FACTORS INFLUENCING TEACHERS' IMPLEMENTATION OF KISWAHILI CURRICULUM IN PUBLIC PRIMARY SCHOOLS IN KIAMBAA DIVISION, KIAMBU EAST DISTRICT, KENYA

By

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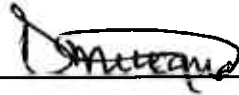
This project report is my original work and has not been presented for a degree in any other university.

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This project report has been submitted for examination with our approval as university supervisors.

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This project report is dedicated to my beloved husband and friend, Pr. Alfred Gitonga Marundu and to my dear children, Abigael Kawira and Michael Murithi, who were very understanding and supportive during my study.

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LIST OF ABBREVIATIONS AND ACRONYMS

ASAL	Arid and Semi Arid Lands.
DEO	District Education Officer.
ENG	English.
F	Frequency.
FPE	Free Primary Education.
INSETs	In-service trainings.
KCPE	Kenya Certificate of Primary Education.
KESSP	Kenya Education Sector Support Programme.
KIE	Kenya Institute of Education.
KIS	Kiswahili.
MoEST	Ministry of Education Science and Technology.
NPA	New Primary Approach.
PER	Percentage.
PTC	Primary Teacher Certificate.
PTE	Primary Teacher Education.
TTCs	Teacher Training Colleges.

ABSTRACT

The purpose of this study was to investigate the factors influencing the teachers' implementation of the Kiswahili curriculum in public primary schools in Kiambaa division of Kiambu East district.

The study used descriptive survey research design. The researcher targeted all the teachers of Kiswahili, the class eight pupils and the head teachers. The sample population, of fifty per cent, was arrived at by using stratified and simple random sampling to sample the schools, purposive sampling to sample the head teachers, simple random sampling to sample the teachers, and systematic sampling to sample the pupil. A sample of thirteen schools, thirteen head teachers, thirty four teachers of Kiswahili, and two hundred and eighty six pupils was therefore used in this study.

The data was collected using the questionnaires that were administered to the teachers and the learners, interview guide for the head teachers, document analysis guide and classroom observation. Qualitative data was sorted into homogenous themes and coded. The researcher transcribed the interviews and observations and then analyzed their content. The quantitative data was analyzed using descriptive statistics. Statistical Package for Social Science (SPSS) computer soft ware version 11.5 was used to analyze the quantitative data.

The findings were that the teachers teachings Kiswahili in Kiambaa division were professionally qualified and had vast experience in teaching the Kiswahili curriculum. This however, did not influence their implementation of the Kiswahili curriculum since the results from the learners' performance in examination were not encouraging. The findings also revealed that most (55.9%) teachers had not attended any in service

training on the Kiswahili curriculum. Other findings were that not all the curriculum support materials were selected from the recommended guide book the 'Orange Book'.

The study also found out that although the teachers covered the syllabus before the examination, the coverage was in adequate. This was influenced by other factors including heavy teachers' weekly work load, in adequate text books among the learners and lesson time wastage.

The study recommends that teachers should take an initiative and responsibility to professionally and academically develop themselves beyond the pre- service training. The researcher also recommends that student teachers should be allowed to choose and specialize in Kiswahili subject during the pre-service training and that Kiswahili should not be a compulsory subject during the training. These are among other many recommendations in this study.

CHAPTER 1

INTRODUCTION

1.1 Background to the Study

While animals communicate by means of sounds and body movement, human beings use language as a system to communicate. The Complete Dictionary for Home, School and Office (1997), defines language as, (a) Communication between human beings by means of using speech and hearing; (b) The speech of particular people or nations; (c) a manner of speaking. All the three definitions are appropriate in this study. Human language is used to establish relationships; conveying information, ideas and experiences; express feelings, opinions and attitude; instructing and directing and creating expressions (Kisilu & Lelei, 2008).

There are over five hundred linguistic groups in Africa. The republic of Kenya has forty-two linguistic groups. However, the language policy gives guideline on the languages used as media of instruction, national language and official language (Gathumbi & Masembe, 2005). Kisilu & Lelei (2008), affirm that English is used as the official language in Kenya and it is also the medium of instruction and has potential value beyond school level. Kiswahili is the national language in Kenya, medium of instruction and it is also the lingua franca in East and Central Africa. Both English and Kiswahili languages are taught as compulsory and examinable subjects in pre-university education of the 8-4-4 system of education in Kenya.

The entry of Kiswahili into the main stream of formal education in East Africa came when the European countries colonized this region, and missionaries infiltrated African societies. In Kenya, until 1952, Kiswahili was the medium of instruction in the

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first three years of primary education but in 1957, the Ministry of Education created the Nairobi Special Centre with the specific objectives of promoting English medium of instruction under the name of New Primary Approach (NPA). This development essentially ended Kiswahili's role as a medium of instruction (Mazrui &Mazrui, 1995).

