

School-based Factors Affecting the Teaching of Kiswahili in Public Pre-schools in Kasipul Division, Rachuonyo South Sub-county, Homabay County

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Abstract

Globally language is very important since it is a means of communication that leads to international development and cohesion. Kiswahili is a language taught in the pre-school curriculum in Kenya and a national language in the Republic of Kenya. Kiswahili has been faced with challenges in pre-schools emanating not only from teachers academic and professional preparation but also from attitude. This study focused on school based factors affecting the teaching of Kiswahili in pre-schools within Kasipul Division in Rachuonyo South sub-county. The study found out that there is language factors influencing learning of Kiswahili, the attitude of pre-school teachers was negative, several challenges face teaching of Kiswahili and the strategies used are not.

Key Words: *Learning; Teaching; Motivation; Achievement; School based factors*

Background

It is through language that all the countries on the whole world achieve their targeted goals (Awoninyi, 1982). The mass spread of computer and internet all over the world, education and holding information in hand has become more crucial. Language is therefore important in acquiring knowledge and skills which help in the production of technology. The effects of globalization seemed to be seen internationally within the continents. Countries like the USA and Germany therefore started to reshape their curriculum towards change of current times in relation to technology (Dulger, 2000). The change of curriculum started from the early ages and these countries started to reform their curriculum to suit the present needs and time. Curriculum change require changes in curricular themes like the goals, objectives and content's design or it might be done in a minor sense by modifying the curriculum such as changing the teaching and learning activities and adding or removing some elements that are not compliant to the needs of the society (Shiundu& Omulando, 1998). Bond and Wiles (1998) state that, to educate the society towards the changes in the world, curriculum change is inevitable and should be done to suit the societal needs.

Africa was linguistically diverse and all languages were almost equal in status. This changed with the colonization of Africa where the languages of the colonizers were imposed upon the Africans hence categorization of Counties (Melchers, 2003). English speaking Nations took the biggest share making it the means of communications of almost all Nations in Africa. Pinar, (2010).Mother tongue was only used by the natives and in informal communication between

ethnic groups for example in South Africa which is a multilingual nation favours the use of English compared to its eleven official languages (Melchers, 2003).

According to (Mbaabu, 2006) Kenya is a multilingual nation since it has forty two tribes with forty four languages. The development of Kiswahili which is one of the developing languages has not reached its' peak. It is still a developing language and it is experiencing a lot of challenges both locally and internationally. It was first confined in East Africa cost line where it was used as a medium of communication by the Arab traders. It is still growing and expanding its' territory to the status of being an international language. It is nowadays taught from lower levels of education to higher learning institution e.g. Colleges and Universities.

The teaching of Kiswahili was started by missionaries who used it as a tool of evangelizing the Africans and the colonialist and missionaries trained teachers who were suppose to teach Kiswahili in schools. This language was first confined in lower primary where pupils were taught basic Kiswahili. It faced challenges such as lack of human personnel and learning materials despite the training of teachers (Republic of kenya, 1964).

Although Kiswahili is compulsory in ECDE curriculum, the language policy of a given school affects the attitude of the learners, some schools give prominence to English at the expenses of Kiswahili (Gitau, 2013). The learners therefore tend to give more attention to English than Kiswahili. This has led to negative attitude by the teachers and learners hence negative impact on the general performance of learners in Kiswahili. Nyaga (2009) says that the stakeholders in the education sector have raised concern since Kiswahili has not been registering good performance compared to English, some of the teachers who train to be ECDE teachers may have got poor grades at KCSE level. Some of the poor grades got by these teachers could be associated with shortage of Kiswahili teacher in secondary schools. The government use to employ science teachers and leaving Kiswahili teachers. This may cause negative impact on the performance of Kiswahili and it is through performance that effective teaching and learning can be assessed (Mbugua and Kiprui, 2009). The study therefore intends to add literature on the school based factors that affect the teaching of Kiswahili in pre-schools. According to the Sub-County Education Office Rachuonyo South (MOE 2013), there is an indication that the performance of Kiswahili is wanting in pre-schools. This research therefore investigated school based factors that affect the teaching of Kiswahili in public pre-schools as shown in Table 1.

Table 1: Result of Supervision and Inspection on Language Development in ECDE Centres in Rachuonyo South Sub-County

Zones in the Sub-County	population of learners In the zone	Learners who are able to communicate in Kiswahili in %
Atandi	520	48
Oyugis	390	40
Ober	280	36
Saye	380	35
Ayiengo	342	33
Awach	306	30
Ramba	316	28
Nyangiela	370	30
Ringa	282	28
Total	3186	308

Source: MOEST Rachuonyo South Sub- County (2013)

Table 1, shows that most of the children in the ECDE centers within the Sub County have poor language development and more so in Kiswahili, not even one zone has an average percentage that can communicate in Kiswahili. The table therefore relate to the statement of the problem in that it shows the gap in the communication of Kiswahili in Kasipul division where all the zones do not have an average performance in Kiswahili.

Statement of the Problem

Researchers have established that teaching and acquiring a second language by the young ones require proper organization by the teachers and the learners. Factors such as provision of learning materials, level of the training of the teachers, administrative factors and school factors are vital and must be given a consideration before learning a new language. According to the information from the ministry of education Rachuonyo South sub-County in Kenya, Kiswahili has not been embraced fully by pre-school teachers. Moreover in the ECDE centers, many teachers face challenges in teaching it as a language activity and some of these challenges emanated from their training where Kiswahili is compulsory making even those who failed in it in KCSE to train in it and yet they have no interest. Some of the teachers teach Kiswahili as an activity by using different languages that are not Kiswahili hence making Kiswahili to be a mixed language to the learners. Communication in Kiswahili is therefore a problem to the ECDE teachers. Poor communication in Kiswahili has been reflected in the learners as a result of inefficient teaching of Kiswahili. A current supervision and inspection report on language development in ECDE in Rachuonyo South sub-county reveals that there is generally poor language development in the ECDE centres in that only a quarter of the population of the learners could communicate in Kiswahili. The result might be challenges in the methodology and resources used by the ECDE teachers in the teaching process. Furthermore, very few studies have been done on factors affecting the teaching of languages in ECDE as a whole but few scanty studies have been done on challenges faced by teachers in teaching Kiswahili in public pre-schools in Kasipul division.

Theoretical Framework

The research was based on curriculum implementation theory by Gross (1971) which states that for any implementation of any educational programme to succeed then it must be based on the following elements; teacher ability, management of the support facilities, and the clarity of the implementer. All these elements are important to the study in that they are the basis of the study. The theory has a link in this study in that it is a bout curriculum implementation. The theory helped the study to establish the professional qualification of teachers, management of resources that support curriculum implementation and to investigate the implementers' knowledge and innovation on Kiswahili as a language. Gross (1971), states that the implementer who is the teacher should be aware of language changes in the curriculum. When the teacher is not aware of the changes in the curriculum then he/ she cannot implement it well. The implementer should therefore be innovative in the implementation of the curriculum. The study therefore used this to find out whether the curriculum implementers are innovative or not. The theory therefore links with the study in that it investigated the implementation of Kiswahili curriculum, the innovation of the implementers and challenges encountered by the implementers. According to Gross (1971), for every curriculum to be implemented well, then the implementer must be innovative and clear in the implementation of the programme eg (Kiswahili programme). The present study requires innovation and clarity of the implementer. Kiswahili being a language activity that is taught by pre-school teachers, it is therefore important for the pre-school teachers to understand

the ECDE syllabus and be clear in the implementation of Kiswahili activities in pre-schools. The study states that the innovation of the teacher would make teaching and learning enjoyable.

The second element is the availability of resources which are the key aiders of the curriculum implementation. Patton (2001), states that resources must be made available to make the implementation real and open. The study adds that resource encompass, infrastructures that involves places of where curriculum is implemented, the stationary which include the writing and reading materials and lastly the learning and teaching aids. The instructional materials provide clear picture of what is to be implemented and how to implement it. The resources are therefore vital in this study in that their presence would have positive impact in the teaching of Kiswahili. The pre-school teacher must therefore ensure that there is adequate and relevant resource to enable effective teaching. The books, the syllabus and the writing materials must be availed to build the teachers confidence in teaching. (2013).

Gross (1971), states that one should only be called a teacher after successfully completing a teacher training course, whoever teaches without having gone for training destroys and demoralizes the learners. According to his third element which is capacity of the implementer, he advocates that there should be different levels of teachers training and a teacher should adhere to his or her level of training. The current study is based on pre-school teachers who have trained to teach in pre-schools. It is therefore important that the pre-school teachers prepare their professional documents that suit their learners holistically. These professional records gave boost to the teachers' achievement in teaching. This lead to the preparation of materials that is proportional to the developmental age of the learners. Untrained teacher would not make proper records in relation to the requirement of the learners. The novice teacher does not cater for individual learner's difference but they taught through trial and error. The study therefore used this theory to find out whether there is preparation of teaching materials and to establish the qualification of the pre-school teachers (2007).

