

**CHALLENGES FACING TEACHERS AND STUDENTS IN THE
PROCESS OF TEACHING AND LEARNING KISWAHILI IN PUBLIC
SECONDARY SCHOOLS IN KIAMBU DISTRICT IN KIAMBU COUNTY,
KENYA**

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DECLARATION

This is my original work and has not been presented for any of degree in any other university.

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ABSTRACT

Kiswahili is one of the core subjects that are taught in the secondary schools curriculum in Kenya. It is also the national language in the Republic of Kenya. It is widely used both in Kenya and in the East Africa countries. Nevertheless, this subject has been experiencing some challenges in schools. The study focused on challenges facing Kiswahili in secondary schools. The purpose of the study was to investigate challenges that Kiswahili teachers and learners face and suggest possible solutions in an effort to enhance effective teaching and learning, which would culminate into good performance. The objectives of the study were: to determine the challenges teachers face when using different methods of teaching and learning of Kiswahili, to investigate the attitude of teachers and learners towards Kiswahili and to establish the extent to which principals are aware of challenges facing teaching and learning of Kiswahili. The study used simple descriptive design and employed both qualitative and quantitative approaches. The target population comprised all form four students in the sampled Kiambu District secondary schools. Stratified random and simple random sampling were used to select a sample of student in eleven secondary schools which were used in the study. The researcher used interview and questionnaire to collect data of the study. To ascertain the validity and reliability of the research instruments the researcher used two secondary schools in Kiambu District as a pilot group. The researcher followed all data collection procedures, to avoid any delay. The researcher used SPSS technique in analyzing data of the study. From the study it was revealed that the teaching and learning of Kiswahili was facing some challenges in Kiambu District. Some of these challenges includes lack of textbooks, lack of teaching and learning resources, poor attitude of students, influence of sheng and vernacular and lastly overloading Kiswahili teachers with many lessons. The study concluded that schools should have well stocked library and resource centres, enough Kiswahili teachers and lastly in servicing of Kiswahili teachers to keep them interdem with the changing trends of education. The study recommended that schools in service Kiswahili teachers to update them with the current trends in Kiswahili. Kiswahili teachers should vary their teaching methods when teaching so as to make their class lively and appealing. The Teacher service commission should employ more Kiswahili teachers to ease the present shortages. The Schools should establish well stocked library and resource centres to cater for shortages of Kiswahili books and other learning resources. Lastly Kiswahili teacher should inculcate interest to the student lobbying for the subject as well as having Kiswahili clubs in schools.

DEDICATION

This project is dedicated to my wife and family members who have inspired and supported me throughout my study up to completion of this project.

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TABLE OF CONTENTS

DECLARATION	ii
ABSTRACT	iii
DEDICATION	iv
ACKNOWLEDGMENT	v
TABLE OF CONTENTS	vi
LIST OF TABLES	ix
LIST OF FIGURES	x
ABBREVIATION AND ACRONYMS	xi
CHAPTER ONE	1
INTRODUCTION	1
1.1 Background	1
1.2 Statement of the Problem	5
1.3 Purpose of Study	6
1.4 Objectives of the Study	6
1.5 Research Questions	7
1.6 Significance of the Study	7
1.7 Assumption of the Study	8
1.8 Limitations of the Study	8
1.9 Delimitation of the Study	8
1.10 Theoretical Framework	9
1.11 Conceptual Frame Work	10
1.12 Definition of Terms.....	12
CHAPTER TWO	13
LITERATURE REVIEW	13
2.1 Introduction.....	13
2.2 Objectives of Teaching and Learning Kiswahili as a Subject.....	13
2.3 Language Policy	14
2.4 Head Teachers Role of Supervising Kiswahili.....	16
2.5 Regular Teaching Methods.....	18
2.6 Professional Qualification.....	20

2.7	Teaching and Learning Environment	21
2.8	Motivation to Learn	22
2.9	Instructional Resources	23
2.10	Time Management	25
2.11	Conclusion.....	26
 CHAPTER THREE		27
METHODOLOGY		27
3.1	Introduction.....	27
3.2	Research Design	27
3.3	Locale of the Study	27
3.4	Target Population	27
3.5	Sample and Sampling Procedures.....	28
3.6	Research Instrument	29
	3.6.1 Validity	29
	3.6.2 Reliability	30
	3.6.3 Pilot Study.....	30
3.7	Data Collection.....	30
3.8	Data Analysis.....	31
 CHAPTER FOUR		32
DATA ANALYSIS, PRESENTATION AND DISCUSSION OF FINDINGS		32
4.1	Introduction.....	32
4.2	Demographic Information of the Respondents	33
4.3	Teachers’ Professional Qualification.....	33
4.4	Teaching Experience.....	34
4.5	Research Objective 1: To Determine Challenges Facing Teachers and Students in the Process of Teaching and Learning of Kiswahili	35
	4.5.1 Use of Library.....	35
	4.5.2 Use of Teaching Aid	38
	4.5.3 Use of Rewards.....	39
	4.5.4 Marking of Kiswahili Students’ Homework	40
	4.5.5 Other Challenges Facing Students in the Process of Learning Kiswahili ..	41

4.6	Challenges Experienced by Teachers while Teaching Kiswahili	42
4.6.1	Teaching Method.....	42
4.6.2	Syllabus Coverage.....	43
4.6.3	Challenges Relating to Instructional Resources.....	43
4.6.4	Inservicing of Teachers	44
4.7	Research Objective 2; To Investigate the Attitude of Teachers and Learners Towards Kiswahili.....	45
4.7.1	Attitudes of Kiswahili Teachers.....	45
4.7.2	Teachers' Preference of Teaching Other Subjects Other Than Kiswahili.....	46
4.7.3	Attitudes of Students towards Kiswahili.....	47
4.8	Research Objective 3; To Establish Challenges Experienced by Principals and HODS in the Process of Dealing With Students and Kiswahili Teachers.....	48
4.8.1	Challenges Relating to Supervision of Kiswahili Teachers	48
4.8.2	Availability of Kiswahili Teachers	49
4.9	Research Objective 4; To Establish Principals', HODs', Teachers' and Students Views Regarding Ways of Addressing Challenges Experienced in the Process of Teaching and Learning of Kiswahili	51
	CHAPTER FIVE.....	56
	SUMMARY, CONCLUSIONS AND RECOMMENDATIONS	56
5.1	Introduction.....	56
5.2	Summary of the Research Findings	57
5.3	Conclusions.....	59
5.4	Recommendations	60
5.5	Suggestion for Further Research.....	61
	REFERENCES	62
	APPENDICES.....	67
	APPENDIX A: Questionnaire for Teachers	67
	APPENDIX B: Questionnaire for Students	74
	APPENDIX C: Interview for Principals	83
	APPENDIX D: Questionnaire for Head of Kiswahili Departments	85
	APPENDIX E: Research Permit	88

LIST OF TABLES

Table 1.0	K.C.S.E Kiswahili Performance in Kiambu District (2005 - 2009)	6
Table 3.0	Sampling Frame	38
Table 4.1	Use of Teaching Aids.....	38
Table 4.2	Marking of Kiswahili Homework.....	40
Table 4.3	Other Challenges Experienced By Students in Learning of Kiswahili.....	41
Table 4.4	Access to Instructional Resources	43
Table 4.5	Teachers' Preference of Teaching Other Subjects Other Than Kiswahili...	46
Table 4.6	Challenges Relating to Supervision of Kiswahili Teachers.....	48
Table 4.7	Shortage of Kiswahili Teachers	49
Table 4.8	Challenges Experienced By Principals and HODs in the Process of Dealing with Students and Kiswahili Teachers.....	50
Table 4.9	show solutions suggested by students regarding challenges facing teaching and learning of Kiswahili.....	51
Table 4.10	Show Solutions Suggested by Teachers Regarding Challenges Facing Teaching and Learning of Kiswahili.....	52
Table 4.11	Show Solutions Suggested By HODs and Principals Regarding Challenges Facing Teaching and Learning of Kiswahili.....	54

LIST OF FIGURES

Figure 1.0	Conceptual Framework	11
Figure 4.1	Teachers' professional qualification	33
Figure 4.2	Teaching Experience.....	34
Figure 4.3	Availability of Kiswahili books in the library	35
Figure 4.4	Students who borrow Kiswahili books in the library.....	36
Figure 4.5	Student's extent of borrowing books in the library	37
Figure 4.6	Rewards of Good Performance in Kiswahili	39
Figure 4.7	Syllabus Coverage	43
Figure 4.8	Inservicing of Teachers.....	44
Figure 4.9	Teaching of Subjects.....	45
Figure 4.10	Attitudes of Students towards Kiswahili	47

ABBREVIATION AND ACRONYMS

K.N.E.C	-	Kenya National Examination Council
D.E.O	-	District Education Officer
P.D.E	-	Provincial Director Education
K.C.S.E	-	Kenya Certificate of Secondary Education
PhD.	-	Doctor of Philosophy
HOD	-	Head of Department
QUASO	-	Quality Assurance & Standards Officer
EU	-	European Union
MOEST	-	Ministry of Education Science and Technology

CHAPTER ONE

INTRODUCTION

1.1 Background

Language is a set of signals by which people communicate through speech or writing (Awoninyi, 1982). It is a unique human characteristic that acts as basis of human interaction and belongingness. It mediates between man and his environment. It is through language that all nations achieve their goals (Callen, 1972).

In Europe, Latin language was the natural international language. However, this changed in the eighteen century when it was replaced by French and other mother tongues found in this region. In the second half of nineteenth century the importance of English tended to increase in industry, technology and in research. The world wars of the first half of the twentieth century impacted negatively to the spread of Germany and French, but favoured English which was the language of the winning side (Melander, 2001).

Most International Organizations give more prominence to English than the other international languages. For example the European Union (EU) recognizes all international languages but gives more attention to English than the other languages. Most informal meeting of EU are either held in English or French. Due to this biasness most states in this region prefer to learn more English than their mother tongue (Melanders, 2001).

In India in 1950, Hindi language was made the official language of the union unless parliament decided otherwise. This declaration was met by stiff resistance form the non Hindi speaking states. The government responded by enacting a law allowing English to

be used as an official language together with Hindi language ([Http://en.wikipedia.org/wikilanguages](http://en.wikipedia.org/wikilanguages)).

Before the coming of the colonialists, Africa was linguistically diverse and all languages were almost equal in status. However, this changed with the colonialization of Africa where the language of the colonizer was imposed upon the Africans. This led to categorization of countries as francophonic or Anglophonic countries (Barber, 2002). English speaking nations took the lion share making it the means of communication of almost all nations in Africa (Larry, 1983). Mother tongues of these African Nations were used in informal communication between ethnic groups for example in South Africa which is multilingual nation favours the use of English as compared to its eleven official languages (Melchers, 2003).

Kenya is a multilingual nation since it has forty two languages Kiswahili being one of them. Kiswahili is a young and a developing language and is experiencing a lot of challenges both locally and internationally. It was first confined along the East Africa Coast Line where it was used as a medium of communication by the Arab traders. It has now grown and expanded its territory up the status of being an international language. It is taught in schools as well as in higher institutions of learning.

The teaching of Kiswahili was started by missionaries who used it as a tool of evangelizing the Africans. The colonialists together with the missionaries trained teachers who were supposed to teach Kiswahili in schools. Kiswahili was first confined to lower primary where pupils were taught basic Kiswahili. The subject was experiencing

problems such as lack of teaching staff and learning materials, despite the effort of training teachers (Polome, 1967).

After independence in 1963, the then President of the Republic of Kenya, Jomo Kenyatta declared Kiswahili a National language in August 1969 (Mbaabu, 1978). During this period Kiswahili was then seen as a unifying factor since it was the language that was acceptable to all (Republic of Kenya, 1964). All subsequent educational commissions that were instituted by the government to review the educational system stressed the need of Kiswahili in the curriculum. The Republic of Kenya (Gachathi Report) (1976), recommended that Kiswahili be made compulsory but not examinable subject both at primary and secondary school levels. By this time, only English was compulsory and examinable and above all, the medium of instruction for all subjects. This had some negative impact on Kiswahili since teachers and student did not give Kiswahili much attention.

Despite the above recommendation on Kiswahili, little was done by the government towards its implementation. It was not until 1984 when Kiswahili was made a compulsory and examinable subject both at primary and secondary education level (Republic of Kenya, 1984). This was a major boost to Kiswahili because teachers and students started giving it attention.

