

**EFFECTIVENESS IN TEACHING AND LEARNING OF KISWAHILI IN
PRIMARY TEACHER TRAINING COLLEGES IN CENTRAL KENYA**

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DECLARATION

This research project report is my original work and has not been presented for a degree in any other university.

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DEDICATION

This work has been dedicated to God almighty, to my husband, and my two kids, Tony and Diana.

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LIST OF ABBREVIATIONS AND ACRONYMS

AEO	-	Area Education Officer
AIDS	-	Acquired Immune Deficiency Syndrome
DEO	-	District Education Officer
H.I.V	-	Human Immune Deficiency Virus
KCPE	-	Kenya Certificate of Primary Education
KCSE	-	Kenya Certificate of Secondary Education
K.I.E	-	Kenya Institute of Education
NPA	-	New Primary Approach
PDE	-	Provincial Director of Education
PTTCS	-	Primary Teacher Training Colleges

ABSTRACT

Quality education is a major concern in all societies today. Teacher's role is to ensure effective teaching and learning takes place. The study looked into effectiveness in teaching and learning of Kiswahili in Primary Teacher Training Colleges. The purpose of the study is to shed light to the educationist on the need of emphasizing on effective teaching and learning of Kiswahili. The study is useful to the educationist in terms of policy making, modification and implementation of curriculum to suit the needs of the modern society. The objectives of the study were: to establish the academic and profession qualification of tutors, assess the adequacy and effectiveness of teaching resources, determine effectiveness of the instructional methods, examine the attitude of the tutors and teacher trainees towards Kiswahili and provide recommendations on enhancing teaching and learning of Kiswahili in Primary teacher training colleges. The study was guided by Sticht Functional Theory, which stresses the importance of making learning relevant to the learners experience and their work context. The study adopted descriptive survey design. The study was conducted in Central Region of Kenya. It focused on the public teacher training colleges (PTTCs) in the region. The target population comprised of 28 Kiswahili teachers in the colleges, 1660 2nd year teacher trainees and four primary teacher colleges in central Kenya. A sample of 10 percent of the teacher trainees and a sample of 50 percent of the teacher trainers were used for the study. A total of 124 respondents were sampled using simple random sampling technique. Instruments that were used for data collection were: questionnaires for tutors and for teacher trainees, an interview guide for heads of Kiswahili subject. The validity and reliability of the instruments was ascertained before actual study was carried out. Validity of the instrument was ascertained by presenting the tools to the experts for advice. Reliability was ascertained by piloting the instrument where the correlation coefficient of 0.82 was established. Data gathered from the field was edited, coded and analyzed through Statistical Package for Social Sciences (SPSS) computer program. The findings were reported by use of bar graphs, pie-charts, percentages and frequency tables. The study findings are that: all teachers included in the sample were adequately academically trained. However, a majority of teachers had not been trained to teach in PTTCs. In addition, majority of teachers had not been in-serviced in teaching of Kiswahili in PTTC. Resources were available but not adequate, and there was unavailability of locally available materials, lack of time and high cost of improvisation. Attitude of teachers was positive but for students, some had negative attitude towards Kiswahili subject. Recommendations made were: all teachers teaching in PTTCs should be selected from those who have been trained to teach in PTTCs; both teachers trained and not trained in PTTCs be regularly in-serviced, that PTTCs initiate income generating activities to supplement and amass enough funds to purchase adequate resources and that teachers use simple Kiswahili terms in order to capture the interests of all students.

CHAPTER ONE

INTRODUCTION

1.1 Introduction

This chapter describes the background of the study in teaching and learning of Kiswahili in teacher training colleges. The chapter explains the development of Kiswahili and the importance accorded to the learning of Kiswahili for national development. The chapter therefore unveils the purpose of carrying out the study on the effectiveness in teaching and learning of Kiswahili in teacher training colleges. The chapter brings out the objectives, purposes and the research questions that guided the study. It also outlines clearly the scope and limitations of the study. Has also provided the theoretical and conceptual frame work within which the study was conducted.

1.2 Background to the Study

Mazrui and Mazrui (1995) notes that term Kiswahili refers to the language widely spoken by the people of Eastern Africa and adjacent island. The term Waswahili refers specifically to people who speak Kiswahili language as a native language. They share amore or less common culture and live along the Eastern coast of Africa. Today the language is spoken in many parts of the world and is taught in many institutions of learning. Thomas and Katembo (2005) notes that Kiswahili currently is not just the regional language of East Africa but it is now spoken in varying degrees in Burundi, Rwanda, Somalia, Zambia, Mozambique, Madagascar, the Arabian countries and also in the western countries like Europe, Canada, USA among others.

According to Mazrui and Mazrui (1995), Kiswahili is a combination of Arabic and African (Bantu) languages that grew as a result of interaction among Arabs and African people at the coast. By the 19th century Kiswahili had actually spread through out in eastern and central Africa. It was used as a tool of communication by traders, travelers, missionaries and colonial administrators. Shiundu and Omulando (1992) observe that in Eastern Africa the colonial administration was an important factor that influenced the language development in the three countries of Tanzania, Kenya and Uganda. The important use of Kiswahili can be traced back during the German rule in what is now Tanzania where by the official language policy supported Kiswahili as a medium of communication. In post independent era Kiswahili became the official language of Tanzania and a language of instructions in schools. A land mark in the development of Kiswahili as an official language in Tanzania was president Nyerere's republic day speech of 10th December 1962 which he delivered in Kiswahili. Since then Kiswahili was to be used in all spheres of life in Tanzania that is in education, political activities, mass media and economic activities as well as in fostering their culture.

According to Abdulaziz (1982) the colonial administrator and the missionaries played a big role in development of Kiswahili. The colonial administrators in Kenya encouraged the use of simple Kiswahili for use in the master-servant interaction. On the other hand they were afraid of the development of Kiswahili and for divisive purposes they encouraged the ethnic languages. The united missionary conference of 1907 discussed questions related to the use of Kiswahili, English and vernacular languages in the education system. The missionaries were in favor of Kiswahili as a medium of instruction in elementary school. In 1927 the colonial governors of Kenya and Tanzania

decided to promote Kiswahili as a common language throughout East Africa with the aim of facilitating closer union between the East African territories. In 1929 the directors of education in East Africa and Central Africa dependencies met in Dar es Salaam and recommended the establishment of East African Swahili committee. In 1937 Kiswahili was used as a medium of instruction in all the government schools in the colony. As Mazrui (1995) says, Kiswahili was the language of the rulers before it could gradually develop into the language of the people.

Shiundu and Omulando (1992) notes that in 1943 a memorandum of language in African schools education accepted that the vernaculars should be the language of instruction throughout the whole of elementary stages of education. Therefore there was no clear language policy in education until 1949 when a report in teaching language in African schools was drawn up under the venerable archdeacon L. I. Beecher. This report recommended that English should take the place of Kiswahili it also advocated for the progressive replacement of Kiswahili as a medium of instruction in education system.

Crampton (1986) notes that to many of the settlers, keeping Kiswahili from the Africans was a way of retaining cheap labor with the argument that Kiswahili should not be taught to people destined to till the land. Whiteley (1974) notes that Kenya hesitated the use of Kiswahili in schools but since a large population wanted Kiswahili implemented; the government was forced to introduce Kiswahili in African schools.

According to Whiteley (1974), the changes following the end of the 2nd world war made it clear that the Africans would need more Kiswahili than was provided. First the colonial

administration needed more Africans to take clerical and skilled workers' jobs which the use of Kiswahili was a pre requisite.

Shiundu and Omulando, (1992) note that in 1950 English was a medium of instruction in the Indian schools around Mombasa. The syllabus for African intermediate schools was then issued by the department of education which stated that apart from religious instruction, English was to be the main subject. Although English took over slowly as the main subject Kiswahili continued to be taught widely. The East African royal commission report 1953 – 1955 recommended the continuation of vernaculars in education. This report stated that Kiswahili was a waste of time therefore English should be taught instead. Shiundu and Omulando(1992) observe that the Education Department Annual report 1951 of the colony and protectorate of Kenya called for teaching of English from lower classes because it contented that it was pedagogically unsatisfactory to use three languages that is, English, Kiswahili and mother tongue as medium of instruction in primary schools at the same time, these policies started to be implemented in 1959 in what came to be known as New Primary Approach (NPA).

According to Oluoch (1982) the NPA involved using of English as a medium of instruction. It started on an experimental basis in Asian schools where English was used from the day the child joins school and goes on to high stages of learning. Later this approach was extended to cover the African schools. By 1966 NPA was gaining momentum and English had replaced Kiswahili as a medium of instruction in standard one in the republic of Kenya.

Oluoch (1982) notes that the wider the NPA spread the more difficult it became to manage. This was because of poor planning where by at the formulation stages the planners ignored the resource requirement for the implementation. This led to slow death of the NPA giving room to the use of mother tongue as medium of instruction: - but the NPA methodological aspect was retained.

Events, between 1945-1962 saw the spread use of Kiswahili as a medium of instruction in teacher training colleges and primary schools According to Gorman (1974) the number of Kiswahili medium classes rose from 14 in 1962 to 290 in 1963. The main challenge facing Kiswahili language in education at this time was in providing an adequate supply of trained teachers in all areas to ensure that the learners were exposed to enough Kiswahili for use in other areas.

Ominde Commission (1964) recommended the continued use of English from standard one as a medium of instruction and also English be taught as a subject. The commission also recommended inclusion of Kiswahili in the curriculum as part of the African culture. Kiswahili was recognized as a tool of national integration and as a means of Pan African communication. Kiswahili was therefore made a compulsory subject in all primary schools but was not examinable. This made the teachers and the pupils not to take the subject seriously.

Gachathi Commission (1976) reiterated that Kiswahili should be compulsory and examinable but this was never implemented until the Mackay Report of 1981. Kiswahili then became compulsory and examinable at primary school level and secondary school level. In the primary teacher training colleges Kiswahili continues to be taught and

examined. This has boosted the status of the subject up to the present time. While Kiswahili is making all these strides, it's being faced with a variety of challenges due to the emergence of language varieties like 'sheng'.

Quality education being a major concern for all societies today, the commission of inquiry into education system of Kenya chaired by Koech (1999) observes that quality education includes enrichment of the process of teaching and learning and the determinants of quality Education are the availability of qualified teachers who are motivated to teach in a conducive learning environment and also availability and proper utilization of resources and also the positive attitude towards what one is teaching.

Shiundu and Omulando (1992) notes that Kiswahili is one of the compulsory and examinable subjects at primary school level, secondary school level and also in primary teacher training colleges, the teachers teaching in these three levels need to be well equipped with enough content on the subject matter and the required skills.

Looking at other importance of why people should learn Kiswahili, the Kenya education commission under professor Ominde (1964) noted that Kiswahili was a vehicle for national coordination and a tool for unifying Kenyans. Use of Kiswahili language by Kenyan people was aimed at giving Kenyans an identity. Kiswahili was therefore to be used as a tool of regaining and transmitting the Kenyan culture.

Ominde Commission (1964), observe that culture gives people a sense of unity and a feeling of belonging. Culture also gives people self confidence. The Africans had lack of confidence in their language because the European's had denied the inclusion of the

African culture in education, and the Africans instead acquired the European culture through the English language. Ominde (1964) also noted that Kenyans needed to Africanize their education system; this was by ensuring that African languages were taught. Nyerere (1970) reiterated the need for the Africanization of the education system in Tanzania, so as to foster the African culture and overcome alienation of the European culture proposed during the colonial era. Ngugi wa Thiong'o (2006) in his literary work state that language is the carrier of culture, to starve or kill a language is to starve and kill people's memory thus loose a peoples identity. To back up this idea, in 1969 the University of Nairobi established a department of linguistic and African languages in which Kiswahili was central subject of study.

Mazrui (1995) observe that in post-independence Kenya, the spread of Kiswahili has increased. Through increased urbanization and expansion of education Kiswahili is acquiring more speakers. As a national language Kiswahili is used in almost all domains of national life and is popularly regarded as "lugha ya kazi" (the language of work). Kiswahili is the language of interethnic communication in Kenya. It bridges the linguistic gap between communities, making it more popular within the economic markets.

