SCHOOL BASED FACTORS AFFECTING IMPLEMENTATION OF
KISWAHILI CURRICULUM IN PRIMARY SCHOOLS IN HOMA
BAY COUNTY, KENYA

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E55/CE/23851/2012

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EDUCATION IN PARTIAL FULFFILMENT FOR THE AWARD OF A
MASTER OF EDUCATION DEGREE (CURRICULUM STUDIES)
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OCTOBER, 2017
DECLARATION

I declare that this is my original research project and has not been presented for the award of degree in any other University/institution. The project has been complemented by referenced works duly acknowledged. Where text, data, graphics, pictures or tables have been borrowed from other works-including internet, the sources are specifically accredited through referencing in accordance with anti-plagiarism regulations.

Ochieng Tobias Onyango  Date
E55/CE/23851/2012

This research project has been submitted with my approval as the University Supervisor.

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DEDICATION

I dedicate this project to my father Mr. Albinus Ochieng who made great efforts to take me to school and supported my education financially. I also salute my beloved wife who gave me moral support and my two daughters who have just started their curricular life. Lastly, I thank the almighty God who has given me good health throughout this academic period.
ACKNOWLEDGEMENT

I wish to sincerely thank all those who assisted me and made it possible for me to complete this work successfully. I wish to thank all the members of the department of Education Policy and Curriculum Studies lead by the chairman Dr. John Nderitu for their advice and commitment which made the writing of my research project easier. I am particularly grateful to my able supervisor Prof. Jack Green Oketch who took his time for fruitful discussions in this project. Without his scholarly advice, suggestions and guidance, this project would not have reached its completion.

I also wish to thank The National Commission for Science, Innovation and Technology (NACOSTI) who permitted me to conduct research in Homa Bay County. My heartfelt appreciation goes to all head teachers, teachers and pupils of primary schools who welcomed me to their schools and responded well to my research instruments. I cannot forget my colleagues in the staff lead by my principal who accepted to do my duties every time I was away from school. May God bless you abundantly!

Lastly, I give special thanks to my family especially my wife Emily Onyango who had to endure my long absence from home during studies. I must also thank my friend Ronald Otieno for his advice and editorial input to this project.
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## ABBREVIATIONS AND ACRONYMS

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<thead>
<tr>
<th>Acronym</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>DQUASO</td>
<td>District Quality Assurance and Standard Office</td>
</tr>
<tr>
<td>K.C.P.E</td>
<td>Kenya Certificate of Primary Education</td>
</tr>
<tr>
<td>K.C.S.E</td>
<td>Kenya Certificate of Secondary Education</td>
</tr>
<tr>
<td>K.I.C.D</td>
<td>Kenya Institute of Curriculum Development</td>
</tr>
<tr>
<td>MoE</td>
<td>Ministry of Education</td>
</tr>
<tr>
<td>T.S.C</td>
<td>Teachers Service Commission</td>
</tr>
<tr>
<td>UNESCO</td>
<td>United Nations Education Social Cultural Organization</td>
</tr>
</tbody>
</table>
ABSTRACT

In Kenya, the method used to determine whether the general objectives of a subject are being achieved is through learner's performance in national examinations. For the last five years Ndhiwa Sub County has recorded low mean scores in Kiswahili that range between 36.62 marks to 40.20 out of 100 marks. These low mean scores in Kiswahili has been attributed to poor implementation of Kiswahili curriculum by education stakeholders. The purpose of this study was therefore to investigate how school based factors influence implementation of Kiswahili curriculum in primary schools in Ndhiwa Sub County. This study was guided by the following objectives: to establish the adequacy of teaching and learning resources for implementation of Kiswahili curriculum in primary schools in Ndhiwa Sub County; to find out the qualification and adequacy of Kiswahili teachers for implementation of Kiswahili curriculum in primary schools in Ndhiwa Sub County; to establish ways in which teaching methods influence implementation of Kiswahili curriculum in primary schools in Ndhiwa Sub County; to find out teachers’ and learners’ attitudes towards Kiswahili subjects in primary schools in Ndhiwa Sub County. The study employed descriptive survey research design. This research targeted all the 156 primary schools, 156 head-teachers, 1147 teachers and 4180 class eight pupils. Stratified random sampling was used to select the schools per division and purposive sampling was used to select head teachers while simple random sampling was used to select teachers and pupils from the sampled schools. Piloting of the questionnaires and interview schedules was done in three primary schools. Reliability was done using test-retest method and comparison between the two scores was done using Pearson product moment correlation coefficient (r). Validity of the two instruments was examined by research experts from the Department of Educational Management, Policy and Curriculum Studies of Kenyatta University. Data were collected using questionnaires for pupils and teachers, and interview schedule for head teachers. Data were analyzed using descriptive statistics. Quantitative Data were coded and then analyzed with the aid of Statistical Package for Social Sciences (SPSS) and results presented using mean, percentages and frequency distribution tables. Qualitative data were organized into themes and categories, and findings presented in the form of tables. The study established that most schools had inadequate teaching and learning resources and none of the schools met the pupil/ text book ratio of 1:1. Ninety one percent (91%) of teachers were trained and qualified to teach in primary school, however 51% of teachers were over worked teaching more than 35 lessons per week. Teacher/pupil ratio was 1:50 and hence required more teachers. Most (38.6%) teachers preferred to use question and answer method because it gave immediate feedback. As for the pupils, 74.9% of them liked discussion method as it enabled them to learn from each other. Teachers generally had a positive attitude towards Kiswahili as a subject but the pupils were found to have negative attitude towards Kiswahili due to mother tongue influence at home.
CHAPTER ONE
INTRODUCTION AND BACKGROUND TO THE STUDY

1.1 Introduction
This chapter provides the background to the study, statement of the problem, purpose of the study, objectives of the study, research questions, and assumptions of the study. The chapter also deals with limitations and delimitations of the study, significance of the study, Theoretical and Conceptual framework, and finally definition of terms.

1.2 Background to the study
The most effective means of human communication is through language. It is part and parcel of human life. According to Gathumbi and Masembe (2005), it is very common to find people who speak the same language to come together. In social places, people from same ethnic background usually group together. It is therefore clear that language unites members of the society. Halliday (1978) posits that language plays a major role in education system and that there is a strong relationship between language and social structure. The behavior of people in the society is to a large extent influenced by the language they use. This is because language is the principal means of cultural transmission. According to Awonigi as cited (in Mokamba & Mokamba, Kerario, and Nyaga 2012), language is very basic to communication between different people all over the world. Communication is a means by which people pass their knowledge, ideas, feelings, requests and all aspects of human life from one person to another. Through communication, we influence the behavior of people around us.
Kiswahili is one of the major languages in the world and is considered to be the fastest growing African languages. UNESCO (1999) says that Kiswahili is estimated to be spoken by over 40 million people in close to 12 countries in Africa. Ntakirumana (as cited in Kishe, 2003) explains that Kiswahili is a de facto lingua franca spoken by almost 100 million people in the world. Chiraghdin and Mnyampala (1997) said that Kiswahili is rated among major languages in the world today and is broadcasted widely in the media. This places Kiswahili among the two largest languages in Africa. The Organization of African Unity (OAU) recommended the use of Kiswahili as a working language of the organization in 1986 (Kishe, 2003). The United Nations recently adopted Kiswahili as a medium of communication in Security Council. This means African leaders who are conversant with Kiswahili are allowed to participate in the Security Council's debates using Kiswahili language. According to Mulokozi (2002) computer software has recently been developed in Kiswahili and Google sites can therefore be accessed in Kiswahili. Kishe (2003) points out that the development of trade within country and across the borders will be hindered where communication is based on different ethnic languages or on foreign language that are not understood by all. Therefore Kiswahili being a language of inter-ethnic communication promotes international trade.

In Africa, Kiswahili is spoken in East, Central and Southern Africa and some parts of Madagascar. However, it is in East Africa where it is extensively spoken. This language is widely spoken in Tanzania, Kenya, Democratic Republic of Congo, Rwanda, Burundi and Uganda. In Tanzania and Kenya the language is official and national. According to Brock-utne (2005), Kiswahili is a Bantu language in structure and vocabulary and therefore it is closely related to many Kenyan local
ethnic languages, although it has borrowed most of its vocabulary from Arabic due to influence from Islam and coastal trade. Being a lingua-Franca among people from diverse ethnic backgrounds, it is the only language through which the national unity in the country can be achieved. The use of Kiswahili as a national language started during independence when many African countries were looking for a national language they would call their own. Kiswahili for Kenya therefore became a symbol of political independence and cultural authenticity as mentioned by Khejeri (2014). In towns and other urban centers in Kenya where the population is made up of people from different ethnic background, Kiswahili is widely used in informal conversations.

The Mackay Report of 1981 made Kiswahili compulsory and examinable subject both in primary and secondary school (ROK, 1981). Before the release of Presidential Working Party report of 1981, Kiswahili was never examined in primary school and was not compulsory in secondary school. The new constitution which was promulgated in 2010 in Kenya has made it mandatory that any person contesting for elective position as a Member of Parliament, Member of county assembly, Senator, Governor, or President, must pass an examination in Kiswahili (ROK, 2010). This means Kiswahili has been accorded the same status as English in the Kenyan parliament where new parliamentary proceedings can be carried out in Kiswahili. All these show how Kiswahili is valued by the Kenya Government.

One of the goals of education in Kenya is that, education should promote national unity. Kiswahili is supposed to achieve this goal. This is because Kiswahili acts as the only indigenous language through which national unity can be realized as it is viewed as ethnically neutral. The choice of Kiswahili by the Kenyan government
meant that no one ethno linguistic group was favored. Therefore Kiswahili is widely used by government officials to address the public as it enables them to reach both the literate and educated people. In post –primary institutions like teacher training colleges, Kiswahili is one of the compulsory subjects. At the Universities, Kiswahili is one of the courses of study. Ombui(2012) postulates that University of Nairobi in 1967 established a department of linguistics and African languages in which Kiswahili was made one of the key subjects of study. The presidential working party report of 1981 recommended the teaching of Kiswahili at the University (ROK, 1981). This lead to the establishment of a department of Kiswahili at Moi University in 1987 and Kiswahili was taught at the University at that time.

Despite this importance of Kiswahili, the performance of this subject has continued to be poor in national examinations especially in primary schools. This is evidenced by the K.C.P.E. Performance in Kiswahili for the last five years as shown in table 1.1

Table 1.1: The Performance of Kiswahili in KCPE from the Year 2010-2014 in Kenya

<table>
<thead>
<tr>
<th>Year</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mean score</td>
<td>51.58</td>
<td>48.07</td>
<td>50.68</td>
<td>51.03</td>
<td>50.78</td>
</tr>
<tr>
<td>Mean Grade</td>
<td>C</td>
<td>C</td>
<td>C</td>
<td>C</td>
<td>C</td>
</tr>
</tbody>
</table>


Table 1.1 shows Kiswahili performance has remained at grade “C”. This is very far from grade “A” which is the best grade. In Kenya, performance in a subject shows how well the objectives in that subject have been achieved (Oguta, 2014). In Ndhiwa Sub County, the performance of pupils in Kiswahili is even worse in Kenya Certificate of Primary Education (K.C.P.E.) as shown in Table 1.2
Table 1.2: The Mean Performance of Kiswahili in KCPE from the Year 2010-2014 in Ndhiwa Sub-County

<table>
<thead>
<tr>
<th>Year</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mean score</td>
<td>36.62</td>
<td>32.90</td>
<td>37.28</td>
<td>40.43</td>
<td>40.20</td>
</tr>
<tr>
<td>Mean Grade</td>
<td>D</td>
<td>D-</td>
<td>D</td>
<td>D+</td>
<td>D+</td>
</tr>
</tbody>
</table>

Note. Ndhiwa Sub County Education Office (2014)

The data in Table 1.2 clearly shows that the mean grade of Kiswahili in Ndhiwa Sub County ranges from D- to D+ which is below the national mean of “C” plain. Table 1.2 also indicates that in the year 2011 the Sub County registered the lowest mean in Kiswahili which is 32.9, while in 2013 it had the highest mean score of 40.43. These results are below the pass mark which is 50%. The performance of pupils in Ndhiwa Sub County in other examinable subjects in KCPE are shown in Table 1.3.

Table 1.3: Comparing Performance of Kiswahili with Other Subjects in KCPE

<table>
<thead>
<tr>
<th>Year /Subject</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>49.10</td>
<td>47.61</td>
<td>51.15</td>
<td>51.61</td>
<td>49.78</td>
</tr>
<tr>
<td>Mathematics</td>
<td>51.65</td>
<td>51.93</td>
<td>52.63</td>
<td>53.97</td>
<td>53.37</td>
</tr>
<tr>
<td>Science</td>
<td>53.13</td>
<td>52.57</td>
<td>54.43</td>
<td>55.75</td>
<td>53.45</td>
</tr>
<tr>
<td>Social studies</td>
<td>50.72</td>
<td>51.17</td>
<td>52.48</td>
<td>51.48</td>
<td>53.89</td>
</tr>
<tr>
<td>Kiswahili</td>
<td>36.62</td>
<td>32.90</td>
<td>37.28</td>
<td>40.43</td>
<td>40.20</td>
</tr>
</tbody>
</table>

Note. Ndhiwa Sub County Education Office (2014)

When performance of Kiswahili in Ndhiwa Sub County is compared with other subjects taught in primary schools within the same period, one find that Kiswahili was last. Similarly, when performance of Kiswahili in Ndhiwa Sub County is compared with that of the country in the same period, the researcher found that the mean of Kiswahili in KCPE of Ndhiwa Sub County was lower than that of the national mean score. The data on poor performance of Kiswahili in Ndhiwa Sub
County is an evidence of the fact that Kiswahili curriculum is not effectively implemented. For Ndhiwa Sub County to achieve good results in KCPE, Kiswahili curriculum should be implemented properly.

Poor implementation of Kiswahili curriculum in schools has an impact in the society and affects the student’s carrier. First, the goals of education in Kenya will not be attained. One of the goals of education in Kenya is that, education should promote national unity (MoE, 2002). Kiswahili is one of the subjects that can help Kenya achieve national unity. This is because it is a language of inter-ethnic communication in Kenya. Kiswahili is not associated with any particular ethnic community numerically, politically or economically strong enough to arouse the linguistic jealousies of other groups (Musau, 1999). It is worth noting that Kiswahili is a medium of instruction in lower level primary education, that is from class one to three in Urban areas where there are different ethnic groups (Chimerah, 2000). This means children in major towns interact using Kiswahili language irrespective of their ethnic backgrounds.

When students leave school with little knowledge in Kiswahili, they cannot interact easily with people from different ethnic backgrounds. The implication of this is that students cannot engage in meaningful business with people from other tribes after completing school. This may hinder development of trade within the country and even across the borders due to language barrier.

In Kenya, Kiswahili is a compulsory subject from primary to secondary and accounts for students' overall grade or marks in final examinations. The pupils' overall marks in KCPE are used to place students to secondary schools. Those pupils
whose total marks are low due to poor performance in Kiswahili usually don’t get good schools with enough physical facilities. Kenyan schools are classified according to the physical facilities they have as National, extra-county, County and District schools. Therefore pupils overall performance influence their choice of schools. In addition to this, for students to qualify for any course, a pass in Kiswahili is as good as English. This is because Kiswahili is a core subject in secondary school. Therefore Students who fail in Kiswahili may not get courses of their choice.

Chhem (2001) observed that the ultimate goal is not to design the best and ideal curriculum, but to put it into practice successfully. According to Chhem (2001), successful implementation of curriculum involves proper and thoughtful planning. This includes putting in place factors influencing curriculum implementation in schools. Some of the factors involved in curriculum implementation in schools include: teaching and learning resources, qualified teachers, teaching styles used by teachers and the attitude of teachers and students towards the Subject. According to curriculum implementation theory by Gross (1971), the implementation of any educational program should be based on management of the support facilities, capability of the implementer, ability of the teacher and clarity of the innovation. This means that successful curriculum implementation requires adequate resources, qualified and trained teachers with the right attitude who is aware of the changes that exist in the curriculum.

Studies done by Oguta(2014) in Sigomere division in Siaya County established that instructional resources, trained teachers, teaching methods and attitude of pupils had influence in implementation of Kiswahili curriculum in primary schools. These are school based factors that affect performance of students in a subject.
The Koech report of 1999 said that the quality and adequacy of resources such as teaching and learning materials determines the effectiveness of curriculum implementation. Teaching and learning resources promotes students understanding of the content taught in class. The availability and quality of instructional materials like textbooks, stationeries, and teaching aids determine the extent of curriculum implementation (Yara and Otieno, 2010).

Apart from instructional resources, the qualifications that teachers have also influence effective implementation of curriculum. It is not possible for a person to transfer knowledge that he or she does not have. A study done by Rutere(2012) on effects of teacher related factors on implementation of integrated Kiswahili curriculum in Imenti south District, revealed that the more qualified a teacher is, the more he or she is equipped with skills and knowledge to implement integrated Kiswahili curriculum. Rutere (2012) further said that untrained teachers lack confidence during teaching.

A trained teacher uses the right teaching styles to impart knowledge to the learners. The teaching approaches used by teachers influence content delivery to their pupils. The approach used varies from one subject to another. The teaching methods that apply to mathematics may not apply to Kiswahili. However, learner centered approach is the most suitable since it motivates learners and teaches them how to learn by themselves. According to Anarue (2004), learners will remain active during the lesson, if the teacher uses different teaching styles. The traditional teaching approach where the teacher is at the centre of classroom activities does not give learners opportunities to discover on their own and this makes the students to become passive in the learning process. Thus teaching approach has an influence in curriculum implementation.
For effective implementation of curriculum, the curriculum implementers in the school who are teachers should have positive attitude towards the subject. A study carried out by Suter and Busienei (2013) found out that Kiswahili teachers do not have favorable attitude towards teaching and learning of the subject. This negative attitude of teachers towards Kiswahili, in turn affects student attitude towards the same subject. Makokha, Bunyasi, and Masinde (2014) did research on assessment of the conditions requisite for learning Kiswahili language by learners with hearing impaired in Mumias primary school and established that the right kind of attitude is mandatory in teaching Kiswahili language, and that both teacher and learner need a positive attitude to be able to teach and learn language. Starks and Paltridge (1996) asserts that language learning is closely related to the attitude of students towards the language. Studies done by Kemboi (2015) also revealed that highly motivated Kiswahili teachers’ produces better performance in their students compared to non motivated teachers. It is therefore clear that motivation influence the teaching and learning of Kiswahili.

Studies done by Oguta (2014) in sigomere Division, Rutere (2012) in Imenti South District, Yara and Otieno (2010) in Bondo District, Kemboi (2015) in Elgeyo Marakwet County, Makhokha, Bunyasi, & Masinde (2014) in Kakamega county, shows that teaching and learning resources, adequacy of qualified teachers, teaching styles used by teachers, and attitude of teachers and students towards a subject have an influence in curriculum implementation. However, in Ndhiwa Sub County, the influence of school based factors affecting implementation of Kiswahili curriculum had not yet been understood. The study sought to fill this gap in knowledge because it was anticipated that the findings of the study would inform the education policy makers on the status of Kiswahili curriculum implementation in primary schools of
Ndhiwa Sub County. This would assist education stakeholders in making decisions geared towards improving the performance of Kiswahili subject in the Sub County.

