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# Examining Kiswahili Teaching and Learning Resources and Strategies for Enhancing Academic Performance of Kiswahili in Alego Usonga Sub County, Kenya

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### Abstract

Globally, people have different reasons for learning Kiswahili. Some of the most common reasons are: useful for research, travel purposes in East and Central Africa, meeting academic requirements in foreign academic institutions like China, retracing the roots of East African people living in the diaspora, useful in voluntary work among others. Students' feat in Kiswahili in K.C.S.E. within the Sub-County has been poor. Examination analysis of the Sub-County from the quality assurance and standards office achieves confirms this worrying trend on poor performance in the Kiswahili language, as shown by the average mean score for the past five years (2015-2019): a mean of 4.74 which is a D+. Therefore, this research sought to examine the reasons for the horrid performance in Kiswahili language in selected secondary schools by Examining Teaching and Learning Resources and Strategies for Enhancing Academic Performance in Kiswahili Language in Alego – Usonga Sub County, Kenya. This research was conducted using descriptive survey. Sample size was obtained through Yamane's formula, where 311 students were selected through proportional stratified sampling. Fifteen teachers and another 15 principals selected through saturated sampling procedure. Questionnaire and interview schedule were used to collect data from students and teachers respectively. Reliability was ensured through test-retest method and expert consultations on validity. The results show that majority of secondary schools had low book ratio of 1:3 and that all other resources had a mean score of 2.92 indicating inadequacy and hence a challenge. The study recommended that various strategies be adopted including donations, fundraising and parental involvement. It was concluded that the government and stakeholders should work towards enhancing performance of Kiswahili as a subject.

**Keywords:** Kiswahili; Language; Learning Resources; Performance; Teaching resources.

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## 1. INTRODUCTION

As a language of communication and instruction, Kiswahili has gained a lot of attention all over the world. In Kenya, Kiswahili is used as an official language and is also a subject and a language of instruction for grades 1-3, mostly for learners in urban and peri-urban contexts. From class 4 onwards, it is taught and examined as a subject. Across the world, language is seen as a vehicle of culture, making it possible for individuals to share their history and culture. It is an instrument for giving people their identity (Chew, 2017).

In education, language is fundamental since it is the medium through which knowledge, skills, and values are developed in learners. Globally, people have different reasons for learning Kiswahili. Some of the most common reasons are: useful for research, travel purposes in East and Central Africa, meeting academic requirements in foreign academic institutions like China, retracing the roots of East African people living in the diaspora, useful in voluntary work among others, (National Research Council, 2016) as cited by Coenders and Verhoef (2019).

Nurse and Spear, (2017) observe that Kiswahili language is used in several places across the globe as people from East Africa who are the major speakers are dispersed across the globe. Moreover, it is been adopted by most higher learning institutions across the world including the middle East Universities, European, Japanese, Chinese and United States of America Universities to name a few. Secondly, some of the world's major broadcasting houses broadcast in Kiswahili, among them the British Broadcasting Corporation (BBC). Other broadcasting houses that broadcast in Kiswahili language: Deutschewelle (DW) based Bonn Berlin, Channel Africa Broadcasting (CAB) from South Africa, Voice of America (VOA) broadcasting from Washington DC, Radio Japan and Radio China stationed in China just to recognize some of the international broadcasting houses using Kiswahili.

The United Nations (UN) has adopted, Kiswahili as one of the forty-two languages of official communication to share information among the respective member states. Besides, Kiswahili has been adopted in computer software to open the language to the world. Further, contemporary I.C.T. sites such as Wikipedia and Google now display prompts in Kiswahili, which clearly shows Kiswahili's increasing popularity as an international language. It is indeed evident that Kiswahili is the second most popular language spoken in Africa, and it's the national language in Kenya and Tanzania.

Regionally, Coenders and Verhoef (2019) in their research noted that private schooling versus public schooling in China reveals that private schools hire experienced teachers because the majority of public schools do not attract teachers with high qualification due to poor working environment. Public schools depend on teachers with low qualifications, which can be caused by numerous factors such as crash programmes in in-service teacher training institutions and low entry behaviour. Therefore, qualifications and adequacy of Kiswahili teachers is in itself a crucial factor in enhancing the final performance of a learner in any examination. Against this backdrop, Kiswahili language is now alternatively used in place of other languages used in Africa, such as Portuguese, Spanish, and French, and as such, offering competition to the said languages.