Although Kiswahili is a compulsory subject in the secondary school curriculum, the language policy of a given school affects the attitude of the learners. Some schools give prominence to English at the expense of Kiswahili (Gitau, 1983). In this case the learners

tend to give more attention to English while Kiswahili takes a back seat. This has negative impact to the overall performance of learners in Kiswahili.

All stakeholders in the education sector have been raising concern since Kiswahili has not been registering good performance compared to English (Gitau, 1983). Some students fail to join University and also fail to secure good jobs in the market which require one to have good grades in Kiswahili or English. These poor grades in Kiswahili may be associated with shortage of Kiswahili teachers in secondary schools. The government has been employing science teachers and leaving out Kiswahili teachers. This has created negative impact on the performance of Kiswahili. It is through performance that effective teaching and learning can be assessed. According to the Ministry of Education, Science and Technology (2010), the mean score of Kiswahili in Central Province in K.C.S.E. in 2009 was 4.868 while that of English was 5.502. This means that Kiswahili was poorly performed compared to English. The Central Provincial Director of Education (P.D.E.) associated the low grades in languages to: poor teaching, learning methods and unethical work and practices.

According to District Education Officer, Kiambu, K.C.S.E. analysis of Kiswahili mean score for the last five years from 2005-2009 was as follows: 4.5799, 5.0081, 5.4560, 4.7200 and 4.9070 consecutively. This is an indication that the performance of Kiswahili in Kiambu District has been wanting. This research will investigate the challenges facing the teaching of Kiswahili in the District with a view of coming up with recommendations on how to overcome these challenges.

1.2 Statement of the Problem

Given that Kenya is a multilingual nation, Kiswahili faced some challenges, right from pre- independence era up to present times. During the colonial period English was imposed on Africans by being made the official language of administration and the medium of instruction in schools. Vernacular languages were taught in lower classes and were left to be used in informal communication of the ethnic groups (Barber, 2002). After independence, Kiswahili was made the national language while English remained as the official language. This development impacted negatively on Kiswahili which was regarded as a language of the uneducated.

Kiswahili has been accepted locally and internationally. However, due to the prevailing challenges it has not progressed as expected. This has been reflected in the Kenya Certificate of Secondary School Examinations (K.C.S.E) where student, tend to perform better in English than in Kiswahili. The overall mean grade in Kiswahili of male and female candidate in the last five years has been below 50% (MOEST 2007).

KNEC (2010) reports that Kiswahili performance improved with a small margin but not to acceptable standards. This was attributed to poor teaching and influences from other languages used by the student such as sheng and mother tongue.

According to report from District Education Office (DEO) Kiambu, District (2010), the mean score of Kiswahili. was 4.967. Table 1.0 shows the K.C.S.E performance of Kiswahili in Kiambu District in the last five years (2005 – 2009).

Table 1.0 K.C.S.E Kiswahili Performance in Kiambu District (2005 - 2009)

YEAR	MEAN SCORE	MEAN GRADE
2005	4.5799	D+
2006	5.0081	D+
2007	5.4008	D+
2008	4.7200	D+
2009	4.9070	D+

Source: MOEST Kiambu District, KC.S.E Results for the year 2005 – 2009

In view of the above results it was imperative for a study to be carried out to establish the challenges facing the teaching of Kiswahili in Secondary Schools in Kiambu District.

1.3 Purpose of Study

The purpose of this study was to investigate challenges that Kiswahili teachers and learners were facing and suggest possible solutions in an effort to enhance effective teaching and learning which would culminate into good performance.

1.4 Objectives of the Study

The objectives of the study included:

- i. To determine the challenges facing teachers and students in the process of teaching and learning of Kiswahili.
- ii. To investigate the attitude of teachers and learners towards Kiswahili.
- iii. To establish challenges experienced by principals and HODS in process of dealing with students and Kiswahili teachers in their supervision roles.

- iv. To establish principals, HODS, teachers' and students' views regarding ways of addressing challenges experienced in the process of teaching and learning of Kiswahili.

1.5 Research Questions

The research questions of this study were as follows:

- i. What challenges do teachers and students experience in the process of teaching and learning of Kiswahili?
- ii. What are the teachers' attitudes towards Kiswahili?
- iii. What are the students' attitudes towards Kiswahili?
- iv. What challenges do principals and HODS experience in the process of dealing with the students and Kiswahili teachers in their supervision role?
- v. What were principals, HODS teachers and students views concerning the ways that could be used in addressing challenges facing teachers and students in the process of teaching and learning of Kiswahili?

1.6 Significance of the Study

The research findings will assist the Ministry in solving some of the problems bedeviling Kiswahili as a subject in the curriculum. The study will also assist head teachers and the Quality Assurance and Standards Directorate in their endeavour of improving the performance of Kiswahili in the country. It will help teachers in their choice of appropriate methods of teaching. The findings of this research will inform curriculum developers about the weaknesses in the present Kiswahili syllabus. It will also assist them in finding solutions to these problems.

1.7 Assumption of the Study

- i. Students and teachers would provide reliable responses.
- ii. Student participation and interaction in Kiswahili would be an indication of having good attitude towards Kiswahili.

1.8 Limitations of the Study

- i. The study did not involve Kenya Institute of Education (KIE) officials and Kenya Education Staff Institute (KESI) officials although they were involved in developing Kiswahili syllabus and providing in-service training to Kiswahili teachers.
- ii. Since little research has been done on challenges facing teaching and learning of Kiswahili more literature review was drawn from within and outside Kenya on English Language.

1.9 Delimitation of the Study

The study confined itself to a limited number of form four students, Kiswahili teachers, Head of Kiswahili Departments and Principals of the selected Secondary Schools in Kiambu District. This was because of lack of time and financial constraints which would not have allowed wider coverage to include education officers in the Ministry of Education Headquarters and in the Teacher Service Commission. The study only involved those students who were present in class during the actual study even though those who are absent would have some input in the study.

1.10 Theoretical Framework

Theoretical framework consists of a group or set of theories which act as a background and guide the investigation in question (Orodho 2005). The research was based on curriculum implementation theory by Gross (1971), which states that implementation of any programme based on the following elements; teacher ability, management of the support facilities and the clarity of the implementer.

The theory explains the following four critical elements:

1. Clarity of the Innovation to the Implementer

The implementer who is the teacher should be aware of the changes in the curriculum, failure to which there will be problems during implementation.

2. Availability of Resources

Resources meant for new curriculum or existing curriculum must be available and relevant to the curriculum.

3. Capacity of Implementer

Those implementing the curriculum must be trained to be in a position to handle new curriculum. This will equip the teacher with the necessary knowledge skills and attitude that will enable him or her to disseminate information.

4. Management Support

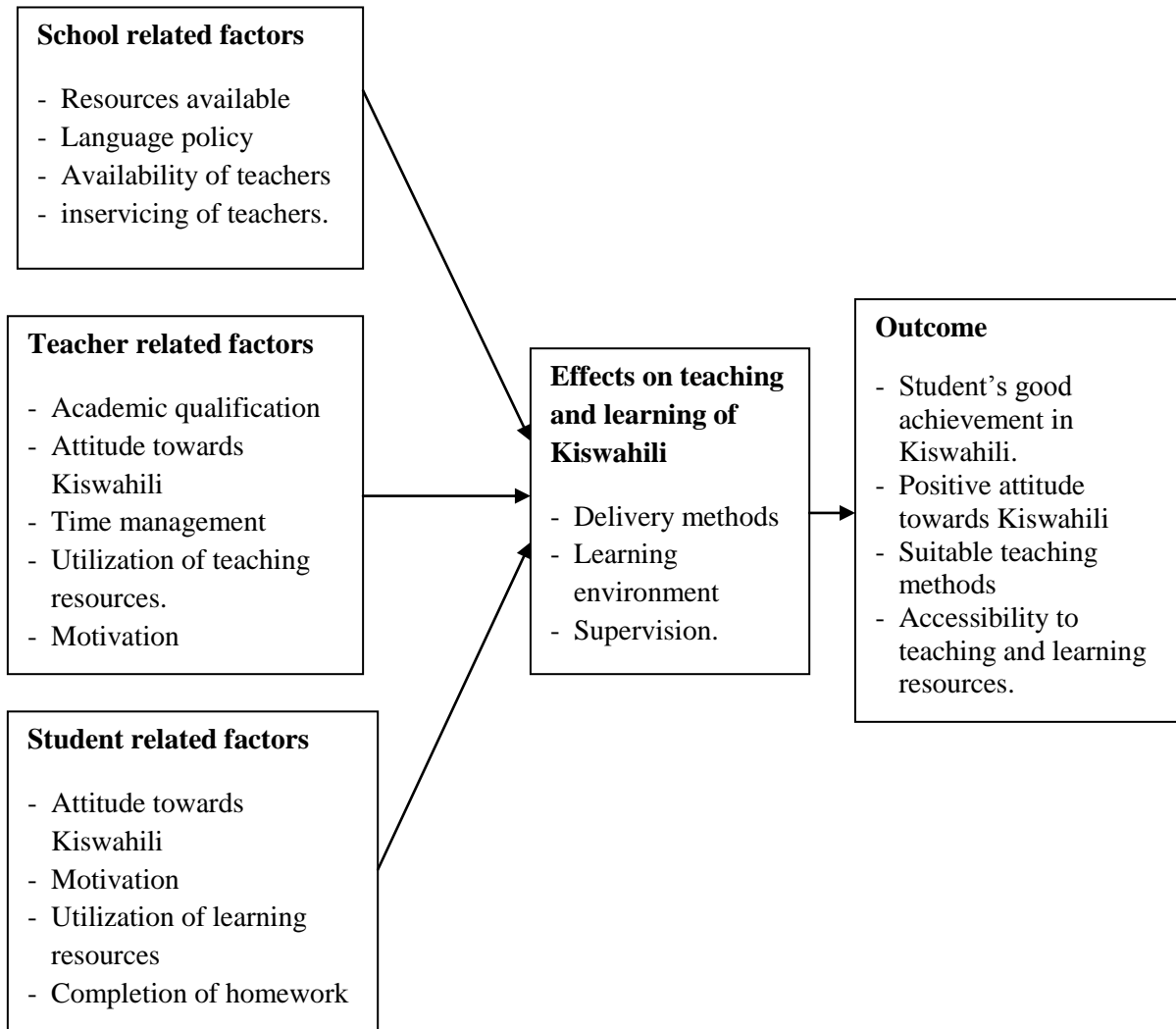
The principals and all the management personnel should be involved and put in place. Finances should be made available to make the new curriculum a success. This theory will be used to guide in the exploration of the challenges facing teaching of Kiswahili.

1.11 Conceptual Frame Work

Orodho (2005) defines a conceptual frame work as a model of presentation of relationship between variables in the study shown graphically or diagrammatically. The diagram below show the relationship between school related factors, teacher related factors and student related factors. The relationship between these three types of factors has some impact on student achievement in Kiswahili in the KCSE.

Figure 1: Conceptual Framework Showing the Relationship Between Factors Affecting Teaching And Learning Of Kiswahili And The Impact To Students' Achievements

Below is a diagram to explain above:-



1.12 Definition of Terms

Environment conditions: Refers to factors such as teaching and learning resources that provide conducive learning atmosphere in a school.

Learning: Refers to the relatively permanent change in capacity for performance acquired through experience or training.

Teaching: Refers to this is a professional activity in which a teacher creatively and imaginatively uses himself and his knowledge to promote the learning of others.

Achievements: Refers to a measure of success in performing specific tasks in a subject area of study after teaching learning experience.

Kenya Certificate of Secondary Education (K.C.S.E). Refers to the certificate that is awarded to students who have sat the national examination after completing the secondary education cycle in Kenya.

Motivation: Refers to it is an internal psychological process that guides and maintains learner's behaviour over time during instruction.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter discusses literature relating to objective, methods and challenges facing teaching and learning of Kiswahili.

2.2 Objectives of Teaching and Learning Kiswahili as a Subject

Republic of Kenya (1964) indicates that Kiswahili is supposed to achieve the goal of unifying all Kenyans. This has not been the case as portrayed by the tribal animosity experienced during electioneering period. Objectives give focus to both the teacher as well as the student. It helps the teacher to plan what he is about to teach and how he is to teach it in class. It also helps him to select materials, method and type of assignment he gives to his student (Ground, 1981). Lastly it acts as a basis for his evaluation of what he has taught.

The following are the objectives of teaching Kiswahili in secondary schools;

- Appreciating the importance of Kiswahili as a tool of fostering understanding among people.
- Make effective use of languages in the study of other subjects in the curriculum and in the development of further learning.
- Relate literature to his or her everyday experience.
- Maintain the habit of wide reading for information pleasure and as a firm foundation for language improvement.
- Understand and appreciate the literature of the people of East Africa and the rest of the world.

