

# Situational Analysis of Implementation of Content Coverage Policies on the Teaching of Kiswahili Language in Public and Private Primary Schools in Bungoma County, Kenya

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**Abstract:** Kenya is a lower middle income economic country on the East coast of Africa with a population of over 47 million people with over 42 linguistically heterogeneous groups. Kiswahili is the Kenya's national language whose use in communication dates back to the colonial period in early 1930s. The teaching of Kiswahili subject has in many instances had many challenges despite content coverage policies in Kenya. This paper seeks to find out how the coverage of content in Kiswahili syllabus in the public and private primary schools showed or failed to show consistency with government policy that the syllabus should be recommended by the Ministry of Education and covered within eight years of schooling. The study adopted a collective case study design to gain an in-depth understanding of the actual coverage of Kiswahili content vis a vis government policy on the same. Qualitative data collected through interviews and focus group discussions were organized into themes, pertinent to patterns of the study, from which the researchers examined the usefulness of information in response to the research questions while descriptive analyses were used to present quantitative data.

**Keywords:** Kiswahili, content coverage, implementation, policy

## 1. Introduction

Kenya is a lower middle income economic country on the East coast of Africa with a population of over 47 million people (KNBS, 2019). It is believed that Kenya has at least 42 tribes (Balaton-Chrimes, 2021), each of these tribes speaking their own language thus qualifying as a multilingual state like many other African countries. Language-in-education policies in primary level education in Africa are the norm due to the multilingual nature of the continent. Most countries use languages including English, French, and Portuguese, for teaching, sometimes from as early as Grade One. Various reasons are advanced against the use of indigenous languages; lack of terminology, lack of books, lack of teachers, threat to national unity, and parental preference (Onyango, 2020). Consequently, indigenous languages are left with peripheral roles in most education systems. Only Tanzania has successfully used Kiswahili in teaching content knowledge throughout the primary school level (Mashamba, 2020).

In spite of many native languages spoken in Kenya, Kiswahili is the national language, hence it is also taught in school as a compulsory subject in the basic education (Habwe & Timammy, 2018). The discourse on teaching and learning of Kiswahili dates back to the colonial period where the colonial masters encouraged the use of a common native language rather than different indigenous languages (VanLeeuwen, Weeks, & Guo-Brennan, 2017). To date, the teaching and learning of Kiswahili language still experiences barriers of different paradigm, some of which are policy related while others are practice related. While Kiswahili and English are the two major languages taught in

Kenyan schools alongside others such as French and German, English is the only language of instruction in all other subjects such as Mathematics and Science. For this reason, there is a tendency for parents and teachers alike to put more emphasis on English rather than Kiswahili believing that English plays a critical role in the success of other subjects (Hornberger, Tapia, Hanks, & Dueñas, 2018).

The language-in-education policy for basic education institutions was enacted in 1976 by the Gachathi Commission as discussed by (Mose, 2017). The commission introduced the use of mother tongue as the language of instruction in lower primary, thus contradicting the recommendations of the Ominde commission (1964) which indicated that native languages were ill-equipped to play this role. To have Kiswahili enriched in vocabulary and style of expression, there was a need to have an institution where its grammar and vocabulary could be improved (Tramutoli, 2017). The school was the best institution that could help in the enrichment of Kiswahili language. For Kiswahili to be taught well, there had to be a policy framework to guide the implementation process.

Policy determines the direction to the current and future decision making in the educational process of any given institution. The attempt by various schools to implement these policies have registered inconsistencies in terms of the stated government policies in the teaching of Kiswahili in primary schools and the actual practice in the field. However, the policies of teaching Kiswahili in primary schools have the potential to make primary education contextually located and locally accessible hence improving the reach and quality of education (Piper, Zuilkowski, Kwayumba, & Oyanga, 2018). Among the challenges that

hinder good quality teaching of Kiswahili in public and private primary schools is inadequate coverage of the content within the specified period of time, lack of adequate mastery of the subject content and poor teaching approaches that do not reflect the needs of the learners (Habwe & Timammy, 2018). This necessitated a study on how the teaching of Kiswahili is being done in line with the government policy which states that the content taught in primary Kiswahili curriculum should be approved by the Ministry of Education (MoE) and covered within eight years of learning across the classes (Onyango, 2020). This study sought to fill the gaps that existed in functional relationships between these policies on the coverage of content in the syllabus prescribed by the MOE for the teaching of KLE in primary schools on the one hand, and, on the other hand, actual practice in terms of teaching in primary schools during its implementation. This study is primarily focussed on a comparative analysis of content policy implementation between public and private primary schools in Bungoma, Kenya.