1.3 Statement of the Problem

Kiswahili is an international language spoken widely in East Africa and even outside Africa. In Kenya, the subject is very essential because it is one of the main languages that people from various ethnic backgrounds both literate and illiterate can use in informal conversations. People who cannot speak Kiswahili may find it difficult to communicate with other people from different ethnic backgrounds. It is a compulsory and an examinable subject in both KCPE and KCSE which contributes to students overall grade or marks in final examinations.

The government has put a lot of effort aimed at improving pupil’s performance in examinations. The government through Teachers Service Commission has been posting trained teachers to teach all the subjects in primary school. The government also provides instructional materials like text books, charts, exercise books, chalks and many others to aid in the teaching and learning of all subjects including Kiswahili. Despite all these measures taken by the government to improve student’s achievement in Kiswahili, primary schools in Ndhiwa Sub County have been performing dismally as shown in Table 1.2. Compared to the other four examinable subjects in the Sub County, Kiswahili has been ranking last. Besides, the mean grade of Kiswahili in Ndhiwa Sub County is lower than the national mean grade within the same period as shown in Table 1.1. These are indications that Kiswahili curriculum is not effectively implemented.

Poor performance in Kiswahili among the pupils in Ndhiwa Sub County may have negative impact in the society. This is because Kiswahili facilitate inter ethnic
communication in Kenya and even across the borders. Therefore when children complete basic education with little knowledge in Kiswahili, they cannot interact easily with people from different ethnic backgrounds. This is a threat to national unity. The main goal of education in Kenya which is to promote national unity would not be attained. Poor mastery of Kiswahili would affect trade with people from different community due to language barrier. Moreover, the people from Ndhiwa Sub County would not be able to participate fully in societal affairs because government officials use Kiswahili frequently to address the public.

Research shows that school based factors like instructional resources, adequacy of qualified teachers, teaching methods, and attitude of teachers and students affects implementation of curriculum which in turn affects performance of the subject in examinations. Therefore the central problem of this study was to explore how school based factors such as, availability of teaching and learning resources, availability of qualified teachers, teaching approaches used by teachers in teaching Kiswahili and the attitude of teachers and learners influence implementation of Kiswahili curriculum in Ndhiwa Sub County.

1.4 Purpose of the study

The purpose of this study was to investigate how school based factors affect the implementation of Kiswahili curriculum in primary schools in Ndhiwa Sub County, Homa-Bay County.

1.5 Objectives of the Study

This study was guided by the following objectives on the school based factors that influence implementation of Kiswahili curriculum in primary schools in Ndhiwa Sub-County, Homa-Bay County.
i) To establish the adequacy of teaching and learning resources for implementation of Kiswahili curriculum in primary schools in Ndhiwa Sub County;

ii) To find out the qualification and adequacy of Kiswahili teachers for effective implementation of Kiswahili curriculum in primary schools in Ndhiwa Sub County;

iii) To establish ways in which teaching methods influence implementation of Kiswahili curriculum in primary schools in Ndhiwa Sub County; and

iv) To find out teachers and learners attitudes towards Kiswahili as a subject in primary schools in Ndhiwa Sub County.

1.6 Research Questions

i) What is the adequacy of teaching and learning resources for implementation of Kiswahili curriculum in primary schools in Ndhiwa Sub-County?

ii) What are the qualifications and adequacy of Kiswahili teachers for effective implementation of Kiswahili curriculum in primary schools in Ndhiwa Sub-County?

iii) What is the influence of teaching methods on the implementation of Kiswahili curriculum in primary schools in Ndhiwa Sub County?

iv) What attitude do teachers and learners in primary schools in Ndhiwa Sub County have towards Kiswahili?

1.7 Assumptions of the Study

The researcher assumed that all respondents were cooperative and provided true and accurate information upon which the findings, recommendations and conclusions of the study were based. Another assumption was that KCPE results from Kenya
National Examination Council of Ndhiwa Sub-County gave a true picture on the extent of curriculum implementation in Kiswahili among primary schools in Ndhiwa. The other assumption was that any teacher with a P1 certificate and under the employment of TSC is a qualified Kiswahili teacher.

1.8 Limitations and Delimitations of the Study

This section discusses the limitations and delimitations of this study.

1.8.1 Limitations of the Study

The schools that did not have head teachers were represented by their deputies for interview session. Therefore the study could not claim that the views of the Deputies represented the exact opinion of head teachers. Secondly, the study was done in one Sub County which is Ndhiwa Sub County, therefore generalizing the study findings to other Sub Counties in Kenya should be done with caution.

1.8.2 Delimitations of the Study

The study confined itself to only class eight pupils, teachers and head teachers selected in the sample for study within Ndhiwa Sub County. Even though there were some respondents who were absent during data collection, the researcher only dealt with those pupils and teachers that were present during the study. The study was also restricted to school based factors mentioned above that influence curriculum implementation in Kiswahili.

1.9 Significance of the Study

The findings of this study may help teachers in choosing appropriate teaching methods that may enhance content delivery in Kiswahili to the pupils in primary schools.
The study findings may provide valuable information to curriculum developers on challenges facing implementations of Kiswahili curriculum in primary schools and this may help them come up with ways on how to tackle them.

Kenya Institute of Curriculum Development (KICD) may benefit from this study by re-examining teaching methodologies used in teaching Kiswahili.

Curriculum implementers such as head teachers, teachers and educational officials may improvise the resources used in teaching Kiswahili to make them more relevant to the subject.

The Ministry of Education officials and curriculum developers may benefit from this study by re-examining the work load given to Kiswahili teachers. Teachers may also benefit from this study by re-examining their evaluation methods in Kiswahili, in order to improve implementation of Kiswahili curriculum in primary schools.

The literature of the study may be reviewed by other researchers in academic institutions and would form the basis for further studies in curriculum implementation.

1.10 Theoretical and Conceptual Framework

This section deals with the theory employed in the study and the conceptual framework.

1.10.1 Theoretical framework

Research was based on curriculum implementation theory by Gross (1971). According to Gross (1971), the implementation of any educational program should be based on the following elements: teacher ability; management of the
support facilities and compatibility with organized arrangement and clarity of the innovation. This theory was relevant to guide this study because the factors that were propounded by Gross are also relevant to the implementation of Kiswahili curriculum in Ndhiwa Sub County. The above elements are explained as follows:

Clarity of the innovation to the implementer requires that, the implementer who is the teacher should be aware of the changes that exist in the curriculum, failure to know the changes will affect implementation of curriculum. Secondly, the resources meant for the existing curriculum or new curriculum must be available and relevant to the curriculum. Thirdly, the capability of the implementer implies that those implementing the curriculum must be trained to be in a position to handle new curriculum. This would help curriculum implementers like teachers with relevant knowledge, skills and attitude that would enable them implement the curriculum effectively. Therefore, the teachers must have the right qualification required to implement the curriculum. The management support, according to this theory, implies all the teachers in position of responsibility like head teachers, Heads of Department in a school, and other management personnel who should be involved and put in place. The finances and other resources should be made available to make the new curriculum a success.
1.10.2 Conceptual Framework

**Learners and teachers attitude**
- Positive attitude
- Negative attitude

**Teaching/learning resources**
- Textbooks
- Kiswahili newspaper
- Charts
- Radio
- Past Papers exams
- Computer

**Teacher qualification**
- P1 trained teacher
- Diploma trained teacher
- Graduate trained

**Teaching method**
- Discussion
- Storytelling
- Question and answer
- Dramatization
- Lecture method
- Demonstration

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**Dependent Variables**

**Independent Variables**

*Figure 1.1 Relationship between Schools based factors and Kiswahili curriculum Implementation.*

*Note.* Researcher (2015)

Figure 1.1 shows the school based factors which include learners and teachers’ attitude, teaching/learning resources, teacher qualifications and teaching methodology. These factors influence Kiswahili curriculum implementation. Teaching and learning resources, teacher qualification, teaching methods, learners and teachers attitude are independent variables, which influence Kiswahili
curriculum implementation. Kiswahili curriculum implementation is dependent variable. The curriculum implementation varies depending on how independent variables have been implemented. When there are adequate teaching and learning resources, adequate qualified teachers, appropriate teaching methods and positive attitude towards Kiswahili by teachers and learners, there would be proper implementation hence good performance in Kiswahili. However, inadequate teaching and learning resources, unqualified teachers, inappropriate teaching methods, and negative attitude towards Kiswahili would result into improper implementation of curriculum hence poor performance in Kiswahili.

1.11 Operational Definition of Terms

**Attitude of learners** - This was taken to mean how often learners consult teachers on difficult areas in Kiswahili, listen to Kiswahili radio station, read Kiswahili textbooks, allocate time to revise Kiswahili, enjoy reading Kiswahili newspapers, enjoy learning Kiswahili, feel motivated to learn or read Kiswahili, enjoy Kiswahili examinations, aspire to study Kiswahili in future and value Kiswahili in their life.

**Attitude of teachers** – This was taken to mean teachers’ level of interest in enjoying teaching, communicating in Kiswahili, motivated to teach Kiswahili, aspire to go for further studies in Kiswahili, creating time for research in Kiswahili, and how they generally value Kiswahili in their life.

**Curriculum implementation** - This was taken to mean the teaching and learning of Kiswahili. That is reading, writing and listening in Kiswahili. It also included effective use of resources both human and physical to attain curriculum objectives in Kiswahili.

**Good Performance** - Score of 60% and above in a national examination.
Qualified Kiswahili teachers - a teacher with a minimum certificate of primary Teacher education 1 (P1) from teacher training College, have some teaching experience and have under gone some in-service training since the time she/he was employed.

School based factors - These are factors that determine performance within a primary school like teaching/learning resources, attitude of teachers and pupils, qualification of teachers and teaching methods.

Teaching/learning resources - These were taken to mean Kiswahili charts, Pictures, radios, and Resource persons. Text books in this study included Kiswahili Dictionary, Kiswahili story books, Kiswahili course books and Revision books.

Teaching methods - These are teaching methods like class discussion, demonstration, question and answers method, lecture method and Mixed approach which involves a combination of other teaching methods.
CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Introduction

This chapter reviews literature on the meaning of curriculum implementation, teachers and learners attitude towards Kiswahili, the teaching and learning resources used in Kiswahili, qualifications of Kiswahili teachers, and teaching methodology used by teachers and their influence in the performance of Kiswahili in schools. Summary of literature review is also provided.

2.2 Meaning of Curriculum Implementation

Morrison (2007) defines curriculum implementation as a process of actualizing or putting into use the developed curriculum. It is the adopting of the planned, tried and revised curriculum in learning institutions. Implementation of curriculum involves interaction of students, teachers and school physical resources to produce the desired objectives. Ornstein and Hunkins (2004) explains that curriculum implementation is a systematic process of ensuring that the developed curriculum reaches its intended consumers who are the learners. It therefore means that implementation of curriculum is done systematically from the lowest to the highest level of learning in each succeeding year. Curriculum implementation requires teamwork that starts from curriculum development Centre (Headquarters) down to teachers, learners, parents and the general public. Curriculum implementation involves putting the developed curriculum into use in order to achieve the objectives for which it was designed for. According to Carl (2002), curriculum implementation can be defined as delivering planned activities of curriculum in a purposeful way. Good
performance by students or pupils in an examination is an indication that curriculum objectives have been achieved.

High achievement in examinations can only be realized when there is proper implementation of curriculum. Teachers and learners may not follow instruction given by experts from curriculum development centre on how to implement a curriculum. Teachers in most schools interpret curriculum differently to suit the local environment where they teach. Consequently, they end up delivering a curriculum which is different from the one planned by the government. This causes discrepancy between the intent of developed curriculum and what is actually achieved in the classroom. This discrepancy is brought by very many factors some of which are school based and which include the teaching styles employed by teachers to teach a given subject, the qualifications of these teachers and the attitude held by both students and teachers towards a given subject. In addition, the teaching-learning resources used to implement curriculum vary from school to school.

Curriculum implementation is a continuous process. When curriculum developers detect any weakness in a given subject, adjustments are made. Kiswahili is a subject that keeps on growing. New words continue to be developed with various meanings. Some changes were made by curriculum experts in Kiswahili curriculum in 2003 (Oguta, 2014). These changes were made in the sentence structures. As a result of this, there was need to in service teachers on these new changes. Therefore, curriculum implementation requires continuous monitoring to enable it attain its objectives.
2.3 Teaching and Learning Resources on Implementation of Kiswahili Curriculum

Teaching and learning resources refer to teaching aids that teachers use to assist learning and enhance students’ participation in class (Twoli, 2007). In 2003, the Government of Kenya introduced Free Primary Education and in 2008, the subsidized free secondary school education program was also implemented. Since then, the Government of Kenya, through the Ministry of Education, has been sending funds to both primary and secondary schools to support the two programs. The aim of this is to provide text books and other learning support resources to help attain quality education (ROK, 2005). Availability and quality of instructional materials like text books, stationeries, and teaching aids determine the extent to which curriculum is implemented (Yara & Otieno, 2010). According to Koech report which was released in 1999, the quality of resources such as teaching and learning materials determine the effectiveness of curriculum implementation. Learning resources enhance student’s mastery of the content taught in class. Teachers who teach without resources find it very difficult to maintain the attention of the learners. According to Murunga (2016), instructional resources help hold learners attention and interest. Learners are able to recall, analyze and synthesize what needs to be learnt. Ngaroga (2007) emphasized that teaching and learning resources arouse interest, stimulate learner's imagination, save time, and promote retention and memory. A Lesson which begins by showing something of interest gets off to a good start because it focuses the attention of the pupils and stimulates their interest (Farrant, 2006). Thus instructional resources aids the understanding of concepts or ideas better. Petty (2004) observed that instructional resources aids
conceptualization as many concepts or ideas are better understood visually rather than verbally.

Scheerens (2003) observed that availability of teaching and learning resources promotes the effectiveness of schools as they are basic things that can bring about good academic performance in a school. Therefore, for a school to attain good academic performance in Kiswahili, the school management should provide funds for the purchase of relevant Kiswahili textbooks and charts to facilitate effective learning of Kiswahili. A report on summative evaluation of primary and secondary schools education curriculum carried by the Ministry of Education in 2010 revealed that publishers were producing Text books which have factual and editorial errors (Oguta, 2014). Textbooks with such errors are likely to mislead students and even teachers.

The child might not master the right content for examinations. The schools may have textbooks for learning Kiswahili but it is important to find out if the text books have relevant content recommended by curriculum developers. When textbooks have inaccurate information and difficult language which is above the level of the learner, then effective implementation of curriculum in that subject will be affected. It is the responsibility of the Kenya Institute of Curriculum Development (KICD) to evaluate all the textbooks to ensure they meet objectives of the curriculum. Some Kiswahili textbooks place emphasis on writing skills and comprehension at the expense of oral skills. This contradicts the main objective of teaching Kiswahili which is to enable learners express themselves. Such books can only produce a learner who is good in writing but very poor in speech.
Mananua (1998) observes that in adequate teaching and learning resources has been the major cause for poor curriculum implementation in Kenya. Several complaints have been raised by education stakeholders that the new Kiswahili Curriculum was implemented without learning support materials and resources especially textbooks and teaching aids. Okumbe (2001) also shares the same sentiments that the more the resources, the better the teaching of a language. Unfortunately, economic constraints in Kenya have made it very difficult to provide curriculum support material (Mananua, 1998). There has been outcry from teachers over the shortage of learning resources for teaching languages from curriculum developers. Studies done by Oguta (2014) in Siaya County revealed that majority (96.7%) of the respondents said that Kiswahili was not given priority in the purchase of instructional resources.

The main teaching and learning resource produced by Kenya Institute of Curriculum Development for teaching languages are textbooks. The emphasis is laid on text books than other resource materials (Oguta, 2014). The teaching resource may not necessarily mean text books and other tangible objects but even a resource person with immense knowledge in Kiswahili is very important in curriculum implementation. According to Farrant (2006), the presence of a resource person in class positively influenced the learners’ ability to participate in class and recall what they had been taught.

The teaching and learning resources ensure that pupils receive a balanced and relevant curriculum which they are entitled to. Ubogu (2004) asserts that lack of basic school needs like learning materials cannot provide stable mind and conducive environment for pupils to study. Without resources in the classrooms, learners become less active during the lesson. Ubogu (2004) further illustrates that resources like text books enable the pupils to follow the teacher's sequence of presentation and
aids in understanding the lessons. Mokumo (2004) advances the same argument that teachers find it difficult to motivate learners who are not self-motivated to learn, but with resources, the learners become active during the lessons. Therefore, resources motivate students to participate in the lessons. Teachers should motivate learners to learn Kiswahili by using relevant teaching and learning resources. Learners who are not motivated develop negative attitude towards the subject.

Studies done by Kamau (2013) on challenges facing teachers and students in the process of teaching and learning Kiswahili in public secondary schools in Kiambu District revealed that majority of schools lacked adequate Kiswahili textbooks and other teaching learning resources, thus hampering the teaching of Kiswahili. Suter and Busienei (2013) observed that there were generally few or no supplementary readers in most schools. Besides class readers, they also established that other learning support materials like newspapers, magazines and radio cassettes were lacking. Despite the government of Kenya providing funds for the purchase of teaching and learning resources, there are still inadequate teaching and learning resources for implementation of curriculum in primary schools. Studies done by Iraki (2014) in Westlands Sub County in Nairobi, established that none of the primary schools had attained pupil to textbook ratio of 1:1. This meant that pupils lacked text books for home work. Iraki (2014) further revealed that 66.7% of schools did not provide pupils with class readers. As a result of this, learners did not have a chance to sharpen their reading skills. The same sentiments were shared by Mbae (2014) who found that majority of primary schools in Meru County had inadequate text books in Kiswahili hence were not able to do assignments or private studies.
It has emerged from the study that teaching and learning resource has an impact on curriculum implementation and by extension performance of pupils. However, the adequacy of teaching and learning resources for Kiswahili in Ndhiwa Sub County, Homa Bay County, Kenya has not yet been explained. The current study sought to fill this gap in knowledge by investigating the adequacy of teaching and learning resources of Kiswahili in Ndhiwa Sub County.

2.4 Qualification and Adequacy of Kiswahili Teachers and Kiswahili Curriculum Implementation

Teachers who are well prepared are very vital in effective curriculum implementation, because they are professionals who make decisions that touch on the welfare of other people. Professionally trained teachers must use their specialized knowledge to perform their duties competently.

The professional role of a teacher stretch from classroom teaching or curriculum implementation, processing of examinations, preparation of pedagogical material, evaluation, instilling discipline among learners and acting as role model to the learners (Okumbe, 2001). However, teachers are not able to achieve all these because of inadequate training and heavy work load in schools, which are very demanding. Apart from heavy and demanding work, Kiswahili teachers face another challenge of mother tongue influence in the process of teaching Kiswahili. Apart from teacher qualifications, the adequate number of teachers that can implement curriculum effectively is equally important. The adequate number of teachers enhances the use of learner centered methods of teaching. It also enables teachers to get enough time for marking home work and revising assignment with learners. Individual pupils with difficulties are assisted easily. However, with high number of pupils per
teacher, the teacher may not be in a position to handle academic individual differences of pupils (Iraki, 2014). Studies done by Gekombe (2015) also revealed that the higher the number of teachers of Kiswahili in a school, the better the use of instructional resources.