Mazrui and Mazrui (1995) observe that in Eastern Africa, Kiswahili is the language of cross-boarder communication and plays a significant role in fostering socio-economic relationship within the region. The East Africa region being part of the global village means that Kiswahili has to be developed to meet the global challenges a head. In this regard, any country that values the development of its people must incorporate them in all development processes. This can be realized through a language that can be

comprehended and competently used by the people who implement the development projects; Kiswahili has this potential in East Africa. Activities such as civic education, HIV/AIDS awareness campaign, human right advocacy and constitution review process have become successful partly because majority of Kenyans use Kiswahili language. Professionals such as engineers, agricultural extension officers, doctors and technicians mostly use Kiswahili to communicate to the public while discharging their duties. There is therefore an urgent need to ensure that the teaching and learning of Kiswahili is given a stronger emphasis.

What really prompted the researcher to carry out this study is that the tutors of primary teacher colleges are posted to colleges from the university or from secondary schools and these teachers were trained to teach Kiswahili in secondary schools and not to teach Kiswahili in teacher training colleges. Toili and Wanjala (1987) notes that most of the tutors in colleges were being recruited direct from the universities and these graduates were trained to teach their subjects of specialization in secondary schools not in teacher training colleges. The methods of teaching in a secondary school differ greatly from what is taught in primary teacher training colleges. Since the tutors themselves were not trained to teach in a training college, it is possible therefore that the tutors concentrate more on the subject content more than in the teaching methods. This results to poor acquisition of the required skills by the trainees. Having noted the importance of Kiswahili as a tool for national development, there is an urgent need to ensure that the teaching and learning of Kiswahili is given stronger emphasis to enable it impact knowledge and skill needed in the changing trends in education and other spheres of life.

1.3 Statement of the Problem

Kiswahili language has been the National language for Kenya since the attainment of political independence in 1963. Recently, with promulgation of the New Constitution in 2010, Kiswahili became both National and Official language in Kenya. Now that Kiswahili language is the official language of communication in Kenya, it is imperative that every Kenyan should read and understand the language. Teacher training is an integral part of quality education in a country. A teacher's effectiveness to a certain extent depends on the quality of training undertaken. A country's quality education is as good as the quality of the teacher, thus quality training programs in place. (MOEST, 1994). The higher the quality of teacher training, the higher the quality of education.

This however, has not been the case. The quality of teachers produced in PTTC have received criticism from many quarters notably parents and educationist. Available data from teacher training colleges indicates that the ratio of Kiswahili tutors to trainees is very high. Data provided by the college administration in Murang'a teacher training college indicate a ratio of 5 tutors of Kiswahili to a student population of 700 is proof to this and similar ratios in other colleges can be observed directly. Further there is great concern among the researchers on the resources that are needed in the training of Kiswahili teachers in primary teacher colleges. Mugeni (2005) observes that resources play a vital role in the training process. Other researchers are also concerned with teaching methods used by tutors, which is mostly lecture method. This has created a gap on effective teaching and learning of Kiswahili. This researcher feels that all these factors may affect effectiveness of teaching and learning Kiswahili, and this may cascade to primary schools where trainees teach upon graduation.

It is from this backdrop that this research is mooted. Specifically how effective is the teaching and learning of Kiswahili in primary training colleges in central Kenya.

1.4 Purpose of the Study

This study investigated the effectiveness in teaching and learning of Kiswahili during the training of the pre-service teacher trainees in primary teacher training colleges in central Kenya with view of shedding light to educationist on the need of ensuring that the teaching and learning of Kiswahili is given the emphasis it deserve.

1.5 Specific Objectives

The specific objectives of the study were to:

1. Determine academic and professional qualification and their influence in effectiveness in teaching and learning of Kiswahili in primary teacher training colleges in central Kenya.
2. Assess the adequacy and appropriateness of teaching/learning resources for quality training of Kiswahili teachers in primary teacher training colleges in central Kenya.
3. Examine the attitude of Teacher trainees and tutors towards Kiswahili in primary teacher training colleges in central Kenya.
4. Determine the effectiveness of instructional/teaching methods used by tutors in effective teaching and learning of Kiswahili, in primary teacher training colleges in central Kenya.
5. Come up with measures that can be put in place to enhance effectiveness in teaching and learning of Kiswahili in primary teacher colleges in central Kenya.

1.6 Research Questions

1. What are the academic and professional qualification of tutors and their influence in effectiveness in teaching and learning of Kiswahili in primary teacher training colleges in central Kenya?
2. How does adequacy and appropriateness of teaching and learning resources influence quality training of Kiswahili tutors, in primary teacher training colleges in central Kenya?
3. How do the attitudes of tutors and teacher trainees affect the effectiveness in teaching and learning of Kiswahili in primary teacher training colleges in central Kenya?
4. To what extent do instructional methods affect effectiveness in teaching and learning of Kiswahili in primary teacher training colleges in central Kenya?
5. What measures can be put in place to improve effectiveness in teaching and learning of Kiswahili in primary teacher training colleges in central Kenya?

1.7 Significance of the Study

The study aimed at collecting information on effectiveness in teaching and learning Kiswahili in primary teacher training college in central Kenya. The findings of this study may be significant to Kiswahili tutors and teachers in general. It may assist them to re-evaluate their styles of teaching and improve them. The information may also help the Kiswahili tutors to change positively the attitude of the trainees which may translate to the primary school pupils' good performance. It will also assist the tutors and teachers to be innovative in order to make Kiswahili teaching and learning more interesting and fruitful.

The study may also benefit school administrators to organize and coordinate and monitor all the activities in schools including providing adequate resources for effective implementation of Kiswahili curriculum.

The Kenya Institute of Education would acquire useful information for producing more refined compatible curriculum and resultant syllabus for primary teacher colleges which would be candidate friendly, inclusive and also ensure a uniform teaching practice assessment program.

The study would also activate further research on primary teacher education and its linkages in the changing educational needs of our learners.

1.8 Assumption of the Study

The study assumed that the respondents, who were the Kiswahili tutors and teacher trainees in primary teacher training colleges, would be honest and give accurate information.

1.9 Limitations of the Study

Due to constraints of time and finances the study was not able to look into the effectiveness in teaching and learning of Kiswahili all the primary teacher training colleges in Kenya. Therefore, the findings may not reflect what is done in other colleges.

1.10 Delimitations of the study

The study was conducted in Central region of Kenya. It covered only three public primary teacher training colleges. The study did not explore all the areas in effectiveness in teaching and learning of Kiswahili in Primary teacher training colleges the study only explored the following areas: adequacy of teaching resources in quality training,

effectiveness of instructional methods used in teaching and learning of Kiswahili, the attitude of tutors and the trainees and their professional and academic qualification.

1.11 Theoretical Framework

The study was guided by functional context theory by Sticht (1994). The theory states that learning should be made relevant to the experience of learners and their work context. The learning of new information is facilitated by helping the learner to relate to knowledge already possessed to the new knowledge. This is done by using materials and methods that the learner uses after learning. The theory emphasizes the idea of transfer of learning from the classroom to the real world. The principles underlying this theory are;

1. Instructions should be made as meaningful as possible to the learner in terms of the learner's prior knowledge.
2. Use of materials and equipment that the learner will actually use after training.
3. Literacy will be improved by improving content knowledge, information processing skills and design of learning materials.

The theory is suitable for the study because, the study was to find out challenges in teaching and learning of Kiswahili in primary teacher training colleges. The trainees are supposed to acquire knowledge on subject matter and skills on how to teach Kiswahili in primary schools. The theory advocates for interaction of three components; (a). Knowledge base i.e. long term memory of what the individual knows (b). Processing skills, including language, problem-solving and learning strategies (c). Information displays, this will include the learning materials used in teaching.

The trainers should therefore use the teaching methods that the learners can use after their training. The theory emphasizes the idea of making instruction as relevant and meaningful as possible and gives room for a familiar context for the learner. The researcher endeavored to find out the challenges in teaching and learning of Kiswahili by following the principles that, subject content should be taught to improve the literacy, instructional materials should be relevant to the work of the trainees and the methods and skills to process the knowledge i.e. teaching methods should be in the context of the real situation of the learners expected work situation.

1.12 Conceptual framework

The researcher dealt with input of the tutors as a component of teaching and learning of Kiswahili in primary teacher training colleges, in relation to the functional context theory which stresses the importance of making learning relevant to work. This process can be conceptualized as follows;

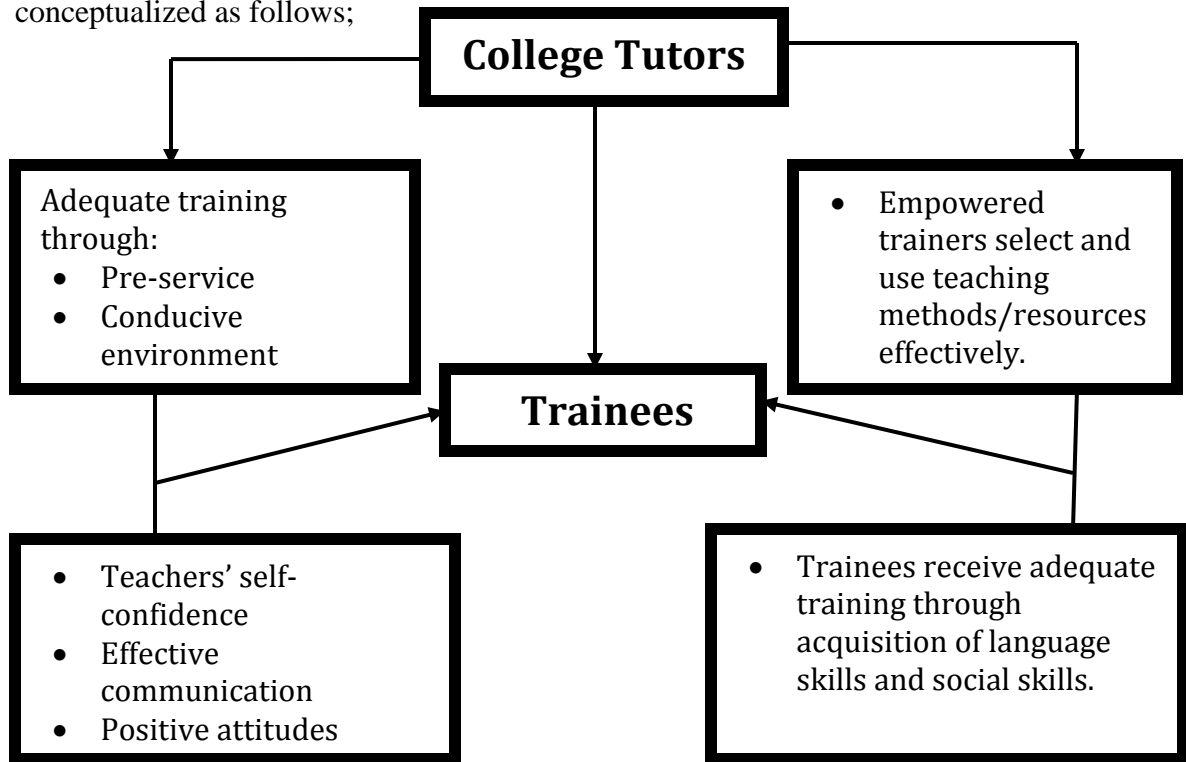


Figure 1: Conceptual framework
(Source: Researcher's own, 2013)

In the conceptual framework, college tutors have an important role of offering adequate training to their teacher trainees through pre-serve training, by providing adequate resources and conducive environment. However, effective training is dependant on the tutors self confidence, effective communication, positive attitude and mastery of content which makes them motivated to teach effectively. Consequently, teacher trainees receive adequate training through acquisition of language skills and social skills. This translates to a success teaching and learning process.

1.13 Operational Definitions of Central Terms

1. **Culture** – beliefs and attitudes that a group of people share.
2. **Curriculum** – all that is planned to enable the students acquire and develop desired knowledge, skills and attitudes.
3. **Curriculum implementer**- refers to an individual charged with the task of putting into action the ideas contained in a planned curriculum.
4. **Medium of instruction** – refers to the language used to deliver the subject content to the learners.
5. **Mother tongue** – refers to the language that you first learnt to speak when you are a child.
6. **Piloting** – refers to trying out research instruments on a limited scale to ascertain their validity and reliability.
7. **Syllabus** – a programme of instruction.
8. **Teaching strategies** – these refers to approaches and methods that the teacher uses to deliver the subject content.
9. **Trainees** – a person who is being taught onto the task of teaching.
10. **Tutors** – Trained personnel charged with the mandate of training and facilitating the preparation of the teacher trainees.
11. **Vernaculars** - refers to language spoken in a particular area especially one that is not official.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This section presents review of literature that is relevant to the study. According to Kombo and Tromp (2006) the “Literature” in the literature review means the work the researcher consulted in order to understand and investigate the research problem. This chapter will therefore present literature within four major areas that is the importance of teaching and learning resources in teaching of languages, methods and procedures of teaching Kiswahili. Importance of the teacher in facilitating learning of Kiswahili, last the Kiswahili language as a tool of fostering and maintaining African culture thus maintenance of the society.

