Kiswahili curriculum. Indicate your opinion by ticking the appropriate box; Strongly Disagree (SD); Disagree (D) Agree (A); and Strongly Agree (SA).

No. challenge	SD	D	A	SA
1. There is too much to be covered in Kiswahili grammar.				
2. The types of compositions we are required to teach in Kiswahili are too many.				
3. Kiswahili Literature content (riwaya, hadithi fupi and tamthilia) is too much.				
4. There is too much to be taught in Kiswahili Social Linguistics (Isimu Jamii).				
5. Kiswahili poetry (ushairi) is too wide.				
6. What we are required to teach in oral literature (fasihi simulizi) is too much.				

SECTION C: CHALLENGES IN RELATION TO LEARNERS' ATTITUDE IN TEACHING OF KISWAHILI

d. Below is a list of specific elements of Kiswahili curriculum. Indicate your opinion about learners' attitude towards these elements

1. Kiswahili objectives.....
2. Kiswahili content.....
3. Teaching methods in Kiswahili.....
4. Evaluation techniques in Kiswahili.....

SECTION D: STRATEGIES FOR COPING WITH THE CHALLENGES IN TEACHING OF KISWAHILI

e. To what extend are the following strategies are applied in coping with the challenge of inadequate resources in teaching of Kiswahili in your school?

Opportunity	Not Applied	Fairly Applied	Often Applied	Always Applied
1. Provision by school administration				
2. Improvisation				
3. Provision by parents/guardians				
4. Donations				

- f. To what extent are the following strategies applied in coping with the challenge of wide scope of curriculum in learning of Kiswahili in your school?

Strategy	Not Applied	Fairly Applied	Often Applied	Always Applied
1.Integration/ merging of topics				
2.Covering content in order of priority				
3.Covering content in form of assignments				

- g. To what extent are the following strategies applied in coping with the challenge of negative attitude of learners in teaching of Kiswahili in your school?

Strategy	Not Applied	Fairly Applied	Often Applied	Always Applied
1. Motivational speeches and rewards				
2. Encouraging wide reading				
3. Speaking Kiswahili on specific days				

- h. Name any other strategies for coping with challenges teaching of Kiswahili in relation to;

1. Resources
2. Scope of the curriculum
3. Learners' attitude towards Kiswahili

APPENDIX C: OBSERVATION CHECKLIST

Date

School

Resource	Very adequate	Adequate	Not adequate	Not available
1. Text books				
2. Reference books				
3. Set books				
4. Audio visual				
5. Models				
6. Charts				
7. Pictures				
8. Newspapers and magazines				

APPENDIX D: INTERVIEW SCHEDULE FOR PRINCIPALS

1. Does your school have challenges in provision of resources for teaching and learning of Kiswahili?
2. Briefly explain your answer.
3. Which strategies do you use to cope with the challenges in relation to resources in your school?
4. Does the teaching and learning of Kiswahili have challenge of wide curriculum in your school?
5. Briefly explain your answer.
6. Which strategies do you use to cope with the challenges in relation to scope of the Kiswahili curriculum in your school?
7. What do you think is the attitude of students towards Kiswahili curriculum in your school?
8. Briefly explain your answer.
9. Which strategies do you use to cope with challenges in relation to attitude of learners your school?

APPENDIX E: INTERVIEW SCHEDULE FOR QASO

1. Do schools in your sub-county have challenges in provision of resources for teaching and learning of Kiswahili?
2. Briefly explain your answer.
3. Which strategies do you use to cope with the challenges in relation to resources in your sub- county?
4. Does the teaching and learning of Kiswahili have challenges of wide curriculum in your sub-county?
5. Briefly explain your answer.
6. Which strategies do you use to cope with the challenges in relation to scope of the curriculum in your sub-county?
7. What do you think is the attitude of students towards Kiswahili curriculum in your sub-county?
8. Briefly explain your answer.
9. Which strategies do you use to cope with challenges in relation to learners' attitude your sub-county?