The study therefore found the strategies used in teaching Kiswahili in the selected pre-schools. The theory gives the head teachers the mandate to supervise the assistant teachers work and advise accordingly in relation to curriculum implementation. In pre-schools the head teachers have the power to employ teachers, pay and terminate their services. The head teachers therefore have the authority to ensure there is proper teaching in the whole school. The study involved the head teachers because they have very important task to play in running and teaching in pre-schools. This helped the study in acquiring information on the challenges of teaching Kiswahili in pre-schools as they are entitled with the role of supervision in the whole school.

The head teachers and all the management personnel should be involved and put in place. The finances should be made available to make the curriculum a success. This theory was used in the exploration of the challenges that are faced by pre-school teachers in teaching Kiswahili. Orodho (2005) states that there is no programme that can be implemented well without involving the three factors: that is school related factors which include; presence of teachers, education policy regarding the programme, resources to be used, networking and in-servicing of teachers. The second factor is teacher related factors which include: attitude of the teacher, training & qualification of the teacher, time management of the teacher, motivation of the teacher and preparation of the teacher towards teaching. The third factor is management or head teacher related

factors, this involve the supervisory role, advisory role, financial support and provision of available resources. He says that there is direct relationship between school related- factors, teacher related factor and head teachers related factors. All these factors have positive impact when manipulated well and can lead to positive effects of teaching Kiswahili.

The independent variables include the schools factor, teacher related factor, and head teacher-related factors. These independent factors have a relationship in that they can lead to proper delivery methods, favourable teaching environment and motivation of the teachers hence the achievement of the dependent variables which include; good achievement in Kiswahili, positive attitude towards Kiswahili and accessibility to teaching resources. The intervening variable like home-based factors, learner-based factors, special needs factors assumed not to cause interference in the study.

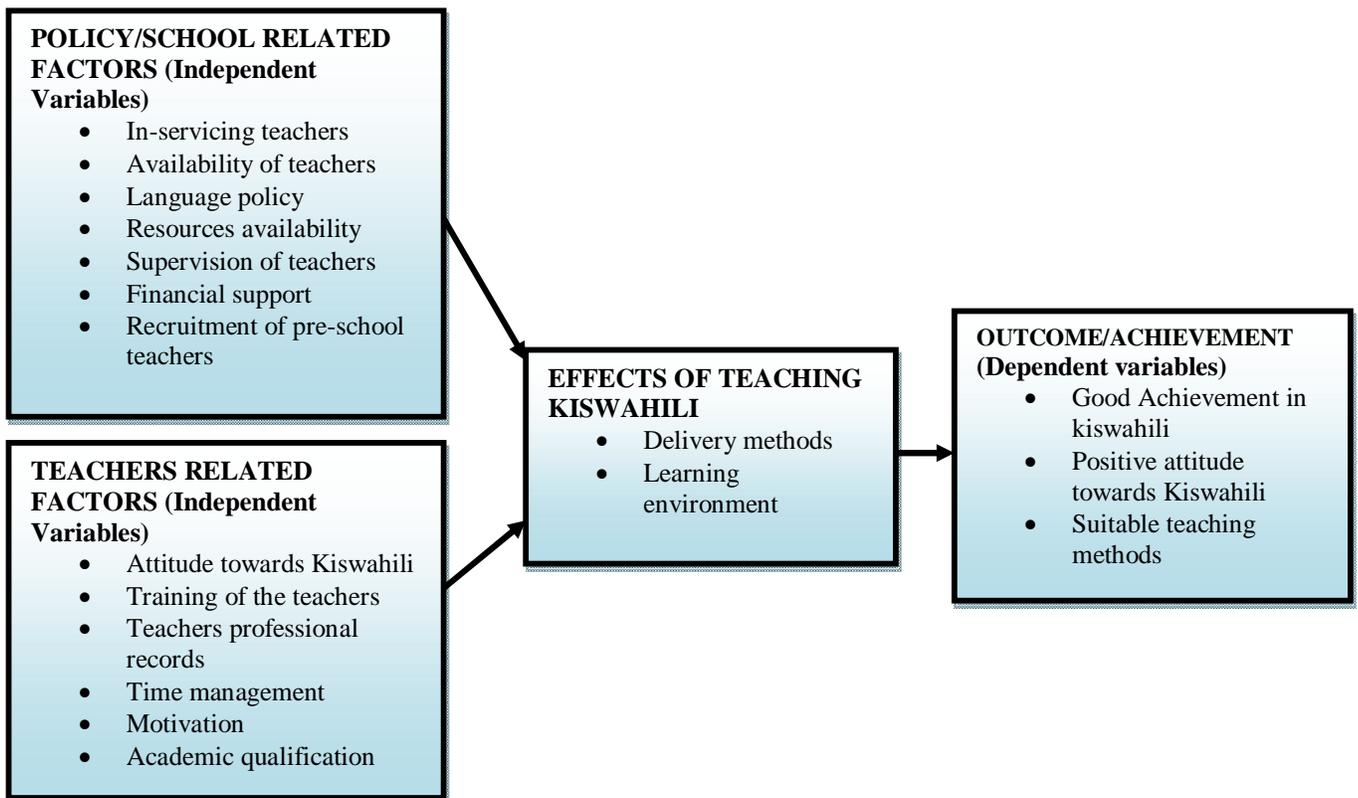


Figure 1:1 Conceptual Framework

Source: Researcher 2015

Figure 1.1 shows the relationship between independent variables and the dependent variables. The policy/school related factors and teachers related factors when manipulated in any way must have either positive or negative effects on the teaching of Kiswahili. When there is proper and good manipulation of independent variables then there would be good delivery methods of the content, proper learning and a conducive learning environment which result to good achievement of the set objectives by the teacher, positive attitude building by the teacher and the learners.

Methodology

The study adopted cross-sectional descriptive survey design which was formed from curriculum implementation theory by Gross 1971. The study used questionnaire and interview schedules. It targeted a population of 408 teachers, 306 ECDE teachers in Public Pre- Schools and 102 head teachers. Saturated sampling was used in sampling 102 ECDE lead teachers, study used semi-structured questionnaire to collect data from the lead teachers who were key informants. Stratified sampling was used in sampling schools as they are zoned; simple random sampling was used in selection of 33 pre-schools in their respective zones. The 33 head teachers were the informants. The study used interview schedules for both the head teachers and 33 ECDE teachers. The validity of the research instruments were determined by the content experts and the reliability by Pearson Correlation Coefficient and a coefficient of 0.7 was the threshold. Descriptive and inferential statistics were used in analyzing quantitative data while qualitative data analysis involved interviews which were analyzed by using thematic analysis.

Literature Review

Influence of Kiswahili language policy on the teaching of Kiswahili

A study conducted in the Northern Ireland by Sheehy (2011) on the effects of formal curriculum and testing in Early Childhood Education used a survey design to conduct the research. Questionnaires and interview guides were used as data collection instruments in the study. Both descriptive and inferential statistics were used to analyze the data. The study found out that teachers can only achieve their designed goals and objectives only when all the areas of development are integrated in the methodologies that are interactive, practical and enjoyable. The current study is similar to the reviewed study in that the study used questionnaires and interview guides as the key instruments for data collection. The present study is different to the reviewed study in that it investigated teachers' challenges in the teaching of Kiswahili as a language. The reviewed study also revealed that there must be a school policy that supports the implementation of the curriculum. The current study found out whether language policy is vital to the teaching of language in pre-schools.

According to Gronland (2013) who did his study in Norway studied; how to write and to use instructional objectives on students to determine their performance. The study found out that learning objectives helps the teacher to plan what he/she is about to teach and how he/she is to teach in class. It also helps the teacher to select materials, methods and type of assessment he/she should give to his/her learners, the objectives also help the teacher to evaluate him or herself on what he/she has taught. The aim of the study was to examine the implementation of the curriculum as the education policy dictates. It was also to improve the learning objectives in relation to the selected instructional materials while the present study focused on the implementation of ECDE curriculum, availability and use of instructional materials. The current research focused on the teacher's own evaluation contrary to the reviewed study that was learner-based evaluation.

According to Chelule (2009) who studied; significance of teaching and learning materials in secondary level in Kenya and used descriptive survey design affirmed that distribution of teaching and learning materials such as text books and equipment's account for a significance difference in performance amongst schools. The finding was, learning would be boring to learners if teaching and learning resources are not incorporated in the lesson. The resources therefore should be properly organized and exploited for a meaningful teaching and learning.