In East Africa, Kiswahili has been adopted as a language for promoting regional integration and cohesion as well as lingua franca for commerce. Kachru (2017) observes that the colonialists preferred Kiswahili as East Africa's lingua franca for the natives while English language was preferred by and for the colonialists and East African countries aim at a common language policy to facilitate mutual understanding and smooth flow of information, trade, people and capital within the East African bloc. More importantly, Kiswahili has been recommended by the inter-university council of East Africa to facilitate students and staff exchange programs through CHAKAMA (Kiswahili Association of East Africa) across East Africa universities. Through this initiative, all countries in East Africa will be at par in the development of Kiswahili in general.

According to Kenya's Constitution (2010), the Kiswahili language has been getting reviews in terms of its day-to-day applications to the extent that the Kenyan constitution now recognizes it as both the official and national language. Further, the constitution documents Kiswahili as a language that should be used to achieve national identity, coordination, and integration. In the national assembly, Kiswahili is one of the official languages for parliamentary debates (Constitution of Kenya, 2010).

Despite the critical role that Kiswahili plays internationally, nationally and regionally, student's Kiswahili K.C.S.E. performance in national examinations is still below expectations. The Kenyan education system conforms to examinations so much. Therefore, the release of K.C.S.E. examination results by the Ministry of Education Minister is used to determine the prospective candidates' capability by the grades they obtain in all subjects including Kiswahili hence influences decisions on placement in the next level of education. Various university programs or middle-level colleges regard Kiswahili as a substitute of English language; therefore, scoring a good grade in Kiswahili is an important resource for students aspiring to pursue courses like Law, Medicine, Education, Journalism among other. So, the objective guiding this study was to Examine Teaching and Learning Resources and Strategies for Enhancing Academic Performance in Kiswahili Language in Alego – Usonga Sub County, Kenya.

## 2. METHODS

This section looks at the research design and Methodology and it discusses the design, the population, the sampling strategy, instrumentations, data collection procedure and data analysis procedure.

This study utilized a descriptive survey research approach. As stated by Vaske (2019), this method of study allows the researcher to explain a study population, situation or problem more accurately and systematically. Besides, this design allows the use of both quantitative and qualitative methods to study more than one variable. The aim of using this design is not only to examine the influence of availability of Kiswahili teaching and learning resources on academic performance in Kiswahili but also to qualitatively infer from statements and responses in the questionnaires to the extent to which identified factors influence performance in Kiswahili at the secondary level in Alego Usonga Sub County.

The study was carried out in Alego Usonga Sub-County, Siaya County, Kenya. It covers a total area of 623.5 square kilometers. Alego Usonga borders Ugenya and Ugunja sub-counties to the North, Gem sub-county to the North East, Rarieda sub-county to the East and Bondo sub-county to the West. On the Western side, the sub-county borders Busia County and Lake Victoria through Yala Swamp (<https://alego-usonga.ngcdf.go.ke>). This location was deemed appropriate for this study because of the poor performance trends in Kiswahili language, especially in public mixed day secondary schools in the area.

The target population was obtained from fifteen (15) public day mixed secondary schools in Alego Usonga Sub County, and composed of school Principals, students in forms 3 and 4, and teachers responsible for counseling and guidance and the heads of departments. This comprised of 15 principals, 3058 students in forms three and four and 30 teachers teaching Kiswahili and responsible for counseling and guidance and 15 heads of departments.

The sample size for the study was 15 principals, 15 Guidance and Counseling teachers and 30 Kiswahili teachers. Hence, the total sample of the study was 60 respondents.