## 2. Materials and Methods

A collective case study design of selected primary schools in Bungoma Municipality Zone of Bungoma County was done. This design suited this research due to the fact that the main objective of this study was, by way of in-depth analysis, to shade light on the understanding of how beliefs, judgements and opinions influenced policy implementation process. Both qualitative and quantitative techniques of investigation were used in data collection, with more emphasis on the qualitative approaches. Purposive sampling was used in selecting the 38 public and 19 private primary schools out of 57 targeted schools in Bungoma Municipality Zone. The study adopted a collective case study design as a better option for in-depth exploration of a situation.

The sample for this study included 806 informants, out of which 405 (50.2%) were male and 401 (49.8%) females. They included field education officers from MOE and TSC in the study area, head teachers and their deputies, heads of Kiswahili panels, staff teaching Kiswahili in classes 5 and 6 and their respective learners in these classes. In-depth interviews, Focused Group Discussions, observation schedules and questionnaires were used as tools for data collection. This study had both qualitative and quantitative approaches, but more emphasis was on qualitative research. Qualitative data was organized into themes, pertinent to patterns of the study, from which the researcher closely examined the usefulness of information in response to the research questions. Quantitative data was analysed by use of Statistical Package for Social Sciences (SPSS) computer package version 16. Responses from interview and observation schedules, FGDs and questionnaires were organized according to pertinent aspects of the study. Qualitative data was presented in a narrative form with verbatim voices used to support the discussions. Quantitative findings were presented by use frequencies, tables, and graphs. Additionally, bivariate analysis was used to further provide insight on the comparison between public and private schools studied.

## 3. Results and Discussions

### *Coverage of content in the Kiswahili syllabus*

The government policy states that 33 and 30 topics are to be covered per year in classes 5 and 6 respectively. These units are grouped into three categories for terms I, II and III such that each class is to cover eleven and ten units respectively per term. As a matter of policy, the primary school curriculum has allocated five single Kiswahili lessons of 35 minutes each per week to cover the above content. The term dates stipulate that term one and two has 14 weeks each while term three has only nine teaching weeks with week ten being a Kenya Certificate of Primary Education (KCPE) exam week. This calls for the subject teacher to organize their schemes of work to fit in these term dates and strive to cover the said work within the given term dates. A female teacher of Kiswahili at Elephant Academy, a private primary school, stated thus:

*“Our school tradition demands that we teach during the weeks stipulated in the term dates of the year leaving the last week of the term for end term testing. We find that term three has only eight teaching weeks hence the need to reorganize our schemes of work to cover for the unaccounted time. Sometimes this leads to spill over of work from previous classes at the beginning of the year”* (Teacher04, PRI2, 2019).

The content of Kiswahili revolves around the five major skills of language learning which include listening and speaking, reading, comprehension, writing and language patterns. Listening skills help the learner to receive information. Speaking enables the learner to express themselves. Reading enables learner to receive information from written text. The ability to read is the foundation of the learner during the learning process while language patterns help the learner to acquire language competencies.

Ideally, learners in both classes were expected to have covered the prescribed first term’s syllabus as at the time of the study. It was established that Kiswahili was taught as one of the examinable subjects at Kenya Certificate Primary Education (KCPE) level in primary schools. The subject had been allocated an average of six and five lessons per week in private and public schools respectively, on the official school timetables as per the government policy. Majority (67%) of the teachers had the opinion that the time allocated for Kiswahili was not enough compared to English and Mathematics which had each seven lessons per week, Kiswahili had only five lessons. Similarly, Social studies and science had five lessons each while Religious Education had three lessons per week. One male teacher at Lion, a public primary school observed that:

*“There is no regular specific time allocated for the Kiswahili Insha (continuous writing) hence this is either ignored or done outside the allocated time for Kiswahili. This resulted into incomplete syllabus coverage hence a loss of Kiswahili writing skills, (Teacher02, PUB3, 2019).*

Interviews and observation schedules were used in getting information on the extent to which topics in the Kiswahili syllabus prescribed by the MOE were covered. The

researcher went through the class work of 36 sampled learners (six from each of the 3 public schools and 6 from each of the 3 private schools). Notes taken during class lessons, assignments done, exercises given, marked and

corrected, Schemes of Work (SoW.) of staff teaching classes 5 and 6, class lesson attendance registers and lesson observation schedules as well as Record of Work (ROW) covered were recorded.