After carrying survey on the monitoring of the implementation of Kiswahili curriculum, Kenya Institute of Education (2004) indicated on their report that some teachers were finding difficulties to achieve the objectives in certain topics like "matumizi yaluuga" (language use) and "sarufi" (grammar) due to mother tongue influence. The quality of a teacher predicts the achievement of a child in school. Ferguson and Gilpin (2001) says that teacher quality is broad and includes dimensions such as experience, subject knowledge, scholastic aptitudes and their teaching ability. Teachers who are trained are likely to post better results than those who do not have formal training. Rutere (2012) posits that the more qualified a teacher is, the more one is equipped with skills and knowledge to implement integrated Kiswahili curriculum. Highly trained teachers deliver content better than untrained teachers. According to Rutere (2012), trained teachers are able to use various teaching methods thus enhance content delivery where as untrained teachers tend to read text books to students rather than teach them.

Several studies done on the relationship between teacher's academic background and student's achievement have shown that teachers with high grades are likely to produce better results with students than those with low tests scores. Muhammad and Rashid (2011) assert that academic qualifications, professional qualifications, refresher courses or trainings and teacher experience are the most important qualities of a teacher. Academic qualifications, experience and commitment of the teacher
have a positive impact on teaching and learning process. Rutere (2012) explains that a teacher gains skills through experience and that the more experience a teacher has, the more successful he or she would be at his or her work. Experienced teachers have confident and are exposed to various aspects of Kiswahili curriculum. Metzeler and Ludger (2010) pointed out that teacher quality is key in determining students learning and subsequent academic achievement.

Studies done by Newstrom and Davis (2002) on quality and teacher training and student achievement, showed that trained teachers do make a difference in terms of student achievement. The teacher qualification, experience and level of education influence achievement in examinations. Professionally trained teachers break down broad curriculum objectives into specific objectives and present the content in the syllabus within the stipulated time according to the ability of the learner. They evaluate students to confirm whether objectives have been achieved.

The quality of teachers, doctors, lawyers, accountants, engineers and other professionals depends on how well they were prepared by their teachers (Okumbe, 1998). This means that the knowledge, skills and attitudes that teachers impart to the learners influence how they perform their roles in the society. The professionals that the society gets depends entirely on the kind of teachers that prepared them. This confirms the saying that, “no education system can rise above its teachers”. The teachers directly affect the behavior of students outside the school. Kombo (2005) also argue that the learners regard the teacher as a source of power, resources knowledge and skills as well as personal satisfaction. Teachers serve as role model to the children. They also guide and counsel students. For teachers to perform their duties diligently, they must undergo training. Teacher training is considered as a
major element in curriculum implementation. Ornstein and Hunkins (2004) advance the argument that most new educational programs cannot be implemented without providing proper training for teachers’ Moreover, teachers are reluctant to implement a curriculum which they do not understand.

However, college training alone does not make someone a good teacher. Knowledge is dynamic and increases daily with new discoveries and technological advancement. Teachers need to update their skills through in-service training. In service helps teachers to update on curriculum innovation and expose them to the dynamics of teaching the subject thus promote teachers skills (Rutere, 2012). In his studies in Imenti south District, Rutere(2012) further observed that 85% of teachers of Kiswahili had attended in service for the last six years and that most training were done by publishers. The contemporary issues in teaching and evaluation of students are better addressed through in service. Therefore education of the teacher does not end in the pre-service training but has to be continuous even after the teacher graduates and join the teaching service. Experience alone does not make a person a good teacher. New methods of teaching, new teaching-learning resources and new content are always introduced in the syllabus.

There are also certain personal teacher characteristics that may influence performance of the teacher in the classroom. Kuenzi (2008) noted that certain teacher attributes like verbal ability, knowledge of the subject matter, pedagogical knowledge, years of experience and quality of certificate influence achievement of students. The teacher verbal ability may affect him or her in delivering curriculum content in a convincing manner to the students.
Even though the Ministry of Education has developed and implemented school based teacher development in-service programs, a good number of teachers have not been in serviced especially in Kiswahili curriculum. The few in-service courses offered are so poorly organized that teachers may not benefit from them. Omao (2007) carried out some studies on effectiveness of implementation of the revised secondary school Kiswahili curriculum. She found out that the in-service courses offered in Kiswahili did not benefit teachers because the facilitators were not Kiswahili specialists hence could not help them with information pertaining Kiswahili teaching. It should be noted that most students acquire new knowledge through various sources like internet and media. These kind of students can challenge the teacher in the classroom. A good teacher should know more than his or her students. Therefore a teacher should continuously renew his or her knowledge throughout his or her teaching career.

In conclusion, the adequacy of qualified Kiswahili teachers has been a concern to education stakeholders in Kenya. Previous studies have been conducted on the adequacy of qualified Kiswahili teachers in primary schools in Kenya, as revealed in the reviewed literature. One of the factors that Newsroom and Davis (2002) identified to influence the pupils performance in Kiswahili is the adequacy of qualified Kiswahili teachers. In Ndhiwa Sub County, the poor performance in Kiswahili among primary pupils in K.C.P.E had persisted year after year. Education stakeholders had blamed this poor performance on inadequate qualified teachers. However, no known research has been done to determine the adequacy of qualified Kiswahili teachers in the Sub County. The current study sought to fill this gap in knowledge by determining the adequacy of qualified Kiswahili teachers in primary schools of Ndhiwa Sub County.
2.5 Teaching Methods and Implementation of Kiswahili Curriculum

Teaching methods are instructional methods and various approaches that can be used to teach a given subject. The teaching methods also involve teaching and learning activities that enables the students to develop the required skills. According to Odundo and Gunga (2014), the appropriate teaching methods promote learner achievement while inappropriate methods hinder knowledge retention and its application. Instructional methods can be broadly grouped into three, teacher centered, learner centered or mixed approach (Odundo and Gunga, 2014). Teachers can use variety of teaching techniques or approaches. However, the style adopted by the teacher may influence the attitude of the students toward a subject and enhance the ability to retain knowledge learnt. According to Suter and Busienei (2013), some teachers have been accused of using same teaching method throughout as a result these teachers are too boring to the students. The use of variety of teaching methods makes learning interesting. Studies done by Murunga(2016) in Wareng Sub County revealed that students supported use of variety of instructional methods in learning Kiswahili language. The learning strategies used by the teachers can effectively improve performance in Kiswahili. The role of the methodology is to enable children achieve instructional objectives at the end of the learning process.

Chika (2012) emphasizes that the most powerful method of teaching is that where students are involved in interactive instruction. Chika (2012) further illustrates that learning is effective in classroom where teacher involve learners by asking many questions and engage them in conversations. Teachers should involve learners in the communicative process of learning and teaching Kiswahili. Chang (2002) found that
student prefer learner centred approach because it give them opportunity to think and create knowledge.

Anarue (2004) stresses that learners will become active during the lesson if the teacher uses diverse teaching styles. This will break the boredom in the classroom. Curtin (2005) also noted that teachers who embrace interactive teaching methods, are able to meet the unique needs of learners who study English as a second language. Teachers centered method has several weaknesses as noted by Adeyemi (2008).

According to him, the lecture method which is a teacher centered method does not stimulate student innovation and scientific thinking, but rather encourages them to cram facts which are easily forgotten. The Lecture method of teaching does not allow learners to master concepts learnt in class, especially languages faster. Roblyer (2006) noted that constructivists believe that learning based on activities, enable learners to generate knowledge by themselves rather than being controlled by the teachers.

In the lecturer method, teachers talk and explain everything to the students up to the end of the lesson. The learners remain passive listeners and can only talk when called upon to answer specific questions. In their study, Ahmad and Aziz (2009) observed that in traditional class rooms teachers behave in specific ways. The active participation of learners is very low until the teacher recognizes it to be necessary.

Learners' participation in the classroom is highly controlled by the teacher. A study carried by Tella, Indoshi, and Othuon (2010) also share the same sentiment that teacher centre methods of teaching do not give learners opportunities to discover on their own ,hence the students don’t enjoy the lessons. Learners remain passive
during the teaching and learning process. According to Nganga (2002), Kenyan students attain dismal performance mainly because of poor teaching strategies. Lopez in Ahmad and Aziz (2009) concurs with him that students generally have poor mastery of language and part of the problem lies with traditional methods of teaching. Teachers generally use teacher-centered methods more frequently than learner centered methods to cover wide content faster. It therefore means that lecture method which is a teacher-centered approach does not promote meaningful learning. Constructivism encourages teachers to use learners centered method of teaching because it promotes students achievements (Hsien and Sun, 2006). Teachers should use constructivist based instructional methods to motivate learners in the classrooms.

Egunza (2014) noted that effective teaching can only take place when teachers take into consideration the different types of learners in their classrooms, vary the learning experiences to cater for different learning styles and involve learners in the learning process. The teaching approach used to deliver content to the learners should consider the ability of the learners. The teaching styles identified by the teachers should actively engage learners during the lessons. Therefore, aligning teaching method with the needs and preferences of learners is considered important for a higher learning achievement. (Zeeb, 2004).

In their study on influence on teaching styles on learners achievement in Kiswahili language in Hamisi District, Kang’ahi, Indoshi, Okwach and Osido (2012) found out that there was a positive relationship between the teaching style used by the teacher and learners academic achievement in Kiswahili language ( r= .53). The performance of students in Kiswahili improved with increase in use of learner
centered teaching styles. Similarly, studies done by Odera (2007) on learning of Kiswahili by Radio in Nyakach Secondary schools established that 92% of teachers were in agreement that interactive Radio lessons helped learners to speak and write good Kiswahili language. Studies done by Mbae (2014) on factors influencing implementation of Kiswahili curriculum in public primary school in Igoji division, found that demonstration was the commonly used method of teaching Kiswahili at 44.8% and that 24.1% of teachers used lecture method. Lecture method was used mainly in schools which had high enrolment. Oguta (2014) also did similar study on factors influencing implementation of Kiswahili curriculum in Sgomere division and revealed that lecture methods was the most commonly used by teachers at 58.2%. The study by Oguta (2014) also revealed that 67.4% of teachers used demonstration method in presenting their lessons in primary school. However 79.1% of the results from the above study showed that teachers were using question and answer frequently.

The questions and answer method was liked by teachers because it gives immediate feedback and makes learners active during the lesson. Gekombe (2015) did studies on factors affecting teaching and learning of Kiswahili comprehension in secondary schools in Waren Sub County and established that 53.3% of teachers used questions and answer method. Her studies further shown that group discussion method was considered to be very effective in teaching Kiswahili comprehension. This is because it involved all the students. Suter and Busienei (2013) concurs that group discussion promote learning by ensuring learners work as a team and share knowledge together so that they learn from their colleagues what they did not know. Her studies also found that 53.3% of the students developed
negative attitudes due to inappropriate teaching methods. In appropriate teaching methods demotivate learners such that they don’t become active during the lessons.

Studies have been done on the influence of the teaching methods on performance of students in Kiswahili in Hamisi, Nyakach, Nairobi, Igoji, Siaya, Wareng and Kisii Sub Counties as revealed in the reviewed literature. For example, Kang’ahi, Indoshi, Okwach and Othuon (2012) did research on teaching styles and learner achievement in Kiswahili language in secondary schools and found a positive relationship between teaching styles and learner academic achievement. Mbae (2014) did research on factors influencing implementation of Kiswahili curriculum in public primary schools in Meru County and revealed that most teachers integrated various teaching methods. Thus no single teaching method had an influence in curriculum implementation. In Ndhiwa Sub County of Homa Bay County, education stakeholders have persistently blamed poor implementation of Kiswahili curriculum on teaching methods used by teachers. However, no known study has been carried out in Ndhiwa Sub County to establish the teaching methods used and their influence on curriculum implementation. The study sought to fill this gap in Knowledge by determining the teaching methods used by teachers and their influence on curriculum implementation.

2.6 Teachers and Learners attitude towards Kiswahili

Different scholars have defined attitude differently. Hogg and Vaughan (2005) defined attitude as a relatively enduring organizational beliefs, feelings and behavioral tendencies towards socially significant objects, groups, events, or symbols. Attitude therefore is the feeling that a person may have towards someone or something. This means attitude is a tendency to have a positive or negative
response towards stimuli. The stimuli may be challenges, rewards or incentives. Seyyed and Delaram (2013), defines attitude as a disposition or tendency to respond positively or negatively towards a certain things such as idea, object, person, or situation. The choice an individual makes in life is influenced by his or her attitude. The attitude affects how a person reacts towards an object, situation, or something and is usually accompanied by feelings. When learners enter into a language classroom, they bring all their personality features including their beliefs, attitudes and language style to the learning environment (Seyyed & Delaram, 2013). Truitt (1995) established in his study that attitude of language learners towards that language, may vary based on cultural background and previous experiences. Thus positive or negative attitude do not develop accidentally but have some reasons for their emergence (Truitt, 1995). Makhokha, Bunyasi, and Masinde (2014) did research on an assessment of conditions requisite for learning Kiswahili by learners with hearing impaired in Mumias primary school in Kakamega County and established that the right kind of attitude is mandatory in teaching Kiswahili language, and both the teacher and learner need positive attitude to be able to teach and learn language well. Makokha, Bunyasi, and Masinde (2014) further explain that the right kind of attitude is mandatory in the teaching of Kiswahili language. Makokha et al (2014) emphasize that a teacher who possess a positive attitude towards the learner and the subject imparts a similar attitude to them.

The attitude held by the teacher is very important in the implementation of Kiswahili curriculum. The teacher provides a conducive environment for learning in the classroom. According to Topper (1999), the teacher's attitude shapes the sense they make of any educational innovation. In their study in Marakwet District, Suter and Busienei (2013) observed that Kiswahili teachers do not have positive attitude
towards the teaching of Kiswahili oral literature. The negative attitude teachers have towards Kiswahili in turn affect students' attitude towards Kiswahili subject. This is because teachers may not put a lot of effort in the subject they don't enjoy teaching. This will in turn affect students' performance in the subject. Studies done by Kemboi (2015) on the effect of level of motivation of Kiswahili teachers on performance of students in Elgeyo Marakwet County, established that highly motivated Kiswahili teachers produces better performance in their students compared to non motivated teachers. Thus teachers who are motivated work extra hard to produce good result.

Williams & Burden (1997) explains that actions taken by the teachers in schools are influenced by their attitudes and beliefs more than their knowledge. The attitude of the teacher towards a subject will determine how he or she prepares to teach it. Karavas (1996) argues that a teacher's belief and theory have an effect on their classroom behavior. Teacher's personal view of life may have an effect on the teaching and learning process. Ombui (2012) in his studies on institution based factors influencing students' performance in Kiswahili at K.C.S.E in Sameta Division, established that there was a positive attitude by teachers towards the learning of Kiswahili and that teachers mode of teaching was influenced by their attitude towards the subject. According to Mokamba & Mokamba, Kerario and Nyaga (2012), teachers have their values, personal needs, beliefs and generalizations that they think are right. Therefore, if a teacher have a negative attitude towards a change in the curriculum, such attitude will discourage him or her from implementing the required changes. Moore (2000) posits that first and second language teachers have a major responsibility in developing their student linguistic abilities and therefore needs to develop positive attitude to any curriculum innovation.
Language learning is closely related to the attitudes of students towards the languages (Starks and Partridge, 1996). When students develop a negative attitude towards a subject, they fail to revise it and pay very little attention in class during teaching. This directly affects their performance and achievement in that subject, hence affecting its implementation. Ombui (2012) argues that attitude of students towards a subject have an implication on their academic achievement. Students who have positive attitude towards a subject are likely to perform well in that subject. The attitude held by an individual influences his or her behavior.

The rate at which a student will learn second language like Kiswahili depends on the attitude they have towards that subject. Haitema (2002) points out that attitude is an integral component in language learning especially second language like Kiswahili. The attitude students have towards second language influence their ability to learn it. Attitudes enhance the process of learning the second language and influence the student's feelings towards that language. The perceptions that students have towards their teachers, will influence how they behave towards the same teachers. Meenakshi (2008) argues that an individual perception of a class teacher, peer group, syllabus and his or her awareness for future needs affects his or her attitude to language learning. The perception leads to different attitudes to learning. The learning outcomes in the classroom will be influenced by how learners perceive teachers interpersonal behavior. If learners believe that the teacher understands their problems and feel part of them, then the learners will develop positive attitude towards the teacher. This will motivate them to learn the subject taught by this teacher. A study done by A key (2006) among high school students of grade 9-11 on the relationship between school contest, students attitudes, behavior and academic
achievement, revealed that academic competence had a positive influence on reading achievement among high school students. The students who had negative attitude achieved lower grades compared to their colleague who had positive attitude. Mbugua and Kiptui (2009) observed that the attitudes of students towards particular subject have some effects on their academic achievements. Learning a language is easier if the learner develop strong positive attitude towards it. Chamber (1999) illustrates that students attitude is an integral part in learning and that it should be considered when training students to learn second language. Weinburg (1998) gave reasons why student's attitudes towards learning a second language are important. Attitude influences a person’s behavior towards selecting and reading books, listening in that language, speaking in that language and writing in that language. He further points out that there is a relationship between attitudes and achievement. According to Weinburg (1998), attitude influences achievement rather than, achievement influencing attitude. It can be argued that both negative and positive attitude affect performance of students hence influence curriculum implementation.

Claessen and Stephens (1986) posit that attitudes to language may affect our desire to become fluent in the language irrespective of other factors. The negative attitude from either teachers or learners will seriously interfere with performance in national examinations. Malallaha (2000) stressed that having positive attitude towards tests is claimed to be one of the reasons which makes students perform better in tests. The attitude towards a language like Kiswahili determines the way that language is learnt.

The reviewed literature has shown that attitude has influence on the performance of Kiswahili hence implementation of Kiswahili curriculum. Makokha, Bunyasi &
Masinde (2014) did research on assessment of conditions requisite for learning of Kiswahili language by learners with hearing impaired in Mumias primary school in Kakamega County, and established that the right kind of attitude is mandatory in teaching Kiswahili language, and that both teacher and learner need positive attitude to be able to teach and learn language well. Ombui (2012) in his studies on institutional based factors influencing students performance in Kiswahili at K.C.S.E. in Sameta Division, established that teachers mode of teaching was influenced by their attitude towards Kiswahili subject. Mbae (2014) who did studies on factors influencing implementation of Kiswahili curriculum in public primary schools in Igoji Division found that most teachers had difficulties pushing pupils to learn Kiswahili due to negative attitude they had towards the subject.

In Ndhiwa Sub County, Education stakeholders have pointed out attitude as one of the factors affecting implementation of Kiswahili curriculum. However, no known studies have been done in Ndhiwa Sub County to confirm this fact. The current study sought to fill this gap in Knowledge by determining the attitude of teachers and learners towards Kiswahili in Ndhiwa Sub County.