- Identify and appreciate his/her cultural foundations as expressed in both oral and written literature.
 - Demonstrate acceptable habits both in spoken and written communication.
 - Write clearly and correctly for a wide variety of purposes and functions.
- Kenya Certificate of Secondary Education Regulation and Syllabuses (2009 – 2010).

2.3 Language Policy

The wars of the first half of the twentieth century weakened Germany and French as international language but strengthens English language internationally. The European Union recognizes all the 11 languages of its member states but during informal meeting English is given prominence. This has forced many member states to learn more English than their native language (Malender, 2001).

Most sub-Saharan African states are extremely multilingual. In each state there are typically two or three major languages, a dozen or so minor ones and many spoken by few thousand people. With the coming of the Europeans and colonialization of Africa English was forced on Africans and their mother tongue were ignored. After independence of these nations continued with this trend of making the languages of their colonial masters their official language (Oladejo 1993).

Mauritius which is a multilingual nation finds it hard to implement a policy of making English as second language and as a medium of instruction. This is because the main languages spoken in this country are French and Creole. There are also other indigenous languages which are spoken by a sizeable number of the population. According to the

International Journal of Language Society and Culture (1996 – 2006) lack of clear guidance from the government has contributed to deteriorating education performance amongst Mauritians (Oladejo, 1993). The same problem of poor language policy can be attributed to poor performance amongst Ethiopians students. In Ethiopia English language is used as a medium of instruction from secondary onwards. Learners' competence and mastery of English language is not up to the expected standards (www.be.unesco.org/curriculum/Africa).

Language policy in Kenya has been a problem since independence. Before independence the missionaries who were running most of the schools advocated for the use of mother tongue in the lower primary but they were divided on the role of Kiswahili. The Beecher report (1947) restricted Kiswahili in areas where it was spoken as a first language. The Ominde commission (1984) recommended that Kiswahili be taught as a compulsory subject.

Lack of implementation of the language policy at various times has negatively affected the use of Kiswahili in education in Kenya. Muthii (2002) affirms that parent failure to stress the importance of Kiswahili to their children has some negative impact on their performance. Also the practice of school forcing student to use English as medium of communication so as to improve their performance in the subject has some negative effect to the overall performance of student in Kiswahili.

According to a regional conference on language policy and Education held in Nairobi from 15th – 17th May 2006 principals are to blame for not doing enough to reinforce the language policy in their respective schools. This led to secondary school learners lacking

proficiency in both English and Kiswahili. The delegates proposed that the government should in future have a multilingual curriculum in the Kenya's education system to cater for the needs of all the Kenyan citizens. Muthii (2002) associates misunderstanding of instruction in the curriculum by under privileged rural student who have some difficulties with the English language due to mother tongue influence.

Language policy plays a significant role in the improvement of performance as well as understanding of a language. The study investigated how the language policy of a school affected the teaching and learning of Kiswahili. The schools that failed to put in place proper language policy had issues such as mother tongue influence and sheng affecting teaching and learning of Kiswahili.

2.4 Head Teachers Role of Supervising Kiswahili

A school as an organization has defined goals which are supposed to be met. The principal has to use administrative skills that will enable him achieve the desired goals of his school. One of these goals is to have academic excellence in all the subjects taught in the school.

Eshiwani (1983) notes that good administration practices of head teachers are always reflected in the good performance of the school. He points out that schools that have efficient administration tend to perform well compared to school that have inefficient head teachers. This shows that school administration have an impact in teaching and learning of a given subject.

Raju (1973), notes that the administrative role of a principal entails controlling, directing and coordinating all activities concerning education in any institution. This means that all activities or tasks undertaken in school are performed on behalf of the principal.

Griffin (1996) argue that school administrator has direct influence on achievement of learners because they have a key role in the coordinating, directing and facilitating of the learning process. He says that most schools fail because of poor administration.

Kombo (1998) in her study notes that differing organization and administrative structures of many public secondary schools have some influence on school performance. She continues to say that performance of school mostly depends on the organization and administrative structures of that school but not students. Hellinger and Heck (1995) indicated that to a large extent the head teacher plays a pivotal role in the school. Through his managerial skills the head teacher sets the pace and direction towards the achievement of the institutions goals.

Heneveld (1994) points out that, principals should supervise and support teachers work through lesson observation, professional counseling and discussions of schemes of work. For any curriculum to succeed, there must be maximum supervision and in servicing of teachers who are not up to date with new trends in the curriculum. Kimani (2002) says that curriculum coverage is an asset in continuous assessments, examination and notebook. He did not show the part played by teacher in the curriculum coverage.

The supervision of the teacher is the mandate of the principal. He facilitates teaching and the learning process in a school. He motivates advises teachers and ensures their

professional growth. The study investigated the extent to which head teacher carry out their responsibility in their schools and the challenges that they face.

2.5 Regular Teaching Methods

Teaching methods affects the effectiveness of a teacher in that some concepts are understood better by student when delivered through a given method. Teaching methods when used appropriately becomes a significant variable of student achievement (Mondoh, 1994). The teacher is the key determinant of the method to be used in the implementation of any curriculum. His methodology facilitates achievement of objectives. Methods applied by the teacher in class act as a framework for the presentation of instructions activities.

Kawoya (1992) identifies objectives, subject matter and learners as the factors that guide the type of method to be used in class. He did not point out other factors like scarcity of funds, environmental conditions, time, teachers' characteristics and number of learners in class which have some impact in the teaching and learning of the leaners. Eshiwani (1983) says that the teachers have the initiative to use their own instructional materials but have not been varying the methods of teaching. However he did not show whether the teachers were aware of the existence of the new methods.

One of the methods used to teach Kiswahili is the lecture method. This method involves the teacher delivering the subject matter verbally in class without involving the student and he does it according to a pre-planned scheme. This method is economical in terms of time and material. It has got the following limitations:

- i. Some teachers are not able to match their presentation to the comprehension level of their students.
- ii. This method is inappropriate for teaching certain concept especially those related to psychomotor skills and attitudes.
- iii. It encourages relations of facts as ends in themselves
- iv. Social learning is minimal during presentation.

In spite of these limitations this method is widely used in most secondary schools. The reason being that it is less demanding in terms of time and materials, (Onyango, 2000).

Question and answer is another method that is used to teach Kiswahili. This method allows the teachers and the students to interact verbally through questions leading to correct responses and summary of main points. Questions can be used to obtain feedback for both teachers and students (Ayot and Patel, 1978). The problem of this method is its tendency to emphasize recall only, difficulty in developing questions that encourage discussion and failure to involve all the students (Brown and Atkins, 1994).

The other method is group discussion. In this method, teachers group the students in various groups and assign them tasks to discuss. This method helps the learners to participate in the learning process and helps them to solve problems in a more reasonable way. (Ayot and Patel, 1998).

Teaching methods determines the effectiveness of a teacher. The study investigated the impact of the various methods in teaching and learning of Kiswahili. Teachers who vary

their teaching methods are appealing to students as opposed to those who use only one type of teaching method.

2.6 Professional Qualification

Teacher training is done to equip the teachers with knowledge, skills and attitude that would enable them teach effectively. If this is not done properly the effectiveness of the teachers will be questionable. This training should be relevant to the needs of the society (Sifuna, 1990). Republic of Kenya (1976) says the aims of education are geared towards training its citizen to the attainment of national development of the nation of Kenya. Sifuna (1990) stresses the need of in-servicing teacher in secondary school so as to update them with the new trends in the subject. He continues to say untrained teachers endanger the learning of the learners.

Most teachers are professionally qualified but do not match this with their level of production. Kamotho (1990) in his study says that 30% of teacher in Mwingi division were trained and qualified but their impact was not seen in the KCSE performance. Ipara (1986), Olasya (1986) and Khasama (1990) in their studies reveal lack of experienced teacher in their adoption of methods of teaching. Saha (1982) notes that better trained teachers mostly post better results, although there may be some cases where untrained teachers may do well. In her study she found out that untrained teachers may post good results when teaching lower classes but may have difficulties when teaching upper classes where concepts are abstract and challenging. Huron (1977) in his study in Malaysia found out that there was a correlation between the length of the teacher training and student achievement.

Waweru (1982) notes that teachers experience, attitude, self concept, behavior and teaching practices play a significant role to the level of understanding and achievement of the learners. A World Bank report (1987) noted that there was a significant positive connection between the numbers of years a given teacher has taught to the achievement of the learners.

A study by Philip (1981) on teacher experience and effectiveness shows that teachers with less teaching experience are less effective than those who were more experienced. A new teacher experiences a wide range of problems ranging from classroom management to knowing learners need and identifying instructional strategies (Veeman, 1984).

Professional training is of paramount importance in the teaching and learning of any subject. The study established that most of the teachers were qualified to teach Kiswahili but in servicing most of the teachers was lacking. In servicing keeps teachers interdem with the emerging trends of education thus the need of in servicing of Kiswahili teachers

2.7 Teaching and Learning Environment

The environment of a given school plays a significant role in the teaching and learning processes. This environment refers to the internal and external condition. The internal conditions include the classes and all other structures that assist in the learning. In areas where there is insecurity learners cannot concentrate in class. This scenario can be seen in cattle rustling region where student arte psychologically affected by the presence of army trucks and helicopters patrolling the areas (Mwangi, 1985). The climate of the region can also affect the teaching and learning of a subject. In arid and semi arid region like north eastern, teaching ends at noon because of the temperature (Standard 2005 May 9th 2005).

Teachers are supposed to develop training environments of their students by holding symposium in the school, having Kiswahili clubs and remedial teaching (Joyce and Weil, 1972). The environment does play a role in the teaching and the learning process of any subject. Home environment has an impact on what goes on schools. Hammer (2003) says parents can largely affect performance of children when they provide them with favourable study environment at home. Phillip (1998) says parental education and their social status have some influence on student achievement. Students from wealthy families tend to be better than those from poor background (Fergusson 1991). All the above shows that environment have some impact on the implementation of any curriculum. Ruo (1991) shows that there is a relationship between what the students write and the type of the language that is spoken outside.

2.8 Motivation to Learn

Motivation is a psychological process which determines the intensity, direction and persistence of behaviours related to learning. Motivation is the fulcrum that focuses on the students (Gardener and Tremblay, 1995). The teacher should always present his subject matter in a way that will appeal to the learners. This has been a major challenge to many teachers since most of the children lack the motivation to learn.

A student progressive performance in school is determined by his or her motivation among other factors. A student who is highly motivated will tend to out perform his fellow students. The student should see the need of wanting to learn and appreciate what the teacher is saying. Any teacher's effort will mean little if he/she does not appreciate the importance of motivating the student to learn. Students are more likely to engage in a

subject if they see a good reason of doing so. The subject matter being taught by the teacher should appeal to the students personal academic and professional goals (Gardner & Lambart, 1972). The more we can do to make the material as interesting as possible, the more motivated student will be to learn it and conceptualize it. Motivation also contribute to improvement of performance of the learner. Osine (1983) pointed out that there was a significant possible correlation between academic performance and motivation of student. Osire (1983) pointed out that there was a significant positive correlation between academic performance and motivation of student.

Motivation is a key area that requires attention. The study explores ways of raising the motivation levels of students as well as teachers. Teachers are expected to reinforce student in class so as to curtail boredom in class.

2.9 Instructional Resources

A survey by Andola (1998) found out that there are few textbook compared to the number of students. The ratio appeared to be one text book per every three students. In addition to using textbook, teachers should use teaching aid to facilitate their teaching (Ayot and Patel, 1998). Most of the Kiswahili textbooks place a lot of emphasis on uncontextualized grammar and vocabulary presentation. Its grammar is presented as a list of structures which lacks situational relevance or context. Meaning that Kiswahili text books are poorly graded and lack references to social context (Grace 1983).

Kiswahili textbooks have few tasks that enhance promotion of speech (Ayot and Patel, 1998). They place a lot of emphases on written form of language. All these contradict the key objective of Kiswahili of enabling learners to express themselves. This would help

produce a learner who is good in writing but poor in speech. For any successful teaching or learning activities one must use appropriate instructional resources Kempje (1985). Resources are important aspect in any teaching and learning process because they have some positive effect on performance of any subject (Kathuri, 1984). They should be planned appropriately and utilized effectively (Republic of Kenya 1988). This has not been the case in many schools and has been a challenge because teachers fail to use teaching aid in their teaching.

Courts and Ghai (1974), observe that the distribution of teaching and learning materials such as books and equipment account for a significant difference in performance amongst schools. Learning would be passive and boring to student if teaching and learning resources are not incorporated in the lesson. These resources are supposed to be effectively organized and exploited for any meaningful teaching and learning.