**Table 1:** Represents units Covered as per learners' Exercise books and Record of work Covered

Unit	Public Schools						Private Schools					
	Lion		Zebra		Giraffe		Elephant		Rabbit		Leopard	
	PEB	ROW	PEB	ROW	PEB	ROW	PEB	ROW	PEB	ROW	PEB	ROW
1	√	√	√	√	√	√	√	√	√	√	√	√
2	√	√	√	√	√		√	√	√	√	√	√
3	√		—	×	√	√	√	√	√	√	√	√
4		√	√	√	√	√	√	√	√	√	√	√
5		√		√	√	√	√	√	√	√	√	√
6				√		√	√	√	√	√	√	√
7							√	√	√	√	√	√
8							√	√	√	√	√	√
9							√	√		√	√	√
10							√				√	√
11												
12												
13												

**Key:** PEB-Learners Exercise Books ROW- Record of Work covered

A verification checklist showing the units derived from the approved syllabus and course books was made. These units were checked against what the learners had covered in their exercise books and what the teachers of Kiswahili had indicated in the ROW covered.

Table 1 presents units covered as per the learners' exercise books and ROW covered for comparison purposes. The syllabus emphasizes coverage of all the language acquisition skills in each unit in the Kiswahili curriculum. All the skills have a recommended spiral approach in the teaching and learning of Kiswahili language (Prosper & Doroth, 2017; Wanjohi, 2017). Hence, the skills are of same importance and value in the learning process. This implies that teachers of Kiswahili were to cover all the units in the syllabus as prescribed in classes 5 and 6 Kiswahili curricula. An analysis of this syllabus shows that a teacher must be adequately prepared in listening and speaking, reading comprehension, and writing skills. The teaching staff also need to be competent in the language patterns and vocabulary. As a consequent, any topic that is not covered in the Kiswahili curriculum amounts to a loss in the Kiswahili language skills needed for its good quality teaching and learning.

From the evidence gathered and presented in the Table 1, one can clearly conclude that most of the public schools had hardly covered half of the expected content for first term as at end of March 2019. On the contrary, the learners' exercise books indicated that most of the private schools had covered the required content yet both public and private schools presented their respective learners for assessment in the end of term one testing. The amount of content covered and emphasis on particular language skills varied from one school to another. For instance, in Lion, a public primary school, the learners' exercise books indicated that only three units had been covered while the record of work covered by the respective teacher showed five units covered. The concerned teacher argued that he used two different exercise books to cover the content. However, there was no proof to

that effect. On the other hand, Leopard academy (a private school) indicated ten units had been covered in both the learners' books and the teachers' record of work covered. Elephant Academy showed that learners had covered ten units while the teacher's records indicated nine units. Perhaps this anomaly may be caused by the teacher not maintaining up to date records. On the contrary, in Zebra primary school (public), the whole of unit three was not covered and no work was also not given. Reasons for skipping this vital unit were not given by the respective informants. While interviewing staff on the actual content covered in classes five and six, a male teacher at giraffe, a public primary school reiterated that:

*“Most of our focus now is on more crucial issues such as the new Competence Based Curriculum and the examinations classes. After all I believe classes five and six learners still have time in school to cover this work” (Male Teacher03, PUB1, 2019).*

**Use of professional documents and coverage of Kiswahili**

In terms of professional documents, most schools had official records indicating that teachers of Kiswahili plan to cover all the eleven and ten units of the outlined course work of classes five and six respectively before the end of term one. Documents in the deputy head teachers' offices revealed that these teachers submit their ROW. covered to their respective lead teachers and these are compared with the class Lesson Attendance Registers (LARs) for verification purposes. The frequency and order or method of submission varied from school to school. The data showing approved teachers' professional records in comparison to those available for use was as shown in table 10 below. A female deputy head teacher at Zebra, a public primary school asserted that:

*“It is quite unfortunate that most of the crucial documents like LARs and class registers have been left in the hands of class prefects by the respective teachers with very little or no supervision in terms of effective update of such records.*

*It leaves gaps in terms of what is on records as compared with actual practice” (Female DHT2, PUB02, 2019)*

Evidence from interview with teachers of Kiswahili confirm that some topics such as speaking, and listening were often neglected in the classes 5 and 6 Kiswahili curriculums. There was a distinct difference between the public and private primary schools’ coverage of content in Kiswahili curriculum.

**Table 2:** Represents the use of professional documents in covering content in Kiswahili

	Public			Private		
	NA	A	A&U	NA	A	A&U
Professional Records			√√√			√√√
Schemes of work			√			√√√
Lesson plans	√	√	√			√√√
Learners’ written work			√√√			√√√
Continuous Assessment Records (C.A.R.)	√√	√			√	√√
Record of work covered (R.O.W.)		√	√√			√√√
Lesson Attendance Register (L.A.R)		√√	√			√√√
Course books			√√√			√√√
Lesson observation records	√√	√			√	√√
Syllabus		√√	√	√	√√	

**KEY:** NA-Not Available, A- Available, A&U – Available and in use

It was noted that most public schools as at the time of the study lacked government support in the provision of Instructional Materials (IMs) for classes five and six hence this negatively impacted on the effective coverage of content. Some of the teachers interviewed in these schools reiterated that the recent supply only catered for classes 1-3 and 7-8. By implication, the crucial classes 5 and 6, who were core in this study, were left out of the supply. A male teacher at Zebra, a public primary observed that:

*“We expect the government to expedite the process of procurement and supply of relevant course books for classes five and six so as to promote the curriculum delivery as per the ministry expectations. They have done well when it comes to lower primary and classes seven and eight. We hope their promise for next term will bear fruits” (Male Teacher05, PUB2, 2019)*

All teachers of Kiswahili interviewed showed their desire to cover the content prescribed in the Kiswahili syllabus. However, their desires and efforts were hampered by various factors which include: changes in the term dates of the academic calendar which were not reflected in the order of content to be covered in the course books, challenges in terms of time allocated to cover Kiswahili syllabus as well as negative attitude from learners who viewed Kiswahili as an inferior subject compared to Mathematics and science (Christine, Billiah, & Jared, 2019). These factors affected the self-esteem of both the teachers and learners hence resulting into laxity and learners being preoccupied with other subjects. According to a female teacher at Giraffe, a public primary school;

*“The dynamics in the education sector are such that there are athletics, drama and scouting competitions punctuated*

*by a one-week compulsory half term in first term. In my view, such issues were not factored in the preparation of content in the available course books for use in our primary schools. This causes a considerable challenge on the rate of syllabus coverage in our schools,” (Female Teacher08, PUB 01, 2019).*

Interviews with the teachers of Kiswahili on the adequacy of the content of primary school Kiswahili curriculum in teaching the subject revealed that the content was sufficient. However, the teachers admitted not covering the intended syllabus in time. There were no definite reasons given for such an anomaly. A male teacher at Rabbit Academy argued that:

*“The director of this school is only interested in schemes of work being handed over on the opening day. Lead teachers only endorse them even without much scrutiny. To make matters worse, there is no agreed uniform format for preparing the schemes of work. Each individual teacher does it depending on the college they attended. I strongly feel something needs to be done” (Male teacher04, PRIV03, 2019)*

It was also noted that in all the private schools sampled, the recommended syllabus for Kiswahili was not effectively put in use since the teachers interviewed admitted not using the syllabus to prepare their schemes of work. Some had downloaded schemes of work which did not reflect the course book in use.

**Frequency of teaching Kiswahili in a Week**

The teacher’s optimal lesson attendance to the learners in each week or period have a direct influence on the quality of teaching the subject. Table 3 shows the number of times learners were taught Kiswahili in a week, the number of learner informants and the percentage for each frequency.