2.7 Summary of Literature Review

The above literature review has shown that curriculum implementation and academic achievement of students in examinations is influenced by teaching and learning resources, teaching methodologies used by teachers, the attitude of teachers and Students towards Kiswahili and academic qualifications of teachers. Teaching resources arouse interest, stimulate learner’s imagination and promote retention and memory (Ngaroga, 2007). It is also evident that trained teachers do make a different in terms of student achievement and the right kind of attitude is mandatory for both
teacher and student in order to learn a language well. The studies also show that the most powerful teaching method is where teachers are involved in interactive instruction and the teaching style adopted by the teacher influence attitude of students towards the subject. Therefore teaching resources, qualified teachers, teaching methods, and attitude of teachers and pupils towards Kiswahili influence curriculum implementation in different parts of the world and the country. However in Ndhiwa Sub County of Homa Bay County, the influence of school based factors affecting implementation of Kiswahili curriculum had not yet been understood. The current study sought to fill this gap in knowledge.
CHAPTER THREE
RESEARCH DESIGN AND METHODOLOGY

3.1 Introduction
This chapter discusses the research design, location of study, target population, sample size and sampling techniques. Description of research instruments, piloting, and data collection procedures and data analysis has also been discussed.

3.2 Research Design
The study employed descriptive survey research design. This research design is suitable for the study because it allowed the researcher to obtain information that describes existing phenomena by asking individual respondents various questions. Descriptive research design enabled the researcher to investigate and describe the current phenomena on focus (Mugenda and Mugenda, 2003). The design also allows for cross-referencing of data collected from various respondents using questionnaires and interviews. The design allowed the researcher to describe opinions, attitudes, perceptions and any other information that are currently affecting primary schools when implementing Kiswahili curriculum.

3.3 Location of the Study
Ndhiwa Sub County has 156 primary schools, 156 head teachers, a total of 1,147 teachers of which 717 were males and 430 were females and total enrolment of 58,006 pupils, of which 30,001 were boys and 28,004 were girls in primary schools (Sub County Education Office, Ndhiwa 2015). The Sub County had enrolled 4,180 pupils in class eight. Out of these, there were 2,291 boys and 1,889 girls. Ndhiwa Sub County was a Division which was turned into a District in 2008. The District was under the former Homa-Bay District in former Nyanza province. Homa-
Bay District became County and Ndhiwa District became Sub County under the new constitution which was promulgated in the year 2010. Ndhiwa Sub County was ideal for this study since it had not been performing well in Kiswahili in KCPE. From the year 2010 to 2014, the Sub County mean grade in Kiswahili ranged between D- to D+, which is lower than the national mean grade of “C” plain in the same period. The fact that all the four examinable subjects scored mean marks of 50% and above in K.C.P.E within the same period of five years, except Kiswahili, justified the need to carry out this study in Ndhiwa Sub County.

3.4 Target Population

According to Kombo and Tromp (2006), a population is the complete set of subjects that can be studied. This study targeted 156 head-teachers of primary school, 1143 primary school teachers and 4,180 class eight pupils of which there were 2291 boys and 1889 girls drawn from 156 primary schools. Out of 1,143 primary teachers, there were 717 male teachers and 430 female teachers. It had 144 public primary schools and 12 private schools. All the schools in the Sub County were mixed. This study targeted 4,180 class eight pupils because of their lengthy stay in school. These class eight pupils whose age bracket ranged between 13-17 years were considered to be mature enough and were likely to be in a position to comprehend questionnaires and respond to questions in it better than the other students. They were also considered to have interacted with the contents of Kiswahili curriculum across all the grades in primary school and may had adequate knowledge on school factors affecting implementation of Kiswahili curriculum in primary school. The head teachers were also targeted because of their role of providing teaching and learning resources for curriculum implementation. Head teachers also supervise curriculum implementation in schools. The researcher targeted teachers because they implement
curriculum in the classroom. Teachers are directly involved in the instructional process and therefore influence the performance of learners in Kiswahili.

3.5 Sample and Sampling Techniques

According to Mugenda and Mugenda (1999), a sample is a small group obtained from accessible population. Ten percent of the target population was selected for the study. This is because a fraction of 10% to 50% of the target population is recommended for large and small numbers respectively in descriptive research (Mugenda and Mugenda, 2003).

<table>
<thead>
<tr>
<th>Division</th>
<th>No. of Schools</th>
<th>Head teachers Population</th>
<th>Teachers Population</th>
<th>Class eight Population</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kobodo</td>
<td>22</td>
<td>22</td>
<td>174</td>
<td>939</td>
</tr>
<tr>
<td>Kobama</td>
<td>30</td>
<td>30</td>
<td>224</td>
<td>497</td>
</tr>
<tr>
<td>Ndhiwa</td>
<td>30</td>
<td>30</td>
<td>225</td>
<td>767</td>
</tr>
<tr>
<td>Nyarongi</td>
<td>22</td>
<td>22</td>
<td>150</td>
<td>557</td>
</tr>
<tr>
<td>Pala</td>
<td>23</td>
<td>23</td>
<td>155</td>
<td>712</td>
</tr>
<tr>
<td>Riana</td>
<td>29</td>
<td>29</td>
<td>219</td>
<td>708</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>156</strong></td>
<td><strong>156</strong></td>
<td><strong>1147</strong></td>
<td><strong>4180</strong></td>
</tr>
</tbody>
</table>

Records in Sub County Director of Education office in Ndhiwa indicated that there were 156 primary schools in the Sub County. For the purpose of getting representative sample, the researcher stratified the schools into six educational divisions. These were: Kobodo, Kobama, Ndhiwa, Nyarongi, Pala and Riana. Out of 156 schools in the Sub County, 30% of the schools in each Division were purposively selected for the study. From the selected schools, each head teacher and class eight pupils were included in the study. Ten percent of class eight pupils and 10% of teachers in each sampled schools were picked through simple random
sampling. Table 3.2 shows how the sample size was selected from each Division in Ndhiwa Sub County.

### Table 3.2: Sample Table Showing Schools, Pupils and Teachers Picked from Each Division

<table>
<thead>
<tr>
<th>Division</th>
<th>No. of Schools</th>
<th>Head teachers</th>
<th>Teachers</th>
<th>Pupils Class eight</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kobodo</td>
<td>7</td>
<td>7</td>
<td>17</td>
<td>94</td>
</tr>
<tr>
<td>Kobama</td>
<td>9</td>
<td>9</td>
<td>22</td>
<td>50</td>
</tr>
<tr>
<td>Ndhiwa</td>
<td>9</td>
<td>9</td>
<td>23</td>
<td>77</td>
</tr>
<tr>
<td>Nyarongi</td>
<td>7</td>
<td>7</td>
<td>15</td>
<td>56</td>
</tr>
<tr>
<td>Pala</td>
<td>7</td>
<td>7</td>
<td>16</td>
<td>71</td>
</tr>
<tr>
<td>Riana</td>
<td>9</td>
<td>9</td>
<td>22</td>
<td>71</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>48</strong></td>
<td><strong>48</strong></td>
<td><strong>115</strong></td>
<td><strong>419</strong></td>
</tr>
</tbody>
</table>

#### 3.6 Description of Research Instruments

The research instruments to be used for this study were questionnaires and interview schedules. Questionnaires were used to collect data from both students and teachers. This is because questionnaires are very useful in collecting information from large samples. Moreover, questionnaires have greater reliability because it allowed for selection of all areas to be covered in the research (Orodho, 2009). Questionnaires for pupils was called Pupils’ Questionnaire (PQ) while that for teachers was called Teachers’ Questionnaire (TQ). Interview Schedules were used for head teachers only. Interview schedules enabled the researcher to seek clarification on important issues about curriculum implementation in the school. Clarification on these issues can only be given by head teacher of the school.
3.6.1 Pupils Questionnaire (PQ)

This Questionnaire had four sections. Sections A, B, C, and D. Section A required learners to provide their background information on issues like age, sex, language they use at home, grade they expected to get in Kiswahili and Parents’ involvement in checking pupils work in Kiswahili. Section B tested availability of teaching and learning resources in school and how they affect learning of Kiswahili. In Section C, the researcher found out from the pupils the teaching methods used by teachers to teach them Kiswahili. The attitude of the learners towards Kiswahili was determined in section D. The Questionnaires were both closed and open ended in order to elicit different range of responses from pupils.

Questionnaires were very useful in collecting information from large samples. Moreover, questionnaires have greater reliability because it allows for the selection of all areas to be covered in the research (Orodho, 2009).

3.6.2 Teachers’ Questionnaire (TQ)

The teachers’ questionnaire had five sections. In section A, teachers were expected to give Demographic information such as gender, age bracket, their qualifications and teaching experience. In sections B, C, D, and E, the questionnaires tested the four objectives. Each section tested one objective; teachers’ attitude towards Kiswahili as a subject, adequate teaching/learning resources used to implement Kiswahili curriculum and their availability to teachers and students, qualification of teachers in implementing curriculum and Kiswahili teaching methodologies used in their schools. Like the pupils questionnaire, it had both closed and open ended items.
3.6.3 Interview Schedule for Head teachers

Head teachers are very instrumental in the implementation of any curriculum at the school level. The role of the head teacher for successful implementation of the curriculum cannot be overemphasized. They are the ones who solicit for funds and manage the school resources, both human and physical. An open ended and closed interview guide intending to get their views on the attitude of students and teachers towards Kiswahili and how it affects implementation of curriculum in Kiswahili was sought. The adequacy of teaching-learning resources available for Kiswahili, the number of qualified teachers teaching Kiswahili in their schools, teaching styles teachers prefers to use, pupil population per class, school KCPE mean in Kiswahili, and curriculum support activities done by the school to enhance implementation of Kiswahili curriculum.

3.7 Piloting

The instruments were administered at two different times under similar conditions to the respondents in the pilot schools similar to those in the study sample. According to Gay, Mills and Airasian (2009), the number in the pre-test should be 10% of the entire sample. Therefore the study carried out a pilot study on 5 head teachers, 11 teachers, and 42 pupils in the primary schools. Schools, from which respondents were drawn, were not included in the main study.

3.7.1 Reliability of the study

Reliability is the degree to which a research instrument will yield consistent results after repeated trials (Mugenda &Mugenda, 1999). Reliability of instruments was ascertained through test-retest method. The researcher administered the first test of the developed questionnaires and then scored them. After two weeks, the same
questionnaires were administered again to the same group and responses scored. The comparison of the first and that of the second score was done using the Pearson product moment correlation coefficient (r). This was done to both pupils’ questionnaire and teachers’ questionnaire. A correlation coefficient of 0.72 was attained for Pupils’ questionnaire while a correlation coefficient of 0.81 was attained for teachers’ questionnaire. These were considered sufficient to the study. According to Pyrezak (2002), a minimum correlation coefficient of 0.7 is considered sufficient to judge the reliability of instruments. During the pre-test of items, ambiguous items that attracted varied responses were corrected using simple language. Excess items were also removed.

3.7.2 Validity of the study

The content validity of instruments was done for both questionnaires and interview schedules to ensure information collected from field is accurate. Content validity refers to the degree to which the sample of the test represents the content that the test is designed to measure (Orodho, 2009). The validity of the two instruments was determined to ensure that information collected from the field is accurate. To ascertain validity, the two instruments were examined by two research experts from the department of Education Management, Policy and Curriculum Studies of Kenyatta University. The research experts’ comments were considered in making necessary correction on the instruments before the actual study.

3.8 Data Collection Procedure

The researcher sought approval from the Kenyatta University graduate school. A permit was sought from the National Commission for Science, Innovation and Technology (NACOSTI) before conducting the study. Consent was sought from
the schools that were included in the study. Then introductory letters were sent to the head teachers of sampled schools explaining the purpose of the study and requesting them to offer necessary assistance during the study. This was followed by personal visits to individual schools to get consent from the head teachers to administer instruments. The researcher made arrangements with head teachers of the schools to agree on the time and date of study, thus avoid disruption of classes. The researcher administered questionnaires in person to teachers and pupils. The respondents were guided through the questionnaires. Confidentiality, anonymity and informants’ consent was put in place as requirement conditions for the whole research process. In respect for the informants and in order to protect them from abuse of data they give for the research against their people, data was presented in such a way that it could not be linked to individuals who gave it except by the researcher who might need to seek clarification during analysis of data. The questionnaires for pupils and teachers were filled and collected the same day. The Interview schedule was administered to the head teachers during the second visit to schools. The researcher made arrangements with the head teachers to agree on time and date suitable for the interview.

3.9 Data Analysis

The researcher used both quantitative and qualitative data analysis techniques for this study because both approaches complement each other. The data collected by use of the questionnaires was coded, assigned labels to variables’ categories and fed into the computer. Descriptive statistics was used to analyse data by way of Means, percentages and frequencies. Frequency tables were employed to present the information. The attitude of teachers and learners in Kiswahili as a subject was analysed using frequencies and percentages. The adequacy of teaching and learning resources for
Kiswahili was analysed using percentages and frequencies. Qualification of Kiswahili teachers and their adequacy was also analysed using frequencies and percentages and performance of learners in Kiswahili was analysed using mean. For qualitative data obtained from interview, it was organized into themes and discussed based on research objectives.
CHAPTER FOUR
PRESENTATION OF FINDINGS, INTERPRETATION AND DISCUSSION

4.1 Introduction
This chapter provides presentation of findings based on the study objectives, interpretation of results and discussions of data collected from the sampled schools. The responses from the two sets of questionnaires and interview schedule have been interpreted to answer research questions. The data is organized and presented in form of tables. Presentations of the findings are organized around the main variables of the study such as; teaching and learning resources, adequacy and qualification of Kiswahili teachers, teaching methods, attitude of pupils and teachers towards Kiswahili subject in primary schools of Ndhiwa sub-county.

4.2 Questionnaire Return Rate
This study targeted three sets of respondents. These were head-teachers, teachers and pupils of primary schools in Ndhiwa sub-county, Homa-Bay County. Questionnaires were distributed to 419 pupils, however 395 pupils responded to the questionnaires well and returned them, representing 94.27% of the pupils sampled. Out of 115 teachers, 101 teachers returned the questionnaires representing 87.83%. The researcher sampled 48 teachers for interview, thirty six accepted to be interviewed while 12 declined the interview. This represented 75% response rate. According to Gay, Mills & Airasin (2009), a response rate of 75% is adequate and representative.
4.3 Background Information and Characteristics of the Respondents

The researcher sampled 36 head-teachers out of whom 24 were male and 12 were female. A sample of 101 teachers of Kiswahili consisted of 55 male teachers and 46 female teachers. There were 395 pupils out of whom 205 were male while 190 were female. This data is shown in Table 4.1

<table>
<thead>
<tr>
<th>Respondents</th>
<th>Male</th>
<th>Female</th>
<th>Male (%)</th>
<th>Female (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Head teachers</td>
<td>24</td>
<td>12</td>
<td>66.7</td>
<td>33.3</td>
</tr>
<tr>
<td>Teachers</td>
<td>55</td>
<td>46</td>
<td>54.46</td>
<td>45.54</td>
</tr>
<tr>
<td>Class eight pupils</td>
<td>205</td>
<td>190</td>
<td>51.9</td>
<td>48.1</td>
</tr>
<tr>
<td>Total</td>
<td>284</td>
<td>248</td>
<td>53.4</td>
<td>46.6</td>
</tr>
</tbody>
</table>

From Table 4.1, the study found that 66.7% of 36 sampled head-teachers were male while 33.3% were female. This shows that majority of the schools in Ndhiwa Sub-County were headed by men. This is an indication that gender distribution among head-teachers was not in line with government policy which says that not more than a third of people of same gender should hold a public office (RoK, 2010). The study also established that out of 101 teachers of Kiswahili, 54.46% were male while 45.54% were female. The ratio of male to female was almost 1:1 in primary schools of Ndhiwa sub-county. Similarly, the proportion of males to female of class eight pupils was 51.9% and 48.1% respectively. In total 53.41% of males and 46.6% of females participated in the study. This means that both males and females were equally represented in this study. Gender was included in the study to avoid biasness. The study sampled 48 schools, out of which 45 were public schools and only 3 were private schools. All the schools in Ndhiwa Sub-County are mixed. The school category and the sex of pupils in each category is shown in Table 4.2
Table 4.2: School category, Number of Class Eight Pupils and Their Sex Status (n=395)

<table>
<thead>
<tr>
<th>School category</th>
<th>Boys</th>
<th>Girls</th>
<th>Boys %</th>
<th>Girls%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Public</td>
<td>164</td>
<td>169</td>
<td>49.25</td>
<td>50.75</td>
</tr>
<tr>
<td>Private</td>
<td>41</td>
<td>21</td>
<td>66.13</td>
<td>33.87</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>205</strong></td>
<td><strong>190</strong></td>
<td><strong>51.9</strong></td>
<td><strong>48.1</strong></td>
</tr>
</tbody>
</table>

From Table 4.2, the researcher sampled 49.25% boys and 50.75% girls in public schools. This shows that both boys and girls were equally represented in the study. The private schools had 66.13% boys while 33.87% were girls. This shows that more boys were represented in the study than girls.

The age bracket for teachers was also analyzed in the study. The findings are represented in Table 4.3

Table 4.3: Age Bracket for Teachers (n=101)

<table>
<thead>
<tr>
<th>Age bracket</th>
<th>No. of teachers</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>20-30</td>
<td>28</td>
<td>27.72</td>
</tr>
<tr>
<td>31-40</td>
<td>54</td>
<td>53.46</td>
</tr>
<tr>
<td>41-50</td>
<td>11</td>
<td>10.89</td>
</tr>
<tr>
<td>Over 50</td>
<td>8</td>
<td>7.92</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>101</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

According to Table 4.3, Teachers whose age bracket lies between 20-30 years account for 27.72%. This means they were newly posted in the schools. According to Ombui (2012), newly posted teachers have hardly grasped language teaching pedagogy. Those who were between 41-50 years were 10.89%. Old teachers which were over 50 years account for 7.92% of the study sample. Majority (53.46%) of teachers were aged between 31-40 years meaning they had gained enough experience to implement Kiswahili curriculum effectively.
Similarly this study also sought to find out the age of pupils by asking them to indicate their age as illustrated in Table 4.4

<table>
<thead>
<tr>
<th>Table 4.4: Age of Pupils in Class Eight (n=395)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Age (years)</td>
</tr>
<tr>
<td>-------------</td>
</tr>
<tr>
<td>13</td>
</tr>
<tr>
<td>14</td>
</tr>
<tr>
<td>15</td>
</tr>
<tr>
<td>16</td>
</tr>
<tr>
<td>Over 16</td>
</tr>
<tr>
<td><strong>Total</strong></td>
</tr>
</tbody>
</table>

From Table 4.4, the study found that 71.14% of pupils in class eight were 14 years which is the recommended age by the Ministry of Education in Kenya to sit for Kenya certificate of Primary Education (K.C.P.E.) examinations (RoK, 2013). The pupils who were aged 13 years accounted for 7.34% which according to Ministry of Education are considered under age to sit K.C.P.E examinations. Pupils who are under age in a given grade affect curriculum implementation because their cognitive maturity level is still very low (Sharp, George, O’Donnell & Heron, 2009). Such children may not master Kiswahili concepts properly. However, 21.52% of Pupils were over 14 years of age.