Eshiwani (1988) notes that most schools perform poorly because they do not spent significant amount of money in buying of teaching and learning resources, adequate relevant teaching and learning resources make teaching and learning interesting to the learners. Textbooks are the main teaching and learning resources of any subject. They help in setting out the general guideline of the syllabus. The satisfactory ration of textbooks to student ratio is 1:3. Textbooks and other resources used in teaching enhance retention of 80% of what is learned. They also motivate the learners to participate in the learning process Brunswick and Hager (1992). Mokumo (2004) says teachers mostly struggle to stimulate those that are not self motivated. He continues to stress the need of the teacher to motivate students who are not ready to learn Kiswahili. Gitau (1983) says

a language policy of a given school determines the attitude of learners. He continues to say that English has given prominence in school to the expense of Kiswahili language. Wale (2001) in his studies says that teachers fail to motivate learners in class appropriately, thus the learners tend to have a low attitude towards a given subject.

Teaching and learning resources are of great importance in the teaching and learning process. They should always be availed on time and effectively utilized in class. The study focuses on availability and utilization of these resources.

2.10 Time Management

Time is an asset and should be utilized properly. Mutoro (2001) points out in his study that the amount of time allocated to a particular subject influences curriculum implementation.

Kamotho (2001) says in his study that overcrowding in Kiswahili lessons and overloading of Kiswahili teachers affects their performance and efficiency. He continues to say that Kiswahili lessons were mostly taught in afternoon, when student are tired and cannot absorb much of what they are taught. The ministry of Education allocates the amount of time to be allocated to a given subject. This allocation is based on the content to be covered. Camber and Kaaves (1973) observes that the amount of time allocated to a given subject has some effect to the achievement of the learner. Lack of enough time may affect the performance of a learner in a given subject. Eshiwani (1985) observes that valuable teaching time is lost on various activities such as too many external examinations, games days and collection of school fees.

Time is a scarce resource that requires to be utilized effectively. The teacher ought to use his lesson time effectively for easier coverage of the syllabus. The study focused on utilization of time by Kiswahili teachers in their teaching and learning of Kiswahili and established whether the time allocated to Kiswahili was enough for the coverage of the Kiswahili syllabus.

2.11 Conclusion

This chapter has examined objectives of teaching Kiswahili in schools. The role of principals in the teaching and learning of Kiswahili and the factors that affect performance of Kiswahili in Secondary schools and their impact to the student achievement. Very little has been said about challenges facing teaching and learning of Kiswahili in secondary schools in Kenya. The study concentrated in this area and identified these challenges and came up with solutions.

CHAPTER THREE

METHODOLOGY

3.1 Introduction

This chapter deals with methodology that was used in the study. It included the research design, locale of the study, data collection, research instrument, sample and sampling procedure, target population, data collection procedures and data analysis.

3.2 Research Design

The research used simple descriptive design which was used to establish the relationship between variables. This design gives a quick description of how things are (Orodho, 2005).

3.3 Locale of the Study

The study was conducted in Kiambu District. The district was chosen because it had variety of schools of different characteristics. It also had public and private schools which were either day or boarding schools with different characteristics.

3.4 Target Population

According to Mbesa (2006) population is the entire group of people, events or things of interest the researcher wishes to investigate. The target population of the study was 22 public secondary schools found in Kiambu District. The research targeted all form four students, Kiswahili teachers, heads of departments of Kiswahili and principals of the chosen schools.

3.5 Sample and Sampling Procedures

Sampling is the process of selecting people on objects from a population in order to test the population or something. (Combo and Tramp 2006).

Kiambu District has 22 public secondary schools. These schools include 4 boys' secondary schools 8 girls' secondary schools and 10 mixed secondary schools.

All the secondary schools were stratified into boys, girls and mixed schools. Simple random sampling was used to sample 50% of girls schools, boys schools and mixed schools. Random sampling was used to select 2 boys secondary schools, 4 girls secondary schools and 5 mixed secondary schools. In schools which had more than one stream, random sampling was used to select one stream to be used in the study. In schools with more than one Kiswahili teacher purposive sampling was used to select the teacher teaching the class selected for the research. Student from selected classes were performers, average performers and below average performers. The three groups were arrived at after dividing the population of a given class by three using their performance. Five students from each group were selected by simple random sampling making a total of 165 students. Purposive sampling was used to select principal and Heads of Kiswahili Departments of school selected by the researcher. All the above sampling involved 200 respondents.

The following Table shows sampling frame to be used in the study.

Table 3.0 Sampling frame

Type of population	Target Population	Sample population
Form Four Student	1804	165
Kiswahili teachers	40	11
Head of Kiswahili Department	22	11
Principals	22	11
QUASOS	2	2

Source: MOEST Kiambu District Census for the year (2010 - 2011)

3.6 Research Instrument

The study used questionnaires and interviews in data collection. There was one interview schedule for the principals and three questionnaires for Heads of Kiswahili Departments, Kiswahili teachers to gather demographic information, academic qualification, area of specialization and their supervisory role. Questionnaires for teachers included their demographic information, teaching and learning resources, time utilization and supervision of Curriculum. Questionnaires for student included their background information, attitude, teaching and learning strategies used in schools and time utilization of teaching and learning processes. Interview was conducted on the principals.

3.6.1 Validity

Mugenda (1999) defines validity as the accuracy and meaningfulness of interferences. The internal and external validity of the instrument was tested by discussing them with my peers and consulting the experts in the faculty of education. Their suggestions were

used to improve the instruments. These instruments included questionnaires and interview guides for principals.

3.6.2 Reliability

Mugenda (1999) defines reliability as a measure of the degree to which questionnaire gives consistent results. To ensure that the questionnaire measure what they are supposed to have measured they were tested in schools that were not included in the sample. The spit halves techniques was used to assess the reliability of the research instrument. The test items were divided into two halves, each half was scored independently of each other, with the items of the two halves matched in content and difficulty using the person's product moment formula. A reliability coefficient of 0.9 which was greater than 0.8 was found acceptable.

3.6.3 Pilot Study

Piloting of the research instruments was done in two secondary schools in Kiambu District. The purpose of the piloting was to make sure that the instruments were valid and reliable. The schools in the pilot study were not involved in the actual study. The study questionnaires were repeated with a selected pilot sample with similar characteristics to the actual sample. This helped in checking the deficiencies of the research instruments.

3.7 Data Collection

Data collection of the study first involved getting an introductory letter from Kenyatta University. This was followed by getting a permit from the Ministry of Education Nairobi to carry out a research in Kiambu District. The researcher then visited Kiambu District

Office for endorsement to carry out the research in selected secondary schools. Lastly the researcher visited schools requesting to be allowed in the schools to carry out research.

The researcher used the teacher identified by the principal to access the students who filled in the questionnaires. Kiswahili teachers and heads of Kiswahili department were requested to fill the questionnaires as the students filled theirs. The researcher conducted interviews on principals. The researcher collected the questionnaire personally and checked on completion of items.

3.8 Data Analysis

The raw data obtained from the data collection instruments were coded, scored, organized, analyzed and presented using frequency tables based on the objectives of the study. Quantitative data was analyzed using descriptive statistics. The entries of the data were analyzed through the Statistical Package for Social Sciences (SPSS). This computer package assisted the researcher get the frequencies, percentages and means of the data that was being analyzed.

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION AND DISCUSSION OF FINDINGS

4.1 Introduction

The main purpose of this study was to investigate challenges facing teachers and students in teaching and learning Kiswahili in public secondary schools in Kiambu District in Kiambu County.

This chapter deals with data analysis, presentation and discussion of the research findings. The respondents of this research were students, teachers, principals and HODs. The return rate of the students was 85% while teachers, principals and HODs had a return of 100% . The objectives of this study were: To determine challenges facing teachers and students in the process of teaching and learning of Kiswahili, to establish challenges experienced by principals and HODS in process of dealing with students and Kiswahili teachers, to investigate the attitude of teachers and learners towards Kiswahili and to establish principals, HODS, teachers' and students' views regarding ways of addressing challenges experienced in the process of teaching and learning of Kiswahili.

The research data was analyzed through descriptive statistics. Tables were used to supplement the qualitative discussion covering the open-ended questions. Percentage and means were also used in the study. Information was presented in bar graphs, pie charts and tables. The descriptive nature of the research led the researcher to discuss in detail the various problems and issues found in this study.

The following subsection of this chapter present data analysis using the background information and the research objectives.

4.2 Demographic Information of the Respondents

The demographic information of all the respondents was derived from item one and two of the questionnaires. It comprised of academic qualifications, teaching experience of teachers and their subjects of specialization. Other information concerning students comprised of location of the school, their form, availability of learning resources and their participation in the learning process. The return rate of teacher's questionnaires was 100%.

4.3 Teachers' Professional Qualification

The study sought to know the teacher's professional qualification. Figure 4.1 below shows the teacher's professional qualification.

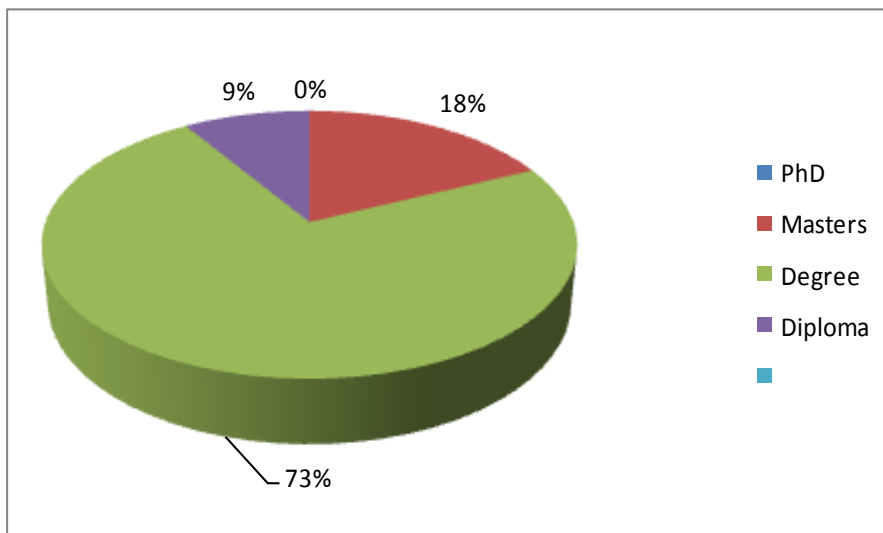


Figure 4.1 Teachers' professional qualification

From Figure 4., all the teachers were qualified professionally to teach Kiswahili. Two (18%) teachers had masters, eight (73%) teachers had a bachelor of education degree and one (9%) had a diploma in education.

This outcome shows that all the teachers were professionally trained and had the capacity and ability of teaching Kiswahili. Saha (1982) says that trained teachers post good results as compared to untrained teachers. Similarly Huron (1977), in his study in Malaysia found out that there was a correlation between length of teacher training and students achievement.

4.4 Teaching Experience

The study sought to know the teachers experience to the teaching of Kiswahili. Figure 4.2 below shows the teacher's experience.

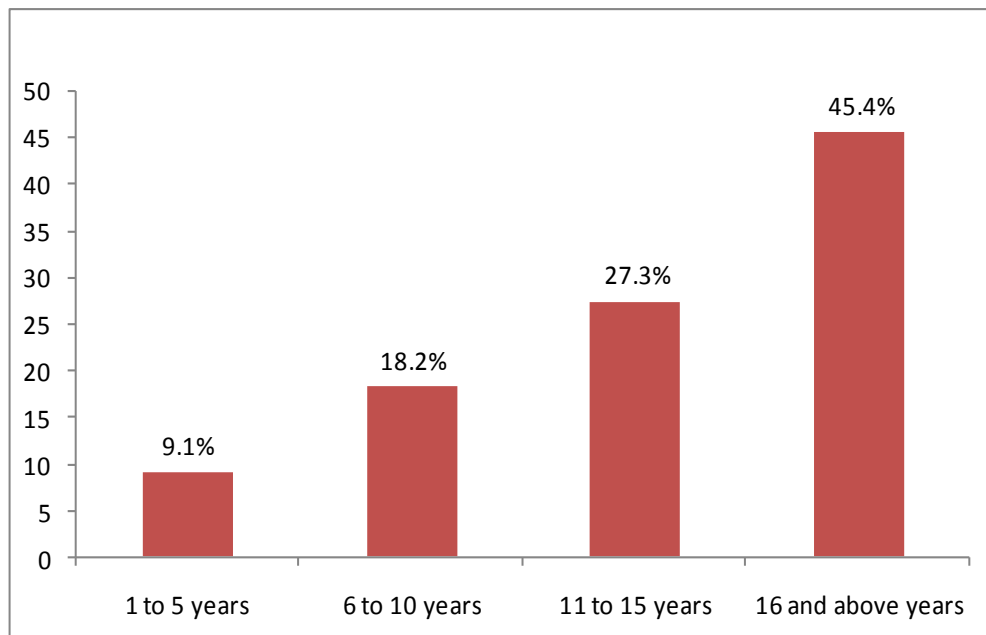


Figure 4.2 Teaching Experience

The figure 4.2 shows that one (9.1%) teacher had an experience of 1-5 years while two (18.2%) had an experience of 6 – 10 years. Three (27.3%) had an experience of 11 – 15 years. Five teachers (45.4%) had an experience of sixteen years and above. This shows that majority of the teachers had sufficient experience of teaching Kiswahili. If these

teachers used their experiences appropriately, teaching and learning of Kiswahili would improve to a large extent.