2.2 Kiswahili Language as Carrier of Culture

Abdulaziz (1971), states that education must nationalize the children and give them a sense of common cultural identity compatible with the national ethos. Language gives people identity. Language embodies culture and thought processes. It’s a vehicle of acculturation or rather a vehicle for communication among people of a common identity. Therefore the choice of language of instruction and interaction is paramount in the development of a people. The researcher agrees with this observation. A country which lacks its own culture is no more than a collection of people without the spirit that makes them a nation. This can be seen in Ngugi wa Thiong’o literary work where he states that language is a communication system and carrier of culture by virtue of being simultaneously the means and a carrier of memory.

The Ominde Commission (1964) recommended the inclusion of African culture in the curriculum. Kiswahili was recognized as an African language, a vehicle for African culture. This shows the importance of including Kiswahili in the curriculum since it was to be a tool of inculcating the African culture to counteract the colonial values. Kiswahili was recommended also as an additional vehicle for national coordination and unification as well as encouraging communication on an international basis. For this function the Ominde Commission (1964) recommended that Kiswahili be a compulsory subject in primary schools.

As for the case of Tanzania they are more united because the education system they indented was modified to suit their needs. Abdulaziz (1971), note that commitments to development of culture were concretized through the promotion of Kiswahili use as a medium of expressing the cultural norms and aspirations. The education system emphasized cooperative endeavor in achievement of this. The education was to develop in the citizen the ability to learn from others and basic confidence in his own position as a free and equal member of the society who value others and is valued by them. The education was made more African by introducing African materials to it.

Kiswahili language became the vehicle for the developing and maintenance of the society; it was made the national and official language and this helped in the political integration of the country. This idea is applicable for Kenya because currently Kiswahili is used instead of mother tongue in communities where there is more than one tribe. It is also used on political arenas.

Crampton (1986) and Whiteley (1974) observe that for the Kenyan situation when Kiswahili was introduced in early Kenya's colonial history it played significant role in the growth of nationalism but no longer enjoys it. This is due to emergency of many Kiswahili dialect coupled with problems in teaching and learning of Kiswahili.

2.3 Qualification of tutors and their importance in Facilitating teaching and Learning of Kiswahili

Teachers play an important role in teaching and learning process. Due to the changing face of the Kenyan student population, teachers are responsible for the education of primary school children from diverse backgrounds, children who speak little or no Kiswahili upon arrival at school and children who may have had some interruptions of schooling due to the nature of their family lives. Clair (1995) observes that the Kenyan teaching force is not well prepared to teach or help culturally diverse children succeed academically and socially, because pre-service teacher preparation programs have not offered sufficient opportunities for learning to teach culturally diverse students, as a result many teachers have learnt on the job through In-service programs.

Fillmore and Snow (2000) assert that teachers need adequate understanding of linguistics- how language impacts teaching and learning so as to do their teaching work well. Snow, Burns and Griffin (1998) argue that mastery of language will enhance teachers practice in general and in particular it will help them in teaching of literacy. The teacher trainers should therefore equip their learners with adequate language skills.

Fillmore and Snow (2000) distinguish five teachers' functions in which language is central. Teachers as *communicators*, they need to be able to communicate effectively and

have strategies for understanding what students are saying. Teachers as *educators* are responsible for the subject area instruction. They must also *select educational materials and methods that are appropriate and also provide learning opportunities* that promote second language acquisition for students who are learning Kiswahili. These materials should promote the language development. They should distinguish language behavior that is developmentally predictable from that which is not and provide appropriate instructional intervention. Teachers as *evaluators*, their decisions have important consequences on judgments of the ability of the learners. Their decisions are influenced by their understanding of the language behavior. For the teacher trainers to evaluate their learners effectively should have adequate language skills. Teachers play a central role in socializing children to norms and beliefs and also influence communication patterns of the school; therefore teachers are agents of socialization which can only happen by use of a language. This means that the Kiswahili teachers should have good mastery of the language.

Fillmore and Snow (2000) suggest that teachers should have knowledge of a number of topics regarding oral, written language including the basic units of language and vocabulary development. This will make them be in a position to teach effectively.

Teaching and learning is complex and teachers need time to learn and experiment with new concepts in the classroom just as their students do. Rueda (1998) observes that principles of teaching and learning extend to effective professional development for teachers. To be successful, professional development must be long term and it must incorporate opportunities for learning that centre on teachers and students. Professional development should be driven by an analysis of teachers' goals and students'

performance and teachers should be involved in what they need to learn. It should be organized around collaborative problem solving and should be continuous. Many professional development experiences however continue to be short term and disconnected from the reality of teachers work. There is also a challenge of identifying qualified professional developers with the knowledge, skills and attitude necessary to provide effective professional development. They need to have extensive knowledge about language and school experiences.

The attitude of tutors and the teacher trainees towards teaching and learning of Kiswahili may affect the competency and fluency of the language. Claessen and Stephens (1986) say that own attitude to language may affect our desire for accuracy and fluency irrespective of other factors. The researcher agrees that tutors should portray a positive attitude in teaching of Kiswahili so that the learners can learn from them.

2.4 Appropriateness and adequacy of Teaching/Learning Resources in teaching of Kiswahili

In line with second objective on the adequacy of Kiswahili teaching and learning resources, teaching of languages is as demanding and technical as teaching sciences. They call for the use of an array of resources. Mogeni (2005) observes that resources help recollect and add value to a language class; this is so because resources play a vital role in the teaching and learning process and have proven to have several advantages. Graham (2001) says that instructional materials when available and used effectively make teaching and learning easier especially when abstract concepts are being learnt. Dale (1969) observes that when abstractions have inadequate foundations, difficulties of

understanding may arise. I agree with this because learners need practical experiences for them to make meaning out of a concept. This is backed by Ikumi (1985) who notes that resources can become very handy and can be used to alleviate some of the problems faced by teachers in the teaching and learning of Kiswahili.

Mogeni (2005) points out that the process of learning a language involves sensory and physical activities. For instant reading instructions requires a great amount of resources. The researcher agrees with this because in teaching and learning of Kiswahili students need to be active participants during the lesson. If the teacher would therefore involve the students actively by use of the resources and experiences that have been effectively selected they would be able to develop competence in Kiswahili and this will translate into being able to apply what one has learnt. Wright (1976) observes that the use of many kinds of media and many styles of visual presentation is useful to the language learners. The skill that the teacher is presenting requires a permanent impression to be made on the learner. Moreover since knowledge is acquired through senses, which are developed in varying degrees in each person, it requires the use of a variety of media to reach a variety of sensory channels.

The use of resources in teaching languages helps bring situations into the classroom context that would otherwise not be available. For example some Kiswahili terms and words can be understood best when accompanied by resources illustrating them.

Wringe (1995) observes that resources should not only be valued for their motivating effect alone but also for their ability to help language teachers accomplish language tasks more effectively.

The importance of teaching and learning resources in teaching of languages can be traced back in 1964 when the Kenya Education Commission Report (Ominde report) suggested that the radio be utilized as a teaching aid to reduce the teacher's handicap caused by the lack of adequate teaching media. The report also recommended training colleges make their craft rooms and workshops available for specified times to serve teachers. Teachers were also to be trained to manufacture simple teaching aid. Gachathi report (1976) recommended that quality resources be made and at an affordable cost. It also recommended that educationally suitable and culturally relevant media to be prepared as a matter of priority for use in schools. This shows the importance of the resources in teaching and learning process.

Kiswahili like any other subject requires instructional resources. Their provision rotates around the teachers themselves as experts of the subject and its demands. Proper selection and utilization resources are critical issues that need a lot of expertise, planning and thinking. It is therefore clear that teaching materials such as teacher's guide textbooks and others are necessary to make teaching and learning of Kiswahili more efficient and effective. Kagutunyi (1990), note that tutors in primary teacher training colleges need adequate teaching materials to make the training of trainees more effective. Teachers' guides and teachers manual help the teachers interpret the syllabus they are actually sources of extra information to tutors.

According to Mogeni (2005), teaching materials should be used constantly by tutors so as to improve teaching and learning of Kiswahili and also teach by action i.e. show them how to use teaching resources by using them practically during the teaching process. These resources should be selected depending on the instructional objectives which are already pre-determined and the content to be taught.

Mogeni (2005) notes that for the fasihi (literature in Kiswahili) which includes ushairi, tamthilia and riwaya use of tapes and cassettes can be very useful to tutors and teacher trainees. When teaching materials are adequate tutors would find it easy to give assignments to teacher trainees and so the coverage of syllabus is made easy and the teacher trainee are also able to grasp the main ideas within the given literally work.

2.5 Instructional Methods and Procedures in Teaching of Kiswahili in Primary Teacher Training Colleges

According to Kenya institute of education's handbook (1987) Kiswahili primary school teacher is instructed and expected to provide the learners with skills for distinguishing the pronunciation of particular Kiswahili vowels. The fact that the language teacher is non-native speaker who has been taught and trained by non-native users of Kiswahili makes the task of teaching especially speech skills a very difficult one, for example a list of 20 Received Pronunciation (RP) vowels is provided and the teacher is informed that the confusion of the vowels occurs with practically all ethnic groups. The teacher should watch out. The methods suggested for teaching pronunciation assumes that the teacher is (or can be) a speaker of the model Kiswahili and is therefore capable of watching out. Most teachers leave out the pronunciation drill exercises to the disadvantage of the

students, this translate to poor performances and can also affect the fluency in the language. Therefore the teacher trainer should have adequate pronunciation skills to enable him teach effectively. Instructional methods should be carefully selected to suit the skill being taught.

Bamgbose (1982) notes that teaching and examination concentrate on drilling and testing out of existing forms of speech that even the teachers will use freely when they do not have their text books open. Consequently the teacher can not act as a model of the variety he/she is teaching and so ends up describing ‘do what I say but not what I do.’

Another significant issue in teaching of Kiswahili is the responsibility of the teacher in harmonizing the teaching of Kiswahili grammar and literature. Most of the literary materials have in co operated the different dialect of Kiswahili. If these materials are to act as the basis for teaching language skills as required in the Kiswahili language curriculum then the teacher has difficulties in harmonizing the different linguistic structures inherent in them.

Tutors in primary teacher training colleges must be aware of methods and procedures of teaching and learning language skills in children. These language skills are listening and speaking, reading and writing. Different skills need different techniques and methods of developing them. Claessen and Stephen (1986), state that children must hear and play with language before they try to read and write. The tutors should therefore teach the teacher trainees on the methods they will use in teaching the three skills in primary schools.

Ministry of Education (1987) says that methodology should utilize two thirds of training periods and one third to be utilized in updating teachers trainees on subject content. This is so because the role of the teacher in the class has been gradually changing and steadily evolved. New teaching strategies and media have emerged many of which favors individuals of small groups learning. As a result the teachers' role has evolved from being the source of learning and knowledge to being a director and facilitator of knowledge acquisition.

Despite this changing role of the teacher Ngaywa (1980) discovered college tutors always use lecture method and questioning techniques but rarely used learner centered techniques such as experimentation, dramatization and others. Hill and Bobbyn (1979) say that the trainee will learn to teach from watching those who train him to be a teacher and whatever good advice is given about methods will be wasted if the methods are not used by tutors themselves. The researcher agrees with this observation that most tutors use lecture methods therefore the trainees has no role model.

Achanji (2005) notes that the pre service teachers education students complain that foundation courses seem disjointed and irrelevant to practice or are "too theoretical" and have no bearing in what the teacher do in 'real' classroom with 'real' students. Method courses are theoretical and are not oriented enough towards practice. The sentiments are true in the teaching of Kiswahili where the teaching of literally text is emphasized and no practical work of integrating the content to the mainstream of teaching Kiswahili.