The present study is different in that it investigated the availability of learning resources and the respondents were the ECDE lead-teachers and the primary head teachers who are the managers of these institutions. This was done to fill the gap that might have been left in the pre-school. The study was carried in ECDE schools while the Chelules' study was based in secondary schools. The present study focused on the significance of teaching resources to the teachers and not to the learners as Chelules' thereby adding literature to the existing knowledge. The study used descriptive survey design as was used by the reviewed study but based in Kenya.

Attitude of Pre-school Teachers towards Teaching Kiswahili

Gartner and Grembley (2011) in their language journal, affirm that motivation is a psychological process which determines the intensity, direction and persistence of behavior related to learning. It is also the fulcrum that focuses on the learners. The teacher therefore should always present his subject matter in a way that will appeal to the learners. This has been a challenge to many teachers since most of the children lack motivation to learn.

According to Gwimbis' journal (2006) which was a comparison of the attitude of teachers who work in private school and those who work in public schools in terms of their attitude towards language and frequency of language activities as in the classroom. The result indicated that pre-school teachers who work in private holds more positive attitude towards teaching than their counterparts who work in public pre-schools and this is due to motivation in all aspects. It also revealed that teachers in private schools are closely supervised and therefore provide numerous language activities compared to public pre-school teachers and this enhanced language acquisition to the learners. The current study focused on the attitude of the pre-school teachers in public pre-school and it didn't compare their attitude with the attitude of teachers in private schools. Chin (2005) expressed that language literacy and attitude towards language play significant role in human daily lives and investigated whether first year pre-service teachers in elementary education and language education programs in Taiwan has a satisfactory language literacy. The result indicated that elementary pre-service teachers were moderately having positive attitude towards language. The current study filled the gap by establishing whether the experience of the Kiswahili teachers has a contribution to the effective teaching of Kiswahili. Apart from the teachers experience the study investigated the attitude of the Kiswahili teachers in pre-schools. The current study established whether the teachers teaching experience, course work, school capacity in terms of the teachers has impact on the attitude and teaching.

Challenges facing teachers and head teachers in the teaching of Kiswahili

Wachira (2009) affirms that school administrator has direct influence in the achievement of the learners because they have a key role in coordinating, directing and facilitating the learning process. The study reveals that most of the schools fail because of poor administration. He confirms that head teacher plays a pivotal role in the school. Through his or her managerial skills, the head teacher set pace and direction towards the achievement of the institutions' goals. The head-teacher should supervise and support teachers work through lesson observation, professional counseling and discussion of schemes of work. For any curriculum to succeed there must be maximum supervision and in-servicing teachers who are not up to date with the current trends in the curriculum. The present study investigated whether the head teachers perform their roles in ensuring that the ECDE curriculum is implemented well thereby filling the gap and adding literature to the existing body of knowledge.

According to Mbiti (2010), in his study on the availability of teaching/learning resources in public primary schools in Kenya admitted that the heads of the schools lacked enough funds for buying teaching and learning resources and funds for sponsoring teachers for in-service courses. The study showed stated that most of the teachers had no interest in Kiswahili hence vernacular speaking interfered with the teaching and learning of Kiswahili as a second language. The present study is different in that it focused on the management of the available resources in public ECDE schools by the primary head teachers. The above reviewed study used questionnaires and document analysis but interview schedules were not used. The present study used questionnaire and interview schedule to collect in depth information to enrich the existing body of knowledge.

Edern (2010) investigated the challenges pre-school teachers face in the curriculum implementation of language and whether these challenges differ in relation to teachers' level of education, department they graduated from, the type of school they are working in teaching experience and level of in-service training in the Middle East. The study collected quantitative data by use of questionnaire from 223 preschool teachers teaching in public and private schools in Ankara and qualitative data was gathered through interviews with a group of respondents from 223 teachers. The findings were that the most frequently reported issues by the respondents were problems related to evaluation and physical facilities followed by the ones related to teachers planning. The result showed that the challenges related to physical facilities experienced by pre-school teachers working in kindergartens were significantly different compared to teachers working in private pre schools.

Strategies for effective teaching of Kiswahili in pre-schools

Kanje (2009) investigated teaching and learning resources that are available to specifically assist teachers in improving their classroom assessment practices. The reviewed study in Ghana used questionnaires and interview schedule. The present study was similar but only used questionnaire to fill the gap and add literature to the existing body of knowledge. The reviewed found out that textbooks are essential teaching and learning resources and this has been confirmed by various studies. He believes that most schools perform poorly because they spend less in purchasing teaching resources and any meaningful teaching and learning to take place, appropriate teaching and learning resources must be used.

Mbiti (2013) studied; challenges facing teachers and learners in the process of teaching and learning Kiswahili in public secondary schools. The study was done in Kiambu in Kenya. The current study focused on the supervision done by the primary head teachers in public pre-schools. The study was within Kasipul division though in Kenya. The reviewed literature had a view that for teaching to be effectively done, head teachers must take initiative of supervising their juniors for proper curriculum implementation and in the view of the findings then; there is need of in-servicing training programmes for Kiswahili teachers which would impart current knowledge and trends to them and to update them with current trends in Kiswahili. He advocated that language policy should be in all the schools for proper language development and advice The Teacher Service Commission to employ enough teachers to ease the problem of heavy work load experienced by Kiswahili teachers and as Kiswahili teachers, they also need to vary their teaching methods to make their lessons interesting and appealing to the learners.

A study carried out on educational implication of using language as a medium of instruction in

secondary schools in Buret- Bomet County in Kenya, Makori and Mumiukha (2008) revealed that there was clear problem for learners in using language to convey their effort to grasp classroom tasks. This was one reason for the poor performance in Kiswahili by the learners. They advocated that the remedy for this problem is to have language policy that should be followed to ensure familiarity of the language within the learners' environment, the incorporation of suitable learning material should be ensured to make learning real and enjoyable. The use of mother tongue should be minimized as it inhibits the learning of a second language which is meant for effective communication. The present study similarly focused on the language used by the instructors but in pre-schools where questionnaire and interview schedule was employed thereby adding literature to the existing body of knowledge.

Findings

This section presents the study results as revealed by collected data.

Language policy factors that influences the teaching of Kiswahili language in pre-schools

i) Number of Languages activities taught

The respondents were asked the number of languages they teach and the response is shown in Table 1.

Table 1: Number of Languages activities taught

How many language activities do you teach?	Frequency	Percent
One	19	19.2
Two	39	39.4
Three	41	41.4
Total	99	100.0

Source: Field Survey 2015.

The findings shows that most of the teachers 41(41.4%) teach three language activities with 39(39.4%) who teach two language activities as shown in table. The study therefore is contrary to the findings by KIE (2011) which emphasized that the languages to be taught are suppose to be two and are not to be mixed while teaching and that is English and Kiswahili. The study therefore revealed that only 39 teachers complied with the Basic Education Regulation and syllabuses (2010). It also means that 19 ECDE teachers teach only one language activity while most teachers either teach two or three languages. In addition to this, some of the interviewed teachers agreed that they teach more than one language activity. Three teachers reported that;

"...It is obvious the languages to be taught are two" (LT, 9).

"The language activities to be taught are two but you can in cooperate the third for efficiency"(LT, 15)

"...I always teach two languages but I must chip in mother tongue to make it real and lovely"(LT18)

"....I teach only one language as I found it being done"(LT,7)

The qualitative findings show that some of the teachers teach more than one language activity. The finding is similar to Basic Education Regulation and Syllabuses (MOE, 2010) but different in that some of the teachers do not follow the curriculum as stated by the KIE(2011) , the objective of appreciating Kiswahili, pleasure and a firm foundation and improvement cannot be achieved when mixing Kiswahili and English. This distorts learning of the language (Glenn, 2088).

ii) Availability of Instructional Materials

When the respondents were asked to show the availability of instructional materials, the response was as shown in table 2.

Table 2: Availability of Instructional Materials

	Yes		No	
	Frequency	Percent	Frequency	Percent
Do you have school library that caters for ECDE learners	38	38.4	61	61.6
Do you have adequate Kiswahili text books	40	40.4	59	59.6
Do you have adequate instructional resources for teaching Kiswahili activities?	20	20.2	80	79.8

Source: Field Survey 2015.