**Table 3:** Number of times Learners were Taught Kiswahili in a Week

No. of Times Per Week	Out of	Number of Times Taught Per Week			
		Public	Private	Total	Percent
Once	5	0	0	0	0.0
Twice	5	1	0	1	16.7
Thrice	5	0	0	0	0.0
4 times	5	1	0	1	16.7
5 times	5	1	1	2	33.3
Others	5	0	2	2	33.3
TOTAL		3	3	6	100

It is evident from the above table that a quarter of the learners were taught more than the recommended five lessons per week. This implies that on average, they were taught Kiswahili once per day. Nearly 66.6% of the learners showed that they were taught Kiswahili five times or more in a week. Perhaps this may be attributed to the fact that some schools had organised for morning and evening as well as weekend teaching for these classes of learners. This is even though policy demands that no weekend or holidays teaching is allowed in the primary school sector. This prohibition was necessary because remedial teaching was commercialized especially during weekends and school holidays, yet the policy provides for remedial teaching during normal schools days and hours. The number of those

who were taught twice, and four times was the same while none of the informants was neither taught once nor thrice per week. This response was attributed to public schools. In Lion, a public primary school, this might have been occasioned by maternity leaves and transfer of affected teachers without making an immediate replacement hence learners were only occupied during remedial lessons. In one occasion, the subject was handled by the school head teacher who apparently was involved in handling administrative issues. This would sometimes eat into the time meant for Kiswahili lessons. There was no proper plan of handling missed lessons hence the cause for the anomaly.

The government policy on the distribution of Kiswahili lessons per week is five single lessons of thirty-five minutes. It is worth noting that none of the private schools recorded less than five lessons per week. This observation indicates that the policy of teaching of Kiswahili was largely adhered to since a greater number of the learner informants were taught the recommended five times per week and beyond. The contrary was observed in the public sector although only Giraffe primary school was close to the target. The study revealed that Lion and Zebra primary schools recorded less than five Kiswahili lessons being taught per week, perhaps painting a general picture of teaching of Kiswahili language in public primary schools in Bungoma county. Those who were taught less than five times are extreme cases that needed administrative action and remedy. Learners who were taught more lessons per week displayed better performance in Kiswahili than those lessons. For instance, in Lion primary (public) school where Kiswahili was taught at least twice per week, the mean score was below 40% in the 2019 mid-term examinations while Leopard Academy (a private school) which recorded more than five lessons had attained 80% the same year in a similar exam tagged Bungoma – Mumias Joint Evaluation Test of term I 2019. A male teacher at Leopard Academy, a private primary school reiterated that:

*“The secret behind good quality teaching and performance of Kiswahili in our school is the amount of time we have devoted to be in contact with our learners. I believe this is what has brought about the exemplary performance, (Male teacher06, PRI 01, 2019).*

#### **Frequency of teaching different subjects during Kiswahili Lessons**

The amount of content covered in any given subject adversely affects the quality of teaching the said subject. This study attempted to establish how often other subjects were taught during Kiswahili lessons in primary schools in Bungoma Municipality. Table 4 shows the frequency in percentages of learner informants in which other subjects were taught during Kiswahili lessons.

In general, nearly three quarters of the learner informants observed that they were not taught other subjects during Kiswahili lessons. On the other hand, nearly a fifth and almost a tenth agreed they were either sometimes or taught other subjects during Kiswahili lessons, respectively. This disparity was mainly reported in the public schools with only one private school registering one class sometimes being taught other subjects.

**Table 4:** Adherence to Teaching Kiswahili Lessons during Prescribed Times

Response	Public	Private	Total	Percent
Yes	6	0	6	8.3
No	24	30	54	75.0
Sometimes	6	6	12	16.7
Total	36	36	72	100.0

Leopard Academy, a private school reported that no other subjects being taught during Kiswahili lessons. This might have been due to team teaching where a teacher assigned a panel member to handle his/her subject whenever the said teacher was not available during the prescribed period for the lesson. This observation implies that Kiswahili as a teaching subject has its own challenges in the school timetable just as any other subject in the primary school curriculum. There was also a possibility that the teaching of other subjects during Kiswahili lessons might be occasioned by other school activities such as meetings, or co-curricular activities among others. The least percentage which shows other subjects being taught during Kiswahili cannot be ignored either. This could be attributed to negative perception and the assumption that the subject is easier to teach compared to other subjects like mathematics and science. This school of thought seems to be a misnomer and consequently it has a negative impact on the quality of teaching Kiswahili in our primary schools.