The academic background of teachers have been a problem for long since most of the tutors have been trained to teach either in secondary schools or are principals or

education administrators who have failed in administrative jobs. Shiundu and Olmulando (1992) Currently any high school trained teacher, can be posted fresh from college to teach in the PTTC, The above composition of trainees shows clearly that the primary school teacher educators themselves have not been educated and trained to teach in PTTC therefore the teaching approaches and content leads to some problems, this will lead to the theoretical training which may affect the outcome of the teachers when they go to practice in their schools.

2.6 The Attitude of Tutors and Teacher Trainees towards Kiswahili Subject

Kiswahili is a compulsory and examinable subject in primary, secondary and college in Kenya (KIE, 2000). All teacher trainees are expected to study and sit for Kiswahili examination for the award of the P1 certificate. According to Wilkin (1987), when a class consists of voluntary learners, a certain degree of self motivation can be taken for granted and exploited but when learners are not volunteers, the tutor must stimulate and retain their motivation. This is a tough task to the tutor because the motivating learners is not something that a teacher can turn on and off at will. It can be influenced by other factors like the trainees attitude.

Kenchie and Dolye (1966), defines attitude as an organization of concepts, beliefs habits and motives associated with a particular object. They further indicate that there are three components in relation to the object. The first one is the concept of the knowledge one has about the object the second one is the action (habit) component. This is related on how we overfly behave towards the object. The third is the effective components (motive). This is concerned with what we feel about the object of concern. The

knowledge we have about the particular object and the intensity of our feeling about the object will cause us to behave in a particular direction, positively or negatively in relation to the object.

The attitude of tutors and teacher trainees towards Kiswahili may affect the competency and fluency of the language. Claessen and Stephens (1986), says that own attitude to language may affect the desire for accuracy and fluency irrespective of other factors. The tutors should portray positive attitude towards Kiswahili so that the learners can learn from them. The researcher agrees with this observation because you cannot teach effectively what you do not like.

2.7 Summary of Literature Review

The literature review has discussed several researches done on effectiveness in teaching and learning of Kiswahili in primary teacher training colleges. It revealed that there were several factors involved in teaching and learning of Kiswahili, such as teaching resources, teaching methods and attitude of tutors and learners. The study found out that the attitude of both teacher trainees and tutors could affect their acquisition of knowledge and skills that is required in training. Winkin,(1987). This study also found out that the key determinants in any training is the facilitator (tutor) and the knowledge he has on the subject. Therefore, Kiswahili facilitators (tutors) should be specialists in Kiswahili. From the above literature its evidence that most of the tutors were trained Kiswahili tutors but they lacked the inputs on how to train teachers since they are trained to teach in secondary school and not in teacher training college. Again the study pointed out that the

tutors were not subjected to adequate in-service courses thus creating a gap on the effectiveness in teaching and learning of Kiswahili.

The review pointed out that successful training will require use of adequate and appropriate teaching materials. Mogeni (2005) resources help to recollect and add value to a language lesson. The review reveals that the resources were not adequate and most used teaching material is the textbook. ICT materials and other media instructional materials like radios were not available due to constrain of finances. From the above literature it's also evident that most of the researches focused on the factors affecting teaching and learning of Kiswahili and not on the effectiveness of the teaching and learning of Kiswahili. Also the studies were conducted in other regions and not in central Kenya.

CHAPTER THREE

RESEARCH METHODOLOGY AND DESIGN

3.1 Introduction

This chapter describes the research design, location of the study, and description of the target population, sampling procedures, instruments that were used for data collection; piloting; data collection procedures; and how the data was analyzed.

3.2 Research Design

According to Orodho (2005) descriptive survey research will be ideal for use for it helps to determine the relationships that exist between specific events. Descriptive survey employs the use of interviews and questionnaires to collect data. The study also fits within the descriptive survey design because according to Mugenda & Mugenda (2003), it is the best method available to social scientists who are interested in collecting original data for the purpose of describing a population which is too large to observe directly. This research design was therefore suitable for this study, since the study sought to investigate effectiveness in teaching and learning of Kiswahili. The researcher here was interested in the characteristics of the variables in terms of their qualifications, perceptions and opinions in relation to the teaching and learning of Kiswahili.

3.3 Location of the Study

The study was conducted in central Kenya. It focused the public primary teacher training colleges in the region. Central Kenya was selected due to poor performances in Kiswahili in general in the region. The region is convenient and easily accessible due to

good infrastructure leading to the colleges. The colleges are mainly situated in the rural areas making it cost effective to the researcher.

3.4 Target Population

According to Borg and Gall (1989), a target population is defined as all the members of a real or hypothetical set of people, events or objects which a researcher will generalize the research study. This study targeted all the public primary teacher training colleges in central Kenya, all the Kiswahili tutors teaching in those colleges and teacher trainees who were in their second year of study. The Kiswahili tutors were selected because they are the implementers of the Kiswahili curriculum in the colleges and it's through them the researcher was able to investigate effectiveness in teaching and learning of Kiswahili in primary teacher training colleges. The second year teacher trainees were selected since they have been exposed to the training for a longer time than the first year students thus having more experience in the college.

3.5 Sample Size and Sampling Techniques

Simple random sampling was used to select three colleges out of the four in central region of Kenya. The technique of random sampling was used to draw a sample of 10 per cent teacher trainees and 50 per cent Kiswahili tutors from each sampled college. This percentage was arrived at after considering the time limit, budgetary constraint and most importantly the nature of the population which is homogenous as most of the colleges have similar characteristics in terms of the curriculum that is supposed to be used. The size of the population variance was low and this justified the small sample size. According to Kothari (2004), the size of the sample is one which fulfills requirements of

efficiency, representativeness, reliability and flexibility. Random sampling was used because it gave each individual a chance to be selected for the study; and this provided for a true representation of the whole target population.

3.6 Research Instruments

The main tools of data collection for this study were questionnaires and an interview guide. Orodho (2005) recommends the use of questionnaires because they can be used to collect large amount of data in a reasonably quick span of time. The questionnaires were of two types; Tutor's questionnaire and the trainee's questionnaire.

3.6.1 Tutors' Questionnaire

The tutor's questionnaire has four sections; Section one collected demographic data of teachers. Section two collected information regarding availability and use of resources in teaching of Kiswahili while section three collected information on instructional methods used in teaching Kiswahili and section four collected information on attitudes of the teachers towards Kiswahili subject.

3.6.2 Students' Questionnaire

The students' questionnaire has three sections; Section one collected information about student's demographic information, Section two collected information in relation to instructional methods and resources used in teaching Kiswahili subject while section three collected information on attitudes of the trainees towards the subject.

In both questionnaires, all the three sections have a mixture of both closed and open ended questions. In closed ended questions, the respondents was required to put a tick

[√] against one of the several options per question while in the open ended questions, the respondents was required to write down their opinions regarding the question.

3.6.3 Interview Schedule

An interview schedule was used for the three colleges. According to Mugenda and Mugenda (1999), an interview schedule may be used to obtain in-depth information on the opinions of the respondents since the researcher have the opportunity to clarify questions that are not understood and probe further incase of an incomplete answer. The researcher made a schedule of interview carrying items that sought information about the PTE Kiswahili syllabus, its coverage, experiences and their opinions and feelings about the process of teaching Kiswahili in teacher colleges that was administered to the heads of Kiswahili subject.

3.7 Pilot Study

The questionnaire was pre-tested to detected weaknesses and at the same time to ensure clarity of the questions (Vogt, 1993). Piloting enables a researcher to make corrections and adjustments of the research instrument. Pilot study was conducted in one college in the region which was not included in the sample.

3.7.1 Validity

Mugenda and Mugenda (1999) define validity as the accuracy and meaningfulness and inferences which are based on the research results. In other words validity is the degree to which results obtained from the analysis of the data actually represent the phenomena under study. This study used content validity. The researcher ascertained instruments

validity by presenting the instruments to the experts in the School of Education for advice. Mugenda (2003) points out that experts judgment ensures accuracy of instrument is ascertained. The views from experts were used to address the discrepancy and adjustments and corrections and also in rephrasing of statements.

3.7.2 Reliability

Mugenda and Mugenda (1999) define reliability as a measure of the degree to which a research instrument yields consistent results after report trial. Pre-testing enabled the researcher to test the reliability of the data gathering process. This was done through test-retest method where reliability is estimated by performing the same survey with the same respondents at different moments of time. The instruments were administered to the respondents. The completed instruments were analyzed manually. After a lapse of two weeks the same instruments were administered to the same respondents. The completed instruments were analyzed manually. The two analyses were used to calculate the correlation coefficient. Spearman Rank Order correlation was used to calculate the correlation coefficient between the test. The results of the test re-test scores show a correlation of 0.82 that indicates that the instrument is highly reliable. According to Orodho (2005), a coefficient correlation (r) of 0.75 was considered high enough to judge an instrument as reliable.

3.8 Data Collection Techniques

The researcher obtained a research permit from the permanent secretary in the ministry of education. Thereafter the researcher sought permission from the PDE, DEO's and AEO's in charge of the regions where the colleges are situated. Then the researcher made a

familiarization tour of the colleges so as to inform their administration and also sought the permission from them to carry out the intended study. In the institutions, the researcher made arrangements with the principals for the best dates and time to visit and involve their tutors and trainees for the study. During the visit, the researcher administered the questionnaires to the tutors through the heads of departments, who helped to administer the student questionnaires to the sampled trainees. Respondents were requested to fill the questionnaire and hand it back to the head of department the same day. The researcher later collected them from the head of department.

After the questionnaires were duly completed and collected, the researcher booked an interview with the heads of Kiswahili subject in the three sampled colleges. During the interview date the researcher visited the colleges and interviewed the respondents herself. The responses obtained, and the observations made during the interviews were recorded on the interview guide and field notebook. The obtained information was used to complement data that was generated from the questionnaires and enhance data reliability.

3.9 Data Analysis

The researcher assembled all the questionnaires and the interview guides obtained from the field after the collection exercise is complete. These instruments were serialized numerically for easy organization of the analysis. Data collected was edited for completeness. It was then coded and entered into the computer for analysis using the Statistical Package for Social Sciences (SPSS) programme. The findings were presented in tabular form as frequencies, totals, and percentages. The outputs were presented in bar graphs and pie-charts.

3.10 Logistical and Ethical Considerations

Kombo & Tromp (2009) Ethical Consideration involves the conduct of research whose respondents/subjects are either animals or people. The researcher took care of the ethical issues in this research by following proper chain of command. First by obtaining permission from the relevant authorities. The research permit was obtained from the ministry of Education through the National council for science and technology Kenya. Other authorities like the PDE, DEOs' and AEOs and principals of the colleges were consulted.

The research ensured that the anonymity of respondents was guarded by assuring them that the information provided would be used only for the purpose of this research. The research purpose was explained to respondent by written introduction letters. This is in line with our Kenyan constitution. Kenya (ROK, 2010), Chapter 4 article 19 (1) which acknowledges the Bill of Rights of Kenyan's democratic states and is the frame work for social, economic and cultural polices. Article 28, states that every person has inherent dignity and right to have that dignity respected and protected. Article 31, acknowledges that every person has right to privacy while article 32 (1) states that every person has right to freedom of conscience, religion belief and opinion.

The researcher took into consideration of the legal issues such as plagiarism by acknowledging all sources of information from other studies.

CHAPTER FOUR

DATA ANALYSIS, RESULTS AND DISCUSSION

4.1 Introduction

Chapter four presents findings from the study that was attained by use of the methodology described in chapter three. The findings were presented, interpreted and discussed in connection with challenges to teaching and learning of Kiswahili in primary teachers' colleges in Central Kenya.

The findings have been presented in sub-sections as guided by the research objectives. The study sought information from teacher trainees, teachers using a questionnaire and heads of Kiswahili subject using an interview guide.

Finally, the result of the findings was discussed in the light of the reviewed literature related with the challenges to teaching and learning of Kiswahili in primary teachers' colleges. Data analysis, presentation of results and discussion of the findings were guided by the following research objectives. To:-

1. Determine academic and professional qualification of tutors and their influence in effectiveness in teaching and learning of Kiswahili in primary teacher training colleges in central Kenya.
2. Assess the adequacy and appropriateness of teaching/learning resources for quality training of teachers in primary teacher training colleges in central Kenya.
3. Examine the attitude of teacher trainees and tutors towards Kiswahili in primary teacher training colleges in central Kenya.

4. Determine the effectiveness of instructional methods used by tutors in effective teaching and learning of Kiswahili, in primary teacher training colleges in central Kenya.
5. Come up with measures that can be put in place to enhance effectiveness in teaching and learning of Kiswahili in primary teacher colleges in central Kenya.