The respondents were asked if the school has school library that caters for ECDE learners and 61(61.6%) disagreed and the remaining percent (38.4%) have school libraries that caters for the learners. This finding is similar to Margaret (2014) findings that revealed that 70% of the schools in Bomet county had no libraries. According to the reviewed study learning of languages become very difficult when the libraries that are the book stores and the reading places are not available hence poor acquisition of the language. 59(59.6%) responded that they do not have adequate Kiswahili text books, (40.4%) agree that they have enough textbooks for the learners. This study result is supported by the findings of Jekayinfa (2010) who established that in adequate text books makes learning to be inefficient and ineffective. 80(79.8%) agreed that they do not have adequate instructional resources for teaching Kiswahili activities while the remaining (20%) have adequate resource for teaching Kiswahili activities as shown in Table 2.

This quantitative finding indicates that most of the schools do not have libraries that cater for the learners and there is also shortage of Kiswahili textbooks in most of the schools. The instructional resources are not adequate in most schools in the division.

The interviewed lead teachers reveal that there is in adequate text books and this has made learning not to be enjoyable because there are no enough books for verification by the teachers. When they are few or not available, learning does not become successful and more so become teachers centred. Some of the teachers reiterated that effectiveness of Kiswahili text books in a learning situation by stating that;

“ I only have one textbook and I cannot do the verification of the content to deliver to the learner” (LT2). Another teacher pointed out that; *“I have one type of a textbook that limits me to one teaching approach and this is not good for effective learning” (LT4)*

This qualitative finding shows that many schools do not have adequate Kiswahili textbooks and the few that are present are of one type from one author. These sentiments concur with the findings of Chelimo (2014) who also found that teachers do not have adequate reference books in ECDE schools and recommended that there should be enough and varied teachers' books for efficiency in learning.

The head teachers who were interviewed on the adequacy of the instructional resources indicated that resources are scarce but vital in the event of learning as they make learning to be practical and real. This makes learning more efficient and saves time. Most of the respondents reveal that lack of

resources makes learning boring and abstract to the learners hence no learning. The probed headteachers on the availability of the learning resources reported that:

“There is lack of adequate learning resources in this school and this makes learning more cumbersome to the learners and it is attributed to by the big number in the ECD classes,” (HT,10). Another head teacher said that:

“...I think there are no adequate learning resources since the parent are not cooperative in the learning of their children” (HT23). The divisional supervisor also revealed that instructional resources are scarce and it is a big challenge in the schools within the division. When interviewed she responded that:

“ in this division, instructional resources are lacking and it is a bigger challenge in most schools” (DS)

The qualitative findings therefore reveal that learning resources are not adequate in most of the schools in the division. Gebregeorgis (2010) findings support this by noting that libraries play a supportive role in education as live long learning centres. Public and Institutional libraries have a responsibility to promote Village libraries in Uganda to enhance education by developing a reading culture. They help students to expand knowledge of widely beyond their villages. The findings shows that the schools do not have enough Kiswahili instructional materials, this is because the school lack libraries that can cater for ECDE learners, the schools do not have adequate Kiswahili text books and they also do not have the instructional resources for teaching Kiswahili activities. Wangui (2011) refers to teaching and learning resources as aids that teachers use to assist learning and enhance student’s participation in class for effective learning. Since the implementation of free tuition in public primary schools, the government took the responsibility of investing in instructional materials and text books. This finding concurs with Twoli (2006) study in students’ performance who found that, student’s performance is correlated to academic qualifications and competence of the teacher in the teaching process. It is worth noting that, good teaching strategies leads to high academic achievement in schools.

Ministry of Education (2003) concurs with the findings of this study in that they both realized that the quality of learning resources are very important in the effectiveness of curriculum delivery (Ministry of Education (2003). In absence of teaching learning materials, lessons will be teacher centered and students will not do their work independently.

Mukomo (2004) is in agreement with this study finding which shows that there is an outcry from teachers on lack of the basic resources like textbooks. Incidentally curriculum developers give little emphasis to development and production of teaching learning materials for languages besides textbooks and more attention is given to production of materials and resources for sciences and technical subjects. This worsens the teaching of languages. The selection of the right textbooks in primary schools should be guided by the orange book prepared by the Kenya Institute of Curriculum Development (KICD 2012) which dictates the books to be bought and this limits the teachers from variety of books.

Both teachers and headteachers interviewed agree that teaching materials play key role in Kiswahili performance. Miller and Seller (2006) agree that instructional materials are critical ingredients in learning and the intended programme cannot be easily implemented without them. Instructional materials provide information and opportunities for pupils to use what they have learnt, without resource materials and facilities, the teacher may not be able to set the objectives that he would like his students to attain.

Interviewed lead teachers admitted that text books play key role in Kiswahili performance and the number should be increased to match the student's ratio. A survey by Andola (2010) which was done in Angola assessed the learners' book ration in secondary schools, the study used document analysis while the present study used questionnaires and interview schedules, the finding was similar in that there were few textbooks compared to the number of learners. The ration appeared to be one textbook per every three learners. The study supported Nutbrown's (2006) recommendation that the ratio of books to learner should be 1:3 and in addition to using textbooks, teachers should use teaching aid to facilitate their teaching.

iii) Teaching methodology

The table 3 below shows the response of the teachers on the kind of method used in teaching Kiswahili

Table 3: Teaching methodology

	Yes		No	
	Frequency	Percent	Frequency	Percent
Lecture method	66	66.7	33	33.3
Question and answer	71	71.7	28	28.3
Field work	7	7.1	92	92.9
Group work	64	64.6	35	35.4

Source: Field Survey 2015.

The teachers were asked their teaching methodology and from findings; the table shows that question and answer method was widely used with 71(71.7%) of teachers while only a few teachers didn't use it 28 (28.3). This finding is in agreement with Maina's (2011) findings whose findings reveal that question and answer method is a child-centered method that enhances teaching and learning though most of the teachers 66(66.7%) used lecture method while only 33(33.3%) failed to use it, this finding is in agreement with Whitebread (2013) whose findings revealed that novice teachers who are ignorant use lecture method in pre-schools as they do not understand the education system. Field work as a method was poorly used by only (7.1%) though it is a child centred approach to teaching while a greater percentage failing to exercise it 92 (92.9%). It therefore indicates that learners were denied the opportunity to learn by themselves by the teachers who used lecture method and those who failed to use field work as a method (Onyango, 2014). However 64(64.6%) used group work well and the learners were able to interact with one another but just a smaller percentage of (35.4%) denied the learners for interaction as shown in Table 4.4.

The finding therefore shows that the teachers didn't have distinct methods to apply to the learners hence making learning to be appealing to some learners and boring to some learners. The table reveals that a greater percentage of teachers used question and answer and group work which is learner centred methods while some used lecture method which was harmful to the learners since it is teacher centred.

In addition, the interviewed ECDE lead teachers when asked the modalities they use to improve their teaching, some answered that:

"I always use field work approach, observation method and motivation of my learners to ensure proper learning"(LT6) Another teacher responded that; *" I sometimes try to use child centred approaches in my teaching to make it enjoyable"*(LT20). Most of the lead teachers reported that:

“I always involve my learners in nature walk” (LT22)

“ I teach using the textbook available” (LT11)

The qualitative findings reveal that most of the teachers had the knowledge that the teaching should be learner centred but didn't practice it regularly with a few using teacher centred methods which are not suitable to the ECDE learners.

The commonly used teaching methods are; questions and answer, group work and lecture method in that order. The findings are in support of Whitebread (2013) whose study revealed that trained and qualified teachers mostly use child-centered approaches while novice teachers use trial and error methods. The field work is least or not used in the teaching of Kiswahili to the ECDE learners. According to KICD (2000), the role of methodology is to enable the children to achieve instructional objectives at the end of the learning, teaching methods affect children's performance and therefore, teacher needs to be conversant with the different methods in order for the children to have high performance level.

Cohen and Heather (2000) in support of this study findings observed that teachers should use different methods to ensure that learners have grasped the content taught. The teacher's methodology is a sufficient factor in facilitating the implementation of the intended aims and expressed objectives of a given educational programme. These include approaches to the teaching of the subject, instructional methods and teaching/learning activities and how the required skills are developed. A good teacher uses several methods of teaching in a single lesson depending on the teaching/learning situation of a given lesson.

Also according to the Ministry of Education in Kenya (2011), the learner should be placed at the Centre of the teaching and learning process through methods that actively and meaningfully engage learners in learning activities. Kiswahili needs to be taught using the most relevant methods like the learner centered methods like group discussion, role play and demonstration in order to make it interesting to the learners.

The interviewed lead teachers stated that the methods used to teach influences performance some methods are understood by learners and others are not easily understood. Akinolgu (2008) supports above findings, the study in Malawi revealed that some teaching methods affect the effectiveness of a teacher in that some contents are understood better by learners when delivered through a given method.