After independence, the government of Kenya appointed a commission under Professor S.H. Ominde, to look into education in Kenya. The commission reaffirmed the importance of using the language as an instructional medium throughout the school system. The Ominde commission, did however, suggest that, in view of Kiswahili unifying role in the region, it should be made a compulsory subject in the primary schools (Republic of Kenya, 1964).

The Kenya National Committee on Educational Objectives and Policies was another task force set up in 1975. Recommendations 107 and 141, of the report sought to make Kiswahili a compulsory and examinable in primary and secondary schools (Republic of Kenya, 1976). But it was not until 1984, after Kenya adopted the 8-4-4 educational system that the recommendations on Kiswahili were finally implemented (Mazrui & Mazrui, 1995).

Kiswahili, like any other language, is dynamic and keeps on growing. The more the Kiswahili language keeps on growing, the more its implementation strategies become dynamic (MoE, 2002). For example, there have been remarkable changes in the current revised Kiswahili curriculum which was launched in the year 2003.The content in grammar was given a new face with the introduction of what is commonly known as the new 'ngeli'. 'Ngeli' is a Kiswahili word for the art of classifying nouns under their initial categories of homogeneous pre-fixes, in-fixes, suffixes and quantities

(Mgullu, 1999). This improvement has affected the use of standardized Kiswahili language in education system in Kenya specifically in the morphology, semantic and the syntax of the Kiswahili language. Many teachers were not prepared to handle these innovations.

The teachers of Kiswahili therefore, need to be keen and acquainted to such changes that occur in the Kiswahili curriculum. This will enhance their ability to interpret and implement the Kiswahili curriculum objectives. There are eleven general objectives of teaching Kiswahili in primary schools stated in the Primary Education Syllabus (MoE, 2002). The translation of the Swahili version into English version is as follows:

By the end of the primary education, the learner should be able to:

i.   Listen and respond accordingly in Kiswahili language;

ii.   Speak Kiswahili language correctly;

iii. Read and understand Kiswahili language;

iv.   Express one self wholly in Kiswahili language through writing;

v.   Create literary works according to ones' level;

vi.   Foster good reading habits;

vii. Like and further develop one self in Kiswahili subject after the primary school level;

viii. Have prestige in and develop the Kiswahili language in communication;

ix.   Embrace and transmit the standardized Kiswahili language;

x.   Adore, enjoy and be proud of Kiswahili as the national language;

xi.   Identify and take part in seeking for solutions in emerging issues that affect the society like health and HIV/AIDS, gender, environmental issues, integrity and children's rights and labour issues.

One major method of determining the achievement of the general objectives in education in Kenya is through the learners' performances in examinations and more specifically in the Kenya Certificate of Primary Education (K.C.P.E). Eshiwani,(1993) affirms that one of the major functions of any examination system is to measure the output of educational system in which it operates.

The Kiswahili examination results at the national level since the year 2004- 2008, indicated that there was a rise of 9.61 points in the year 2005. However, the pupils' performance had been registering a drop in the mean score while the mean grade remained constant (C Plain) since year 2006-2008 as shown in table 1.

Table 1: General Candidates' Performance in Kiswahili in the Kenya Certificate of Primary Education (KCPE) from the Year 2004-2008.

Year	2004	2005	2006	2007	2008
Mean Score	44.44	54.05	53.56	47.22	47.01
Mean Grade	C-	C	C	C	C

Source: Kenya National Examinations Council (2009).

At the provincial level, the trend of Kiswahili performance in Central Province also registered a mean grade of C plain from the year 2005-2008 as shown in table 2.

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Table 2: General Candidates' Performance in Kiswahili in the Kenya Certificate of Primary Education (KCPE) in Central Province since Year 2004-2008.

Year	2004	2005	2006	2007	2008
Mean Score	43.06	50.22	49.47	45.17	45.39
Mean Grade	C-	C	C	C	C

Source: Kiambu East District Education Office (2009).

Kiswahili performance at both national and provincial levels indicated that the average grade was C plain since year 2005-2008. C plain is an average Grade which is a pass. However, in Kiambaa division of Kiambu East district, the performance of Kiswahili was lower than that at the national and provincial levels. While the mean scores varied from year to year, the mean grade remained constant at C-. C- is a grade that is below average and it is a weak pass. The trend of pupils' performance in the Kiswahili subject in Kiambaa division had been registering a drop each year. This kind of a situation threatened the success of the Kiswahili curriculum. Table 3 shows the pupils performance in the Kenya Certificate of Primary Education (KCPE) in Kiambaa division since year 2004-2008.

Table 3: K.C.P.E Kiswahili Performance in Public Primary Schools in Kiambaa Division for the Years 2004-2008.

Year	2004	2005	2006	2007	2008
Mean Score	40.18	41.60	41.43	40.21	40.03
Mean Grade	C-	C-	C-	C-	C-

Source: Kiambu East Education Office (2009).

When ranked with the other four examinable subjects in the primary education curriculum, Kiswahili subject was ranked the last from the year 2004-2008. This was an indicator that there was a problem that was limiting good performance in the Kiswahili subject as shown in table 4.