<table>
<thead>
<tr>
<th>Table 4.5: Language Use by Pupils at Home (n=395)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Language</td>
</tr>
<tr>
<td>----------</td>
</tr>
<tr>
<td>Luo</td>
</tr>
<tr>
<td>Kiswahili</td>
</tr>
<tr>
<td>English</td>
</tr>
<tr>
<td>“Sheng”</td>
</tr>
<tr>
<td>Any other</td>
</tr>
<tr>
<td><strong>Total</strong></td>
</tr>
</tbody>
</table>
The results in Table 4.5 indicate that most pupils speak Luo at home which constitutes 68.86%. This is probably because the area of study is dominated by Luo community. From the sampled population, 18.48% preferred using “sheng” at home while 1.27% speaks English at home. It should be noted that a paltry 11.39% of pupils communicates in Kiswahili at home. This is an indication that a large percentage of pupils (88.61%) did not speak Kiswahili at home. This seriously affects the teaching and learning of Kiswahili in school since one of the ways of learning a language is through speech. First language of a child has a lot of influence on acquisition of second language like Kiswahili. Dete and Odera (2015) observed that first language like Luo influences some errors that exist in second language acquisition like Kiswahili. For instance the syllable “sh” is missing in Luo language; this causes some pronunciation problems in second language like Kiswahili (Dete & Odera, 2015). This makes learners to speak Kiswahili with a lot of mother tongue influence, thus affecting the learning of Kiswahili.

4.4 Level of adequacy of Teaching and Learning Resources for Implementation of Kiswahili Curriculum

The first objective was to establish whether there were adequate teaching and learning resources for implementation of Kiswahili curriculum. Teachers were asked to rate the level of adequacy of the following resources in their schools; charts & pictures, radios, resource persons, and Kiswahili newspapers. The findings are indicated in Table 4.6.
Table 4.6: The adequacy of Resource in Teaching Kiswahili in Sampled Primary Schools of Ndhiwa Sub-County (n=101)

<table>
<thead>
<tr>
<th>Teaching</th>
<th>Adequate</th>
<th>%</th>
<th>Inadequate</th>
<th>%</th>
<th>Not available</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Resource</td>
<td>Frequency</td>
<td></td>
<td>Frequency</td>
<td></td>
<td>Frequency</td>
<td></td>
</tr>
<tr>
<td>Charts &amp; Picture</td>
<td>9</td>
<td>8.9</td>
<td>61</td>
<td>60.4</td>
<td>31</td>
<td>30.7</td>
</tr>
<tr>
<td>Radios</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>101</td>
<td>100</td>
</tr>
<tr>
<td>Resource persons</td>
<td>-</td>
<td>-</td>
<td>5</td>
<td>4.96</td>
<td>96</td>
<td>95.1</td>
</tr>
<tr>
<td>Kiswahili</td>
<td>-</td>
<td>-</td>
<td>9</td>
<td>8.9</td>
<td>92</td>
<td>91.1</td>
</tr>
<tr>
<td>Newspapers</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The data reveals that all the four resources in schools of Ndhiwa Sub County were inadequate with an exception of Charts and Pictures, where 8.9% of teachers said were adequate in their schools. However, 60.4% of teachers said the charts and pictures were inadequate while 30.7% of teachers reported that they were not available in their schools. This implies that the attention of the pupils was not held in a lesson. It also indicates that learners were not able to conceptualize ideas and concepts in Kiswahili. Murunga (2016) also had similar view that instructional resources help hold learners attention and interest. Instructional resources help the learners to recall, analyze and synthesize what needs to be learnt. A similar position is maintained by Farrant (2006) who said that a lesson which begins by showing something of interest gets off to a good start because it focuses the attention of the pupils and stimulates their interest. All teachers (100%) said that they had never used radios in their schools to aid the teaching of Kiswahili. The interview schedule from head teachers also confirmed that the solar powered radios which were supplied to schools by ministry of education were not available in the school. This means teachers were not able to get the current information in Kiswahili curriculum. Moreover radio lessons broadcasted from Kenya Institute of Curriculum Development were not presented to the pupils. Mbae (2014) on his studies on factors
influencing implementation of Kiswahili curriculum in public primary schools in Meru County found that majority of teachers do not use radio to teach Kiswahili.

Table 4.6 also revealed that 4.96% of teachers involved the services of resource persons to help them teach Kiswahili. The remaining 95.1% did not invite these resource persons to assist their pupils in school. This shows that schools did not involve the skills of language experts to help children on how to answer questions in examinations and how to do private studies. It also means the pupils were bored with the same teacher standing in front of them every day hence could not participate actively in the lesson. This made the lesson presentation difficult and less interesting to the pupils. This affected implementation of Kiswahili curriculum in Ndhiwa Sub-County. These findings are similar to the observation made by Murunga (2016) that the presence of a resource person in class positively influenced the learners’ ability to participate in class and recall what they had been taught.

The researcher also sought from teachers the adequacy of Kiswahili newspapers in the schools. The findings indicated that 8.9% of teachers reported that Kiswahili newspapers were inadequate where as 91.1% of them said the newspapers were not available in the schools. This implied that the pupils were not only informed about current affairs but were also not able to sharpen their reading skills. Lack of newspapers in Kiswahili in schools may be attributed to low priority given by head teachers in purchase of these newspapers. Oguta (2014) in her studies in Sigomere Division in Siaya County concurs that head teachers did not give priority in the purchase of Kiswahili resources.

The researcher also determined text book to pupil ratio. The text books in this investigation were classified under Kiswahili course books, Kiswahili revision
books, and Kiswahili story books. In order to get accurate data, the researcher counted all the pupils in the sampled schools in each division and the number of text books in each school in the division, then computed text book to pupil ratio.

Table 4.7: Response on availability of Kiswahili Course Books

<table>
<thead>
<tr>
<th>Division</th>
<th>No. of Schools</th>
<th>No. of Kiswahili Course Books</th>
<th>No. of Pupils</th>
<th>Textbook to Pupil ratio</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kobodo</td>
<td>7</td>
<td>363</td>
<td>2838</td>
<td>1:8</td>
</tr>
<tr>
<td>Kobama</td>
<td>9</td>
<td>868</td>
<td>43422</td>
<td>1:5</td>
</tr>
<tr>
<td>Ndhiwa</td>
<td>9</td>
<td>492</td>
<td>3448</td>
<td>1:7</td>
</tr>
<tr>
<td>Nyarongi</td>
<td>7</td>
<td>356</td>
<td>2496</td>
<td>1:7</td>
</tr>
<tr>
<td>Pala</td>
<td>7</td>
<td>327</td>
<td>2950</td>
<td>1:9</td>
</tr>
<tr>
<td>Riana</td>
<td>9</td>
<td>410</td>
<td>2870</td>
<td>1:7</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>48</strong></td>
<td><strong>2816</strong></td>
<td><strong>18944</strong></td>
<td><strong>1:7</strong></td>
</tr>
</tbody>
</table>

The findings in table 4.7 clearly show that Pala had the highest text book to pupil ratio of 1:9 while Kobama had the lowest text book to pupil ratio of 1:5. Generally Ndhiwa had very low text book to pupil ratio of 1:7 for course books. This implied that curriculum implementation in Kiswahili in primary schools was greatly affected. This is because pupils did not have course books for doing assignment at home. In addition to this, teachers had to spend more time copying assignment in the chalkboard for pupils. Iraki (2014) also observed that shortage of text books leads to poor curriculum implementation, as pupils lack text books for home work.

The text book to pupil ratio for story books or class readers was also determined. The findings are shown in Table 4.8.
Table 4.8: Response on availability of Kiswahili Story Books

<table>
<thead>
<tr>
<th>Division</th>
<th>No. of Schools</th>
<th>No of Kiswahili Story Books</th>
<th>No. of Pupils</th>
<th>Textbook to Pupil Ratio</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kobodo</td>
<td>7</td>
<td>345</td>
<td>2838</td>
<td>1:8</td>
</tr>
<tr>
<td>Kobama</td>
<td>9</td>
<td>857</td>
<td>4342</td>
<td>1:5</td>
</tr>
<tr>
<td>Ndhiwa</td>
<td>9</td>
<td>483</td>
<td>3448</td>
<td>1:7</td>
</tr>
<tr>
<td>Nyarongi</td>
<td>7</td>
<td>346</td>
<td>2496</td>
<td>1:7</td>
</tr>
<tr>
<td>Pala</td>
<td>7</td>
<td>320</td>
<td>2950</td>
<td>1:9</td>
</tr>
<tr>
<td>Riana</td>
<td>9</td>
<td>410</td>
<td>2870</td>
<td>1:8</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>48</strong></td>
<td><strong>2701</strong></td>
<td><strong>18944</strong></td>
<td><strong>1:7</strong></td>
</tr>
</tbody>
</table>

Table 4.8 indicates that text book to pupil ratio in Riana Division was the highest at 1:8 while Kobama Division had relatively lowest ratio of 1:5 compared to other Divisions in the Sub County. On average, the ratio of story books to pupils was 1:7 in Ndhiwa Sub County. This was far much below the required standard of 1:1. This means there was acute shortage of story books in the Sub County. This implied that pupils did not have class readers to help them sharpen their reading skills. Due to poor reading habits, the pupils experienced difficulties in writing interesting Kiswahili compositions in examinations. This is because pupils in Ndhiwa Sub County lacked creativity which is enhanced by extensive reading of story books. The shortage of story books in Ndhiwa Sub County confirmed the reason behind poor performance of pupils in Kiswahili in the Sub County. Studies done by Iraki(2014) in Westlands Sub County of Nairobi County established that 66.7% of schools did not provide pupils with class readers and therefore pupils did not have a chance to sharpen their reading skills which was crucial in curriculum implementation. Oguta (2014) also found that there were few class readers for pupils in Sigomere Division thus influenced curriculum implementation in Kiswahili. Therefore shortage of story books influenced curriculum implementation in Ndhiwa Sub County.
The researcher also established the availability of Kiswahili Dictionary in primary schools of Ndhiwa Sub County. The findings are shown in Table 4.9.

### Table: 4.9: Availability of Kiswahili Dictionary in Ndhiwa Sub County

<table>
<thead>
<tr>
<th>Division</th>
<th>No. of Schools</th>
<th>No of Kiswahili Dictionary Books</th>
<th>No. of Pupils</th>
<th>Textbook to Pupil Ratio</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kobodo</td>
<td>7</td>
<td>177</td>
<td>2838</td>
<td>1:16</td>
</tr>
<tr>
<td>Kobama</td>
<td>9</td>
<td>434</td>
<td>4342</td>
<td>1:10</td>
</tr>
<tr>
<td>Ndhiwa</td>
<td>9</td>
<td>182</td>
<td>3448</td>
<td>1:19</td>
</tr>
<tr>
<td>Nyarongi</td>
<td>7</td>
<td>178</td>
<td>2496</td>
<td>1:14</td>
</tr>
<tr>
<td>Pala</td>
<td>7</td>
<td>211</td>
<td>2950</td>
<td>1:14</td>
</tr>
<tr>
<td>Riana</td>
<td>9</td>
<td>159</td>
<td>2870</td>
<td>1:18</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>48</strong></td>
<td><strong>1341</strong></td>
<td><strong>18944</strong></td>
<td><strong>1:14</strong></td>
</tr>
</tbody>
</table>

The findings in Table 4.9 show that over ten pupils share one Kiswahili Dictionary in Ndhiwa Sub County. The worst affected was Ndhiwa Division where nineteen pupils shared one Kiswahili Dictionary. Kobama Division was having a relatively lower Dictionary to pupil ratio compared to other Divisions which is 1:10. On average, fourteen pupils shared one Kiswahili Dictionary in Ndhiwa Sub County. These findings show that there was serious shortage of Kiswahili Dictionary in the Sub County. In some schools the researcher did not find a single Dictionary. The head teacher’s interview schedule revealed that some schools had only one Dictionary in Kiswahili which was in the hand of the subject teacher. This showed that the pupils were not able to confirm the meaning of difficult words they came across in Kiswahili. As a result of this, they were not able to develop their vocabulary in the subject. This seriously affected performance of pupils in Kiswahili hence effective curriculum implementation in the subject.
The researcher also established the availability of revision books in Kiswahili in Ndhiwa Sub County. The findings are indicated in Table 4.10

Table 4.10: Availability of Kiswahili Revision Books in Ndhiwa Sub County

<table>
<thead>
<tr>
<th>Division</th>
<th>No. of Schools</th>
<th>No of Kiswahili Revision books</th>
<th>No. of Pupils</th>
<th>Textbook to Pupil Ratio</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kobodo</td>
<td>7</td>
<td>176</td>
<td>2838</td>
<td>1:16</td>
</tr>
<tr>
<td>Kobama</td>
<td>9</td>
<td>434</td>
<td>4342</td>
<td>1:10</td>
</tr>
<tr>
<td>Ndhiwa</td>
<td>9</td>
<td>575</td>
<td>3448</td>
<td>1:6</td>
</tr>
<tr>
<td>Nyarongi</td>
<td>7</td>
<td>356</td>
<td>2496</td>
<td>1:7</td>
</tr>
<tr>
<td>Pala</td>
<td>7</td>
<td>368</td>
<td>2950</td>
<td>1:8</td>
</tr>
<tr>
<td>Riana</td>
<td>9</td>
<td>410</td>
<td>2870</td>
<td>1:7</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>48</strong></td>
<td><strong>2319</strong></td>
<td><strong>18944</strong></td>
<td><strong>1:8</strong></td>
</tr>
</tbody>
</table>

Table 4.10 shows that the ratio of revision books to pupils in Ndhiwa Sub County is 1:8. This means that eight pupils in primary schools in Ndhiwa sub County shared one revision text book. This is far much above the ministry of education in Kenya recommendation of one text book per child in a school (MOEST, 2014). The implication of this is that the pupils were not able to do proper revision for Kiswahili examinations, hence could not perform well in Kiswahili examinations.

Table 4.7, Table 4.8, Table 4.9 and Table 4.10 indicates that all the six Divisions had a Text book /pupil ratio of more than 1:1, which is the recommended ratio by the Ministry of Education in Kenya (MOEST, 2014). In fact all the ratios were more than 1:4 across the six Divisions in Ndhiwa Sub County. This is an indication of shortage of text books in Ndhiwa Sub County. According to Ubogu (2004), a text book enables the learner to follow the teachers’ sequence of lesson presentation and enhances pupils understanding of the lesson. Therefore shortage of text books affects curriculum implementation in schools. Despite the Government of Kenya
introducing free primary education in the year 2003 with the aim of providing funds for the purchase of text books and other learning support materials in order to attain quality education (ROK, 2005), most schools have not attained the required textbook/pupil ratio of 1:1. Iraki (2014) who did his studies in non formal primary schools in Westlands also concurs that none of the schools in Nairobi had attained textbook/pupil ratio of 1:1.

### 4.5 Adequacy and Qualification of Kiswahili Teachers on Curriculum Implementation

The number of teachers in a school and their qualification greatly affects the academic achievement of students. The researcher sought to find out how the qualification and adequacy of Kiswahili teachers affected pupils’ performance and by extension curriculum implementation. To establish the adequacy of Kiswahili teachers, the researcher collected data on enrolment of pupils in the sampled schools and the number of teachers in those schools in each Division and computed teacher/pupil ratio. The findings are shown in Table 4.11

<table>
<thead>
<tr>
<th>Division</th>
<th>No. of Schools</th>
<th>No. of Teachers</th>
<th>No. of Pupils</th>
<th>Teacher to Pupil Ratio</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kobodo</td>
<td>7</td>
<td>58</td>
<td>2838</td>
<td>1:49</td>
</tr>
<tr>
<td>Kobama</td>
<td>9</td>
<td>75</td>
<td>4342</td>
<td>1:59</td>
</tr>
<tr>
<td>Ndhiwa</td>
<td>9</td>
<td>74</td>
<td>3448</td>
<td>1:47</td>
</tr>
<tr>
<td>Nyarongi</td>
<td>7</td>
<td>51</td>
<td>2496</td>
<td>1:50</td>
</tr>
<tr>
<td>Pala</td>
<td>7</td>
<td>52</td>
<td>2950</td>
<td>1:57</td>
</tr>
<tr>
<td>Riana</td>
<td>9</td>
<td>73</td>
<td>2870</td>
<td>1:39</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>48</strong></td>
<td><strong>382</strong></td>
<td><strong>18944</strong></td>
<td><strong>1:50</strong></td>
</tr>
</tbody>
</table>
Table 4.11 indicates that all the six Divisions have teacher pupil ratio of more than 1:40 except Kobodo Division. The ratio 1:40 is the recommended ratio by the international standard (MOEST, 2014). Based on this observation, the overall teacher/pupil ratio stood at 1:50 which is above the Ministry of Education recommendation of 1:45 in Kenya (MOEST, 2014). This is an indication of inadequate qualified Kiswahili teachers in Ndhiwa Sub County. Inadequate qualified teachers contribute to poor academic performance of learners. In Kenya, the Ministry of Education employs teachers in public primary schools through Teachers Service Commission based on the enrolment of pupils. This means teachers are deployed based on the enrolment of students in schools. However there still exist regional disparities in distribution of teachers (MOEST, 2014). Table 4.11 clearly shows these regional disparities in distribution of teachers in Ndhiwa Sub County. Riana Division had teacher/pupil ratio of 1:39 while Kobama Division had a high teacher/pupil ratio of 1:59. Regional disparities are some of the factors that have lead to shortage of teachers in some regions in Kenya like Ndhiwa Sub County. Iraki (2014) found that with high number of pupils per teacher, it becomes difficult to handle academic individual differences of pupils. As a result of this, the pupils were likely to perform poor hence negatively affect implementation of Kiswahili curriculum.

To corroborate the findings of this study, an analysis of teachers work load in primary schools in Ndhiwa Sub County was conducted as illustrated in Table 4.12
Table 4.12: Kiswahili Teacher Work load in Primary School in Ndhiwa Sub County (n=101)

<table>
<thead>
<tr>
<th>No. of Lesson Per week</th>
<th>Frequency</th>
<th>Percentages</th>
</tr>
</thead>
<tbody>
<tr>
<td>Below 20</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>21-35</td>
<td>10</td>
<td>9.9</td>
</tr>
<tr>
<td>36-40</td>
<td>42</td>
<td>41.6</td>
</tr>
<tr>
<td>Over 40</td>
<td>49</td>
<td>48.5</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>101</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

Table 4.12 shows that majority (48.5%) of teachers in Ndhiwa primary schools taught over 40 lessons. According to Ministry of Education, the maximum number of lessons a primary school teacher should handle in one week is 35 (MoE, 2002). This therefore indicates that there were in adequate qualified teachers who could handle Kiswahili in primary schools of Ndhiwa sub County. The implication of this finding is that the teachers were over worked which put them at a risk of burning out. The teachers become exhausted because of too much work hence may not be effective in content delivery in classroom. This may explain the poor performance of pupils in Kiswahili since teachers are likely to be overwhelmed by the rigorous demands of language teaching such as marking of Kiswahili composition. Adequate teachers enhance the use of instructional resources which results in effective curriculum implementation. Gekombe (2015) observed that the higher the number of teachers of Kiswahili in a school, the better the use of instructional resources. Effective use of resources results into proper curriculum implementation.