**Learners' written work, marking and corrections in the teaching Kiswahili** Another vital aspect of content coverage in the quality of teaching Kiswahili in primary schools was the learners' written work, marking and monitoring the corrections being done. This helped to ensure that every learner was involved in the application of the content being taught hence the level of achievement can be ascertained. Table 5 shows the learner informant percentages on whether or not they were given actual written work, which was marked, and corrections done.

**Table 5:** Learners' Written work, marking and Corrections in Primary Schools

Task		Public	Private	Total
	Work Given	24 (40%)	36 (60%)	60 (100%)
Written work	Sometimes	12 (100%)	0 (0%)	12 (100%)
	Not given	0 (0%)	0 (0%)	0 (100%)
Marking	Marked	18 (38%)	30 (62%)	48 (100%)
	Sometimes	12 (67%)	6 (33%)	18 (100%)
	Not Marked	6 (100%)	0 (0%)	6 (100%)
Corrections	Done	18 (38%)	30 (62%)	48 (100%)
	Sometimes	6 (50%)	6 (50%)	12 (100%)
	Not done	12 (100%)	0 (0%)	12 (100%)

From the interview schedules which were supplemented by FGDs and observation schedules, learners were questioned on how Kiswahili lessons were conducted especially giving written assignments, marking, and correcting the work. It was observed that most of the learners were given work to do in their notebooks. This was also supported by the LARs that were maintained in these schools. About 67% of the informants in the public schools were given work to do while a third reported that they were sometimes given the work. All the learners in the private schools were given work to do. Marking of learners' written work and following up on corrections was also considered in this study. Half of

the learners in the public schools had their work marked and corrected while a third observed that the work only sometimes marked and sometimes corrected. A sixth of the learners' work was marked and a similar number was sometimes corrected.

In the private sector, five sixths of the learner informants had their work marked and corrected while only a sixth recorded that the work was sometimes marked and corrected. This implies majority of the written work was appropriately given, marked, and corrected. None of the informants recorded no corrections done and marked. Marking of learners' written work and ensuring correction is done and marked helps in internalizing what the learner had learnt earlier as well as identifying weak areas with a view of offering remedial teaching. This promotes objective coverage of the subject content hence translating into good quality teaching of Kiswahili. A female learner from Rabbit academy (a private school) observed that:

*"Our teacher of Kiswahili frequently gives us homework based on the topic learnt in class. This helps us to widen the scope of understanding the Kiswahili curriculum," (Learner04, C6, PRI 03, 2019).*

A male teacher from Zebra, a public primary school said that:

*"I usually give homework to my learners as per the homework/ assignments timetable in our school. This promotes the quality and amount of content delivery hence translating into good quality teaching of Kiswahili language," (Male teacher08, PUB 02, 2019).*

The reverse was also true such that learners whose work was not marked, and corrections not done registered dismal performance in Kiswahili assessment tests. This was evident from both the examination council's results of the panel tests and the learners' progress records (P.P.R.s). This observation is a helpful pointer to the fact that most teachers had taken their work seriously despite the few disparities reported in some schools.

#### **Attendance to remedial lessons of Kiswahili**

This study attempted to establish the number of times learners were attended to during remedial lessons in public and private primary schools in Bungoma municipality. In line with the provisions of the Code of Regulation for Teachers (2015) and the Code of Conduct and Ethics for Teachers (2015), it is a policy that teachers are charged with the duties and responsibilities of organizing remedial actions to support learners with performance gaps. Attending to weak learners during the extra hours of teaching as well as challenging topics usually impact positively on the quality of teaching Kiswahili. While remedial classes in themselves are encouraged by law and also supported by best practices in different parts of the world, there have been instances where the government of Kenya discourages the same, since a large majority of teachers and head teachers commercialize the remedial teaching, which then becomes an extra burden to the parents and or guardians. In principle, Remedial teaching is allowed, however, the government of Kenya does not allow commercialization of remedial teaching. In fact, in the Kenya's Competence-Based

Curriculum (CBC), the concept of Individualized Education Program (IEP) is encouraged, which in essence is an official remedial teaching, because the teacher is required to teach every learner at their pace.