4.2 The Qualifications of Tutors Teaching Kiswahili in Primary Teacher Training Colleges

The first objective that guided the study was to *'Determine the academic and professional qualification of Kiswahili Tutors and their influence in effectiveness in teaching and learning of Kiswahili in Primary Teacher Training Colleges'*.

Teachers' qualification was integral in this research since it is an important factor that determines the quality of teaching and learning of Kiswahili in primary teacher training colleges. The study sought information from the teachers on their highest level of education. From the data percentages and frequencies were calculated and tabulated in table 4.1.

Table 4.1 Teachers' Highest Level of Education

Highest Level of Education	f	%
Master degree	1	10
Bachelor of education degree	9	90
Bachelor of arts/science degree	-	-
Diploma in education	-	-
Total	10	100

Table 4.1 shows the trend of the teachers' level of education in teaching of the Kiswahili subject. Data on teachers' academic qualifications indicated that 10 percent of the teachers had achieved Masters in Education while 90 percent of the teachers had achieved a Bachelor of Education Degree. From this data, it is clear that all the teachers teaching Kiswahili subject are qualified professionally and some have achieved very high levels of training like those with a Masters degree. Rueda (1998) observes that principles of teaching and learning extend to effective professional development for teachers. Fillmore and Snow (2000) also suggest that teachers should have knowledge of a number of topics regarding oral, written language including the basic units of language and vocabulary development. This will make them be in a position to teach effectively.

The researcher through the questionnaire sought to gather information on which area of specialization the teacher had trained in. Data on the area of specialization is presented in table 4.2.

Table 4.2 Area of Specialization

Area of Specialization	f	%
Primary school	2	20
Secondary school	7	70
Teacher education	1	10
Total	10	100

Information concerning the teachers' areas of specialization from the analysis indicated that 70 percent of teachers had specialised in secondary education while only 20 % had specialised in Primary school education. In addition, 10 % of teachers had trained in general teacher education. This scenario shows that the teaching and implementation of

the Kiswahili subject curriculum could not be effective given that some of the teachers who are supposed to supervise what and how learning take places in primary teachers training colleges are not trained in the discipline.

Although a majority of teachers had not specialized in teaching in primary teachers training colleges, in-service training of teachers in Kiswahili is important in filling this knowledge gap. Ministry of Education Hand Book (1991) echoes that enough time should be used in updating teachers on the content of the subject. The current study thus gathered information to determine whether teachers and heads of departments in primary teachers training colleges underwent in-service training in Kiswahili.

Data regarding in-service training in Kiswahili for teachers and heads of department is presented in table 4.3.

Table 4.3 In-Service Training in Kiswahili for Teachers and Heads of Subject

Responses	Teachers		Heads of Subject	
	f	%	f	%
Yes	4	40	1	33
No	6	60	3	67
Total	10	100	3	100

It is evident from Table 4.3 that majority of teachers (60%) and head teachers (67%) had not been in-serviced in teaching of Kiswahili in PTTCS. This may imply to mean that continued teacher development in PTTCS was minimal. However, 40 % of teachers and 33% of heads of subject said they had occasionally attended in-service training on the teaching of Kiswahili. The usefulness of in-service training in Kiswahili according to teachers is: mastery of content, better teaching and acquiring new teaching methods in Kiswahili. Rueda (1998) observes that principles of teaching extend to effective

professional development of teachers. Successful professional development must be long term and should incorporate opportunities for learning that center on teachers and students. The researcher noted that most of the in-service training done were short term and were given to just a few tutors. Tutors felt that there is need for more emphasis on the in-service programs due to the changing trends in education.

4.3 The Current Status of Teaching and Learning Resources Used In Teaching of Kiswahili

The second objective was to '*Assess the adequacy and appropriateness of learning resources in teaching of Kiswahili in Primary Teacher Training Colleges*'.

Research objective sought information on the availability and adequacy of the teaching-learning resources in the primary teacher training colleges as regards the teaching and learning of the Kiswahili subject. It was viewed important by the researcher to find out from the teachers and students about these resources because resources form an integral part in the teaching and learning of Kiswahili. Data regarding the availability of teaching-learning resources was collected from teachers. The data is presented in table 4.4.

Table 4.4 Availability and Adequacy of Resources Used in Teaching Kiswahili

Resources	Available		Not available		Adequate		Not adequate	
	f	%	f	%	f	%	f	%
Text books	10	100	-	-	2	20	8	80
Teacher's guide	3	30	7	70	3	30	7	70
syllabus	8	80	2	80	5	50	5	50
Charts/posters	5	50	5	50	2	20	8	80
Pictures	3	30	7	70	1	10	9	90
Flash cards	9	90	1	10	1	10	9	90
Radio	4	40	6	60	2	20	8	80
ICT	1	10	9	90	-	-	10	100

From Table 4.4 it can be noted that all the teachers indicated that text books in primary teachers training colleges were available, while other resources were available in varied proportions. It can be noted from the Table that only 10% of colleges had ICT resources. As concerns the adequacy of the resources used in teachers training colleges, teachers felt that though a majority of resources were available, they were however not adequate. Graham (2001) suggests that instructional materials when available and used effectively make teaching and learning easier especially when abstract concepts are being learnt.

The general trend of the distribution of the books shows that the book resources are available though not enough in some of the primary teachers training colleges in the sample. This means that there are primary teachers training colleges that do not have enough resources. For example apart from text books that had 100 percent indication of being available and adequate, teacher's guide, syllabus, charts/posters, pictures, flash cards and radios have an indication that even if they are available, they are not adequate. Mogeni (2005) observes that resources help recollect and add value to a language class; this is so because resources play a vital role in the teaching and learning process and have proven to have several advantages.

The questionnaires utilized with students gathered information on the instructional materials used by teachers in teaching of Kiswahili. Data collected from the students that explained the instructional materials used by teachers is presented in figure 2.

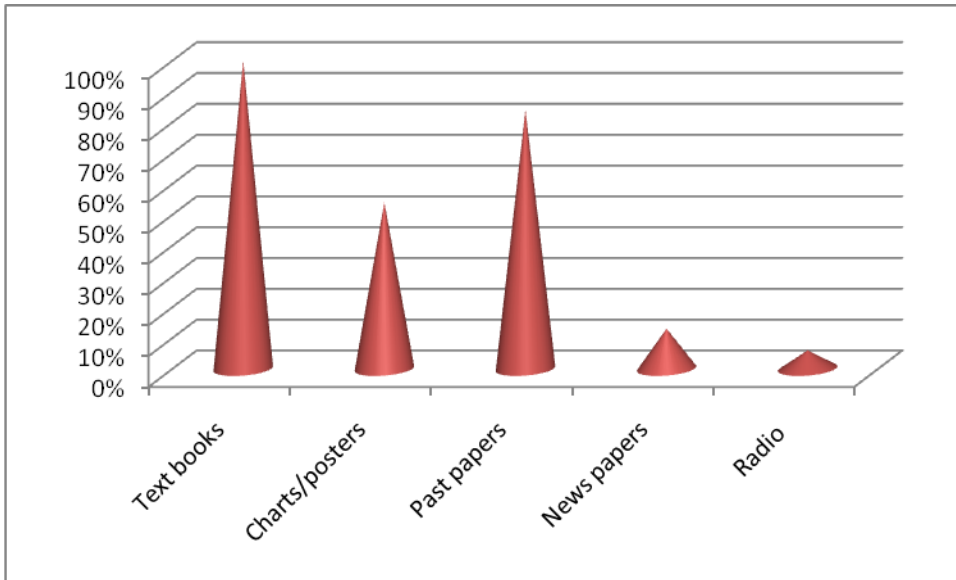


Figure 2 Instructional Materials Used By Teachers in Teaching of Kiswahili

Findings from the study showed that 100 percent of the students said that teachers mostly used text books to teach Kiswahili in primary teacher colleges. Other resources used by teachers were: charts/posters (54%), past papers (84%), newspapers (13%) and radios (6%). From this data, it is clear that even if resources were available some of these resources were not adequate as seen in Table 4.6. In such a situation, the teaching of the Kiswahili becomes hard. This is backed by Ikumi (1985) who notes that resources can become very handy and can be used to alleviate some of the problems faced by teachers in the teaching and learning of Kiswahili.

The study further gathered information from teachers and HOSs on whether all resources required for teaching Kiswahili were provided. The findings are presented in table 4.5.

Table 4.5 Views of Teachers and Heads of Subject on Resources Required in Teaching Kiswahili

Responses	Teachers		Heads of subject	
	F	%	f	%
Yes	1	10	-	-
No	9	90	4	100
Total	10	100	3	100

According to Table 4.5, the study noted that not all resources required by teachers were provided for in the facilitation of teaching Kiswahili as attested by all the HOSs and 90% of teachers.

There were no adequate charts; real objects and videos while reference books in the libraries were not current and were few. This limited the students in acquiring any new skills in Kiswahili and this shows that the system of acquiring these resources was not effective. Kagutunyi (1990) note that teachers in teacher training colleges need adequate teaching materials to make the training of trainees more effective. Responses made by the teachers on the problems they face in the teaching of the subject support that resources were not enough since they indicated that purchasing of books and other resource materials for teaching Kiswahili subject took a long time, resource materials were bought only once a year and if there were any changes and new ones needed, teachers had to wait until the preceding year.

However, teachers improvised such teaching and learning resources from the locally available materials. The materials that were prepared through improvisation by the teachers and teacher trainees are presented in table 4.6.

Table 4.6 Materials Improvised by Teachers and Students

Responses	Teachers		Teacher trainees	
	f	%	f	%
Charts/teaching aids	10	100	81	90
Realia	5	50	63	70
Radio cassettes	1	10	-	-
Flash cards	9	10	75	83

Table 4.6 shows a variety of materials improvised by teachers and teacher trainees for use in the teaching of Kiswahili. All teachers and majority of teacher trainees (90%) used charts and other teaching aids. Other materials that were improvised are: Realia and flash cards. Again Mogeni (2005) stresses the importance of using locally acquired resources to help recollect and add value to a language class.

For those teachers and teacher trainees who indicated that they improvised teaching resources were also required to state problems encountered during the process of improvisation. Table 4.7 shows a list of problems encountered during improvisation.

Table 4.7 Problems in the Improvisation of Teaching Resources

Responses	Teachers		Teacher trainees	
	f	%	f	%
Unavailability of locally available materials	2	20	55	61
Lack of time	10	100	90	100
High cost of improvisation	7	70	81	90

From Table 4.7, all the teachers and teacher trainees complained of lack of enough time to accomplish fully the process of improvisation. Lack of time arose out of the tight

schedule experienced by both teachers and teacher trainees. Heavy teaching load for teachers and tight learning calendars for teacher trainees almost rendered improvisation of materials impossible. It was also noted that some materials acquired locally were too expensive as compared to those purchased from dealers. This rendered the process of improvisation inefficient and untenable.

According to teachers, some materials used in the improvisation of teaching Kiswahili were unavailable in some localities. Graham (2001) says that instructional materials when available and used effectively makes teaching easier especially where abstract concepts are being taught. The researcher noted that limited time and high work load coupled with lack of finance made it impossible for tutors to improvise more resources. Things like radios and ICT materials were unavailable in the colleges making the tutor to result to use of textbooks only. Mogeni (2005) asserts that resources help recollect and value to a language class.

4.4 Attitudes of Kiswahili Tutors and Teacher Trainees towards Kiswahili Subject

The third research objective endeavoured to *'Examine the attitudes of Kiswahili tutors and the teacher trainees towards Kiswahili subject in Primary Teacher Training Colleges'*.

The attitude of tutors and teacher trainees towards teaching and learning of Kiswahili may affect the competency and fluency of the language. Information on attitudes towards Kiswahili subject was gathered from teachers and students who took part in the study. The researcher involved the students since they are the key recipients of the Kiswahili

curriculum. Teachers were involved because they receive and interpret any given change in a curriculum and it all depends on their attitudes towards Kiswahili as a subject.

The research questionnaires utilized with teachers sought to know whether they like Kiswahili subject. In addition, students through questionnaires were asked to state whether Kiswahili is a difficult subject. This data is presented in figure 3.