The interviewed headteachers agreed that lecture method is not good for teaching Kiswahili since learners are not involved this was supported by Onyango (2008), who revealed the limitations of lecture method as; it is not good for teaching certain concepts especially those that relate to psychomotor skills and attitude, social learning is minimal during presentation and some teachers are not able to match other presentation to the comprehension level of their learners

iv) Language Policy

When the respondents were asked whether they had a problem with the language policy, on communicating with learners in Kiswahili, the figure 2 shows their response.

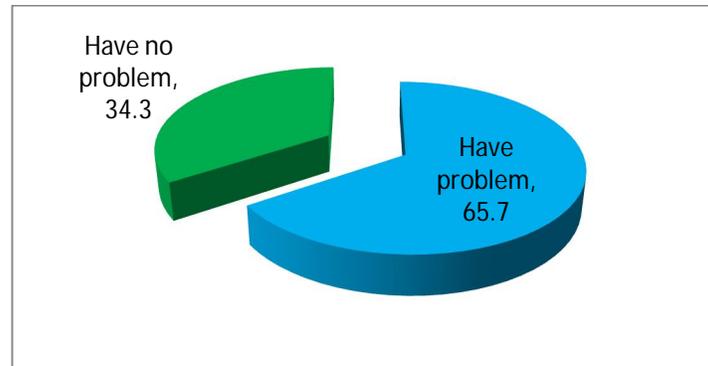


Figure 2: Problem with communicating with learners in Kiswahili

Source: Field Survey 2015.

The teachers were asked if they have any difficulty in communicating Kiswahili and from findings most of them 65(65.7%) agree that they have a problem in communicating in Kiswahili with the learners while a smaller number showed that they had no problem in communicating in Kiswahili (34.3%) as shown in figure 4.6. this shows that most of the teachers are in efficient and in effective in handling the language. The finding is contrary to Waithaka (2005) who established that a teacher can teach any subject efficiently in lower classes

The interviewed lead teachers believe that language policy sometimes interfere with the learning system in that whether you have interest in teaching the language or not, once you are an ECDE teacher then you have to teach all the language activities. On the other hand most of the ECDE lead teachers believe that, forceful teaching of language activities without interest is a great draw back to the success of the learners. Some of the lead teachers responded that:

“ I think language policy is very important but should be to the interest of the teacher” (LT, 12). Another respondent responded that:

“ when you teach Kiswahili in these rural schools, kiswahili is very strange to the learners because they only understand their mother tongue and therefore I lose interest in it,” (LT8). Two respondents also indicated that:

“ I have poor foundation in Kiswahili and therefore I teach it because it is to be taught” (LT14)

“I was born in the rural and therefore I try to talk in Kiswahili but I have no confidence”(LT25)

Most of the headteachers when asked whether there is language policy in their schools, some stated they do not have because it is difficult to implement as the teachers themselves do not like talking in Kiswahili and learners lack models to emulate. The predominant response from the head teachers was:

“I do not have language policy because the teachers are not supportive in its Implementation” (HT18)

“I tried putting it in place but it didn’t work because the instructors themselves did not practice it and it was strange to the learners in that they lacked model to emulate” (HT6)

The qualitative findings shows that most of the teachers feel that they are forced to teach Kiswahili activities though they do not have interest and also interference from the language of the catchment area that makes them not to achieve their set goals in Kiswahili activities. The interviewed head teachers also reveal that language policy is very important but the implementers are not supportive by being good role models to the learners.

This means that the Kiswahili teachers have a problem while communicating in Kiswahili with the learners. Chomba (2008) did a study on effects of schools language policies on learners communication competence, and found out that most of the schools in Kirinyaga district have developed language policies to enable learners communicate frequently in English. That the use of Kiswahili by learners was limited to a few days of the weekend and students who used Kiswahili in the days set aside for learners to communicate in English were punished. This study focused on Kiswahili and not English but the results is in contrast with current study findings in that the reviewed findings was on the learners while the current is on the teachers ability to communicate in Kiswahili.

The interview with lead teachers and head teachers agreed that policies influences learning of Kiswahili. This was supported by Gitau (2013) who investigated; situations regarding the teaching and learning of Kiswahili in primary schools in Kikuyu Division affirms that a language policy of a given school determine the attitude of learners towards a second language.

Findings on attitude of pre-school teachers towards teaching Kiswahili

Teachers' attitude plays an important role in the present context. In the professional courses, the teachers have changed their role from being the controllers of the class to the facilitators. They accept students' mistakes in the language use as a necessary part of the language learning. They help motivate students use more and more language in their daily life. Learners learning outcomes are influenced by the interpretation of teacher's interpersonal behavior.

Table 4: Attitude of pre-school teachers towards teaching Kiswahili

	Ss	D	U	A	SA	Mean	Stdv
I have difficulty in communicating in Kiswahili with the learners	5(5.1)	18(18.2)		64(64.6)	12(12.1)	3.6061	1.07683
In servicing of Kiswahili teachers is very important and I would wish to attend	4(4)	6(6.1)	7(7.1)	68(68.7)	14(14.1)	3.8283	.89260
Teaching of Kiswahili is interesting and I would wish to further my studies in Kiswahili for better results	4(4)	8(8.1)	4(4)	69(69.8)	14(14.1)	3.8182	.91878
I do net- working in teaching Kiswahili in pre-school	17(17.2)	24(24.2)	3(3)	45(45.5)	10(10.1)	3.0707	1.34204
I teach Kiswahili because it is compulsory	2(2)	61(61.6)		34(34.4)	2(2)	2.7273	1.02835

According to the respondents 76(76.7%) of the teachers agreed that they have difficulty in communicating in Kiswahili with learners, while 23(23.3%) disagreed that they have problem in communicating in Kiswahili. The finding is supported by Waithaka (2005) whose findings revealed that most of the teachers had difficulty in communicating in fluent Kiswahili. 82(82.8%) believe in-service for the teachers is very important and they would wish to attend, while 10(10.1%) disagreed and 7(7.1%) were undecided. Sithole (2009), concurs with the finding that in-service for the

teachers is very important for any teacher who is still in service. 83(83.9%) agreed that teaching of Kiswahili is interesting and they would wish to further their studies for better results in Kiswahili while 12(12.1%) disagreed and 4(4%) were undecided. Okithima (2007) findings survey on instructional practices on Kiswahili teachers was a contrast to the present finding in that teachers didn't love Kiswahili but the teachers were doing very well in Kiswahili. 55(55.6%) agreed that they do networking in teaching Kiswahili in the pre-school and on the contrary 41(41.4%) disagreed while 3(3%) were undecided. However, 63(63.6%) disagreed when asked if they teach Kiswahili because it is compulsory and only 34(34.4%) agreed that they teach Kiswahili because it is compulsory. According to Okithima (2007), the findings were similar in that a greater percentage taught Kiswahili just like any subject but not because it is compulsory.

The quantitative finding therefore indicate that a greater number of teachers have communication problem in Kiswahili and majority of the teachers believe that in-service for teachers is very important and therefore wish to further their study and also net-work in the teaching of Kiswahili. The teachers teach Kiswahili because they love it but not because it is compulsory to show their positive attitude towards Kiswahili.

The interviewed teachers reflected that teachers have major problems in communicating in Kiswahili (see fig, 4.5, pg 55). Most of the teachers agreed that they love Kiswahili and would want to further their study. The predominant statement was:

"...I love teaching Kiswahili but it is boring teaching it in the rural area where it is a second language" (LT12)

"...the heart is willing but the environment is not favourable to exercise the ability" (LT13)

When the divisional supervisor was interviewed on the attitude of the teachers, she responded that the a few teachers that she had interacted with showed positive attitude towards Kiswahili. The response was:

"I have not met most of the teachers but a few that I have conversed with showed positive attitude towards teaching the language activities" (DS)

The qualitative findings therefore reveal that most teachers have problems in communicating in Kiswahili but they are intrinsically motivated in teaching Kiswahili but still lack more knowledge on it and need to further their studies to improve their performance. This finding is supported by Waitheka (2005) whose finding revealed that most teachers had difficulty in communicating in Kiswahili. The surrounding is another obstacle to the teachers in that it is not favouring the learning of Kiswahili but teachers do not teach Kiswahili because it is compulsory.

Meenakshi (2008) agrees that an individuals' perception of the class teacher, peer group, syllabus and his/her awareness for future needs affect his/her attitude to language learning. Learner's learning outcomes are influenced by their interpretation of teachers' interpersonal behavior. If they believe that the teacher is associated with them and their learning outcome, the teacher empathizes with them, understands their problems, they react positively and this factor contributes to their motivational level in the classroom. The reviewed finding is in contrast with the current study in that the perception is on the learner but the current is on the teachers.