Research instruments are tools employed to gather data from research participants as argued by Mugenda (2015). Three data gathering instruments that were used in this study are questionnaire, interview schedules and document analysis guide. The data presented was analysed using descriptive statistics of percentages, frequencies Counts and means to generalize the findings. Qualitative data was grouped into themes corresponding with the study objectives, whereby outstanding themes from the

statements provided by the interviewees formed outcome of the specific question. Quantitative data was analysed by the aid of statistical package (SPSS version 25). SPSS package is able to handle a large amount of data and given its wide spectrum in the array of statistical procedure which are purposefully designed for social sciences; it is deemed efficient for the task.

### 3. RESULTS AND DISCUSSION

This study sought to examine the influence of availability of Kiswahili teaching and learning resources on academic performance, assess the challenges and strategies of resources in teaching and learning of Kiswahili.

#### Student performance in Kiswahili Language at K.C.S.E

Table 4.29 Kiswahili means in KCSE 2015-2019 in Alego Usonga Sub-County

School	2015	2016	2017	2018	2019	Average mean
1	2.177	3.222	3.702	2.772	3.017	3.164
2	3.470	3.550	3.700	2.917	3.220	3.371
3	2.100	2.001	2.173	2.220	2.177	2.134
4	4.700	3.671	4.220	4.377	4.100	4.214
5	3.220	3.117	2.981	3.717	3.411	3.289
6	4.922	5.211	5.117	4.821	4.777	4.970
7	2.117	2.332	2.000	2.211	2.210	2.174
8	1.970	1.887	2.001	1.811	1.932	1.920
9	1.999	2.000	2.623	2.732	2.000	2.271
10	2.734	3.701	3.522	3.437	3.721	3.423
11	1.722	1.882	2.720	2.522	2.433	2.558
12	1.721	1.800	1.772	1.766	1.666	1.745
13	5.721	5.777	6.001	5.331	4.721	5.510
14	1.973	1.888	2.061	1.811	1.934	1.924
15	2.168	3.202	3.690	2.772	3.007	2.978
Average	2.848	3.0173	3.216	3.014	2.956	3.043

Source: Quality Assurance and Standards Officer Alego Usonga Sub County (2019)

The academic performance shows an overall below average performance from 2015 to 2019. This has raised concerns on availability of teaching and learning Resources

#### Teaching and Learning Resources in Kiswahili Language

Teachers and students were asked to tick appropriately on a scale of 1-5 the number of students sharing a core text book. The result is presented in table 2.

Table 2: Teachers' and Students' Responses on Text Book Ratio

Text book ratio	1:1		1:2		1:3		1:4		1:5		Mean ratio
	F	%	f	%	f	%	f	%	f	%	
Teachers	0	0	6	20.0	15	50.0	8	27.0	1	3.0	3.26
Students	5	1.9	55	18.0	144	46.0	100	32.0	7	2.1	3.42
Overall mean score											3.29

The recommended student book ratio is 1:1. In Table 2, 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,

6(20.0%) reported a ratio 1:2, 15(50.0%) reported a ratio of 1:3, while 8(27.0%) reported a ratio of 1:4 and 1(3.0%) a ratio of 1:5 respectively. The students involved in the study, 5(1.9%) reported a ratio 1:1, 55(18.0%) reported a ratio of 1:2, 144(46.0%) reported a ratio of 1:3, 100(32.0%) reported a ratio of 1:4 while 7(2.1%) 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 Free Day Secondary Education 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. 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 required to rate the level of challenge of lack of various resources for teaching and learning of Kiswahili as follows: 1 = Not a Challenge, 2 = Not a Serious Challenge 3 = Serious Challenge, 4 = Very Serious Challenge. Data findings presented in Table 3.

Table 3: Teachers' and Students' Responses on Level of Challenge of lack of Resources