APPENDIX F: KREJCIE AND MORGAN (1970) SAMPLE SIZE ESTIMATE TABLE

N	S	N	S	N	S
10	10	220	140	1200	291
15	14	230	144	1300	297
20	19	240	148	1400	302
25	24	250	152	1500	306
30	28	260	155	1600	310
35	32	270	159	1700	313
40	36	280	162	1800	317
45	40	290	165	1900	320
50	44	300	169	2000	322
55	48	320	175	2200	327
60	52	340	181	2400	331
65	56	360	186	2600	335
70	59	380	191	2800	338
75	63	400	196	3000	341
80	66	420	201	3500	346
85	70	440	205	4000	351
90	73	460	210	4500	354
95	76	480	214	5000	357
100	80	500	217	6000	361
110	86	550	226	7000	364
120	92	600	234	8000	367
130	97	650	242	9000	368
140	103	700	248	10000	370
150	108	750	254	15000	375
160	113	800	260	20000	377
170	118	850	265	30000	379
180	123	900	269	40000	380
190	127	950	274	50000	381
200	132	1000	278	75000	382
210	136	1100	285	1000000	384

KEY: N-Population size S-Sample size

APPENDIX G: ETHICAL APPROVAL LETTER



MASENO UNIVERSITY ETHICS REVIEW COMMITTEE

Tel: +254 057 351 622 Ext: 3050
Fax: +254 057 351 221

Private Bag – 40105, Maseno, Kenya
Email: muerc-secretariate@maseno.ac.ke

FROM: Secretary - MUERC

DATE: 24th April, 2017

TO: Wambua Agnes Mutheu
PG/MED/041/2011
Department of Educational Communication,
Technology and Curriculum Studies
School of Education, Maseno University
Maseno University
P. O. Box, Private Bag, Maseno, Kenya

REF: MSU/DRPI/MUERC/00358/16

RE: Challenges, Opportunities and Strategies in Teaching and Learning of Kiswahili in Public Secondary Schools in Hamisi Sub-County, Kenya. Proposal Reference Number MSU/DRPI/MUERC/00358/17

This is to inform you that the Maseno University Ethics Review Committee (MUERC) determined that the ethics issues raised at the initial review were adequately addressed in the revised proposal. Consequently, the study is granted approval for implementation effective this 24th day of April, 2017 for a period of one (1) year.

Please note that authorization to conduct this study will automatically expire on 23rd April, 2018. If you plan to continue with the study beyond this date, please submit an application for continuation approval to the MUERC Secretariat by 24th March, 2018.

Approval for continuation of the study will be subject to successful submission of an annual progress report that is to reach the MUERC Secretariat by 24th March, 2018.

Please note that any unanticipated problems resulting from the conduct of this study must be reported to MUERC. You are required to submit any proposed changes to this study to MUERC for review and approval prior to initiation. Please advise MUERC when the study is completed or discontinued.

Thank you.


Dr. Bonuke Anyona,
Secretary,
Maseno University Ethics Review Committee



Cc: Chairman,
Maseno University Ethics Review Committee.

MASENO UNIVERSITY IS ISO 9001:2008 CERTIFIED



APPENDIX H: RESEARCH PERMIT



REPUBLIC OF KENYA
MINISTRY OF EDUCATION, SCIENCE AND TECHNOLOGY
State Department of Education

Telegrams:
Telephone: 0202334766
Email: deo.hamisi@yahoo.com
When replying please quote

SUB-COUNTY EDUCATION OFFICE,
HAMISI SUB-COUNTY,
P.O. BOX 24-50312,
HAMISI.

Ref/HAM/ADM/98/72

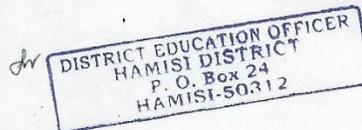
13th April , 2016.

To all Principals
HAMISI SUB-COUNTY

RE: DATA COLLECTION BY WAMBUA AGNES MUTHEU PG/MED/041/2011

This is to confirm to you that the above named is conducting data collection for her Masters degree programme at Maseno University. Her research proposal is entitled "Challenges ,opportunities and strategies in teaching and learning Kiswahili in public Secondary schools in Hamisi Sub- County. "She has been granted permission by this office to conduct her data collection in all secondary schools in the sub- county.

EKHUYA, RAPHAEL OMULANDO
FOR: DIRECTOR OF EDUCATION,
HAMISI SUB-COUNTY.



Cc

1. Dean, school of Graduate Studies
2. County Director of Education
VIHIGA

APPENDIX I: MAP OF HAMISI SUB-COUNTY