4.5 Research Objective 1: To Determine Challenges Facing Teachers and Students in the Process of Teaching and Learning of Kiswahili

4.5.1 Use of Library

The researcher sought to know whether there were Kiswahili books in the library. The students' responses were as follows:

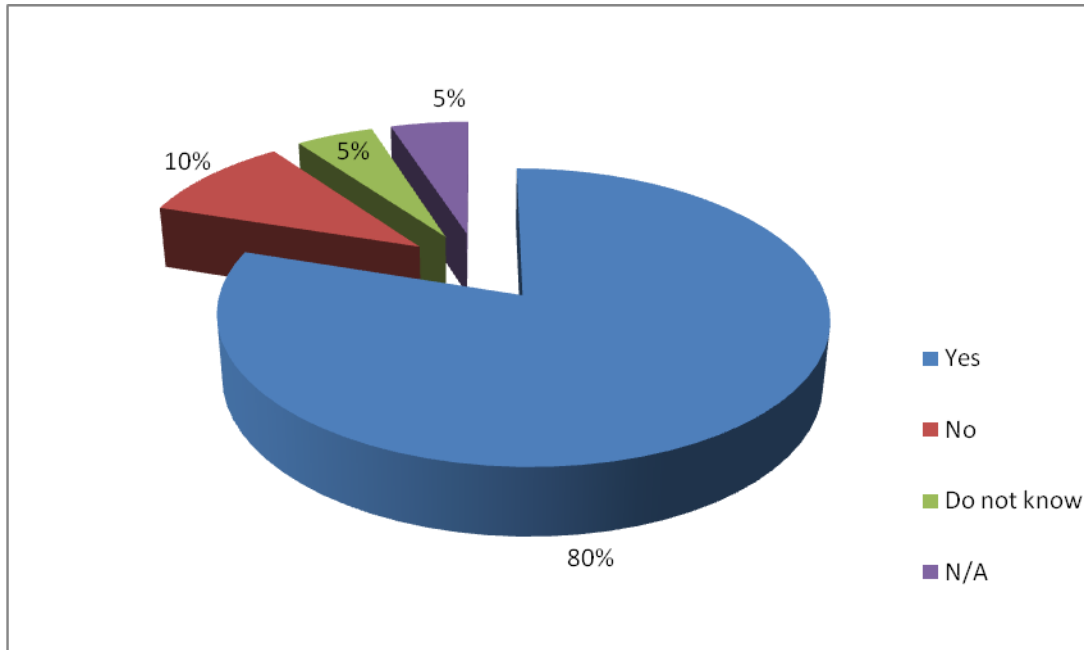


Figure 4.3 Availability of Kiswahili books in the library

Figure 4.3 Shows that there were Kiswahili books in the library in that 112 (80%) students agreed that there were Kiswahili books in the library even though they were old and not relevant to the present syllabus. Fourteen (10%) students said their library did not have enough relevant Kiswahili books. Seven (5%) students said they did not know and another 5% said that it did not apply since their schools did not have a library. Lack

of relevant Kiswahili books in the library affected the learning of Kiswahili since the learners required relevant Kiswahili books to excel in this subject.

The research interrogated further to know whether student borrow Kiswahili books. Their responses were as follows:-

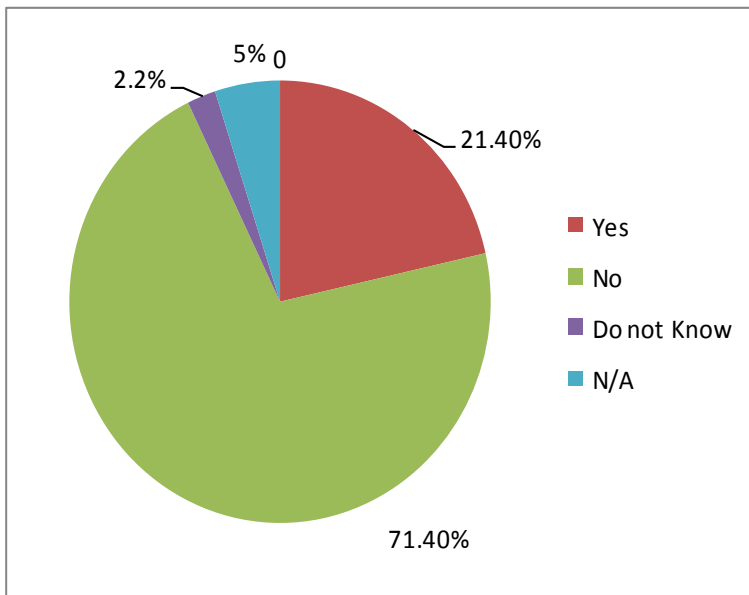


Figure 4.4 Students who borrow Kiswahili books in the library

Figure 4.4 above shows that majority (71.40%) of the students did not borrow Kiswahili books. Twenty one point four percent (21.4%) of the students said that they borrowed Kiswahili books from the Library, and 2.2% said they did not know 5% said it was not applicable since their schools did not have a library. With big number of students failing to borrow Kiswahili books in the library, the learning of Kiswahili was affected since the library should provide enough reference materials to learners for effective learning.

The researcher interrogated further to know the frequency of borrowing Kiswahili books in the library by the students. Figure 4.5 shows the student responses.

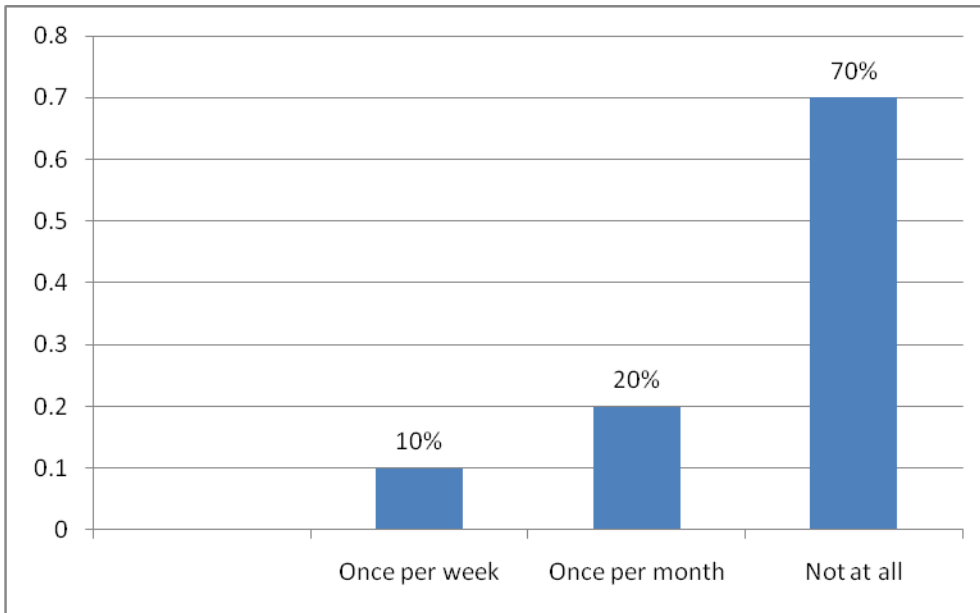


Figure 4.5 Student’s extent of borrowing books in the library

Figure 4.6 above shows that majority 70% of the student did not borrow Kiswahili books. Half of the 70% said that their libraries lacked relevant Kiswahili books and the rest said that they did not have any interest in borrowing Kiswahili books. Twenty percent (20%) of the student said that they borrowed Kiswahili books once a month and ten percent (10%) of the student said they borrowed Kiswahili books once a week. Generally, the students relied mostly on the textbooks that were issued by their teachers on their classes.

Text books are essential teaching and learning resources. This has been confirmed by various studies. Eshwani (1988), asserts that most schools perform poorly, because they spent less money on the purchases of teaching resources. Court and Ghai (1974) observe that when there is some difference in the teaching and learning materials in schools then there will be a significant difference in performance in these schools.

4.5.2 Use of Teaching Aid

The students were asked to indicate whether their teacher used teaching aid in their teaching. Their responses are as indicated in the table 4.1 below.

Table 4.1 Use of Teaching Aids

Responses	n	%
Yes	25	18
No	105	75
Don't know	7	5
N/A	3	2
Total	140	100

From the table 4.1 above 25 (18%) student said that their teacher used teaching aid. However 105 (75%) student indicated that their teachers did not use teaching aid while teaching them. Seven (5%) student admitted they did not know whether their teachers used teaching aid. Lastly 3 (2%) students felt that this did not apply in their school because they did not understand what a teaching aid was.

From these responses it is clear that many teachers did not use, teaching aids in their teaching. This has an adverse effect on the understanding the concept that was taught by the teacher. Kemp (1985) affirms that for any meaningful teaching and learning to take place appropriate teaching and learning resources must be used. Court and Ghai, (1974) say that, any teaching and learning experience lacking teaching aids always appear to be passive and boring to learners.

Ayot (1984) asserts that teaching of any concept should be relevant and materials used should be relevant and carefully produced to give out the expected results. He continues to say that it is difficult to isolate the importance of the material used and the concept being taught.

4.5.3 Use of Rewards

The researcher sought to know whether students were rewarded after good performance. The responses were as follows as shown by Figure 4.6 below.

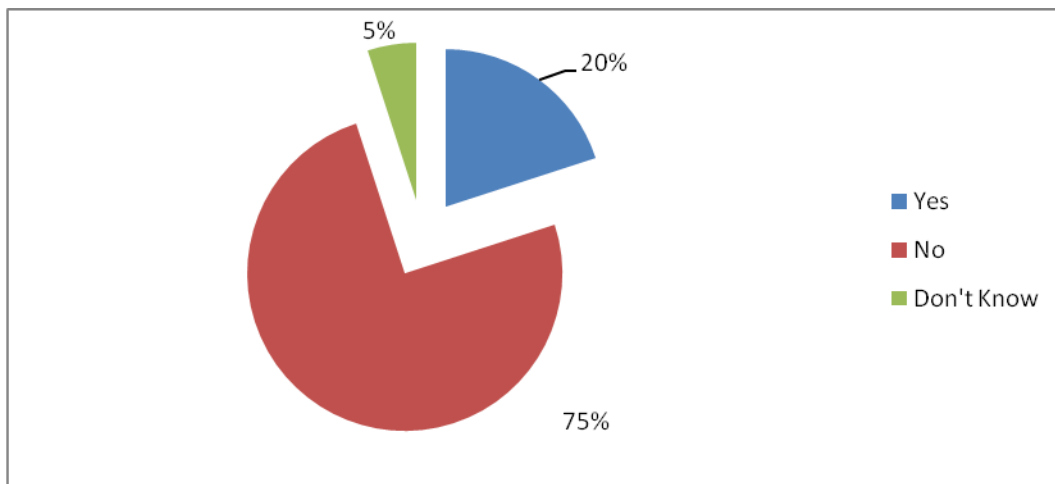


Figure 4.6 Rewards of Good Performance in Kiswahili

From the figure 4.6 above it is clear that many (75%) of schools did not have an elaborate system of rewarding students who perform well in Kiswahili. Arkison (1964) says that there is a significant positive relationship between student achievement and motivation. With only 20% receiving reward of good performance in Kiswahili, it confirms that this is a challenge of teaching and learning of Kiswahili.

4.5.4 Marking of Kiswahili Students' Homework

The researcher sought to know whether teachers marked student's assignment. Their responses were as follows in the table 4.2 below.