Challenges on resources		NC		NSC		SC		VSC		Mean Score	Overall M.S
		f	%	f	%	f	%	f	%		
Lack of core text books	T	0	0	13	33.3	17	66.6	0	0	2.66	2.66
	S	10	2.9	97	27.6	204	69.5	0	0	2.66	
Lack of reference books	T	5	11.9	8	38	12	38	5	11.9	2.5	2.5
	S	51	20.2	103	29.3	104	29.6	53	20.8	2.51	
Lack of set books	T	4	9.5	10	28.6	15	59.2	1	3.2	2.54	2.52
	S	22	6.2	161	51.6	81	28.4	47	13.4	2.5	
Lack audio visuals	T	1	3.2	3	7.1	18	61.9	8	28.5	3.16	3.09
	S	30	8.5	53	20.8	122	40.5	106	30.1	3.03	
Lack models	T	0	0	3	7.1	13	50	14	42.8	3.35	3.38
	S	22	6.3	38	8	63	23.6	188	62.1	3.41	
Lack of charts	T	2	4.7	7	21.4	21	73.8	0	0	2.71	2.62
	S	40	11.4	60	22.8	211	65.8	0	0	2.54	
Lack of pictures	T	3	7.1	7	16.6	20	76.1	0	0	2.69	2.63
	S	45	12.8	69	25.4	167	53.3	30	8.5	2.57	
Lack of newspapers and magazines	T	2	4.7	6	19	17	59.5	5	16.6	2.88	2.92
	S	16	4.6	51	14.5	181	60.1	63	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 3, 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.

Table 4. Schools' (n = 15) Ratings on Adequacy of Teaching and Learning Resources

Resources	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	75.0	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	15	100	0	0	3.00
8. Newspapers and Magazines	0	0	0	0	15	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, 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 of 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 2: We do make with a few resources that we have so far. We continue to buy more as we continue receiving the money from the government.*

*Principal 13: 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 implies that there was need to increase government funding to schools.

### Strategies for Coping with Challenge of Resources

Respondents (teachers and students) were asked to rate appropriately the extent to which strategies were applied on a scale of: 1=Not applied 2=Fairly Applied 3=Often Applied 4=Always Applied. The results are presented in Table 6.

Table 6: Teachers' and Students' Responses on Strategies for Coping with Challenge of Inadequate Resources

Strategy		NA		FA		OA		AA		Mean score	Overall M.S
		f	%	F	%	F	%	f	%		
1 Provision by administration	T	0	0	0	0	30	100	0	0	3.00	
	S	0	0	0	0	311	100	0	0	3.00	3.00
2 Improvisation	T	0	0	26	73.8	11	26.1	0	0	2.26	
	S	0	0	299	85.1	52	14.8	0	0	2.14	2.20
3 Provision by parents	T	0	0	30	100	0	0	0	0	2.00	
	S	0	0	303	94.0	21	5.98	0	0	2.05	2.02
4 Donations	T	35	83.3	7	16.6	0	0	0	0	1.16	
	S	0	0	311	100	0	0	0	0	2.00	1.58
Overall mean score										2.20	2.20

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

### Strategies by School Administration

From Table 6, 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 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.

Improvisation strategy was lowly applied at a mean rating of 2.20. Though none of the teachers indicated they do not improvise, 26(73.8%) said they fairly improvise, 11(26.1%) said the 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 1: 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.

### **Strategies by parents**

Provision by parents was lowly applied at a mean rating of 2.02. 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. 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 buy 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 13: 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 9: 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 7: 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. 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**

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 11: 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 10: 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.

### **Live shows staged by theatre groups**

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**

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 4: Borrowing strategy is applied because there have 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**

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.

*Student 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.

### **Use of the internet**

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 6: 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.

### **Buying personal copies**

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

*Teacher 6: 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.

### **Sharing**

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 311: We share books with our desk mates and classmates. Right now, we are sharing a text book 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. CONCLUSION

The academic performance shows an overall below average performance from 2015 to 2019. This has raised concerns on availability of teaching and learning Resources. 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 Kiswahili books to ensure that each learner could have a copy. 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.

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. The strategies adopted to enhance the acquisition of learning and teaching resources to improve the academic performance of Kiswahili included those adopted by the school administration, book donation, use of internet, past examination papers, buying personal copies, Sharing, Live shows staged by theatre groups and Strategies by parents. It was also recommended that the government inject some funds to enhance acquisition of teaching and learning resource.

The study recommends that the government should make efforts to avail financial resources to schools for the purpose of buying learning and teaching resources for Kiswahili Language to enhance the academic performance. Meanwhile other strategies are open for exploration and to be acted upon.

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