However, the Basic Education Regulations of 2015 provides the stipulated hours when teaching and learning should take place in primary schools (MOE, 2015). This period should be between eight o'clock in the morning and half past three o'clock in the afternoon as hours. This was to curb the pressure on learners to attend classes as early as six o'clock in the morning. On the other hand, the evening remedial lessons would stretch up to six in some schools hence causing a security risk to the learners especially the day scholars. In this study area, it was discovered that the amount of money paid by parents to pay teachers who attend to remedial lessons is called motivation fee. It is worth noting here that all the schools sampled for the study had a separate upper primary timetable for morning and evening remedial lessons. However, the lower primary had organized morning and afternoon remedial lessons. This was a resolution passed by the Boards of Management hence causing a uniform scenario across the zone.

While interviewing teachers about the attendance of remedial teaching at Zebra, a public primary school, the deputy head teacher indicated that:

*We charge a small motivation fee in our school to cater for remedial teaching. The amount paid increases by class level with class eight charging the highest amount. This money is paid to the head teacher's office but managed by a tuition committee under the cover of Academic committee. On the timing, the remedial lessons begin at half past six in the morning while evening classes end at five and six o'clock for classes four to seven and eight respectively" (Deputy Head Teacher 02, PUB 02, 2019).*

Table 6 shows the number of times per week that teachers attended to weak learners through remedial lessons, the number of learner informants and their respective percentages.

**Table 6:** Frequencies of Teachers Attending to Learners during Remedial Lessons

No. of Times Per Week	No. of Informants			Percent
	Public	Private	Total	
None	0	0	0	0
Once	0	0	0	0
Twice	12	0	12	16.7
Thrice	24	12	36	50
Four times	0	12	12	16.7
Others	0	12	12	16.7
Total	36	36	72	100

The above table shows that half of the learner informants admitted that teachers assisted weak learners in Kiswahili at least thrice per week. A sixth of the informants were helped twice, four times and other times respectively. While none registered no assistance and once per week. Majority of the informants in public schools were assisted thrice followed by twice per week. This is an area where the teachers scored highly both in the public and private schools hence an implication that learners received remedial attention during

the teaching of Kiswahili in these schools.

#### 4. Conclusions

This paper makes the following conclusions:

- 1) The time allocated for coverage of Kiswahili content as compared to other subjects such as English and Mathematics is insufficient. Consequently, the quality of teaching primary school Kiswahili curriculum in Bungoma Municipality had been compromised due to low level of policy implementation on coverage of content.
- 2) While teachers valued the need to cover content and maintain Lesson Attendance Registers (LARs), their practices were observed to be the contrary to their perceptions. We can therefore deduce that this might be due to poor policy awareness, either lack of or inadequate quality teacher education as well as inadequate teaching and learning aids. This implies that learners in public and private primary schools were not subjected to the desired learning approaches such as phonic and look and say methods in the development of listening, speaking, and writing skills.

#### 5. Recommendations

- 1) This study recommends that there is need for stringed measures to be put in place to monitor the actual work covered in comparison to what is expected to be covered within a specified period in school. The researcher was of the view that the current Teacher Performance Appraisal and Development (TPAD) is to be strengthened and even make use of the current technology to achieve efficiency in teaching and learning process.
- 2) The government of Kenya, through the Ministry of Education to develop and publicize operational guidelines on remedial teaching in the basic education sector. This is because, there is a disconnect between policy and practice regarding remedial teaching. The policy requires teachers to design and attend to remedial teaching to children who may be academically weak, it does not prohibit commercialization of the same. The enterprising teachers, in both private and public schools began to commercialize this essential service. When the government sought to curb commercialization, it was interpreted by majority of parents and indeed the general public that remedial teaching is discouraged. To this extend, the government may want to clarify at a principle level concept of remedial teaching and its implementation.
- 3) This study recommends for formation of communities of practice among teachers to provide peer support in development and documentation of professional documents. For instance, it would be ideal for the panels to actively involve their members in preparing professional documents under supervision of the lead teachers before they are verified and approved for use.

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