Table 4.2 Marking of Kiswahili Homework

Responses	N	%
Yes	42	30
No	98	70
Total	140	100

Table 4.2 above shows that 42 (30%) students said that their teachers marked their assignment. 98 (70%) student said their teachers did not mark their assignment. When asked to explain on their responses, 112 (80%) of the students said that their teacher gave oral answers to the students as they marked the books for themselves. Assignment helps in assessing the understanding of the learner and suggests the areas the learner does not understand. Ayot (1987) says that assignment or tests gauges the understanding of the learner and their behaviour. It also assists the teacher to know whether he/ she met his/her objective. If not, he/she devices new methods of correcting the same or giving remedial work.

4.5.5 Other Challenges Facing Students in the Process of Learning Kiswahili

Table 4.3 Other Challenges Experienced By Students in Learning of Kiswahili

No.	Challenges	Frequency	Percentage
1.	Mother tongue influence	120	86%
2.	Kiswahili teachers reporting late for classes	78	56%
3.	Low attitude towards Kiswahili	90	64%
4.	Kiswahili teachers were not interesting	102	73%

Eighty six percent (86%) of the students admitted that they had a challenge of mother tongue influence. This was mostly reflected in their communication and when they are writing composition.

Fifty six percent (56%) of the students reported that their teachers reported late and left early in their lesson. This had some impacts in their syllabus and their understanding of the concept.

Sixty four percent (64%) of the respondents said that they had low attitude towards Kiswahili which they attributed to low motivation by their teachers and the society at large when Kiswahili is taken to be language of the uneducated people.

Seventy three (73%) of the teachers were found to be boring in class by their students even though they seemed to teach. This affected the motivation of the students towards what was being taught by the teacher.

4.6 Challenges Experienced by Teachers while Teaching Kiswahili

4.6.1 Teaching Method

Next the researcher sought to know whether teachers experienced any challenges when using different methods of teaching, and their responses were as follows.

- i. Lecture method. 11 (100%) teachers were comfortable with this method.
- ii. Group discussion. 60% said they had a challenge of poor participation by the students.
- iii. Question and answer methods. All the teachers said they had no challenges.
- iv. Field work. 100% of the teacher said this method of teaching was expensive, time consuming and involving both to the students and to the teachers.

From the above responses it is evident that lecture method was one of the most preferred methods by teachers. This concurs with Onyango (2000) who says that lecture method is the most preferred method by secondary school teachers. The reason being, it is less demanding in terms of time and materials. However this method has some challenges. According to Brown (1994) teachers are not able to match their presentation to the understanding of their student and also some concept related to psychomotor skills and attitude are difficult to teach using lecture method.

4.6.2 Syllabus Coverage

The study sought to know whether teachers had a challenge in the covering of the syllabus. Figure 4.7 below shows their response.

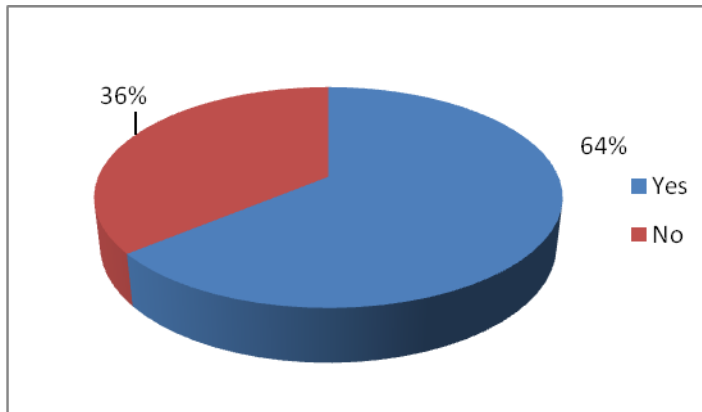


Figure 4.7 Syllabus Coverage

The figure above shows that 64% of teachers admitted that they had a problem in covering Kiswahili syllabus. While 36% said they did not experience any problem. 100% of these teachers gave a reason of wide syllabus as the major challenge.

4.6.3 Challenges Relating to Instructional Resources

The study investigated whether instructional resources were a challenge to the teaching and learning of Kiswahili. The finding was captured in the table below.

Table 4.4 Access to Instructional Resources

Response	N	Percentage
Yes	9	82
No	2	18
Total	11	100

The table 4.4 shows that 9 (82%) teachers did not have enough instructional resources and 2 (18%) teachers indicated they had enough resources. Resources are important ingredients in any teaching and learning and have some impact in the performance of learners. (Kathuri 1984) says resources have to be planned properly and utilized effectively. Republic of Kenya (1988) and Ghai (1974) says that distribution of teaching and learning materials plays a significant role in the performance amongst schools. Learning and teaching resources have to be adequate effectively organized and utilized for any meaningful teaching and learning.

4.6.4 Inservicing of Teachers

The researcher sought to know whether teachers had attended inservice courses. Figure 4.8 below shows the response.

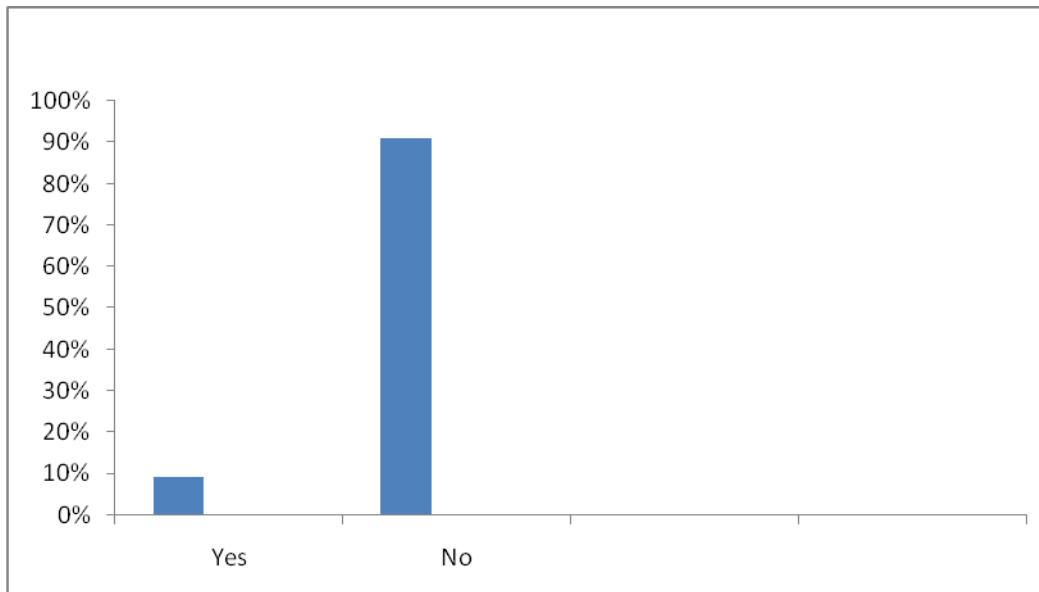


Figure 4.8 Inservicing of Teachers

Figure 4.8 above shows that 9% of teachers had attended inservice while 91% of teachers had not attended any inservice course in Kiswahili. Inservicing of teachers is important in that it equips teachers with new skills of handling modern trends in the areas that they are teaching. Some schools did not sponsor teachers for seminars since they lacked funds. Teachers in these schools engaged in general teaching without giving students vital techniques that would enable them score high marks in examination.

4.7 Research Objective 2; To Investigate the Attitude of Teachers and Learners Towards Kiswahili.

4.7.1 Attitudes of Kiswahili Teachers

The researcher sought to know whether Kiswahili teachers enjoyed using Kiswahili in and out of class. The findings are captured in the figure 4.9 below.

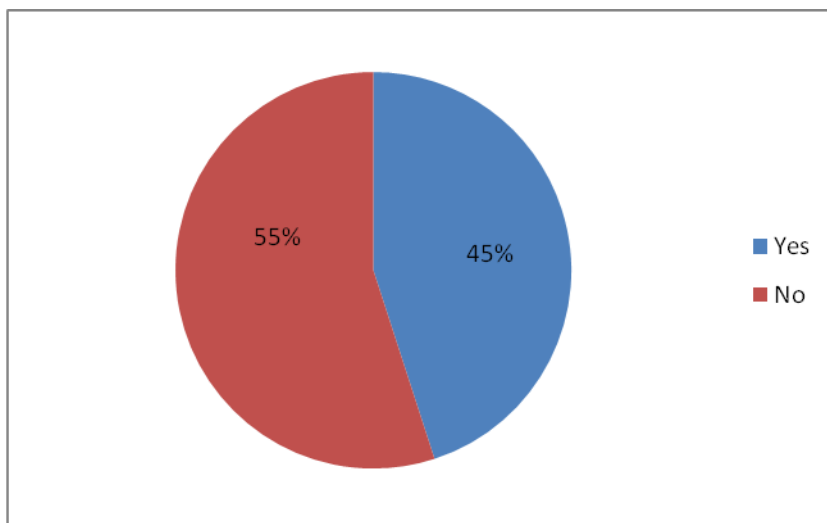


Figure 4.9 Teaching of Subjects

The figure above shows that 45% of the teachers were comfortable using Kiswahili in and out of class. While 55% were not comfortable using Kiswahili in and out of class. Of this 55% respondents 83% said they felt shy using Kiswahili out of class since very many

people had a low attitude towards Kiswahili. Eighteen percent of the teachers said their schools had language policies that favoured English to Kiswahili. This agrees with what Gitau (1983) said that some schools preferred students using English at the expense of Kiswahili.

4.7.2 Teachers' Preference of Teaching Other Subjects Other Than Kiswahili

The researcher also sought to know whether Kiswahili teachers preferred teaching their second subject to Kiswahili. Their responses are as indicated in the table 4.4 below.

Table 4.5 Teachers' Preference of Teaching Other Subjects Other Than Kiswahili

Responses	N	Percentage
Yes	6	55
No	5	45
Total	11	100

Table 4.5 above indicates that 6 (55%) of Kiswahili teachers preferred teaching their second subject to Kiswahili while 5 (45%) teachers preferred teaching Kiswahili to their second language. All these shows that these teachers had low attitude towards Kiswahili since they preferred teaching their second subject to Kiswahili.

4.7.3 Attitudes of Students towards Kiswahili

The researcher sought to know whether students had positive attitude towards Kiswahili.

The findings was captured in the figure 4.10

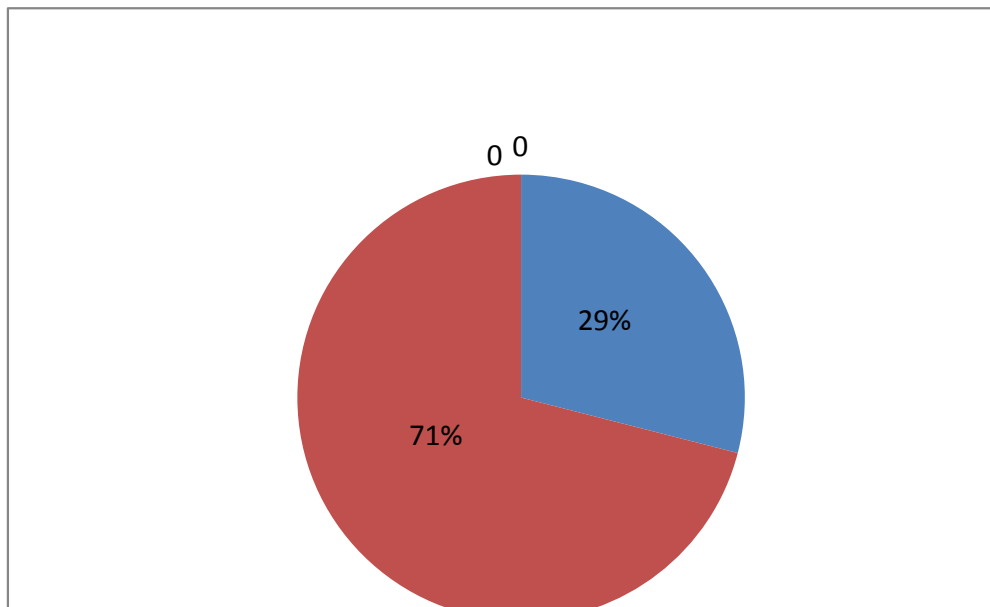


Figure 4.10 Attitudes of Students towards Kiswahili

From the figure 4.10 above 100 (71%) students said they had a negative attitude towards Kiswahili and did not enjoy learning and communicating in Kiswahili, while 40 (29%) said they had a positive attitude towards Kiswahili and that they enjoyed learning and communicating in Kiswahili. The reasons that students gave for having a negative attitude towards Kiswahili was that some Kiswahili teachers were not interesting in class and failed to involve them in the learning of Kiswahili. Wales (2001) in his studies say that poor motivation of learners leads to students having negative attitude towards a given subject.