The teachers who have difficulty in communicating in Kiswahili with learners believe in-service for the teachers is very important and they would wish to attend, they agreed that teaching of Kiswahili

is interesting and they wish to further their studies for better results in Kiswahili and averagely, teachers also agreed that they do networking in teaching Kiswahili in the pre-school. However, they do not teach Kiswahili because it is compulsory. Omulando, (2004) supports that values and attitudes are some of the basic components of motivation in any given situation, language use included. Motivation in this case refers to what Raju (2008) describes as “the choices people make as to what experiences or goals they will approach or avoid and the degree of effort they will exert in that respect” (p. 39). The way teachers feel about the languages they are exposed to within the school setting influences how they use these languages during classroom instruction. How they use these languages also influences how their learners use the languages. Basically, when an individual is confronted with more than one language, it leads to a consideration of linguistic attitudes of the individual (Omulando, 2004, p. 116). The attitude towards a language, the value placed on a language determines the way a language is received and used by an individual or group of individuals. It can therefore, be concluded that the higher the value of language, the warmer the reception and the more the patronage of the language; the lower the value the colder the reception and the less the patronage of the language.

Sessional paper No. 14 of 2012 support that in-service of teachers greatly affects the quality of curriculum implementation. Teachers are an important resource in the teaching and learning process and their training and continued professional development is pivotal to achieving the vision and aspirations of the country, (Sessional paper No. 14 of 2012).

In support with in-service training importance, Muhammad and Rashid (2011) demonstrate that academic qualification, professional qualification, refresher courses or trainings and teacher experience are the most important qualities of a teacher. The qualities like academic qualification and knowledge of the subject matter, competencies, skills, and the commitment of a teacher have an impact on teaching and learning process. Metzler and Ludger (2010) in their study found that teacher quality is a key determinant of student learning and subsequent academic achievement. From interview, lead teachers agreed that the performance of Kiswahili is pegged on the Kiswahili teachers attitude, this is supported by Gitau,(2013) who argued that although Kiswahili is compulsory in ECDE curriculum, the language policy of a given school affects the attitude of the learners, some schools give prominence to English at the expenses of Kiswahili.

i) Attitude toward Teaching Kiswahili in ECDE

The summary of teachers' attitude towards teaching Kiswahili was tabulated and shown in Table 5.

Table 5: Teachers attitude towards teaching Kiswahili activity in ECDE

	Frequency	Percent
Very positive	2	2.0
Positive	3	3.0
Very negative	55	55.6
Undecided	39	39.4
Total	99	100.0

Source: Field Survey 2015.

The teachers 55(55.6%) of the teachers agree that the there is negative attitude towards teaching of Kiswahili as shown in table 4.9. This shows that only 2% have very positive attitude towards teaching Kiswahili activities and only 3% have positive attitude towards teaching Kiswahili. The

biggest percentage have negative attitude towards teaching Kiswahili. This quantitative result shows that most of the teachers have negative attitude towards teaching Kiswahili. According to Waweru(2009) whose study revealed that most of the teachers had negative attitude towards teaching Kiswahili in Kiambu District supports the finding of the current study finding

In addition, some of the interviewed teachers supported quantitative finding by saying that they have negative attitude towards Kiswahili because the learning environment is not favourable to them and the learners and this makes them not to achieve their goals. The predominant response was that:

“I have developed a negative attitude because the environment is not motivating and there are no enough resources” (LT25)

“learners have negative attitude towards me and the subject and therefore am not motivated to teach” (LT9)

The qualitative results therefore suggest that most of the teachers have negative attitude towards Kiswahili due to unconducive environment that does not favour teaching Kiswahili in the rural areas.

The teachers have negative attitude toward the teaching of Kiswahili in ECDE in primary schools. A recent study by Suter and Busienei (2013) established that Kiswahili teachers do not have a favourable attitude towards the teaching and learning of Kiswahili oral literature in Marakwet District, Kenya. Teachers’ negative attitude towards Kiswahili affected students’ attitudes towards the subject. This finding ultimately conforms with the present findings of the study. Attitude is an integral component in learning any language (Haitema, 2002) especially a second language like Kiswahili. Positive attitudes enhance the learning and acquisition of relevant language skills. On the other hand, negative attitudes towards the second language hinder it learning and academic achievement in the language.

ii) Findings on teachers attitude towards Kiswahili in ECDE in Primary Schools

Table 6 shows the response of teachers towards their attitude towards Kiswahili in ECDE

Table 6: Teachers attitude towards Kiswahili in ECDE in Primary Schools

	SD	D	U	A	SA	Mean	Stdv
It is enjoyable communicating in Kiswahili	21(21.2)	54(54.5)	2(2)	19(19.2)	3(3)	2.2828	1.09768
It is enjoyable teaching Kiswahili	6(6.1)	6(6.1)	1(1)	57(57.7)	29(29.3)	3.9798	1.04958
In service of teachers add value to teaching of Kiswahili	1(1)	1(1)		80(80.8)	17(17.5)	4.1212	.53970
Language of the catchment area cause challenges to effective teaching of Kiswahili	7(7.1)	8(8.1)	2(2)	71(71.7)	11(11.1)	3.7172	1.01056
Supervision enhances proper teaching of Kiswahili	2(2)	1(1)	6(6.1)	77(77.8)	13(13.1)	4.0103	.63729
Self-evaluation after Kiswahili lessons improves the teachers teaching	4(4)	2(2)	2(2.1)	69(69.7)	22(22.2)	4.0510	.82951
Teachers success in teaching is directly dependent on the learners performance	4(4)	10(10.1)		70(70.7)	15(15.2)	3.8283	.94804
Motivation of teachers leads to higher achievement by both teachers and learners	4(4)	(2)	8(8.1)	76(76.8)	9(9.1)	3.9032	.76705

Source: Field Survey 2015.

Survey results shows that 75(75.7%) of the teachers do not believe that it's enjoyable communicating in Kiswahili while on 23(23.3%) disagreed and only 2(2%) were undecided. Chen & Chan (2006) supports the finding by stating that teachers who had more positive attitude toward language content course gained higher achievement scores and indicated positive attitude towards the methods but those with negative attitude failed. 87(87%) agree that it's enjoyable teaching Kiswahili while 12(12%) disagreed and only 1% was undecided. 98(98%) agree that in-service add value to the teaching of Kiswahili while only 2% of the teachers disagreed. 82(82.8%) of the teachers agree that language of the catchment area causes challenge to Kiswahili teaching while 15(15.2%) and 2% of teachers were undecided. According to 90(90.9%) of the teachers agree that supervision enhances proper teaching of Kiswahili while 3(3%) doesn't agree and 6(6.1%) were undecided 91(91.9%) agree that self-evaluation after Kiswahili lessons improves the teachers teaching, 6(6%) disagrees and 2.1% were undecided. 85(85.9%) of teachers agreed that teachers success in teaching is directly dependent on learners performance while 14(14.1%) disagreed. 85(85.9%) agreed that motivation of teachers leads to higher achievement by both teachers and learners while 6(6%) disagreed and 8(8.1%) were undecided.

The quantitative finding indicate that an average number of the teachers do not enjoy communicating in Kiswahili same to the number that enjoy teaching Kiswahili. The majority of the teachers admit that in-service to teachers add value to the teaching of Kiswahili. The language of the catchment is also an obstacle to most teachers in the teaching of Kiswahili. It is true that success in teaching directly depends on the learners' performance and motivation to both teachers and learners leads to higher achievement of the set goals.

The interviewed ECDE divisional supervisor supported that supervision is embraced by the ECDE teachers as it improves their performance as the visited teachers did not shy away from supervision. She commented that:

“The few teachers whom I visited didn't shy away from supervision and they accepted to implement the advice given to them through may follow up” (DS)

Some of the interviewed teachers on the effects of the language of the catchment area, most of them accepted that the language has a lot of side effects on the second language, the common statement was that:

“The language of the catchment area influences the acquisition of Kiswahili negatively in that learners only answer questions in their mother tongue” (LT20)

“It is a belief that second languages are taught in using the language of the catchment area and this spoils the teaching of Kiswahili” (LT24)

The qualitative finding shows that teachers support supervision and embrace it for positive change in their teaching but the majority of the teachers show that the language of the catchment area has negative influences in the learning of the second language.