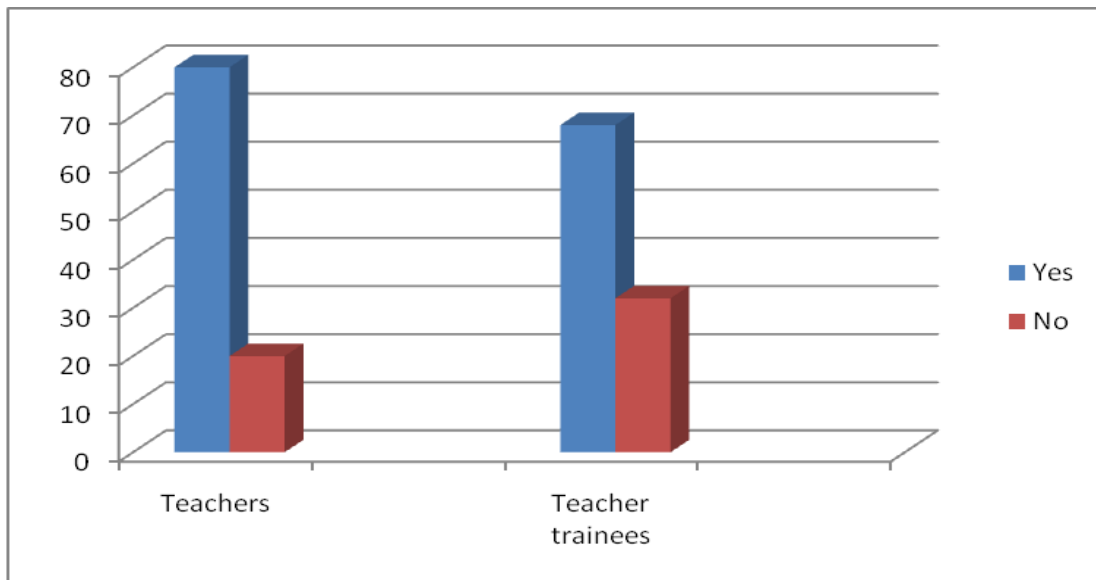


Figure 3 Views of Teachers and Students on Kiswahili Subject

Figure 3 shows that teachers had a positive attitude towards the Kiswahili subject since 80 percent indicated that they liked Kiswahili subject. Only 20 % of the teachers disagreed with this assertion. This clearly implies that the teachers enjoyed teaching Kiswahili. However, when asked on whether Kiswahili subject is hard, majority of students (68%) said yes.

Thirty two percent of the respondents from among students said that Kiswahili subject is not difficult and therefore majority of the students showed that they were unhappy they

had specialised in the subject. Claessen and Stephens (1986) assert that own attitude to language may affect our desire for accuracy and fluency irrespective of other factors. The tutors should portray a positive attitude towards Kiswahili so that the learners can learn from them.

For those students who stated that Kiswahili is difficult, were further required to give reasons as to why Kiswahili is so. This information is presented in table 4.8.

Table 4.8 Views of Students on Reasons why Kiswahili is Difficult

Responses	f	%
It requires the real concept	46	75
Keeps on changing	6	10
Too wide/Little time given to it	51	84
Msamiati makes it difficult	33	54
Many vocabularies	61	100
Lacks role models	1	2
Due to approach used	39	64

The question of what makes Kiswahili hard received varied responses from students. All the students deplored Kiswahili as having many vocabularies and this makes it hard. A majority of students (84%) said that Kiswahili is so wide in content against the short time allocated to it. This means that students do not have ample time to familiarize fully with Kiswahili thus making it a difficult subject. Other reasons given by students on why Kiswahili is difficult are: curriculum keeps on changing and that one has to use the real concept to describe situations.

Asked whether they spoke quality Kiswahili, students responded by giving dichotomous answers which included yes and no as presented in table 4.9.

Table 4.9 Views of Students on Whether They Spoke Quality Kiswahili

Responses	f	%
No	52	58
Yes	38	42
Total	90	100

Majority of students (58%) as per Table 4.9 indicated that students in PTTCs did not speak in quality Kiswahili. An indication of this assertion was that students interviewed in Kiswahili could not complete a full correct sentence. This further confirmed that students in PTTCs may have had a negative attitude towards Kiswahili subject. In addition, this also provides clear evidence that students did not practice fully in speaking Kiswahili.

For those students who said that they did not speak in quality Kiswahili, were also required to give reasons for not speaking quality Kiswahili. Information on reasons for not speaking quality Kiswahili was collected, analysed and presented in table 4.10.

Table 4.10 Reasons for Not Speaking in Quality Kiswahili

Responses	f	%
Influence of sheng/other languages	33	63
Its difficult	3	6
Influence from peer	7	13
Little exposure to the language	3	6
Negative attitude from others	3	4
Lacks sufficient vocabularies	1	2
Little/Poor motivation	3	6
Feel uncomfortable	1	2
Total	52	100

Students as per Table 4.10 had varied responses as regards reasons for not speaking in quality Kiswahili. Sixty three percent of students attributed poor quality Kiswahili to the influence of Sheng and other languages such as English and foreign languages. Peer influence according to Table 4.11 also played part for students not speaking in quality Kiswahili. It was noted that students speaking in English and vernacular languages discouraged other students from speaking in Kiswahili. Other reasons given for not speaking in Kiswahili though in lower magnitude are: that Kiswahili is difficult lacks sufficient vocabularies and that student's feel uncomfortable when speaking in Kiswahili.

Even though students had earlier in a section of this study indicated varied reasons for not speaking in Kiswahili ,the researcher felt justified to involve the same category of students in suggesting ways to enhance speaking quality Kiswahili among the students in PTTCs. Suggestions from students to enhance the quality of spoken Kiswahili are contained in table 4.11.

Table 4.11 Suggestions for Students Speaking in Quality Kiswahili

Responses	f	%
Speaking Kiswahili throughout	17	44
Reading Kiswahili novels/Materials	19	47
Provide textbooks to learners	4	10
Teach Kiswahili formally	1	3
Award performers	1	3
Motivate/Encourage people to speak	7	18
Have good role models	1	3
Abolish speaking mother tongue	4	10
Use Kiswahili as a medium of teaching	1	3
Public campaigns for Kiswahili	2	5
Total	39	100

Speaking Kiswahili as a language of instruction amongst students and teachers all the time would enhance the quality of speaking Kiswahili among the students as attested by 44% of students.

A majority of students (47%) said that reading Kiswahili novels and other literal materials can enhance the quality of the language since students would be exposed to new

terms and ways of thinking. This enhances the learning of various skills in language and also makes the learners to be self-motivated.

Ten percent of the students indicated that they enjoyed reading books, meaning that students were interested in reading Kiswahili materials only that they were curtailed because the books were not enough. Gachathi Report (1976) recommended that quality and affordable resources be made available to all learners. Other suggestions to improve Kiswahili language as indicated by students are: award performers, motivate/encourage people to speak, have good role models, abolish speaking mother tongue, and use Kiswahili as a medium of teaching and public campaigns for Kiswahili.

As concerns students' attitude towards Kiswahili, teachers were asked to state the students' attitude towards Kiswahili. Table 4.12 shows the distribution of the teachers on the rating on students' attitudes towards Kiswahili subject.

Table 4.12 Teachers' Rating on Students' Attitude towards Liking Kiswahili

Responses	f	%
Students like Kiswahili	6	60
Students dislike Kiswahili	4	40
Total	10	100

According to table 4.12, (60%) of teachers indicated that students in PTTCs liked Kiswahili subject. Table 4.12 shows that students had a positive attitude towards the Kiswahili subject.

From the findings, it can be seen that majority of the students had a positive attitude towards Kiswahili subject since only 40% of teachers said that students disliked the subject

The current study gathered views from students on the easiness of teaching Kiswahili. Information concerning students' views is presented in the figure 4.

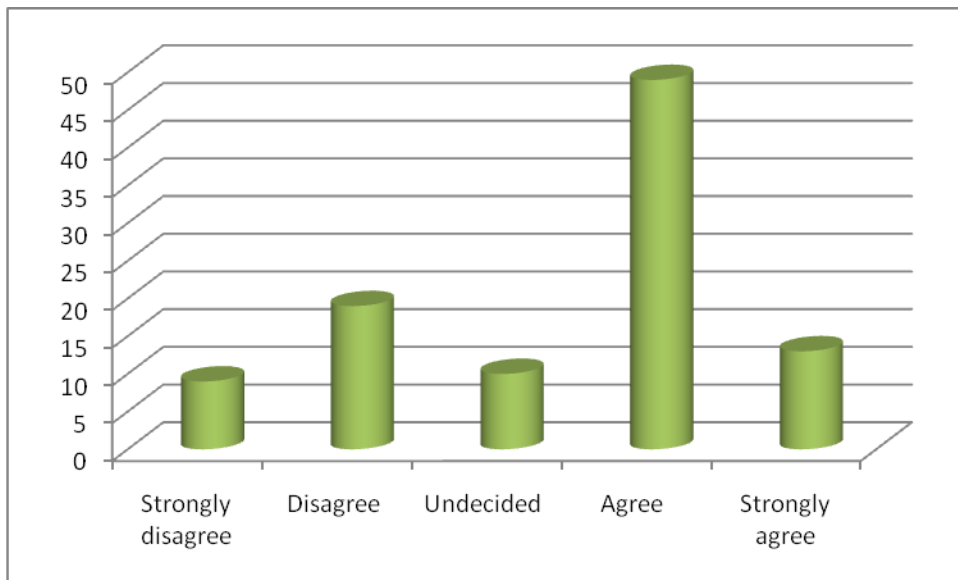


Figure 4: Students Views on the Easiness of Teaching Kiswahili

Information gathered by the researcher as per Figure 4 indicates that 62 percent of the learners said that learning Kiswahili subject is easy, while nine percent said they were not sure. Twenty eight percent of the learners indicated that teaching Kiswahili is not easy. The 17 percent of students who were not sure imply that Kiswahili was not effectively taught either through the methods used, the preparedness of the teachers or even availability of the necessary teaching and learning resources and their use which makes the teaching of Kiswahili look hard.

To be able to identify the attitude of students on the complexity or simplicity of specific areas in the teaching and learning of Kiswahili, views of students was collected and the information presented in table 4.13.

Table 4.13 Views of Students in Teaching/Learning Kiswahili

Responses	Difficult		Neutral		Simple		Very simple	
	f	%	f	%	f	%	f	%
Mbinu za kufunza Kiswahili	20	23	30	35	31	36	6	7
fasihi ya Kiswahili	13	15	19	22	44	50	12	14
Sarufi ya Kiswahili	21	24	21	24	39	44	7	8
Msamiati wa Kiswahili	60	69	15	17	9	10	3	3

Among the specific areas considered for scrutiny in the teaching and learning of Kiswahili are: *mbinu za kufunza kiswahili*, *fasihi ya kiswahili*, *sarufi ya kiswahili* and *msamiati wa Kiswahili*.

According to Table 4.13, majority of students (69%) believed that learning of *msamiati wa Kiswahili* was difficult. This view was prompted by the fact that unless they are exposed to various reading materials learning of Kiswahili remains abstract to students. Wringe (1995) observed that resources should not only be used to motivate the learners but also for assisting the teacher in accomplishing their teaching tasks. However, 13% of students felt that learning *Msamiati wa Kiswahili* is simple. It was also noted that majority of students were of the opinion that teaching and learning of *Mbinu za kufunza*

Kiswahili (43%) fasihi ya Kiswahili (64%) and Sarufi ya Kiswahili (52%) were also simple.

The HOSs who were interviewed concurred that although Kiswahili looks hard, its overall importance in the circles of linguistics cannot be overemphasized. More so, they were unanimous in noting that Kiswahili has currently been entrenched as a national language in the constitutional. The exposed importance of Kiswahili consequently prompted the HOSs to affirm their undivided support for Kiswahili being made a compulsory subject for all students in PTTCs.

One of the importance that were attached to Kiswahili according to the HOSs was that every one need to learn it since it is currently a national language and can be used in all sphere of life and in other subjects.

4.5 Instructional Methods utilized by Kiswahili Tutors in Teaching of Kiswahili

The fourth objective was to '*Determine effectiveness of instructional methods used by tutors in teaching and learning of Kiswahili in Primary Teacher Training Colleges*'.

In order for the researcher to achieve a complete overview of the use of varied methods in teaching Kiswahili and their appropriateness, the students and teachers were asked to fill in the questionnaire that had items that sought the extent of usage and the appropriateness of these methods.