4.8 Research Objective 3; To Establish Challenges Experienced by Principals and HODS in the Process of Dealing with Students and Kiswahili Teachers

4.8.1 Challenges Relating to Supervision of Kiswahili Teachers

The study sought to know whether principals experienced challenges while supervising Kiswahili teachers. Their responses were as follows:

Table 4.6 Challenges Relating to Supervision of Kiswahili Teachers

Responses	N	Percentage
Yes	10	91%
No	1	9%
Total	11	100

Table 4.6 above shows that 10 principals (91%) experienced some challenges while supervising Kiswahili teachers while 9% of the principals said that they did not experience any challenge while supervising Kiswahili teachers. Some of the challenges cited by the principals were lack of time, resources and resistance from Kiswahili teachers.

Lack of proper supervision by the principals posed a challenge to teaching and learning of Kiswahili since teacher could not teach effectively and this would affect student performance in the subject. Hereld (1994) points out that principals should supervise the work of their teachers through lesson observation, professional counseling and discussion of their schemes of work.

4.8.2 Availability of Kiswahili Teachers

The researcher sought to know whether Kiswahili head of departments have experienced any shortage of Kiswahili teachers. The table below shows the responses.

Table 4.7 Shortage of Kiswahili Teachers

Response	Number	Percentage
Yes	6	55
No	5	45
Total	11	100

Table 4.7 above shows that 6 (55%) Kiswahili HODs indicated that their departments had shortages of Kiswahili teachers while 5 (45) HODs indicated that they did experience any shortage of Kiswahili teachers in their departments.

The shortages of Kiswahili teacher have some negative impact to the performance of students in Kiswahili since teachers play a first role in the performance of the learners. (Gitau 1987).

The study sought to investigate other challenges facing teachers HODS and principal in the process of teaching and learning of Kiswahili.

Table 4.8 Shows Other Challenges Experienced By Principals and HODs In The Process of Dealing with Students and Kiswahili Teachers

CHALLENGES	PRINCIPALS		HODs	
	Frequency	Percentage	Frequency	Percentage
Eradicating Sheng and vernacular in schools	9	82%	7	64%
Lack of funds for inservicing Kiswahili teachers.	7	64%	8	73%
Shortage of Kiswahili teachers	7	64%	7	64%
Lack of adequate Kiswahili books	8	73%	9	82%
Low attitude towards Kiswahili by learners	6	55%	10	91%

Table 4.8 shows that eighty two per cent (82%) of the principals and sixty four percent (64%) of HODs said that they had a challenge of eradicating sheng and vernacular speaking in their schools. Sixty four per cent (64%) of the Principals and seventy three percent (73%) of HODs admitted that their schools did not have enough teaching and learning resources since their schools had limited funds. Fifty four (54%) of the principals and ninety one percent (91%) of HODs revealed that they had shortage of Kiswahili teachers. This was reflected by the high teaching load amongst the teachers. Seventy three percent (73%) of the principals and eighty two percent (82%) of HODs

admitted that their schools lacked adequate Kiswahili textbooks and other teaching and learning resources.

Ninety one percent (91%) of HODs and fifty four percent (54%) of principals felt that their students had a low attitude towards Kiswahili. This impacted negatively to the teaching and learning of Kiswahili.

4.9 Research Objective 4; To Establish Principals’, HODs’, Teachers’ and Students Views Regarding Ways of Addressing Challenges Experienced in the Process of Teaching and Learning of Kiswahili

The researcher sought to investigate on the possible solution put forward by students regarding challenges facing teaching and learning of Kiswahili.

Table 4.9 show solutions suggested by students regarding challenges facing teaching and learning of Kiswahili.

Challenges	Ways of addressing these challenges	Frequency	Percentage
Lack of books in the library	Stocking the library with Kiswahili books	126	90%
Unmarked homework	Marking of Kiswahili books by teacher	105	75%
Lack of teaching aids	Use of appropriate teaching aids	105	75%
Poor rewards systems	Enhanced reward systems	98	70%

Table 4.9 shows that seventy five percent (75%) of the suggested that teachers should use appropriate teaching aids that would help them in understanding Kiswahili concepts taught in class. Seventy percent (70%) of the students suggested that schools should have enhanced reward systems that would motivate them. Ninety (90%) of the students proposed that Kiswahili book should be stocked in the library and library lesson be introduced in all classes. Seventy five (75%) of the student proposed that teachers should mark their homework more often.

The researcher sought to investigate on the possible solution put forward by teachers regarding challenges facing teaching and learning of Kiswahili.

Table 4.10 Show Solutions Suggested by Teachers Regarding Challenges Facing Teaching and Learning of Kiswahili.

Challenges	Ways of addressing these challenges	Frequency	Percentage
Poor reward system	Enhancing of reward system	9	82%
Use of sheng and mother tongue	Introduction of language policy	9	82%
Lack of inservicing of teachers	Inservicing of teacher to be done often	10	91%
Wide Kiswahili syllabus	Increase of Kiswahili lesson per week	9	82%

Table 4.10 shows that Eighty two (82%) of the teachers proposed that reward systems should be enhanced in schools to uplift the attitude of learners towards Kiswahili. Eighty two (82%) of the teachers proposed that language policy be introduced in schools and punitive measure be put in place to discourage student from using sheng and vernacular in schools. Ninety one (91%) of the teachers suggested that all Kiswahili teachers should at least attend one inservice course.

Eighty eight (82%) of teachers suggested Kiswahili lessons to be increased to seven so that Kiswahili teachers cover this syllabus on time.

The researcher sought to investigate on the possible solution put forward by HODs and Principals regarding challenges facing teaching and learning of Kiswahili.

Table 4.11 Show Solutions Suggested By HODs and Principals Regarding Challenges Facing Teaching and Learning of Kiswahili

CHALLENGES	Solutions	PRINCIPALS		HODs	
		Frequency	Percentage	Frequency	Percentage
Eradicating Sheng and vernacular in schools	Establishing a language policy	7	64%	9	82%
Lack of funds for inservicing Kiswahili teachers.	Government provides funds	7	64%	7	64%
Shortage of Kiswahili teachers	Posting of Kiswahili teachers	8	73	8	73%
Lack of adequate Kiswahili books	Government to provide funds	7	64%	7	64%
Low attitude towards Kiswahili by learners	Enhance motivation	6	55%	10	91%

From the above table 4.11 sixty four percent (64%) of principals and eighty two percent (82%) of HODs suggested that to eradicate sheng and vernacular in schools there should be a language policy should be put in place. Sixty four per cent (64%) of the principals and HODs suggested that the government provides funds to cater for inservicing and buying of teaching and learning resources. Seventy three percent (73) of the principals and teachers agreed that the government post more Kiswahili teacher to address the shortage of Kiswahili teachers. Ninety one percent (91%) of the principals and fifty five per cent (55%) of HODs suggested that schools should have enhanced reward system to address the problem of negative attitude of student towards Kiswahili.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

The purpose of this study was to establish challenges facing teachers and students in teaching and learning Kiswahili in Kiambu District. This study was guided by the following research objectives. To determine challenges facing teachers and students in the process of teaching and learning of Kiswahili, to investigate the attitude of teachers and learners towards Kiswahili, to establish challenges experienced by principals in the process of dealing with Kiswahili teachers and lastly to establish principals, teachers and students views regarding ways of addressing these challenges.

The study had the assumptions that student and teachers would cooperate and provide reliable responses. However the study was limited in that it was involving a few selected secondary schools in Kiambu District and did not involve all the stakeholders of education.

The literature review was presented in form of subsections which included objectives of teaching and learning Kiswahili, language policy, head teachers role of supervising Kiswahili, regular teaching methods, professional qualifications, teaching and learning environment, motivation to learn, instruction resource and time management.

The target population was the twenty two secondary schools in Kiambu District. Only eleven secondary schools were used as samples. In these schools the following samples were raised; 165 form four students, 11 Kiswahili teachers, 11 head of departments and 11 Principals. The study had one set of questionnaires for each group which were used to

collect data. The questionnaires had both open ended and closed ended. The data collected in this study was analyzed using qualitative and quantitative procedures. Qualitative and quantitative data were coded and analyzed into frequencies and percentages with the help of SPSS.

5.2 Summary of the Research Findings

The research findings are as presented in chapter four. The following are summaries made from the data collected and as per the objectives of the study.

Challenges Facing Teachers and Students in the Process Teaching and Learning of Kiswahili are as Follows:

From the study, all the teachers were qualified to teach and had reasonable experience but majority (91%) of the teacher complained of being overworked by heavy workload since their schools lack enough teachers of Kiswahili. The study also revealed that almost (91%) all of the Kiswahili teachers had not attended any inservicing course. This hinders Kiswahili teachers from being interdem with the emerging issues and other modern trends touching on Kiswahili.

Majority (91%) of the schools lacked adequate Kiswahili text books and other teaching and learning resources. This revealed that many students experienced the problem of shortage of text book and other learning resources thus hampering their teaching and learning of Kiswahili.

The study also revealed that teachers were always prepared to teach Kiswahili lessons but their lessons were boring to their learners. This impacted negatively to the learning and

teaching of Kiswahili since the students were not adequately motivated to learn Kiswahili.

Attitude of Teachers and Students towards Kiswahili

Majority of the teachers agreed that a high percentage of their student had a low attitude towards Kiswahili. Most (82%) of the teachers seemed to agree that this was due to the influence of society which has a low esteem of Kiswahili, which they regard as a poor man's language. Also some teachers revealed that they were more comfortable teaching their second subject than teaching Kiswahili.

The student attributed their low attitude towards Kiswahili to laziness of their teacher, lack of relevant Kiswahili books in the library as well as lack of usage of teaching aid by their teachers. They also said that some of their Kiswahili teachers were boring in class.

Challenges Experienced by Principals In The Process Of Dealing with Kiswahili Teachers

Also majority of the principals admitted that sheng and vernacular speaking interfered with the teaching and learning of Kiswahili. They also admitted that the schools lacked enough funds for buying teaching and learning resources and funds for sponsoring teachers for inservice courses. Some principals were also experiencing shortages of Kiswahili teachers. All these impacted negatively to the effectiveness of teaching Kiswahili in their schools.

To improve the teaching and learning of Kiswahili the following proposals were made:

- The student proposed that relevant Kiswahili books be availed in the library. Secondly, they also proposed that their Kiswahili teachers should mark their books often.
- The teachers proposed that reward system be put in place to uplift the attitude of the learners towards Kiswahili. They also proposed that well defined language policies be introduced in schools and punitive measures be put in place to curb usage of Sheng and vernacular in schools. Lastly they proposed that each Kiswahili teacher attend at least one in-service course and Kiswahili lessons be increased to seven from five for easier coverage of Kiswahili syllabus.
- Almost all principals suggested that the government should employ enough Kiswahili teachers and avail funds for buying enough books and other teaching and learning materials of Kiswahili.

5.3 Conclusions

In conclusion the researcher identified the following challenges that were bedeviling the teaching and learning of Kiswahili in Kiambu district:-

- One of the major challenges that were witnessed in almost all schools was lack teaching and learning resources. The schools that had libraries lacked relevant Kiswahili text books, a reason that was cited by the students of not borrowing Kiswahili books.
- Few schools had inserviced their Kiswahili teachers. While schools that had not inserviced their teachers reported some challenges in their teaching of Kiswahili.

- Many teachers reported being overworked and overloaded. This was due to shortage of Kiswahili teachers. This led to teacher becoming ineffective in their teaching.
- Students had negative attitude towards Kiswahili subject. This contributed to lack of motivation on part of the teacher.

5.4 Recommendations

Based on the findings of the study the researcher came up with the following recommendations that would help in addressing most of the challenges facing teaching and learning of Kiswahili.

1. There is need of in-servicing training programmes for Kiswahili teachers, which would refresh the teachers and update them with current trends in Kiswahili.
2. Kiswahili teacher need to vary their teaching methods to make their lesson interesting and appealing to the learners.
3. The teacher service commission should employ more Kiswahili teachers to ease the problem of heavy workload experienced by Kiswahili teachers.
4. Language policies in all the schools should be stream lined and measures be put in place to address the usage of sheng and vernacular in schools.
5. Schools should establish well stocked library and resource centres. This would solve the challenge of shortage of Kiswahili books as well as teaching and learning resources.
6. Kiswahili teachers should inculcate interest in their student toward Kiswahili by encouraging them to study the subject and by rewarding those who do well in the subject. They should lobby for the subject and introduce Kiswahili clubs in schools.