The teachers do not believe that it's enjoyable communicating in Kiswahili, teachers feeling that it's enjoyable teaching Kiswahili, in-service add value to the teaching of Kiswahili and also the teachers agree that language catchment area causes challenge to Kiswahili teaching. According to the teachers they agree that supervision enhances proper teaching of Kiswahili and that self-evaluation after Kiswahili lessons improves the teachers teaching. Most of the teachers agree that teacher's

success in teaching is directly dependent on learner's performance and motivation of teachers leads to higher achievement by both teachers and learners. According to (KESSP, 2005-2010) still a large number of teachers are not in-serviced. This programme was launched in 2005 with the aim of strengthening primary school subject specialists in Kiswahili among other subjects (KESSP, 2005-2010).

Marriott and Marriott (2003) support that attitude is a very significant element in the implementation of Kiswahili curriculum. Students generally hold either positive or negative attitude towards academic courses. These attitudes are influenced by varied factors unique to individuals. One student may have a positive attitude towards a subject and the other negative attitude towards the same subject. A positive attitude however translates a high student academic achievement

Findings on challenges facing pre-school Kiswahili teachers

The summary of teachers' response on the challenges facing pre-school Kiswahili teachers is tabulated and shown in Table 7.

Table 7: Challenges facing pre-school Kiswahili teachers

	SD	D	U	A	SA	Mean	Stdv
I have no know how on how to make professional records	3(3)	3(3)	3(3)	64(64.6)	26(26.3)	4.0808	.82902
It is very difficult to make professional records regularly	3(3)	10(10.1)		71(71.7)	15(15.2)	3.8586	.90362
I find it difficult to deliver the subject content to the learners	30(30.3)	39(39.4)	8(8.1)	21(21.2)	1(1)	2.3673	1.33461
Language of the catchment area affects the effective teaching of Kiswahili	6(6.1)	7(7.1)	4(4)	70(70.7)	12(12.1)	3.7576	.96986
My learners have negative attitude towards Kiswahili	10(10.1)	5(5.1)		60(60.6)	24(24.2)	3.8384	1.15800
I find it difficult to evaluate the learners during and after the lessons	36(36.4)	43(43.4)	2(2)	18(18.2)		2.0202	1.05926
I am poorly motivated in terms of remuneration	2(2)	3(3)	2(2)	56(56.6)	36(36.4)	4.2222	.80249
There is no adequate learning facilities and materials	3(3)	5(5.1)	2(2)	54(54.5)	35(35.4)	4.1414	.91484

According to survey 90(90.9%) of teachers have no know how on how to make professional records while 6(6%) disagreed and only 3(3.1%) were undecided, 86(86.9%) agree that it is very difficult to make professional records while only 13(13.1%) disagreed. 69(69.7) disagreed that they find it difficult to deliver the content to the learners while 22(22.2%) accepted that they had a problem and the remaining 8(8.1%) were undecided. Meanwhile 82(82.8%) agreed that language of catchment area affects the effective teaching of Kiswahili while 13(13.2%) disagreed and 4(4%) were undecided, 84(84.8%) of teachers agree that their learners have negative attitude towards Kiswahili and 15(15.2%) disagreed., 18(18.2%) of teachers agreed that they find it difficult to evaluate their learners while 79(79.8%) disagreed and 2(2%) were undecided. According to the table 93(93%) are poorly motivated by their remunerations while only 5 (5%) disagreed and 2(2%) were undecided 89(89.9%) agreed that there is no adequate learning facilities and materials in for ECDE in the primary schools and also supported by means >3.0 as shown in table 4.11. 8(8.1%) disagreed and 2(2%) were undecided.

It is true that most of the teachers do not know how to make professional records (90.9%) and only (9.9%) can make the records and this is supported by most of the teachers agreed that it is difficult making professional records regularly (86.9) while the (13.1%) accepts that they can make professional records. The highest percentage of teachers had no problems delivering the content to the learners (69.7%), while the remaining percent has a problem in content delivery. The language of the catchment area affect the teaching of Kiswahili with (82.8%) supporting this while only (17.2%) goes to the contrary. A higher percentage of teachers agree that learners have negative attitude towards teaching Kiswahili (84.8%) while a few teachers show that their learners have positive attitude.(15.2%). Most of the teachers do not have a problem with the evaluation of the learners during in-doors and outdoor activities (79.8%) while (20.2%) agree that they have problems in evaluating the learners. It is only (7%) that is motivated while (93%) are not motivated in their duties meanwhile a greater number of teachers do not have adequate learning facilities (89.9) and only (10.1%) can get adequate learning facilities.

The quantitative finding therefore proves that most of the teachers do not have knowledge on how to prepare professional record and even those who make them prepare them irregularly. Most of the teachers do not have problem in delivering the content to the learners but the language of the catchment area has a negative impact on the teaching and learning of Kiswahili. A greater number of teachers believe that their learners have negative attitude towards Kiswahili even though majority of the teachers have no problem in the evaluation of the learners. It is factual that most of the teachers are not motivated.

In addition to quantitative finding, the interviewed head teachers on the attitude of the learners together with the teachers, they mostly stated that the attitude of the learners is negative since the language is strange to them and some of the teachers also have negative attitude while majority have positive attitude but lack resources. Two respondents reported that:

“The attitude of the learners it negative because the language is strange to them hence shy away from it” (HT20)

“Some of the learners have negative attitude towards their teachers because their teachers talk to them in a language they do not understand “(HT12).

The interviewed head teachers on the attitude of their teachers stated that:

“Some of my teachers take their own initiative and even make learning materials by themselves and this is an indication that they have positive attitude towards their work” (HT15).

“They have positive attitude towards teaching but we lack good and adequate learning facilities to motivate them”(HT,8)

The above qualitative finding shows that the teachers are intrinsically motivated in their work but only lack good and adequate learning materials and facilities to build the attitude of their learners who have a negative attitude towards the subject and their teachers. This finding is supported by Desimone(2004) whose journal stated that teachers collaboration, relationship and net working are positive factors that increase teachers attitude and motivation as well as their teaching.

Most of the teachers have no know how on how to make professional records, they have difficulty in making professional records, agree that language of catchment area affects the effective teaching of Kiswahili and also teachers agree that their learners have negative attitude towards Kiswahili. The ECDE teachers are poorly motivated by their remunerations and there are no adequate learning facilities and materials in for ECDE in the primary schools. Ornstein and Hunkins, (2004) supports this study findings that the success of any learning depends largely on instructional procedures. For a given instructional procedure to achieve desired objectives it must be properly harnessed through adequate and proper use of instructional facilities. The persistent problem of non-availability of most instructional material is a great concern. Merely using instructional resources does not guarantee effective teaching. The resources must be appropriately selected. Teachers being the implementers of the curriculum, there should be preparedness through pre-service and in-service courses as well as professional documents. Proper instructional strategies must be put in place to aid implementation of Kiswahili curriculum.

Mutua (2013) supports the finding that lack of adequate teaching/learning resources result to poor performance in Kiswahili Language. The available teaching/learning resources motivate learners to participate and enjoy learning in class. The teaching/learning resources also enhanced the memory of the taught concepts as the learners have a chance to learn in a friendlier environment. According to Asikhia (2010), adequate well prepared instructional materials determine the amount of learning that can be placed in a learning setting. Good quality materials can motivate interest, maintain concentration and make learning more meaningful.

Interview with headteachers revealed that lack of resources influences performance of Kiswahili which was in support with Mbito (2013) findings which revealed that availability of teaching/learning resources in public primary schools in Kenya admitted that the heads of the schools lacked enough funds for buying teaching and learning resources and funds for sponsoring teachers for in-service courses. He stated that most of the teachers had no interest in Kiswahili.

Findings on strategies for effective teaching of Kiswahili in pre-school

Table 8 shows the response of teachers on the effective strategies for teaching Kiswahili in pre-school.

Table 8: Strategies for effective teaching of Kiswahili in pre-school

	1	2	3	4	5	Mean	Stdv
Workshops on Kiswahili has helped me a lot in teaching Kiswahili			2(2)	55(55.6)	42(42.4)	4.4040	.53298
I have net-worked with other Kiswahili teachers on the teaching of Kiswahili	13(13.1)	8(8.1)	6(6.1)	67(67.7)	5(5.1)	3.4343	1.14430
I have motivated my learners to improve their attitude towards Kiswahili	4(4)	3(3)		45(45.5)	47(47.5)	4.2929	.93952
I have created a conducive learning environment for the teaching of Kiswahili	2(2)	3(3)	2(2)	56(56.6)	36(36.4)	4.2222	.80249
I have furthered my studies in Kiswahili to improve the performance of Kiswahili	3(3)	12(12.1)	2(2)	52(52.5)	30(30.3)	3.9495	1.04368
I have sensitized the parents on the importance of Kiswahili as a language	8(8.1)	32(32.3)		34(34.3)	25(25.3)	3.3636	1.37362
Provision of adequate learning materials has improved my teaching	2(2)	2(2)	1(1)	64(64.6)	30(30.3)	4.1919	.73785
Remedial work to the learners has improved my teaching			1(1)	37(37.4)	61(61.6)	4.6061	.51146
Close supervision by the education officers has improved my teaching	2(2)	16(16.2)	9(9.1)	64(64.6)	8(8.1)	3.6061	.92381

Key: 1=Strongly Disagree; 2=Disagree, 3=Undecided; 4=Agree; 5=Strongly Agree

Source: Field Survey 2015.