The items on questionnaire sought information on whether students are taught any teaching methods during teaching and learning of Kiswahili. The information on the above was collected, analysed and presented in Figure 5.

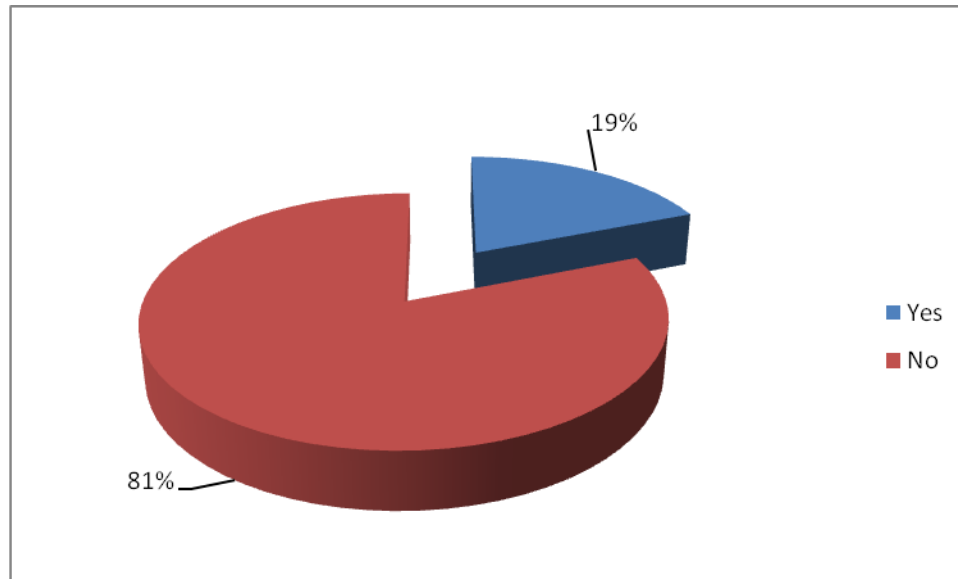


Figure 5: Views on whether Students are Taught Teaching Methods in Kiswahili

According to Figure 5 majority of students (81%) said they were taught teaching methods in Kiswahili. Only 19% of students felt that they have not been taught teaching methods in Kiswahili. In addition, questionnaire utilized with students sought information on the teaching method that the learners exposed to. According to Claessen and Stephen (1986), different skills need different techniques and methods of developing them. Information on the method that was most preferred for the students was presented in table 4.14.

Table 4.14 Teaching Methods Taught to Students

Teaching Methods Taught	f	%
Demonstration/Role play/Dramatization	35	32
Discussion	43	39
Lecture method	6	5
Maswali (question /answer/ method)	11	10
Grouping	2	2
Project method	4	4
Story telling	8	7
Discovery method	2	2

Table 4.14 shows the information gathered on the method that was the most appropriate for students in learning Kiswahili. This was qualified by 10 percent of the respondents from among the students who indicated that they were trained on question and answer method, 32 percent were trained on demonstration/role play/dramatization, 39 percent were skilled in discussion, four percent preferred project method, and five percent used lecture method, while 13 percent were exposed to story telling method. These results imply that most students received training mostly on demonstration/role play/dramatization, prefer question and answer method and discussion. The tutors should therefore teach the teacher trainees on the methods they will use in teaching the three skills in primary schools (Claessen & Stephen, 1986).

Information on whether the students were able to apply the teaching methods taught is presented in table 4.15.

Table 4.15 Views of Teachers and Students on Whether Students Are Able to Apply Teaching Methods Taught

Responses	Students		Teachers	
	f	%	f	%
No	18	20	1	10
Yes	72	80	9	90
Total	90	100	10	100

Majority of students (72%) concurred with majority of teachers (90%) that students were able to apply correctly the teaching methods taught. Teachers indicated that students were able to form small group discussions as a form of teaching method. Others were able to demonstration/role play/dramatization and participated in story telling amongst themselves.

For those students who indicated that they were not able to apply teaching methods taught were also required to give reasons why they are not able to apply them. This data is presented in table 4.16.

Table 4.16 Reasons Given by Students for Not Being Able To Apply Teaching Methods

Reasons not Being Able to Apply the Methods Taught	f	%
Am not conversant with method	1	8
Its difficult/impossible to apply	3	23
Not been taught	7	54
Not able to deliver well in Kiswahili	2	15

Students expressed various reasons that deny them a chance to apply teaching methods normally utilized in PTTCs. Of significant importance is the fact that majority of students (54%) indicated that they have not been taught any teaching methods applied in Kiswahili. Other reasons given by students are: that they are not conversant with any method, it is difficult to apply those methods and they are not applicable well in teaching Kiswahili when applied. Hill and Bobbyn (1979) observed that trainees will learn application of methods of teaching by watching their trainers use them practically in a classroom situation.

To compare methods utilized by students and teachers in teaching the preparation and teaching of Kiswahili, questionnaires used with teachers sought information on the methods applied by teachers in teaching of Kiswahili. Data gathered by the researcher is presented in table 4.17.

Table 4.17 Instructional Methods Used by Teachers to Teach Kiswahili in PTTCs

Responses	Lecture		Discussion		Presentation		Assessment	
	f	%	f	%	f	%	f	%
Fasihi (literature)	10	100	10	100	-	-	10	100
Mbinu za kufunza(methodology)	6	60	-	-	10	100	10	100
Sarufi ya Kiswahili(grammar)	10	100	10	100	-	-	10	100
Msamiati (vocabulary)	10	100	-	-	-	-	8	80

It is evident from Table 4.17 that teachers utilized various methods in teaching Kiswahili. For instance when teaching Fasihi (literature), all teachers used lecture, discussion and assessment methods. Teaching methods in Kiswahili was delivered mostly through

presentation and assessment methods according to all the teachers. In addition, 60% of the teachers also indicated that lecture method was also used. The statement on how the teachers taught *Sarufi ya Kiswahili* (grammar) received similar responses. All the teachers were of the opinion that when teaching Kiswahili, the most popular methods were lecture, discussion and assessment. Achanji (2005) noted that pre-serviced teacher education students complained that the training was more theoretical and was lacking the real bearing of a real classroom situation.

However, the statement on whether the teachers taught *Msamiati* (vocabulary) received varied responses. All the teachers indicated that the most popular method of teaching *Msamiati* (vocabulary) was lecture method while assessment was only used by 80% of teachers. Ngaywa (1980) discovered college tutors always use lecture method and questioning techniques but rarely used learner centered techniques such as experimentation, dramatization and others.

4.6 Measures on Challenges to Teaching and Learning of Kiswahili in Primary Teacher Training Colleges

The fifth objective was *to make recommendations on effectiveness in teaching and learning Kiswahili in PTTCs* in central Kenya. From the foregoing subsections, the current study has identified various issues in the teaching and learning of Kiswahili in PTTCs. Consequently, the researcher sought for information on strategies of improving the teaching/learning process from teachers and learners and the HOSs because these three are directly linked to the curriculum implementation (students as consumers and HOSs and teachers as interpreters and implementers of the curriculum).

Suggestions on how teaching of Kiswahili can be enhanced have been presented in table 4.18.

Table 4.18 Teachers', HOSs' and Students' Suggestions on Enhancing Kiswahili Teaching

What the tutor should improve	Students		Teachers		HOSs	
	f	%	f	%	f	%
Provide More supplementary materials	14	16	10	100	3	100
Offer Individualized assistance	3	3	8	80	1	33
Improve on teaching methods/Content delivery	36	40	2	20	2	67
Use practical approach examples/Aids	6	7	5	50	1	33
Allocate More time to Kiswahili teaching	11	12	10	100	2	67
Use more varieties in teaching	10	11	6	60	2	67
Early coverage of syllabus	2	2	8	80	3	100
Stop students' intimidation during class time	2	2	-	-	-	-
Attend all lessons to ensure syllabus coverage	5	6	9	90	3	100
Use pure Kiswahili in teaching-avoid 'sheng'	1	1	1	10	1	33

Learners gave suggestions that to improve learning of Kiswahili in PTTCs Kiswahili learning time should be increased in order for them to have ample time to prepare. On the contrary, teachers said they needed more time in order to cover the syllabus. However, HOSs during the interview said that teachers had enough time only that they did not utilise the time well. The HOSs cited the teachers who keep seeking for permission to be away for personal reasons. Such teachers failed to create extra time to recover for the lost time once they resume duty. Even though the teachers needed more time, HOSs lamented

that the schemes of work showed that the Kiswahili subject was accorded the recommended time and number of lessons.

Forty percent of the learners felt that the teachers should improve methods in their teaching and content delivery. This was supported by 67 % of the HOSs who said that they were not satisfied by the way the teachers handled the Kiswahili subject because mostly teachers relied on lecture method. Ngaywa (1980) discovered that college teachers always use lecture method and rarely use learner centred methods. Teachers should use individualized and student- centred approaches and motivate learners. This would motivate the learners and transform their attitudes towards the Kiswahili subject. It was also noted from the study that there was harmony in teachers, students and HOSs views on the provision and allocation of more materials in the learning and teaching of Kiswahili. Other suggestions to enhance the teaching of Kiswahili are: teachers to offer Individualized assistance, teachers to use various methods in teaching Kiswahili, Early coverage of syllabus by teachers and teachers to attend all lessons to ensure syllabus coverage.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter gives a summary of the findings, conclusion and recommendations drawn from the findings in connection with the challenges to teaching and learning of Kiswahili in primary teachers' colleges in Central Kenya.

5.2 Summary of the Findings

The study findings from the analyzed data are presented under the following themes derived from the research questions of the study:

5.2.1 The Qualifications of Tutors Teaching Kiswahili in Primary Teacher Training Colleges

The study revealed that all teachers included in the sample were professionally trained with 90% having been awarded Bachelor of Education Degree and 10% holding a Masters Degree. However, majority of teachers (80%) had not been trained to teach in PTTCS. Only 20 % had specialized in Primary school education.

Although in-service courses are important for practicing teachers, majority of teachers (60%) and head teachers (67%) had not been in-serviced in teaching of Kiswahili in PTTCS. However, the study showed that the few teachers and HOSs who had attended in-service courses said they had just attended once and the facilitators were not Kiswahili subject specialists.

5.2.2 The Current Status of Teaching and Learning Resources Used In Teaching of Kiswahili

It was evident from the study that text books in primary teachers training colleges were available. However, other resources were available in varied proportions. The study noted that only 10% of colleges had ICT resources. As concerns the adequacy of the resources used in teachers training colleges, teachers felt that though a majority of resources were available, they were however not adequate. The general trend of the distribution of the books shows that the book resources were not enough in some of the primary teachers training colleges in the sample. Resources that were available and not adequate are: teacher's guide, syllabus, charts/posters, pictures, flash cards and radios. However, teachers improvised such teaching and learning resources from the locally available materials. The materials that were prepared through improvisation by the teachers and teacher trainees are charts, teaching aids, Realia and flash cards.

The study exposed the problems faced by teachers when improvising teaching and learning resources. These problems were: unavailability of locally available materials, lack of time and high cost of improvisation.

5.2.3 Attitudes of Kiswahili Tutors and Teacher Trainees towards Kiswahili Subject

Attitudes for teachers were positive towards Kiswahili subject as revealed in the study.

However, majority of students (68%) said that Kiswahili was difficult. The reasons given for its complexity are that: Kiswahili requires the real concept (75%), keeps on changing (10%), too wide/Little time given to it (84%), it has Msamiati that makes it difficult (54%) and it has many vocabularies (100%). Majority of students (58%) confided of not using quality Kiswahili when communicating information in the colleges. Reasons given

for not speaking Kiswahili are due to influence of Sheng and other languages such as English and foreign languages, peer influence, Kiswahili is difficult, lacks sufficient vocabularies and that student's feel uncomfortable when speaking in Kiswahili. Remedies suggested by students for improving Kiswahili are: students and teachers to use Kiswahili all the time, reading Kiswahili novels and other literal materials.

Other suggestions to improve Kiswahili language are: award performers, motivate/encourage people to speak, have good role models, abolish speaking mother tongue, and use Kiswahili as a medium of teaching and public campaigns for Kiswahili. The study revealed that students had a positive attitude towards the Kiswahili subject since 60% of teachers said that students liked the subject. This was confirmed by 62 percent of the learners who said that learning Kiswahili subject is easy.