To enrich the research further, an analysis was conducted on the qualification levels of Kiswahili teachers in Ndhiwa Sub County. This is illustrated in Table 4.13
Table 4.13: Levels of Qualification of Kiswahili Teachers in Ndhiwa Sub County

<table>
<thead>
<tr>
<th>Professional Qualification</th>
<th>Frequency</th>
<th>Percentages</th>
</tr>
</thead>
<tbody>
<tr>
<td>P1</td>
<td>58</td>
<td>57.4</td>
</tr>
<tr>
<td>Diploma</td>
<td>19</td>
<td>18.8</td>
</tr>
<tr>
<td>Degree</td>
<td>14</td>
<td>13.9</td>
</tr>
<tr>
<td>Untrained</td>
<td>10</td>
<td>9.9</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>101</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

Table 4.13 shows that 90.1% of teachers in Ndhiwa Sub County had the required professional qualifications to teach in primary school. However, majority (57.4%) of Kiswahili teachers in Ndhiwa Sub County have P1 qualifications while minority (13.9%) has degree qualifications. The study therefore established that primary pupils in Ndhiwa Sub County were taught Kiswahili mainly by teachers with minimum qualifications of P1. According to Rutere (2012), teachers with higher qualifications are equipped with skills and knowledge to implement integrated Kiswahili curriculum. Rutere (2012) further explains that professional qualifications determine the teaching methodology used for maximum benefits to the students. Teachers with higher qualifications have better understanding and exposure in their subject areas and tend to enrich the teaching and learning process. Qualified teachers have skills to employ suitable teaching methods and select relevant teaching and learning resources for implementing Kiswahili curriculum in primary schools.

The presence of untrained teachers in primary schools of Ndhiwa Sub County was an indicator of the shortage of qualified teachers in the Sub County. According to Newstrom and Davis (2002), trained teachers do make a difference in terms of student achievement. Trained teachers deliver curriculum from known to unknown and are able to use various teaching methods to deliver content while untrained
teachers tend to read text books to students rather than teach them (Rutere, 2012). Training is key in implementation of any curriculum because teachers cannot implement curriculum which they do not understand. Ornstein and Hunkins (2004) also advance the same argument that most educational programs cannot be implemented without providing proper training for teachers.

Teachers were also asked to indicate their average class sizes, which were grouped into four categories; below 30 pupils, 31-40 pupils, 41-50 pupils and over 50 pupils. The findings are indicated in Table 4.14.

### Table 4.14: Class Size in Sampled Schools (n=101)

<table>
<thead>
<tr>
<th>Pupil range</th>
<th>Frequency</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Below 30</td>
<td>13</td>
<td>12.87</td>
</tr>
<tr>
<td>31-40</td>
<td>24</td>
<td>23.76</td>
</tr>
<tr>
<td>41-50</td>
<td>43</td>
<td>42.58</td>
</tr>
<tr>
<td>Over 50</td>
<td>21</td>
<td>20.79</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>101</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

The findings in Table 4.14 shows that (12.87%) of the schools were under enrolled, having below 30 pupils. However (20.79%) of schools were over enrolled with over 50 pupils per class. This is above the Ministry of Education in Kenya requirement which recommends that a class should not have more than 45 students (MOEST, 2014). This is an indication that (20.79%) of schools in Ndhiwa sub County had congested classes. According to Fabumini and Okore (2000), large class sizes affect students’ achievement. Teachers were not able to give individual attention to learners thus affecting academic achievement of pupils. Teachers who handle large classes rarely evaluate students in demanding subjects like Compositions. This might be the reason behind poor performance of pupils in Kiswahili in Ndhiwa sub County. With large classes for teachers, curriculum implementation is affected.
The researcher also established teaching experience of Kiswahili teachers in Ndhiwa sub County and presented the results in Table 4.15.

Table 4.15: Teaching Experience of Kiswahili Teachers (n=101)

<table>
<thead>
<tr>
<th>Teaching experience in years</th>
<th>Frequency</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Below 1 year</td>
<td>12</td>
<td>11.9</td>
</tr>
<tr>
<td>2 – 5 years</td>
<td>49</td>
<td>48.5</td>
</tr>
<tr>
<td>6 – 10 years</td>
<td>27</td>
<td>26.7</td>
</tr>
<tr>
<td>Over 10 years</td>
<td>13</td>
<td>12.9</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>101</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

The study found that majority of teachers 48.5% have experience between 2-5 years, 26.7% had taught Kiswahili for between 6 to 10 years, while 11.7% had experience below one year. Teachers who had over 10 years teaching experience accounted for only thirteen percent. From the findings in Table 4.15, 60.4% of respondents had teaching experience of 5 years and below. This shows that most teachers in Ndhiwa Sub County were relatively young in the teaching service hence had not acquired sufficient expertise in teaching Kiswahili. Head teachers interview schedule showed that long serving teachers have high level of content mastery which makes them become very effective in teaching Kiswahili. According to Rutere (2012), the more experience a teacher has, the more successful he/she would be at his or her work. Rutere (2012) further argues that experience equips one with skills and knowledge required in the setting and preparations of students for national examinations. The more the teacher gets experienced, the more exposure he/she would have on various
aspects of Kiswahili curriculum (Rutere, 2012). Some of the experienced teachers are examiners with Kenya Certificate of Primary Education where they mark Kiswahili composition (‘Insha’). Therefore a large percentage (60.4%) of inexperienced teachers might be the cause of poor performance in Kiswahili in Ndhiwa Sub County.

Age and experience alone does not make someone a good teacher. Even the knowledge and skills gained at college is just a starting point for learning. Knowledge is dynamic and increases daily with new discoveries. Kiswahili is a subject that keeps on growing with new words being discovered. Therefore qualified teacher should also be that teacher who has attended seminars or in-service workshop to keep abreast with new changes in the Kiswahili curriculum. As a result of this, the researcher sought to find out whether there were teachers who had attended in-service workshop or training in the sampled schools. The findings of this study are indicated in Table 4.18.

<table>
<thead>
<tr>
<th>Response</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>78</td>
<td>78.22</td>
</tr>
<tr>
<td>No</td>
<td>23</td>
<td>21.78</td>
</tr>
<tr>
<td>Total</td>
<td>101</td>
<td>100</td>
</tr>
</tbody>
</table>

The study found out that 21.78% of teachers had never attended any in-service training in Kiswahili. This showed that they don’t have current knowledge on the subject and new pedagogical skills in Kiswahili. In service helps teachers to get updated on curriculum innovation and expose them to the dynamics of teaching the subject (Rutere, 2012). It is therefore clear that these group of teachers (21.78%) who had not attended in service training, were not updated on changes in the Kiswahili
curriculum and were not exposed to new methodologies of implementing curriculum. This means there was possibility of these in-serviced teachers delivering content to the learners which is not in the syllabus hence contributing to poor performance of pupils in Ndhiwa Sub County.

Majority (85%) of the teachers who did not attend in-service training said their head teachers failed to sponsor them for in-service courses because of shortage of funds. The remaining 15% said that the head teachers failed to finance the seminars because they were form four leavers who were untrained thus perceived to be temporary in the school. These findings are similar to those of Ombui (2012) who did some research in Kiswahili performance in Kisii County and found that principals of secondary schools did not sponsor teachers for professional development courses due to financial implications involved.

The remaining 78.22% of teachers had attended in-service courses in Kiswahili and confirmed that they really benefited from the courses. When asked by the researcher how the workshop improved their skills, knowledge and attitude in implementation of Kiswahili curriculum, 53% of those who attended Kiswahili workshops said it helped them develop positive attitude towards teaching the subject, 11% of them said the workshop helped them select the right teaching methods suitable for different grades of pupils, while 27% of teachers confirmed that in-service courses improved their competency and confidence in teaching Kiswahili subject. Nine percent of them acquired new knowledge and skills in evaluating pupils of different grades in primary schools. These findings indicate that in-service course is a significant school based factor influencing student learning. The above findings are in contrast to those of Omao (2007) who found out that those teachers who attended
in-service courses did not benefit much because facilitation of those courses were not done by Kiswahili specialists.

4.6 Influence of Teaching Methods on Implementation of Kiswahili Curriculum

Curriculum content is delivered to the learners through the teaching methods. A good teaching method should have several activities that meaningfully engage learners. Relevant teaching methods enable learners to achieve instructional objectives at the end of the lesson. Therefore the choice of teaching method influences the performance of the children. Kiswahili should be taught using variety of methods in order to make it interesting to the learners and attain high performance.

To determine how teaching methods affect curriculum implementation, teachers were first asked to indicate whether their school had preferred teaching method. Table 4.17 indicates their response.

<table>
<thead>
<tr>
<th>Response</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>61</td>
<td>60.4</td>
</tr>
<tr>
<td>No</td>
<td>40</td>
<td>39.6</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>101</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

Table 4.17 indicates that 60.4% of teachers had preferred teaching method in their schools while 39.6% of teachers said they don’t have preferred teaching methods. This means the group of teachers, who did not have preferred teaching method, used a variety of instructional methods in their schools. The use of a variety of teaching
methods helps to break boredom in the classroom. According to Suter and Busienei (2013), some teachers have been accused of using the same teaching method every year thus become boring to pupils. Suter and Busienei (2013) further say that some teachers enjoy talking and even punish pupils who sleep during the lesson. When pupils doze during the lesson, it means they are not concentrating on what is being taught. This might be one of the causes of poor performance in Kiswahili in Ndhiwa Sub County which affects implementation of Kiswahili curriculum.

The teachers who had preferred teaching method were asked to identify their preferred teaching method among the following; Question and Answer, Group Discussion, Mixed approach and lecture method. Their response is shown in Table 4.18.

<table>
<thead>
<tr>
<th>Preferred Teaching Method</th>
<th>Frequency</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Question and Answer</td>
<td>39</td>
<td>38.6</td>
</tr>
<tr>
<td>Group discussion</td>
<td>23</td>
<td>22.8</td>
</tr>
<tr>
<td>Mixed Approach</td>
<td>11</td>
<td>10.9</td>
</tr>
<tr>
<td>Lecture</td>
<td>28</td>
<td>27.7</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>101</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

Table 4.18 shows that Question and Answer method was the most preferred teaching method in the sampled primary schools at 38.6%. The second most popular method among teachers was lecture method. This instructional method was preferred by 27.7% of teachers in Ndhiwa Sub County. The least preferred teaching method was mixed approach which is a combination of teacher centered and learner centered approach was used by 10.9% of teachers. Lecture method was mainly used by teachers who handled large classes. The findings in Table 4.18 suggest that pupils
were actively involved during the lessons because teachers asked them questions frequently. The findings concurs with Mbae (2014) who did studies in Meru County and established that 62.1% of teachers used Question and Answer in teaching Kiswahili. Similar studies done by Oguta (2014) in Siaya County also confirmed that 79.1% employed the use of Question and Answer, 67.4% used demonstration while 58.2% reported using lecture method to teach Kiswahili. According to Mbae (2014), teachers liked this method because it gave them immediate feedback from the learners. Through this method, teachers were able to know whether what they taught had been mastered well by learners.

Chika (2012) also agrees that learning is effective in classrooms where the teachers involves learners by asking many questions and engage learners in conversations. Therefore Question and Answer method had influence in Kiswahili curriculum implementation among primary schools of Ndhiwa Sub County.

It was worth noting that lecture method was the second most popular method of teaching Kiswahili in Ndhiwa Sub County. This indicates that teacher centered method was still widely used in primary schools in Ndhiwa Sub County. The implication of this is that student thinking was not stimulated but was rather encouraged to cram facts which are easily forgotten. The learners remain passive listeners and only talk when called upon to answer question. It therefore means teachers in Ndhiwa Sub County are the source of knowledge and control most activities in the classroom. This affected the learning of Kiswahili as most pupils took a very long time to master concepts in the subject. According to Tella, et al., (2010), teacher centered method of teaching does not give learners opportunity to discover on their own hence the students don’t enjoy the lessons. This may be one of
the reasons contributing to poor performance in Kiswahili in Ndhiwa Sub County. Mbæ (2014) said that teachers preferred to use lecture method because it enabled them to cover syllabus faster. It means pupils interest was not considered in the teaching/learning process. This affected curriculum implementation in Kiswahili in Ndhiwa Sub County.

To corroborate the research further, pupils were asked to identify one teaching method they preferred during the teaching of Kiswahili. The students identified three methods only. These were Discussion, Question and Answer and Mixed approach which is a combination of various teaching methods. Table 4.19 indicates their responses.

<table>
<thead>
<tr>
<th>Teaching method</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Question and answer</td>
<td>72</td>
<td>18.2</td>
</tr>
<tr>
<td>Class discussion</td>
<td>296</td>
<td>74.9</td>
</tr>
<tr>
<td>Mixed approach</td>
<td>27</td>
<td>6.9</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>395</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

Most pupils 296(74.9%) identified discussion as their preferred choice. The learners who singled out discussion gave the following reasons; first they said through discussion they are able to learn from others. This enabled them to master concepts faster. Secondly, there is advantage of learners being able to air their views freely thus enhancing democracy in teaching. Lastly, they said that discussion makes pupils who are shy in class to ask questions from group members without fear. Therefore, slow learners are able to learn better. That means there is active participation of all members. This implies that discussion in classroom is the most appropriate teaching method that can be used to enhance pupil’s interest in learning.
Kiswahili. Suter and Busienei (2013) found that discussion was one of the most frequently used teaching methods to initiate and maintain students’ interest in Kiswahili oral literature.

According to Suter and Busienei (2013), teachers find it easy to use group discussion as an instructional method because group work enhances learning by ensuring students work as a team and share knowledge together so that they can experience what they have with others and at the same time learn what they did not know from their colleagues. In her studies in Nyakach Sub County, Odera (2007) established that interactive radio lessons helped learners to speak and write good Kiswahili language. These support researcher’s findings that group discussion is an appropriate method in teaching Kiswahili. Therefore teachers who use group discussion are likely to produce better results in Kiswahili in Ndhiwa Sub County.

The findings in Table 4.19 also showed that Question and Answer was liked by only 72(18.2%) of pupils. This suggested that even though most teachers preferred Question and Answer method, few pupils enjoyed lessons that were based on this method in Ndhiwa Sub County. Rutere (2012) on his studies in Imenti south District on effects of teacher related factors on implementation of Kiswahili curriculum established that most (93.8%) of Kiswahili teachers in Imenti District used discussion method to teach Kiswahili. The findings are also supported by Gekombe (2015) who found that discussion is effective in teaching Kiswahili comprehension. This is in contrast to Ndhiwa Sub County where most teachers use Question and Answer method. The remaining group of pupils 27 (6.9%) preferred a combination of teaching methods. The pupils who supported a combination of methods said that it helps to break boredom in the classroom environment. Their sentiments are
supported by Murunga (2016) who said that teachers could use a variety of instructional methods to make lessons interesting. The head teacher’s interview schedule confirmed that a combination of various teaching methods can be effective in the implementation of Kiswahili curriculum. That means there are instances where discussion is necessary and where question and answer may be required. Even other teaching methods can be applied depending on the situation. This suggests that teachers can even use lecture method if they are behind the syllabus and want to cover wide syllabus faster.

In order to establish the relationship between teaching methods and pupils performance in Kiswahili, The researcher asked teachers to give their mean score in Kiswahili and their preferred teaching method. The researcher then computed the mean using the mean score given by teachers in each category of teaching method. The findings are indicated in Table 4.20

<table>
<thead>
<tr>
<th>Teaching method</th>
<th>No. of Teachers</th>
<th>Pupils Mean mark</th>
</tr>
</thead>
<tbody>
<tr>
<td>Group Discussion</td>
<td>23</td>
<td>50.12</td>
</tr>
<tr>
<td>Question and Answer</td>
<td>39</td>
<td>48.72</td>
</tr>
<tr>
<td>Lecture</td>
<td>28</td>
<td>37.71</td>
</tr>
<tr>
<td>Mixed approach</td>
<td>11</td>
<td>43.63</td>
</tr>
</tbody>
</table>

Table 4.20 shows that the highest mean marks of 50.12 was attained through Group discussion method of teaching, while the lowest mean mark of 37.71 was attained through lecture method. This showed that Group discussion method had the greatest influence on the implementation of Kiswahili curriculum, while lecture method had the least influence on the implementation of Kiswahili curriculum in Ndhiwa Sub
County. These findings concurs with Gekombe (2014) who did research on factors affecting the teaching and learning of Kiswahili comprehension in Wareng Sub County and established that Group discussion was the most effective method in teaching and learning Kiswahili comprehension. The findings also support Mokumo (2004) who observed that lecture method was not effective in teaching Kiswahili. In their study in Hamisi District, Kangahi et al(2012) also found that there was a positive relationship between the teaching styles used by the teacher and learners academic achievement in Kiswahili at (r=.53).Therefore the teaching styles employed by the teacher influence academic performance of pupils in school.

4.7 Teachers and Pupils’ attitude towards Kiswahili

The researcher sought to find out the attitude of teachers and pupils towards Kiswahili subject.

Attitude scale was used to ascertain the reaction of pupils and teachers on a wide range of issues regarding Kiswahili. They were expected to rate their feelings on a scale ranging from strongly agree, undecided to strongly disagree. All the items were written in positive form for both teachers and pupils. If the total percentage response for both agree and strongly agree is over 50, then the attitude was considered to be positive. Similarly when total percentage response for strongly disagree and disagree is over 50, then attitude was taken to be negative. The same applied for undecided which represented neutral attitude. Their feelings are represented in Table 4.21 and Table 4.22

The results in table 4.21 show the feelings expressed by teachers towards Kiswahili.
Table 4.2: Showing Teachers Attitude towards Kiswahili Subject (n=101)

<table>
<thead>
<tr>
<th>Statement</th>
<th>SA</th>
<th>A</th>
<th>U</th>
<th>D</th>
<th>SD</th>
<th>SA%</th>
<th>A%</th>
<th>U%</th>
<th>D%</th>
<th>SD%</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. I Enjoy teaching Kiswahili more than other subjects</td>
<td>11</td>
<td>56</td>
<td>11</td>
<td>23</td>
<td>0</td>
<td>10.9</td>
<td>55.4</td>
<td>10.9</td>
<td>22.8</td>
<td>0</td>
</tr>
<tr>
<td>2. I like communicating in Kiswahili more than any other language</td>
<td>22</td>
<td>56</td>
<td>0</td>
<td>23</td>
<td>0</td>
<td>21.8</td>
<td>55.4</td>
<td>0</td>
<td>22.8</td>
<td>0</td>
</tr>
<tr>
<td>3. Kiswahili is useful in my life</td>
<td>11</td>
<td>78</td>
<td>0</td>
<td>0</td>
<td>12</td>
<td>10.9</td>
<td>77.2</td>
<td>0</td>
<td>0</td>
<td>11.9</td>
</tr>
<tr>
<td>4. I allocate time to do research in Kiswahili</td>
<td>0</td>
<td>78</td>
<td>0</td>
<td>0</td>
<td>23</td>
<td>0</td>
<td>77.2</td>
<td>0</td>
<td>0</td>
<td>22.8</td>
</tr>
<tr>
<td>5. Kiswahili syllabus is relevant to the learners</td>
<td>45</td>
<td>34</td>
<td>0</td>
<td>11</td>
<td>11</td>
<td>44.6</td>
<td>33.9</td>
<td>0</td>
<td>10.9</td>
<td>10.9</td>
</tr>
<tr>
<td>6. I would like to go for further studies in Kiswahili</td>
<td>22</td>
<td>46</td>
<td>11</td>
<td>11</td>
<td>11</td>
<td>21.8</td>
<td>45.5</td>
<td>10.9</td>
<td>10.9</td>
<td>10.9</td>
</tr>
<tr>
<td>7. Kiswahili is not a difficult subject</td>
<td>56</td>
<td>45</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>55.4</td>
<td>44.6</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>8. Teaching Kiswahili is not involving</td>
<td>68</td>
<td>33</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>67.3</td>
<td>32.7</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>9. Kiswahili should continue to be compulsory</td>
<td>57</td>
<td>33</td>
<td>11</td>
<td>0</td>
<td>0</td>
<td>56.4</td>
<td>32.7</td>
<td>10.9</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>10. Kiswahili is useful to learners</td>
<td>57</td>
<td>44</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>56.4</td>
<td>43.6</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

The researcher sought to find out whether teachers enjoy teaching Kiswahili more than any other subject, 11(10.9%) of the teachers strongly agreed that they enjoy teaching Kiswahili more than any other subject, 56(55.4%) agreed with the same statement while 11 (10.9%) were not sure and 23(22.8%) disagreed that they enjoy teaching Kiswahili. Primary school teachers teach all the subjects in the curriculum. It means 23(22.8%) of teachers who teach Kiswahili were not comfortable with the subject.
It was also evident that majority 67(66.3%) of the teachers enjoy teaching Kiswahili in primary schools in Ndhiwa Sub County. This is very good because it suggests that the teachers had interest in what they were doing. As to whether they like communicating in Kiswahili more than any other language, 22(21.8%) strongly agreed, 56(55.4%) agreed and 23(22.8%) disagreed. Teachers who strongly agreed and those who agreed comprised the majority at 78 (77.2%). This was an indication that teachers, who were handling Kiswahili, speak the language quite often. However, 23(22.8%) of teachers teach Kiswahili but does not like speaking it. Teachers were also asked to express their feelings on the usefulness of Kiswahili to their life, 11(10.9%) of teachers strongly agreed that Kiswahili is useful to their life, 78(77.2%) agreed with the statement that the subject is useful to their life, while only12 (11.9%) strongly disagreed. Generally 89(88.1%) of teachers value Kiswahili in their life, this means the teachers have positive feelings towards the subject. These findings are similar to those of Ombui (2012) who carried research in secondary schools of Sameta division and found that 91.6% of Kiswahili teachers said that Kiswahili is important in their life.