According to the study findings with mean > 3.0 it means that most of the teachers; 97(98%), agree that workshops on Kiswahili has helped the teachers in teaching Kiswahili and only 2(2%) are undecided, 72(72.8%) agree that they have networked with Kiswahili teachers teaching Kiswahili while 13(13%) of teachers have not net-worked with other teachers and 6(6.1%) are undecided. KESSP (2005-2010) support that most of the teachers are not in-serviced and net working among the teachers is above average. 92(93%) agree that they have motivated the learners to improve their attitude towards Kiswahili while only 7(7%) have not motivated their learners. Kanje (2009), supports the finding by advocating for more appropriate instructional materials.

According to 92(93%) of the ECDE teachers have created a conducive learning environment for teaching of Kiswahili while 5(5%) have not created a conducive learning environment and 2(2%) are undecided. According to Chelule (2009), the study supports the findings by asserting that a conducive learning environment must have appropriate and adequate resources. 82(82.8%) of the teachers have furthered their studies in Kiswahili so that they can improve their performance in Kiswahili while 15(15.2%) haven't and 2(2%) were undecided. This finding is supported by (Wanyama, 2009) whose finding revealed that teachers with less experience are less effective than those who are experienced 59(59.6%) of teachers have sensitized the parents on importance of Kiswahili language but 40(40.4%) haven't, 94(94.9%) agree that provision of adequate learning materials has improved their teaching while 4(4%) doesn't agree with the statement and only 1(1.1%) are undecided. Also 98(99%) agree that remedial work to the learners has improved their teaching while 1(1%) was undecided. 72((72.7%) of the teacher agreed that close supervision by the education officers has improved their teaching and 18(18.2%) disagreed and 9(9.1%) of the teachers were undecided as shown in table 4.12.

The quantitative finding reveal that most of the teachers agree that Kiswahili workshops has help them in teaching Kiswahili and most of the teachers prefer to net-work with others as this improves learning. The majority of the teachers agree that motivation of the learners has made them improve the attitude of the learners and their achievement in Kiswahili. A good percentage acknowledged that a conducive learning environment appeal to the learners and this has motivated many learners. Most of the teachers agree that provision of adequate learning resources and provision of remedial time is instrumental to the teaching of Kiswahili as this has improved their teaching. Supervision is also very vital as it is the pivotal point of checking the syllabus coverage and this has improved their teaching.

In addition to quantitative finding, the interviewed ECDE teachers, net working with other teachers is very important and it improves the teaching of Kiswahili and most of the teachers promised to net-work with other teachers when probed. Two respondents responded that:

“During net-working, I learn a lot from my colloquies and this gives me a lot of courage to teach” (LT24)

“Since I started net-working with other teachers, I have improved the learning environment because I implemented the borrowed ideas” (LT27)

The interviewed head teachers on how they motivate their teachers agreed that they rarely motivate their teachers but motivation is very important as it gives morale to the teachers, the predominant response from many teachers was that there are in adequate resources and therefore the teachers are not well paid as a source of motivation. A representative statement that the researcher obtained was:

“It is not easy to motivate teachers because the school lack adequate funds and the

parents do not pay school fee promptly” (HT1)

“Motivation is very important but I rarely do it to my teachers because I have no fund designed for that even though they are poorly paid”(HT16)

This means most of the head teachers are willing to motivate their teachers but lack of funds makes them to underpay their teachers. Butera et al (2009) support the finding by stating that teachers who are the curriculum implementers should be motivated.

The divisional supervisor when interviewed supported that close supervision is very important and should be carried out regularly as it makes the teachers to improve their teaching. She stated that:

“Supervision improves teaching and promote consistency, efficiency and accuracy in teaching” (DS)

This shows that, the respondent supports that close supervision is very important and it improves the teacher’s competency skills as supported by Desimone (2004) in his elementary journal.

In relation to the teaching strategies for Kiswahili in ECDE most of the teachers; agree that workshops on Kiswahili has helped the teachers in teaching Kiswahili, networking with Kiswahili teachers has improved teaching Kiswahili, and that that they have motivated the learners to improve their attitude towards Kiswahili.

The ECDE teachers they have created a conducive learning environment for teaching of Kiswahili, furthered their studies in Kiswahili so that they can improve their performance in Kiswahili, sensitized the parents on importance of Kiswahili language, and the provision of adequate learning materials has improved their teaching. Also the remedial work to the learners has improved their teaching but they also agree that close supervision by the education officers has improved their teaching.

Most of the interviewed head-teachers agree that the school needs to increase the resources for efficient learning of Kiswahili. The divisional supervisor agreed that the resources are wanting in the schools to enhance learning in the ECDE centres. This was in-line with Chelule (2009) findings which revealed that; education, society and development. This study was done in Kenya and the study observed that, effective teaching can only be possible when there are enough teaching and learning materials which are appropriate for the activities to be carried out.

Interviewed lead teachers supported that the head teachers need to be more involved in supervisory activities in the primary schools. Wango (2009) support this findings, study points out that head teachers should supervise the work of their teachers through lesson observation, professional counseling, and discussion of the scheme of work.

Conclusion

The ECDE teachers have are overloaded with them teaching three Kiswahili instructional activities with lack of enough instructional materials, libraries, adequate text books and also very limited resources for teaching Kiswahili. The common teaching methods are; questions and answer, group work and lecture method in that order. The field work is least or not used. Teachers have problem with communicating in Swahili and they use mixture of Kiswahili and English while teaching the learners and sometimes mother tongue and this language used in teaching affects the learner’s performance in Kiswahili. The head-teachers do not supervise teaching of Kiswahili, the teachers do

not complete the syllabus, lack of enough time to teach Kiswahili and even the classrooms are semi-permanent and the teachers do not like the conditions of the classrooms.

Although the teachers have a problem with communicating in Kiswahili with learners, agree that in-service training is important and they would wish to attend and the teaching of Kiswahili is interesting to them. The teachers believe networking is important, the language catchment area affects Kiswahili teaching. The supervision also improves performance and teaching directly dependent on learner's performance and motivation of teachers leads to higher performance.

The teachers lack the professional know how to make the professional records, the language catchment area affects effectiveness of teaching Kiswahili. The learners have and teachers have negative attitude towards Kiswahili and the teachers are poorly motivated in terms of remunerations and there is lack of adequate learning facilities and materials in for ECDE in the primary schools.

The workshops have helped the teachers improve their Kiswahili teaching skills and the teachers have motivated the learner's attitude towards improvising their performance. Also the teachers have created conducive learning environment, sensitized the parents on importance of Kiswahili language. The provision of adequate learning materials has improved the teachers teaching and also the remedial teaching but they also agree that close supervision by education officers has improved their teaching.

Recommendations

The researcher made the following recommendations depending on the findings from the study: There is need for the schools to increase; libraries, text books and Kiswahili instructional materials and the field work should be used often in teaching the learners. The school should ensure that Kiswahili is taught using Kiswahili language and not a mixture with English or mother tongues and the head-teachers should supervise the teaching of Kiswahili so that the teachers complete the syllabus, allocate enough time and the classroom should be improved into permanent classrooms

The teachers should find a way of making communication with learners easy and the school should conduct in-service training for the Kiswahili teachers and also encouraged teachers to further their studies for better performances. The school management should find a way of changing the teacher's attitude towards Kiswahili and make Kiswahili interesting, increase supervision and also the language catchment area challenge should have a way of overcoming this challenge. The supervision should be improved and self evaluation after lesson should be encourages for better performance. The school management should motivate the teachers and learners for better performance in Kiswahili.

There is need for the school management to teach the teachers to acquire professional know how on making professional records and there is also need to find a way of reducing language catchment area effects on Kiswahili effectiveness. The schools should motivate teachers through proper remunerations and providing the adequate Kiswahili teaching facilities and also improve the teachers and learners attitude towards Kiswahili.

The school management should increase the number of workshops, the networking with other teachers and the teachers should be motivated for better performance. The management should endeavour to improving learning environment, sensitize the parents on language improvement and

also there is need for the school to provide adequate learning materials and the remedial work and close supervision should be used for better performance in Kiswahili.

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