All these efforts would have impacts on the attitudes of the learners towards the subject.

5.5 Suggestion for Further Research

1. The study was only confined in Kiambu District. Similar research needs to be done in all parts of the country.
2. Research should be done on impact of sheng on the teaching and learning of Kiswahili.

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APPENDICES

APPENDIX A

Questionnaire for Teachers

The purpose of this questionnaire is to investigate challenges facing Kiswahili as a subject. I do request you to assist me in achieving this goal. Your response will be treated with confidence it deserves.

Instruction: Tick where Appropriate

BACKGROUND INFORMATION

1. What is your academic qualification?

- a) Diploma ()
- b) Degree ()
- c) Masters ()
- d) PhD ()

2. How many years have you taught?

- a) 1-5 ()
- b) 6-10 ()
- c) 11-15 ()
- d) 16 and above ()

3. (a) What is your subject combination?

.....

(b) Which subject do you prefer teaching?

.....

4. How often do you take your students to the Library?

a) Often ()

b) Very Often ()

c) Not Often ()

d) Not very often ()

5. (a) Do you face any challenges when writing Kiswahili lesson plans?

a) Yes ()

b) No ()

c) N/A ()

b) If yes please state these challenges.....

.....

6. (a) Are Kiswahili text books adequate?

a) Yes ()

b) No ()

c) Don't know ()

d) N/A ()

(b) Please explain your answer

.....

7. (a) Do you experience any challenges when using Kiswahili textbooks?

a) Yes ()

b) No ()

c) Don't know ()

(b) If yes, state the challenges

i)

ii)

iii)

8. (a) In your opinion, what is the attitude of your students towards Kiswahili?

a) Very Positive ()

b) Positive ()

c) Negative ()

d) Very Negative ()

e) Undecided ()

(b) Please explain your answer

.....

.....

.....

.....

9. (a) Which of the following methods noted in the table below do you use and what challenges have you experienced in the process of using them?

Table 1: Challenges Associated with Various Teaching Methods

	Teaching methods	Yes	No	Challenges
i)	Lecture method			
ii)	Group discussion			
iii)	Question and Answer method			
iv)	Field work			
v)	Others specify			

10. (a) Have you attended any in service course of Kiswahili in last three years?

- a) Yes ()
 b) No ()
 c) Don't know ()
 d) N/A ()

(b) If yes, was it of any help to you?

.....

11. (a) Do you have difficulties in covering Kiswahili syllabus?

- a) Yes ()
 b) No ()
 c) N/A ()

(b) If yes, explain the type of difficulties that you have experienced

.....
.....

12. (a) Do you have adequate instructional resources for teaching Kiswahili?

a) Yes ()

b) No ()

c) Don't know ()

d) N/A ()

(b) Please explain your answer.....

.....
.....

13. (a) Is the time allocated in the time table for Kiswahili lessons adequate?

a) Yes ()

b) No ()

c) Do not know ()

d) N/A ()

(b) Please explain your answer

.....

14. (a) Which language do students mostly use for communication while in School?

.....

(b) Does this language (noted in (a) above) affect the performance of the student in Kiswahili?

- a) Yes ()
- b) No ()
- c) Don't know ()
- d) N/A ()

(c) If yes, how does it affect performance?.....
.....

15. (a) Does the principal supervise Kiswahili lessons?

- a) Yes ()
- b) No ()
- c) Don't know ()
- d) N/A ()

(b) If yes, what aspects has the principal ever supervised?.....
.....

(d) If no, why not?.....
.....

16. (a) Do you prefer teaching your second subject to Kiswahili?

- a) Yes ()
- b) No ()

(b) Please explain your response

.....

.....

17. (a) Do you enjoy communicating in Kiswahili in and out of class?

a) Yes ()

b) No ()

(b) Please explain

.....

.....

18. (a) What other challenges have you experienced in the process of teaching Kiswahili?

.....

.....

19. In your opinion, how can the challenges of teaching and learning Kiswahili be addressed?

i.

ii.

iii.

iv.

v.

APPENDIX B

Questionnaire for Students

The purpose of this questionnaire is to investigate the challenges facing Kiswahili as a subject. I do request you to assist me in achieving this goal. Your response will be treated with confidence as it deserves.

Instruction: Tick where appropriate

Background Information

1. Which form are you in?
 - a) One ()
 - b) Two ()
 - c) Three ()
 - d) Four ()

2. Where is the school located?
 - a) Urban ()
 - b) Rural ()

3. (a) Are there Kiswahili books in your library?
 - a) Yes ()
 - b) No ()
 - c) Don't know ()
 - d) N/A ()

(b) If yes, how many times do you borrow Kiswahili books?

- a) Once for a day ()
- b) Once a week ()
- c) Once a month ()
- d) Not at all ()

4. (a) How often do you communicate in Kiswahili?

- a) Very often ()
- b) Often ()
- c) Not often ()
- d) Never ()

5. (a) Does your teacher mark Kiswahili homework?

- a) Yes ()
- b) No ()
- c) Don't know ()
- d) N/A ()

(b) If yes or no explain

6. (a) Have you ever received any reward for good performance in Kiswahili?

- a) Yes ()
- b) No ()
- c) Do not know ()
- d) N/A ()

(b). Please explain your responses

.....

7. (a) Does your teacher revise Kiswahili exams?

a) Yes ()

b) No ()

c) Do not know ()

d) N/A ()

(b) Please explain your response

.....

8. (a) Does your Kiswahili teacher adequately prepare his/her Kiswahili lessons?

a) Yes ()

b) No ()

c) Don't Know ()

d) N/A ()

(b) Please explain your response.....

.....

9. (a) Does your teacher complete Kiswahili syllabus on time?

a) Yes ()

b) No ()

c) Don't Know ()

d) N/A ()

(b) Please explain your response

.....

10. (a) Does your teacher use teaching aid when teaching Kiswahili lessons?

a) Yes ()

b) No ()

c) Don't Know ()

d) N/A ()

(b) Please explain your response

.....

11. (a) Do you enjoy learning and communicating in Kiswahili?

a) Yes ()

b) No ()

c) Don't Know ()

d) N/A ()

(b) Please explain your response

.....

12. Table 2: Students Attitude towards Kiswahili

Do you agree with the following statements?

		Strongly agree	Agree	Undecided	Disagree	Strongly disagree
a.	It is enjoyable communicating in Kiswahili					
b.	It is enjoyable reading Kiswahili story books and textbooks					
C.	I enjoy attending Kiswahili lessons					
d.	It is enjoyable listening at our Kiswahili teacher					
e.	It is enjoyable doing Kiswahili assignment					

CHALLENGES

13. Table 3. Teaching Methods Frequency

a) Indicated the frequency the teachers use to teach Kiswahili?

Frequency of using Teaching Methods	Very Frequently	Frequently	Undecided	Rarely	Very Rarely
Lecture method					
Group discussion					
Question & Answer method					
Field work					
Drama					
Others (Specify)					

14. (a) Do you have problems in expressing yourself in Kiswahili?

- a) Yes ()
- b) No ()
- c) N/A ()

(b) Please explain your responses

.....

15. (a) Does your teacher help you in dealing with difficulties in Kiswahili?

- a) Yes ()
- b) No ()
- c) N/A ()

(b) If yes, please state the extent

- a) Very great extent ()
- b) Great extent ()
- c) Undecided ()
- d) Little extent ()
- e) Very little extent ()

16. (a). Do you experience any problems when doing your homework?

- a) Yes ()
- b) No ()
- c) N/A ()

(b) If yes, explain your answer.....
.....

17. (a) Do you have any difficulties emanating from Kiswahili teacher?

- a) Yes ()
- b) No ()
- c) N/A ()

(b) If yes, what difficulties have you experienced from your Kiswahili teacher?.....
.....
.....
.....

18. (a) Do you experience challenges when doing Kiswahili homework?

- a) Yes ()
- b) No ()
- c) N/a ()

(b) If yes, explain your answer

.....

19. (a) Does your teacher help you in dealing with these difficulties?

- a) Yes ()
- b) No ()
- c) N/a ()

(b) If yes explain

.....

20. (a) Do you have enough Kiswahili textbooks?

- a) Yes ()
- b) No ()
- c) don't know ()
- d) N/A ()

(b) If no, indicate the number of students sharing one book

.....

21. (a) How would you rate your performance in Kiswahili?

- a) Very good ()
- b) good ()
- c) undecided ()
- d) poor ()
- e) very poor ()

(b) If poor or very poor, explain

.....

22. (a) How does your teacher enhance your learning of Kiswahili?

.....

(b) How does your teacher limit your learning of Kiswahili?

.....

23. In your views, how can the challenges facing teaching and learning of Kiswahili be addressed?

.....

24. What other challenges have you been facing in the process of learning Kiswahili

.....

.....

.....

APPENDIX C

Interview for Principals

1. What is your academic qualification?
-
2. For how many years have you been a principal?
-
3. How many students do you have in your school?
-
4. Do you supervise your teachers often?
-
5. What is the performance of students in Kiswahili in your school?
-
6. (a) Which language do students communicate with in your school?
-
-
- (b) Is there any relationship between the language used by the student and their performance in Kiswahili?
-

7. (a) Have you ever experienced any challenges in the process of dealing with Kiswahili teachers?

.....

(b) If yes, what type of challenges have you experienced?

.....

.....

8. Which challenges do students face in their school when learning Kiswahili in your school?

.....

9. In your opinion, how can these challenges of teaching and learning of Kiswahili be addressed?

.....

.....

APPENDIX D

Questionnaire for Head of Kiswahili Departments

The purpose of this questionnaire is to investigate challenges facing Kiswahili as a core subject. I do request you to assist me in achieving this goal. Your response will be treated with the confidence it deserves.

Instruction: Tick where appropriate

Background Information

1. What is your academic qualification?

- a) Diploma ()
- b) Degree ()
- c) Masters ()
- d) PHD ()

2. For how many years have you been a Head of Department?

- a) 0-5 ()
- b) 6-10 ()
- c) 11-15 ()
- d) 16 and above ()

3. How many students do you have in your school?.....

4. (a) Do you supervise your teachers often?

- a) Yes ()
- b) No ()
- c) N/A ()

b) If no, please explain

.....

5. (a) What is the performance of students in Kiswahili in your school?

a) Poor ()

b) Very poor ()

c) Good ()

d) very good ()

e) Excellent ()

(b) If poor or very poor, please explain the response for the performance indicated in above

.....

6. (a) Is the official language used in your school for communication purposes?

a) Yes ()

b) No ()

c) Don't know ()

d) N/A ()

(b) Is there any relationship between the language used by the student and their performance in Kiswahili?

a) Yes ()

b) No ()

c) Don't know ()

d) N/A ()

(c) Please explain your response

.....
.....

7. Which challenges do Kiswahili teachers face in the course of teaching Kiswahili?

.....
.....

8. What challenges do students face in the course of learning Kiswahili?

.....
.....

9. In your opinion, how can the challenges of teaching and Learning Kiswahili in your department be addressed?

i.

.....

ii.

.....

iii.

.....

iv.

.....

APPENDIX E: Research Permit

NATIONAL COUNCIL FOR SCIENCE AND TECHNOLOGY NATIONAL COUNCIL FOR SCIENCE AND TECHNOLOGY NATIONAL COUNCIL FOR SCIENCE AND TECHNOLOGY NATIONAL COUNCIL FOR SCIENCE AND TECHNOLOGY NATIONAL COUNCIL FOR SCIENCE AND TECHNOLOGY NATIONAL COUNCIL FOR SCIENCE AND TECHNOLOGY NATIONAL COUNCIL FOR SCIENCE AND TECHNOLOGY NATIONAL COUNCIL FOR SCIENCE AND TECHNOLOGY NATIONAL COUNCIL FOR SCIENCE AND TECHNOLOGY NATIONAL COUNCIL FOR SCIENCE AND TECHNOLOGY

PAGE 2 **PAGE 3**


THIS IS TO CERTIFY THAT
Prof./Dr./Mr./Mrs./Miss./Institution
Kamau John Mbito
Of (Address) Kenyatta University
P.O BOX 43844, Eldoret
has been permitted to conduct research in

	Location
Kiambu	District
Central	Province

TOPIC: Challenges facing teacher in Kiambu County and students in teaching and learning Kiswahili in public secondary schools in Kiambu District

for a period ending 28th February 2013

PERMIT No. NCST/RCD/14/012/04
Date of issue 24th January 2012
Fee Received



Applicant's Signature **Secretary**
National Council for Science & Technology