Teachers also gave their views on whether they allocated time to do research in Kiswahili, 78(77.2%) said they do research in Kiswahili, while 23(22.8%) strongly disagreed. This showed that teachers wanted to be competent in the subject. In regard to relevance of Kiswahili syllabus to the learners, 45(44.6%) strongly agreed that the syllabus is relevant, 34(33.7%) agreed, 11(10.9%) disagreed and 11(10.9%) strongly disagreed. Majority 79 (78.3%) approved that the syllabus is relevant to the pupils, while 22(21.7%) disapproved the relevancy of Kiswahili syllabus. The findings concur with those of Ombui (2012) who found that 78% of teachers in Sameta Division in Kisii County agreed that the syllabus for Kiswahili was relevant
to the learners. On whether they would go for further studies in Kiswahili, 22(21.8%) strongly agreed, 46(45.5%) agreed, 11(10.9%) were not sure, another 11(10.9%) disagreed where as 11(10.9%) strongly disagreed. This indicated that 66(67.3%) preferred going for studies in Kiswahili. When asked whether Kiswahili is not a difficult subject, 56(55.4 %) strongly agreed, 45(44.6%) agreed. From the teacher’s perspective, the above results suggest that Kiswahili is not a difficult subject because 100% of teachers agreed.

The researcher wanted to find out whether the teaching of Kiswahili was quite involving. Their responses were as follows; 67(67.3%) strongly agreed, while 33(32.7%) agreed. This clearly indicates that 100% of teachers unanimously agreed that teaching Kiswahili is not involving.

Lastly, the researcher had asked teachers to give their views on two issues. These were; Kiswahili should remain compulsory and Kiswahili is a useful subject to the learners. On whether Kiswahili should remain compulsory, 57(56.4%) strongly agreed, 33(32.7%) agreed, while 11(10.9%) were not sure. Which means majority of teachers, 90(89.1%) were of the opinion that Kiswahili should remain compulsory. On whether Kiswahili is useful to the learners, 57(56.4%) of teachers strongly agreed and 44(43.6%) agreed. This indicates that 101(100%) of teachers were in agreement that Kiswahili is useful to the learners. This confirms the previous statement made by teachers that Kiswahili is useful in life. The teachers must have known that Kiswahili is a lingua franca in East Africa and would enable children to communicate with people from different ethnic backgrounds. This is supported by Chiraghdin and Mnyampala (1997) who said that Kiswahili is a lingua franca in East Africa and facilitates communication among several people of diverse linguistic backgrounds.
Table 4.21 shows that the sum of percentage response for agree and strongly agree for each of the ten items presented by the researcher was over fifty percent. It means the total percentage for each statement in Table 4.21 attracted over 50 percent response for a combination of agrees and strongly agrees. These responses had the highest percentage among the five, an indication that most teachers had positive attitude towards Kiswahili. The findings are similar to those of Ombui (2012) who did research in Kisii County and found that there was a positive attitude by teachers towards the learning of Kiswahili and that teacher’s mode of teaching was influenced by their attitude towards the subject. According to Makokha, Bunyasi and Masinde (2014), the right kind of attitude is mandatory in teaching of Kiswahili language. Makokha et al., (2014) further argues that teachers who possess a positive attitude towards the subject and the learner impart a similar attitude to them. The contrary is also true that a teacher possessing a negative attitude towards Kiswahili will impart it to the learners as well. Both the teacher and learner need positive attitude to be able to learn or teach language well. Kemboi (2015) also confirmed that highly motivated Kiswahili teachers’ produces better performance in their students compared to non motivated teachers. The findings that teachers possessed positive attitude towards Kiswahili is encouraging because it would positively influence implementation of Kiswahili curriculum in Ndhiwa Sub County.
Table 4.22: Showing Pupils Attitudes towards Kiswahili (n=395)

<table>
<thead>
<tr>
<th>Statement</th>
<th>SA</th>
<th>A</th>
<th>U</th>
<th>D</th>
<th>SD</th>
<th>SA%</th>
<th>A%</th>
<th>U%</th>
<th>D%</th>
<th>SD%</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. I enjoy learning Kiswahili more than any other subject</td>
<td>10</td>
<td>68</td>
<td>13</td>
<td>191</td>
<td>113</td>
<td>2.5</td>
<td>17.2</td>
<td>3.3</td>
<td>48.4</td>
<td>28.6</td>
</tr>
<tr>
<td>2. I am very active during Kiswahili lessons</td>
<td>37</td>
<td>0</td>
<td>5</td>
<td>195</td>
<td>158</td>
<td>9.4</td>
<td>0</td>
<td>1.3</td>
<td>49.3</td>
<td>40</td>
</tr>
<tr>
<td>3. I feel great when speaking Kiswahili with my classmates</td>
<td>233</td>
<td>0</td>
<td>0</td>
<td>14</td>
<td>148</td>
<td>59</td>
<td>0</td>
<td>0</td>
<td>3.5</td>
<td>37.5</td>
</tr>
<tr>
<td>4. Kiswahili is important to me</td>
<td>175</td>
<td>202</td>
<td>0</td>
<td>18</td>
<td>0</td>
<td>44.3</td>
<td>51.5</td>
<td>0</td>
<td>4.6</td>
<td>0</td>
</tr>
<tr>
<td>5. I enjoy doing Kiswahili examinations</td>
<td>44</td>
<td>25</td>
<td>15</td>
<td>158</td>
<td>153</td>
<td>11.1</td>
<td>6.4</td>
<td>3.8</td>
<td>40</td>
<td>38.7</td>
</tr>
<tr>
<td>6. I feel motivated to learn Kiswahili</td>
<td>0</td>
<td>18</td>
<td>4</td>
<td>198</td>
<td>175</td>
<td>0</td>
<td>4.6</td>
<td>1.0</td>
<td>50.1</td>
<td>44.3</td>
</tr>
<tr>
<td>7. I would like to study Kiswahili related course in college.</td>
<td>18</td>
<td>0</td>
<td>158</td>
<td>175</td>
<td>44</td>
<td>4.6</td>
<td>0</td>
<td>40</td>
<td>44.3</td>
<td>11.1</td>
</tr>
<tr>
<td>8. I enjoy reading Kiswahili newspaper and listening to Kiswahili radio station</td>
<td>54</td>
<td>35</td>
<td>0</td>
<td>144</td>
<td>162</td>
<td>13.7</td>
<td>8.8</td>
<td>0</td>
<td>36.5</td>
<td>41</td>
</tr>
<tr>
<td>9. I allocate myself time for revising Kiswahili</td>
<td>86</td>
<td>54</td>
<td>0</td>
<td>92</td>
<td>163</td>
<td>21.8</td>
<td>13.7</td>
<td>0</td>
<td>23.3</td>
<td>41.2</td>
</tr>
<tr>
<td>10. I consult teachers on difficult areas in Kiswahili</td>
<td>29</td>
<td>72</td>
<td>0</td>
<td>125</td>
<td>169</td>
<td>7.3</td>
<td>18.2</td>
<td>0</td>
<td>31.7</td>
<td>42.8</td>
</tr>
</tbody>
</table>

The researcher sought the views of pupils on how they rated Kiswahili subject by asking them to respond to the attitude scale shown in Table 4.22.

Their views were summarized as follows:

Students were asked to state whether they enjoyed learning Kiswahili more than any other subject. In their response, 10(2.5%) strongly agreed, 68(17.2%) agreed, 13(3.3%) were not sure, 191(48.4%) disagreed while 113(28.6%) strongly disagreed. These results show that 304(77%) of the pupils did not like Kiswahili, while only 78(19.7%) enjoyed learning the subject. It means therefore that Kiswahili was not popular among primary school children in Ndhiwa Sub County. The
findings are similar to those of Oguta (2014) who found that 63% of pupils did not like Kiswahili subject in Siaya County.

The pupils also gave their responses on whether they were active during Kiswahili lessons. A small number accounting for 37(9.4%) strongly agreed, 5(1.3%) were uncertain, 195(49.3%) disagreed while as 158(40%) strongly disagreed. This showed that 353(89.3%) of the pupils were not active during the lessons hence could not perform well in examinations. These results are totally different with those of Ombui (2012) who found that 86.6% of secondary students in Kisii were active during Kiswahili lessons. In addition the pupils responded very well on how they feel when speaking Kiswahili with their classmates. Most pupils 233 (59%) strongly agreed that they feel great when speaking Kiswahili with their classmates, however 14(3.5%) disagreed and another 158(40%) strongly disagreed that they enjoyed speaking Kiswahili with their colleagues. In addition to this, 175(44.3%) strongly agreed that Kiswahili was important to them while 202(51.1%) agreed that they value Kiswahili. This showed that 377(95.4%) did see the need of learning Kiswahili in School. Perhaps, they were aware that Kiswahili is important for communication to people of different tribes and that it was a national language in the country. This confirms Meenakshi (2008) argument that an individual awareness of future needs of a language, affects his or her attitude to language learning.

Learners were also asked to give their views on whether they enjoyed doing Kiswahili examinations. Eleven percent which represented 44 pupils strongly agreed, 25(6.4%) agreed, while 15(3.8%) were uncertain. The total percentage of those who strongly agreed and those who agreed that they enjoy doing Kiswahili examinations added up to 69(17.5%). This indicates that only 69(17.5%) of the
pupils in Ndhiwa Sub County were happy with Kiswahili examinations. The rest 311(78.7%) did not like Kiswahili examinations or were not sure 15(3.8%) with their interest in these examinations. This was a clear indication that pupils did not have interest in Kiswahili and therefore did not take time to prepare for Kiswahili examinations. According to Malallaha (2000), having positive attitude towards tests is claimed to be one of the reasons which makes students perform better in tests. Weinburg (1998) also support the view that attitude influence achievement in examinations hence negative attitude affect performance of students which in turn influence curriculum implementation. Similarly when they were asked to give their views on whether they were motivated to learn Kiswahili, the table revealed that 198(50.1%) disagreed while another 175(44.3%) strongly disagreed. The result indicated that majority 373(94.4%) of the pupils were not motivated to learn the subject. One percent representing 4 pupils was not sure with their level of motivation in Kiswahili. Only 18(4.6%) said they were motivated to learn Kiswahili. These findings showed that the pupils had negative attitude towards Kiswahili.

When they were asked to give their views on doing Kiswahili related course in college, 158(40%) were not sure whether they would do Kiswahili course or not. Probably they had not made up their mind which course to take up in future. However, 18(4.6%) confirmed that they would pursue Kiswahili course in college. The rest of the pupils 219(55.4%) denied pursuing Kiswahili related course in college. This was probably because the subject was difficult to them. These findings concurs with those of Oguta(2014) who established that 71.2% of the pupils agreed that Kiswahili was a difficult subject and would not choose it as one of the subjects to be examined in case it was made optional.
The pupils also gave their responses on whether they enjoyed reading Kiswahili newspaper or listening to Kiswahili radio station, 54(13.7%) strongly agreed while 35(8.8%) agreed. This showed that 89(22.5%) of pupils listened to Kiswahili radio station thus can learn Kiswahili through listening. The remaining 306(77.5%) were not comfortable with newspapers in Kiswahili and listening to Kiswahili radio station. Probably some of them did not have radios at home or have never seen newspapers in Kiswahili. It can also be the influence of vernacular radio stations which were popular among the residents of the region. This might be the reason why most pupils spoke mother tongue at home thus influencing the learning of Kiswahili at school.

To further establish the attitude of pupils towards Kiswahili, the pupils were asked whether they allocated themselves time for revising Kiswahili, 86(21.8%) strongly agreed, while 54(13.7%) agreed. This shows that 140(35.5%) of pupils revised Kiswahili privately. This is quite encouraging as it shows that some pupils were making efforts to improve their performance in Kiswahili. However, 92(23.3%) disagreed that they do private studies in Kiswahili. Another 163(41.2%) strongly disagreed with the same statement. Therefore 255(64.5%) of pupils did not allocate themselves time to revise Kiswahili examinations. The implication of this is that the pupils might not perform well in Kiswahili in national examinations, hence affect curriculum implementation in Kiswahili. This may be one of the reasons behind poor performance in Kiswahili in Ndhiwa Sub County. These findings concurs with those of Ndiga and Kobia (2013) who did research in Meru county and established that students did not allocate themselves extra time to revise Kiswahili which showed that they had negative attitude towards Kiswahili. Learners also gave their views on whether they consult teachers on difficult areas in Kiswahili or not. A
small percentage of 29(7.3%) strongly agreed that they consult teachers in Kiswahili, 72(18.2%) of pupils agreed with the same statement. This indicated that 101(25.5%) consulted teachers on difficult areas in Kiswahili. In contrary 125(31.7%) pupils disagreed that they consult teachers in Kiswahili, while 169(42.8%) strongly disagreed with the statement. The total percentage of those who disagreed and strongly disagreed added up to 294 (74.5%). Thus majority of the pupils confirmed that they did not consult teachers in Kiswahili. These findings are in agreement with those of Ndiga and Kobia (2013) who found that 77.6% of students in Igembe South District did not consult their teachers on difficult areas in Kiswahili subject during free time. This showed that the students in Ndhiwa Sub County and Igembe South District did not have interest in learning Kiswahili.

Over fifty percent of the pupils expressed their feelings on the scale of Disagree and Strongly Disagree on all the items except for item number four and number three. The findings from the study therefore revealed that the pupils had negative attitude towards Kiswahili. This can be attributed to the fact that they learn the language for the first time when they start primary school. These sentiments are similar to those of Haitema (2002) who pointed out that attitude is an integral component in language learning especially second language like Kiswahili. Most of the pupils use the local language at home. As a result of this, teachers take a very long time to teach pupils basic concepts of the language. This delays syllabus coverage as most pupils take a very long time to master simple language concepts which in turn affects implementation of Kiswahili curriculum.

The study findings from the head teacher’s interview guide also confirmed that the attitude of the learners in Kiswahili in Ndhiwa Sub County was unfavorable and
made teachers to delay in syllabus coverage. According to Kemboi (2015), having negative attitude towards Kiswahili subject reduces students’ preparedness to learn it. Therefore if students have a predetermined attitude that Kiswahili is difficult it reduces the teachers’ effectiveness in reaching out to them and imparting knowledge (Kemboi, 2015). The negative attitude of students towards Kiswahili may discourage teachers and affect their content delivery in the classroom. This would result into poor performance hence affect implementation of Kiswahili curriculum in school.
CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter deals with the summary of the study, conclusion and recommendations derived from the study.

5.2 Summary of the Study Findings

The first objective was to establish the adequacy of teaching and learning resources for implementation of Kiswahili curriculum in primary schools in Ndhiwa Sub County. The study established that there were inadequate charts and pictures, Radios, and Kiswahili newspapers that could be used to enhance implementation of Kiswahili curriculum. Ninety one percent of teachers did not have Kiswahili newspapers in their schools. All the schools in Ndhiwa Sub County did not have Radios and only 5% of teachers invited resource persons in their schools to teach pupils. Lack of Radios shows that the schools in Ndhiwa Sub County were not able to access Radio lessons broadcasted from Kenya Institute of Curriculum Development. The study further established that there was acute shortage of textbooks in the schools. The textbook to pupil ratio for course books and Kiswahili story books was 1:7, while the pupil/textbook ratio for Kiswahili revision books was 1:8. Kiswahili Dictionary was the least available in primary schools in Ndhiwa Sub County. The findings of the study showed that fifteen pupils shared one dictionary. Most schools had only one Dictionary which was in the hand of subject teacher. These findings shows that Ndhiwa Sub County is very far from attaining textbook to pupil ratio of 1:1, which is the recommended ratio by Ministry of Education.
On second objective, the study found that there were inadequate teachers in Ndhiwa Sub County. This was shown by teacher to pupil ratio of 1:50 which is above the international standard of 1:40. Majority (48.5%) of teachers in primary schools in Ndhiwa Sub County taught over 40 lessons in a week. This is above 35 lessons which is the maximum number of lessons recommended by ministry of Education for primary school teachers in Kenya. This showed that teachers were overworked hence could not be effective in content delivery. The researcher further established that 9.9% of teachers were untrained which means they did not have pedagogical skills to effectively implement curriculum in the classroom. The rest of the teachers (90.1%) were qualified to teach in primary school. However majority (57.4%) of teachers had minimum qualification of P1 and 60.4% of them had teaching experience of below five years. It was further revealed that majority (78.22%) of teachers had attended in-service training hence had updated their knowledge and skill in the subject.