On the complexity teaching and learning of Kiswahili in the areas of *mbinu za kufunza kiswahili, fasihi ya kiswahili, sarufi ya kiswahili and msamiati wa Kiswahili* majority of students (69%) believed that learning of *msamiati wa Kiswahili* was difficult. However majority of students were of the opinion that teaching of *Mbinu za kufunza Kiswahili* (43%), *fasihi ya Kiswahili* (64%) and *Sarufi ya Kiswahili* (52%) were simple.

5.2.4 Instructional Methods utilized by Kiswahili Tutors in Teaching of Kiswahili

The teachers in the current study used different methods of teaching Kiswahili since majority of students (81%) said they were taught teaching methods in Kiswahili. The frequently used methods were: question and answer method, demonstration/role play/dramatization, project method, lecture method, discussions and story telling method. Majority of teachers (90%) and students (72%) also felt that students are able to apply

methods taught. Reasons for students not being able to apply teaching methods taught were: that they are not conversant with any method, it is difficult.

5.2.5 Measures Taken to Mitigate Against Challenges to Teaching and Learning of Kiswahili in Primary Teacher Training Colleges

Learners, teachers and HOSs gave suggestions that would improve learning of Kiswahili in PTTCs. Kiswahili learning time should be increased, teachers should improve methods in their teaching and content delivery, teachers should use individualized and student-centred approaches and motivate learners, learners to attach positive attitudes towards the Kiswahili subject, provision and allocation of more materials in the learning and teaching of Kiswahili, teachers to offer Individualized assistance, teachers to use various methods in teaching Kiswahili, early coverage of syllabus by teachers and teachers to attend all lessons to ensure syllabus coverage.

5.3 Conclusion

There are many areas involved in effectiveness teaching and learning of Kiswahili in primary teachers' colleges in Central Kenya ranging from no proper utilisation of teaching and learning time, inadequacy of teaching and learning materials and use of improper methods in teaching. Based on the results of the findings, the following conclusions have been made:

- a) A majority of teachers in the colleges have not been trained to teach in PTTCs. In addition, majority of teachers had not been in-serviced in teaching of Kiswahili in PTTCs.
- b) There were inadequate resources to teach Kiswahili.
- c) There is a negative attitude towards Kiswahili among some students.

- d) The teachers used different methods of teaching Kiswahili. However, the most popular methods were teachers-centred. The frequently used methods were: question and answer method and lecture method.
- e) The problems faced by teachers when improvising teaching and learning resources were: unavailability of locally available materials, lack of time and high cost of improvisation.

5.4 Recommendations

Based on the study findings and conclusions the researcher made the following recommendations based on the study objectives and questions:

- a) The study has established that majority of teachers had not been trained to teach in PTTCs. Due to this the study recommends that college tutors be regularly in-serviced.
- b) The study recommends that PTTCs initiates income generating activities to supplement the purchase of additional resources.
- c) The study suggests that tutors should use friendly teaching methods such as learner-centred, individualized and constructivism methods.
- d) The study suggests that tutors should use locally available materials to improvise more recourses and the administration to provide funds where necessary.
- e) The study recommends that trainees be motivated by awarding performers and also encourage them to communicate in Kiswahili. Kiswahili tutor should be good role models by themselves speaking in Kiswahili outside class.

5.5 Suggestion for Further Study

The current study explored the challenges to teaching and learning of Kiswahili in primary teachers' colleges in Central Kenya. Another study should be carried out to explore the challenges to teaching and learning of Kiswahili in Primary schools in Kenya.

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APPENDIX I: LETTER OF INTRODUCTION

To _____

Dear Sir/Madam,

RE: RESEARCH QUESTIONNAIRE

I am a masters student in Kenyatta University. The questionnaires have been designed to gather information on the challenges that are experienced in teaching and learning of Kiswahili in PTTCs in Kenya.

You have been selected to take part in the study. Please assist me in the exercise by completing the questionnaires as accurately as possible. The findings will be treated with confidentiality and will be completely anonymous. You are therefore required not to write your name in any part of the paper.

Thanks in advance

Yours faithfully,

Ndirangu W. Christine

APPENDIX II: TEACHERS' QUESTIONNAIRE

SECTION A - DEMOGRAPHIC DATA

1. Gender

Male [] Female []

2. Age

(a) 20-30 [] (b) 31-35 [] (c) 36-40 [] (d) 41 and above

3. Which is your highest level of education? Tick whichever is applicable

i). Masters degree []

ii). Bachelor of Education Degree []

iii). Bachelor of Arts/Science Degree []

iv). Diploma in Education []

v). Others (Specify)_____

4. How long have you taught?

i). Primary school _____ years

ii). Secondary school_____ years

iii). Teacher Education_____ years

iv). Technical Institute_____ years

5. In your professional training which areas were you trained to teach

i). Primary school []

ii). Secondary school []

iii). Teacher Education []

iv). Technical Institute []

6. a). Have you ever attended any Kiswahili in-service training?

Yes [] No []

b). If Yes, how have the in-service helped you in teaching of Kiswahili_____

7. What is your work load in a week_____

8. In your view how has the pre-service training you received assisted you in the teaching of Kiswahili to teacher trainees_____

SECTION B: AVAILABILITY AND USE OF RESOURCES

1. Resources found in schools/colleges are as indicated below. Please tick for the resources that are available in your college and are used in teaching of Kiswahili.

Type of resource	Available	Usable	Quality		Quantity	
			Good	Poor	Enough	Not enough
Text books						
Teachers guide						
Syllabus						
Charts/posters						
Pictures						
Flash cards						
Radio						
Others (specify)						

2. List the teaching and learning resources that you use in teaching of Kiswahili _____

3. List the teaching and learning materials that you improvise for use in teaching Kiswahili.

4. a). Do you encounter any problems while preparing the teaching and learning materials
Yes [] No []
b). If Yes, state the problems you encounter _____

c). Suggest solutions to the above problems _____

5. Please react to the following statements by ticking appropriately

Statement	Yes	No
a) Resources help learners understand better, Kiswahili as a second language?		
b) Do you like using resources in teaching Kiswahili?		
c) Do you practically train your learners on how to prepare and use the resources in teaching of Kiswahili?		
d) Do you take more time when teaching using resources		

SECTION C: INSTRUCTIONAL METHODS AND ATTITUDES TOWARDS

KISWAHILI

1. a). Are you able to cover the PTE syllabus for Kiswahili in 2 years of training?
Yes [] No []
b). If No, give reasons _____
c). Suggest a solution to the above problem _____
2. What instructional methods do you use to teach the following areas?
 - i). Fasihi (literature in Kiswahili) _____
 - ii). Mbinu za kufunzia (methodology) _____
 - iii). Sarufi ya Kiswahili (grammar) _____
 - iv). Msamiati wa Kiswahili (vocabulary) _____
3. How often do you assess Kiswahili lessons during TP (teaching practice)
 - i). Very frequent []
 - ii). Frequent []
 - iii). Occasionally []
 - iv). None at times []
4. a). Do your students make good use of learnt teaching methods during TP (teaching practice) Yes [] No []
b). If No, give reasons _____

- c). Suggest a solution to the above problem _____

5. Give suggestions on how we can improve the teaching of Kiswahili in primary teacher training colleges. _____

SECTION D: ATTITUDES TOWARDS KISWAHILI

1. Do you like teaching Kiswahili Yes [] No []
2. a). Do you miss lessons without adequate reason Yes [] No []
- b). If yes, give reasons_____
- _____

3. a). Do you feel comfortable in teaching the following areas

Statement	Yes	No
a) Fasihi (literature in Kiswahili)		
b) Mbinu za kufunzia (methodology)		
c) Sarufi ya Kiswahili (grammar)		
d) Msamiati wa Kiswahili (vocabulary)		

- b). If No to any of the above, state the reason why you are not comfortable._____
- _____
4. How do you rate your students attitudes towards Kiswahili language as a subject
- i). They like it []
- ii). They dislike it []
- iii). Simple []
- iv). Difficult []
- v). They are neutral []
5. a). Do you mark schemes of work and lesson plans for teacher trainees thoroughly
- Yes [] No []
- b). If no, give reasons_____
- c). Suggest solutions to the above problem_____
- _____
- _____

APPENDIX III: STUDENTS' QUESTIONNAIRE

SECTION A: DEMOGRAPHIC INFORMATION

1. Gender

Male Female

2. Your age category

a) 18 – 20years

b) 21 – 25years

c) 26 – 30 years

d) 31 – 35years

e) Over 35years

3. What was your overall grade in KCSE _____

4. What grade did you score in Kiswahili _____

5. Do you attend all the Kiswahili lesson in a week

Yes No

SECTION B: INSTRUCTIONAL METHODS AND RESOURCES

1. What instructional materials do your Kiswahili tutor use to teach in class _____

2. List the teaching and learning resources that you have been taught on how to prepare and use in classroom teaching _____

3. a). Are you able to improvise the teaching and learning resources that are relevant to teaching Kiswahili. Yes No

b). If No, give reasons _____

c). Suggest a solution for the above problem _____

4. a). Are you taught any teaching methods during the teaching and learning of Kiswahili? Yes No

b). If Yes, list the teaching methods taught _____

5. a). Are you able to apply the teaching methods taught when you go for teaching practice? Yes [] No []
- b). If No, state reasons_____
- _____
- c). Suggest a solution for (b) above_____
- _____
6. a). Is the syllabus covered adequately within the time frame?
 Yes [] No []
- b). If No, give reasons_____
- _____
- c). Give suggestion for (b) above_____
- _____
7. Has the college provided you with Kiswahili text books to enable you learn efficiently? Yes [] No []

SECTION C: ATTITUDES TOWARDS KISWAHILI SUBJECT

1. a). Is Kiswahili a difficult subject Yes [] No []
- b). If Yes, state reasons_____
- _____
2. a). Do you speak quality Kiswahili outside Kiswahili class
 Yes [] No []
- b). If No, state reasons_____
- _____
- c). Suggest a solution to (b) above_____
- _____
3. Teaching Kiswahili in primary schools is easy.
- a) Strongly disagree []
- b) Disagree []
- c) Undecided []
- d) Agree []
- e) Strongly agree []

4. How do you find the following areas in teaching and learning of Kiswahili? Tick appropriately

Area	Difficult	Simple	Very simple	Neutral
Mbinu za kufunza				
Fasihi ya Kiswahili				
Sarufi ya Kiswahili				
Msamiati wa Kiswahili				

5. a) Do you read Kiswahili literary materials such as Kiswahili novel apart from the set books? Yes No
- b). If No, state reasons _____

- c). Give suggestion to (b) above _____

6. How does your tutor help you understand your difficult area in Kiswahili subject _____

7. State what you would want your tutor to improve, for you to acquire adequately skills required in teaching and learning of Kiswahili for you to be in a position to apply them when you graduate. _____

APPENDIX IV: INTERVIEW GUIDE FOR TEACHERS

The aim of this interview is to gather information on challenges to teaching and learning of Kiswahili in primary teacher training colleges. The information will purposely be used for this research only and will be treated with strict confidentiality

1. How long have you taught in a primary teacher training college. _____
2. a). Have you ever received any in- service training? Yes [] No []
b). Was it of good quality and help to you? Yes [] No []
3. a). Do you have all the needed resources in teaching of Kiswahili in the college.
Yes [] No []
b). If No, what do you think need to be added or improved _____

4. What external or internal factors in the college do you think have a negative impact in teaching and learning of Kiswahili _____

5. a). Do you think Kiswahili is an important subject to be taught and be compulsory to all students in primary teacher education? Yes [] No []
b). Give reasons for (a) above. _____

6. Do the trainees who join PTTC have adequate knowledge of Kiswahili as a subject?
Yes [] No []
7. Do you face any challenges while teaching speech?
Yes [] No []
8. How do you ensure your learners can pronounce Kiswahili words correctly? _____

APPENDIX V: PERMIT

PAGE 2 **PAGE 3**

THIS IS TO CERTIFY THAT **PERMIT No. NCST/RCD/14/012/14**

Prof./Dr./Mr./Mrs./Miss./Institution **Date of issue 23rd March 2012**

Ndirangu W. Christine **Fee Received**

Of (Address) Kenyatta University

P.O BOX 43844, Nairobi

has been permitted to conduct research in

	Location
	District
Central province, Kenya	Province

**Topic: Challenges of teaching and learning of Kiswahili
in Primary Teachers' Colleges in Central Kenya.**

For a period ending 28th June 2012

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