The study established that 60.4% of teachers had preferred teaching method. Question and Answer method was the most popular teaching method among primary school teachers in Ndhiwa Sub County at 38.6%, this was followed by lecture method at 27.7%. Teachers preferred Question and Answer because it enabled them to evaluate pupils on what had been taught. However, most pupils (74.9%) preferred the use of class discussion. Learners who preferred class discussion said the method enabled them to learn from their colleagues and to air their views freely thus enhanced democracy in teaching and learning. The highest mean mark of 50.12% was attained by teachers who employed discussion method of teaching while the lowest mean mark of 37.7% was attained through the use of lecture method. Therefore the study established that discussion method of teaching had the greatest influence in implementation of Kiswahili curriculum in Ndhiwa Sub County.
The study revealed that teachers had positive attitude towards Kiswahili subject. This was shown by over 50% response for a combination of strongly agree and agree for each of the items presented in the attitude scale. One hundred percent of teachers agreed that Kiswahili is not a difficult subject. This indicated that primary school teachers had confidence in teaching Kiswahili. This was confirmed by the majority of teachers (66.3%), who said that they enjoy teaching Kiswahili more than any other subject in primary school. However the learners’ attitude towards Kiswahili was generally negative. This was evidenced by over 50% response for a combination of disagree and strongly disagree on eight out of ten items in the attitude scale. The negative attitude could be attributed to the fact that children mainly speak mother tongue at home and learn the language for the first time when they start primary school. This delays syllabus coverage as most pupils take a very long time to master simple concepts in Kiswahili. This means the pupils were not motivated to learn Kiswahili and as a result did not allocate themselves extra time for revising it thus ended up with poor performance in the subject. The poor performance in Kiswahili by pupils discouraged teachers who had positive attitude towards the subject hence affected implementation of Kiswahili curriculum in Ndhiwa Sub County.

5.3 Conclusion of the Study

The researcher concludes that the schools in Ndhiwa Sub County have inadequate teaching and learning resources for implementation of Kiswahili curriculum. The schools did not have enough Charts and pictures, Kiswahili newspapers, and none of the schools had Radio. Very few schools invited resource persons to teach pupils. There was acute shortage of text books and none of the schools had attained textbook/pupil ratio of 1:1. Textbook/pupil ratio for Kiswahili dictionary was 1:15,
making it the least available textbook in schools. Shortage of textbooks means pupils relied on what teachers gave them in class.

The researcher also made conclusions from the findings that the schools had qualified teachers, but the numbers of teachers were inadequate in all the schools studied. Majority of teachers had P1 qualification which is the minimum grade for teaching in primary school. Most teachers taught large classes thus forcing them to use lecture method of teaching.

On third objective, most schools did not have preferred teaching method. However, question and answer method was the most popular teaching method among teachers because it enables them to evaluate the learner in the teaching/learning process. Majority of pupils liked discussion method as it enables them to air their views freely among themselves without interference from the teachers. Therefore discussion method enhanced implementation of Kiswahili curriculum.

On the fourth objective, the researcher concluded that attitude is a key factor that affects the implementation of Kiswahili curriculum. Even though teachers had positive attitude based on the responses they gave, the performance of their pupils discouraged them. The pupils had negative attitude towards Kiswahili and that is what contributes to their poor performance. As much as teachers are trying to do their best to implement Kiswahili curriculum, learners are pulling them back by not being attentive during the lessons for Kiswahili. This has seriously affected the implementation of Kiswahili curriculum.
5.4 Recommendations

From the findings, the study made the following recommendations;

i) The government, through the Ministry of Education, should supply the schools with adequate teaching and learning resources such as Kiswahili charts, Radios, variety of textbooks like Kiswahili course books, Kamusi, story books and revision books and intensify their use through supervision by quality assurance and standard officers. In addition to this, some teachers should be given special training in Kiswahili at Kenya Institute of Curriculum Development to act as resource persons to schools.

ii) Teachers’ service commission should employ more teachers in primary schools and intensify supervision to ensure that only trained teachers are employed by the school Board of Management. TSC should make it compulsory that all teachers must go for in-service competency training after every three years before they can be allowed to move to the next grade on promotion. This would enable them update their knowledge in content and pedagogical skills in teaching Kiswahili.

iii) Teachers should avoid the use of lecture method in teaching primary school children. Teaching methods that involve active participation of learners like discussion should be used instead.

iv) Teachers should develop policy of speaking Kiswahili in their schools and initiate curriculum support activities that promote the learning of the language for example involving pupils in Kiswahili debates, reciting poems in Kiswahili, and giving public speech in Kiswahili (Hotuba). These activities can help the learners develop positive attitude towards the subject.
5.5 Suggestions for Further Research

The study recommends the following areas for further research;

i) Effect of curriculum support activities in the learning of Kiswahili;

ii) Influence of school administration in the learning of Kiswahili in primary schools;

iii) Parents influence in the learning of Kiswahili in primary schools; and

iv) Effects of the pupils’ ethnic background in the learning of Kiswahili.
REFERENCES


Akey, T.M. (2006). School context, Students attitudes and behavior, and academic Achievement: An exploratory/fulpdf


APPENDICES

APPENDIX A: TEACHERS’ QUESTIONNAIRE (TQ)

This questionnaire is purely for academic purposes. The purpose of this study is to investigate school based factors that affect implementation of Kiswahili curriculum in primary schools in Ndhiwa Sub-County. You are required to respond to all questions accurately and honestly. Information given will be treated with at most confidentiality. In this questionnaire, there is no wrong answer or right answer.

Do not put your name in this questionnaire. Answer ALL questions by ticking the box that supports your view.

Section A: Background Information.

1. What is your gender?  Male [ ]  Female [ ]

2. Please tick your age bracket in the following age groups
   20-30 [ ]   31-40 [ ]   41-50 [ ]
   Over 50 [ ]

3. What is your academic qualification?
   KCSE [ ]  College [ ]  University Degree [ ]
   Others Specify…………………………………………………………………………………………

4. What is your Professional qualification?
   P1 [ ]  Diploma [ ]  Degree [ ]
   Untrained [ ]  Others…………………………………………………………………………………………

5. How many years have you taught Kiswahili in primary school?
   Below 5years [ ]   6-10years [ ]   11-16years [ ]
   Over 17years [ ]

6. What was your class mean score in Kiswahili in last term exams?………………..
Section B: Teaching/Learning resources

7. Please rate the adequacy of the resources indicated in the table which is used to implement Kiswahili curriculum by ticking in the space provided. Tick only one box in a row.

<table>
<thead>
<tr>
<th>Resources</th>
<th>Adequate</th>
<th>Inadequate</th>
<th>Not available</th>
</tr>
</thead>
<tbody>
<tr>
<td>Charts</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pictures</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Radio</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Resource persons</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Kiswahili</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Newspapers</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

8. Please indicate the number of books in your school among the following types of Books
   i) Kiswahili course books ...........................................
   ii) Kiswahili story Books ...........................................
   iii) Kiswahili Dictionary ...........................................
   iv) Kiswahili Revision Books ......................................

9. Do your head teacher involves you in purchasing the recommended Kiswahili learning support materials? Yes [ ] No [ ]

   If no, please explain why? ..............................................................
   ..........................................................................................
   ..........................................................................................

Section C: Adequate, qualified teachers and Kiswahili Curriculum implementation

10. Do you feel to have the right qualification to implement all aspects of Kiswahili curriculum competently? Yes [ ] No [ ]

11. (a) Have you ever attended any in-service workshop or training on implementation of Kiswahili curriculum? Yes [ ] No [ ]
(b) If yes, did the workshop improve your skills, knowledge and right attitude in implementing Kiswahili curriculum?

Please explain .................................................................................................................................................................
..................................................................................................................................................................................
..................................................................................................................................................................................

(c) If No, give reasons why you have failed to attend in-service course. ..............
..................................................................................................................................................................................
..................................................................................................................................................................................

12. How many Kiswahili teachers do you have in your school? ..................

13. Please state your professional qualification(s) among the following

P1 [ ] Diploma [ ] Degree [ ]
Any other, please specify .................................................................................................................................................

14. How many lessons do you teach per week?

Below 20 [ ] 21-35 [ ] 36-40 [ ] Over 40 [ ]

15. What is your average class size?

Below 30 [ ] 31-40 [ ] 41-50 [ ]
Over 50 [ ]

16. Please indicate the number of teachers of Kiswahili with the following teaching experience in your School.

Below 1 year [ ] 2-5 years [ ] 6-10 years [ ]
Over 10 years [ ]

**Section D: Teaching Methods**

17. (a) Does your School have preferred teaching methodology

Yes [ ] No [ ] Don’t know [ ]

(b) What is your preferred teaching method among the following, in order in which you like them, by placing 1 for most preferred and 6 for least preferred.

Lecture method [ ] Class Discussion [ ]
Mixed Approach [ ] Question and Answer [ ]
Any other, please specify .................................................................................................................................................
(c) Please explain why you prefer the above mentioned

----------------------------------------------------------------------------------------------------------------------------------------

18. (a) Does your preferred teaching methodology have an effect on the implementation of Kiswahili curriculum in your school.

   Yes [  ]   No [  ]

(b) Explain your Answer in each case.

----------------------------------------------------------------------------------------------------------------------------------------

19. In your own opinion which teaching method do you think is effective in implementing Kiswahili curriculum in primary school?

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Section E: Attitude Scale for Teachers of Kiswahili

Please indicate how far you agree or disagree with the statements given below by simply ticking one letter which best describes your feelings.

Use the codes below.

(SA)-Strongly Agree   (A)-Agree   (U)-Undecided (not sure)   (D)-Disagree   (SD)-Strongly Disagree

SA A U D SD

1. I enjoy teaching Kiswahili more than other subjects. [ ] [ ] [ ] [ ] [ ]

2. I like communicating in Kiswahili more than any other language. [ ] [ ] [ ] [ ] [ ]

3. Kiswahili is useful in my life. [ ] [ ] [ ] [ ] [ ]

4. I allocate time to do research in Kiswahili. [ ] [ ] [ ] [ ] [ ]

5. Kiswahili syllabus is relevant to the learners. [ ] [ ] [ ] [ ] [ ]

6. I would like to go for further studies in Kiswahili. [ ] [ ] [ ] [ ] [ ]

7. Kiswahili is not a difficult subject. [ ] [ ] [ ] [ ] [ ]

8. Teaching Kiswahili is not involving. [ ] [ ] [ ] [ ] [ ]

9. Kiswahili should continue to be compulsory. [ ] [ ] [ ] [ ] [ ]

10. Kiswahili is useful to the learners. [ ] [ ] [ ] [ ] [ ]

Thank you for filling in this questionnaire
APPENDIX B: PUPIL QUESTIONNAIRE (PQ)

This questionnaire is purely for academic purposes. The purpose of this study is to investigate school based factors affecting implementation of Kiswahili curriculum in primary schools of Ndhiwa sub County. Please respond to all questions accurately and honestly. Information given will be treated with at most confidentiality. In this questionnaire, there is no wrong answer or right answer. Do not put your name in this Questionnaire.

Section A: Background Information

1. What is your gender  
   Male [ ]  Female [ ]

2. Tick only one box that indicate your age?
   13years [ ]  14years [ ]
   15years [ ]  16years [ ]
   Any other, specify........................................................................................................

3. Which language do you speak at home most of the time?
   Luo [ ]  Kiswahili [ ]  English [ ]
   Sheng [ ]  Any other specify........................................................................................

4. How often do you go to your Kiswahili teacher to help you answer a question in Kiswahili?
   Very often [ ]  Often [ ]  Rarely [ ]

5. Do you allocate yourself extra time for revising Kiswahili?
   Yes [ ]  No [ ]

6. What grade do you expect to get in Kiswahili in KCPE?

Section B: Availability of teaching/learning Resources.

7. Apart from Textbooks, which other resources are available in your school for teaching and learning Kiswahili Subject.
   Charts and Pictures [ ]  Radio [ ]
   Resource persons [ ]  Kiswahili news paper [ ]
   Any other, please specify [ ]
8. Does your head-teacher invite teachers from other schools to teach you Kiswahili?
Yes [ ] No [ ]

9. Please tick only one box to indicate the frequency on the use of the following text books in your school.

<table>
<thead>
<tr>
<th>Text book</th>
<th>Frequently used</th>
<th>Rarely used</th>
<th>Not used</th>
</tr>
</thead>
<tbody>
<tr>
<td>i) Kiswahili course books</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
</tr>
<tr>
<td>ii) Kamusi</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
</tr>
<tr>
<td>iii) Kiswahili Revision books</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
</tr>
<tr>
<td>iv) Kiswahili story books</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
</tr>
</tbody>
</table>

Section C: Teaching Methods

10. Which teaching method do your teachers use frequently to teach Kiswahili?

<table>
<thead>
<tr>
<th>Teaching Method</th>
<th>Frequently used</th>
<th>Class discussion</th>
<th>Mixed Approach</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lecture method</td>
<td>[ ]</td>
<td>[ ]</td>
<td></td>
</tr>
<tr>
<td>Question and Answer method</td>
<td>[ ]</td>
<td>[ ]</td>
<td></td>
</tr>
</tbody>
</table>

Any other, please specify ........................................................................................................
.................................................................................................................................
.................................................................................................................................

11. What is your preferred teaching method? ............................................................................
.................................................................................................................................
.................................................................................................................................
.................................................................................................................................

12. Give reason why you prefer the above teaching method .................................................
.................................................................................................................................
.................................................................................................................................
.................................................................................................................................
.................................................................................................................................

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Section D: Attitude Scale for Pupils towards Kiswahili

Please you are kindly requested to indicate how far you agree or disagree with the statement given below by simply ticking one letter which best describes your feelings expressed in each statement.

There is no wrong answer or right answer to any question.

SA- Strongly Agree  A- Agree
U- Undecided (Not Sure)  D- Disagree
SD- Strongly Disagree

<table>
<thead>
<tr>
<th></th>
<th>SA</th>
<th>A</th>
<th>U</th>
<th>D</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. I enjoy learning Kiswahili more than any other subject.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. I am very active during Kiswahili lessons.</td>
<td></td>
<td></td>
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<td>3. I feel great when speaking Kiswahili with my classmates.</td>
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<td>4. Kiswahili is important to me.</td>
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<td>5. I enjoy doing Kiswahili Examinations.</td>
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<td>6. I feel motivated to learn Kiswahili.</td>
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<td>7. I would like to study Kiswahili related course in college.</td>
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<td>8. I enjoy reading Kiswahili newspapers and listening to Kiswahili Radio station than any other language.</td>
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<td>9. I allocate myself time for Revising Kiswahili</td>
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<td>10. I consult teachers on difficult areas in Kiswahili.</td>
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APPENDIX C: HEAD TEACHERS INTERVIEW SCHEDULE

This interview guide is purely for academic purposes. The purpose of this study is to investigate school based factors affecting implementation of Kiswahili curriculum in primary schools of Ndhiwa Sub County. Please respond to all questions accurately and honestly. Information given will be treated with utmost confidentiality. Your cooperation in this interview will be highly appreciated.

1. (a) Name of your School........................................................................................................

   (b) School category:  Public  [ ]  Private  [ ]

2. (a) What is the general attitude, in your opinion of the learners towards Kiswahili subject?
   Positive  [ ]  Negative  [ ]  Neutral  [ ]

   (b) Please explain how, the learners attitudes affect implementation of Kiswahili curriculum in your school.................................................................

3. (a) How does teacher attitude affect implementation of Kiswahili curriculum in your School?..........................................................................................................

   (b) What teaching/ learning resources are available in your school for implementation of Kiswahili Curriculum?..................................................

   (c) Are the teaching/learning resources adequate?...........................................................

   (d) In what ratio does your pupils share Kiswahili Textbooks?

4. Comment on the availability and use of the following text books in your school.
   i)  Kiswahili course book
   ii) Kiswahili Dictionary
   iii) Kiswahili Revision books
   iv) Kiswahili story books

5. (a) How many Kiswahili teachers do you have in your school?

   (b) What is the professional qualification of your Kiswahili teachers?
      P1  [ ]  Degree  [ ]  Diploma  [ ]

      Any other, specify..................................................................................................................
(c) Do you think qualification of teachers affect implementation of Kiswahili curriculum in your school?
(d) If yes how does it affect implementation of Kiswahili curriculum?
(e) What is the average number of lessons that your Kiswahili teachers teach in your school.
(f) What is the average enrolment of student in your classes?

6. (a) Does your school have preferred teaching method (s)?
   If yes in (a) above, what is your preferred teaching method (s)?
   Lecture method [ ] Class Discussion [ ]
   Question and Answer method [ ] Dramatizing [ ]
   Mixed Approach [ ] Any other, specify [ ]

   (b) Does the preferred teaching method(s) have an effect on the implementation of Kiswahili curriculum in your School?
   Yes [ ] No [ ] Don’t know [ ]

7. Which measures would you recommend to be put in place in order to improve implementation of Kiswahili curriculum?
APPENDIX D: MAP SHOWING LOCALE OF STUDY
APPENDIX E: APPROVAL OF RESEARCH PROPOSAL

KENYATTA UNIVERSITY
GRADUATE SCHOOL

E-mail: dean-graduate@ku.ac.ke
Website: www.ku.ac.ke

FROM: Dean, Graduate School
TO: Ochieng Tobias Onyango
C/o Educational Management Policy
& Curriculum Studies Department

DATE: 1st July, 2016
REF: E55/CE/23851/12

SUBJECT: APPROVAL OF RESEARCH PROPOSAL

This is to inform you that Graduate School Board, at its meeting of 22nd June 2016, approved your Research Project Proposal for the M.Ed. Degree Entitled, “School Based Factors Affecting Implementation of Kiswahili Curriculum in Primary Schools in Homa Bay County, Kenya”.

You may now proceed with data collection, subject to clearance with Director General, Commission for Science, Technology & Innovation.

As you embark on your data collection, please note that you will be required to submit to Graduate School completed Supervision Tracking forms per semester. The form has been developed to replace the progress report forms. The supervision Tracking Forms are available at the University's website under Graduate School webpage downloads.

Thank you.

ANN NGURU
FOR: DEAN, GRADUATE SCHOOL

c.c. Chairman, Department of Educational Management Pol & Curr Studies Department

Supervisors:

1. Prof. Jack Green Oketch
   C/o Department of Edu, Mgt, Pol & Curriculum Studies
   Kenyatta University
APPENDIX F: RESEARCH AUTHORIZATION LETTER

NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION

Telephone: +254-20-2213471, 2241349,3310571,2219420
Fax: +254-20-318245,318249
Email: dgi@nacosti.go.ke
Website: www.nacosti.go.ke
when replying please quote

Ref: No. Date: 15th December, 2016

NACOSTI/P/16/91800/12956

Tobias Onyango Ochieng
Kenyatta University
P.O. Box 43844-00100
NAIROBI.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on “School based factors affecting implementation of kiswahili curriculum in primary schools in Homa Bay County, Kenya,” I am pleased to inform you that you have been authorized to undertake research in Homa Bay County for a period ending 26th August, 2017.

You are advised to report to the County Commissioner and the County Director of Education, Homa Bay County before embarking on the research project.

On completion of the research, you are expected to submit two hard copies and one soft copy in pdf of the research report/thesis to our office.

BONIFACE WANYAMA
FOR: DIRECTOR-GENERAL/CEO

Copy to:

The County Commissioner
Homa Bay County.

The County Director of Education
Homa Bay County.

APPENDIX G: RESEARCH PERMIT TO CARRY OUT RESEARCH

THIS IS TO CERTIFY THAT: MR. TOBIAS ONYANGO OCHIENG of KENYATTA UNIVERSITY, 302-40302 Nairobi, has been permitted to conduct research in Homabay County on the topic: SCHOOL BASED FACTORS AFFECTING IMPLEMENTATION OF KISWAHILI CURRICULUM IN PRIMARY SCHOOLS IN HOMA BAY COUNTY, KENYA, for the period ending: 26th August, 2017.

Permit No: NACOSTI/P/16/91800/12956 Date Of Issue: 15th December, 2016 Fee Received: Ksh 1000

 applicant's Signature

National Commission for Science, Technology & Innovation

Director General