Table 4: Comparison between Kiswahili Subject Mean Scores with other Examinable Subjects in KCPE Results from the year 2004-2008 in Public Primary Schools in Kiambaa Division.

Year	2004	2005	2006	2007	2008
Kiswahili	40.18	41.60	41.43	40.21	40.03
English	50.76	53.58	57.40	47.69	55.93
Mathematics	51.90	49.52	50.90	49.31	50.19
Science	50.70	48.37	47.15	49.65	50.90
Social Studies/ Religion.	49.73	49.32	48.61	50.19	49.32

Source: Kiambu East Education Office (2009).

Shiundu & Omulando (1992) elxplain that curriculum implementation is the making real of that which has been planned. They further elaborate that curriculum design becomes real curriculum when it is adopted in the classroom through the actual implementation of what is planned.

This study focused mainly on the teachers of Kiswahili. This was because; the curriculum is not so much what is found in the printed guide, as what the teacher makes of it in the classroom. This means that the curriculum can be a great success or a dismal failure depending on the teachers. The teachers are the key persons who can make the curriculum design achieve what it was designed to achieve. They can enliven what would otherwise be dull and lifeless through their dedication, handwork and imagination (Nacino, Oke & Brown, 1994).

1.2 Statement of the Problem

Kiswahili is the second instructional and official communication language in Kenya. Its role in unifying the nation has made it to qualify as a compulsory and examinable subject in the 8-4-4 system of education in Kenya. However, the trend of Kiswahili performance in Kiambaa division of Kiambu East district was not encouraging since year 2004-2008. The Kiswahili subject had been ranking the last among the other four examinable subjects with a mean grade of C-, which was a weak pass.

This was used as an indicator that revealed that something was affecting the Kiswahili curriculum. Many studies have been conducted on Kiswahili subject. However, many of those studies focused on Kiswahili performance and not on the implementation, the focus of this study. Since any curriculum is made real during the implementation phase of curriculum development, and that the teacher is the key curriculum implementer, this study was therefore set out to investigate factors

influencing teachers' implementation of Kiswahili curriculum in Kiambaa division, Kiambu East district.

1.3 Purpose of the Study

The purpose of this study was to investigate factors influencing teachers' implementation of Kiswahili curriculum in Kiambaa division in Kiambu East district.

1.4 Objectives of the Study

The specific objectives of this study were to:

i.   Determine whether the professional qualifications of the teachers influenced the teachers' implementation of Kiswahili curriculum in public primary schools in Kiambaa division.

ii.   Determine whether the teaching experiences of the teachers influenced the teachers' implementation of Kiswahili curriculum in public primary schools in Kiambaa division.

iii. Find out if the Kiswahili teachers had attended the in-service training programmes on the implementation of the Kiswahili curriculum in public primary schools in Kiambaa division.

iv.   Examine the extent to which the Kiswahili syllabus was covered before the examination time in public primary schools in Kiambaa division.

v.   Establish the adequacy and appropriateness of the curriculum support materials used in the implementation of Kiswahili curriculum in public primary schools in Kiambaa division.

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vi. Examine whether the attitude of the learners towards Kiswahili influenced the teachers' implementation of Kiswahili curriculum in public primary schools in Kiambaa division.

vii. Examine the extent to which the head teacher got involved in enhancing the implementation of the Kiswahili curriculum in public primary schools in Kiambaa division.

1.5 Research Questions

The following research questions guided this study:

i. What are the professional qualifications of the teachers teaching Kiswahili in the public primary schools in Kiambaa division?

ii. What are the teaching experiences of the teachers teaching Kiswahili in the public primary schools in Kiambaa division?

iii. To what extent have the teachers attended the in service training programmes on the implementation of Kiswahili curriculum in the public primary school in Kiambaa division?

iv. To what extent is the Kiswahili syllabus covered before the examinations time in the public primary school in Kiambaa division?

v. How adequate and appropriate are the Kiswahili curriculum support materials that are used in the implementation of Kiswahili curriculum in the public primary school in Kiambaa division?

vi. How does the attitude of the learners influence teachers' implementation of the Kiswahili curriculum in the public primary school in Kiambaa division?

vii.   To what extent do the head teachers get involved in enhancing the implementation of the Kiswahili curriculum in the public primary school in Kiambaa division?

1.6 Significance of the Study

The findings of this study are useful in practice, to the researcher and the teachers of Kiswahili, by enabling them to identify the factors influencing teachers' implementation of the Kiswahili curriculum and thus applying the relevant strategies to their day to day practices in teaching. The findings of the study would assist the education managers and the curriculum planners in identifying the training needs for the Kiswahili teachers in order to narrow the gap between the curriculum design and the actual instructional implementation.

The findings would bring into the attention of the teachers, parents, education management and curriculum planners on the learners' attitude towards the Kiswahili subject and the significance that the learners attach to the subject. This could enable them to identify the areas that the learners may need guidance and encouragement. The findings added a body of knowledge to the few studies carried out on the factors influencing teachers' implementation of Kiswahili curriculum in primary schools by availing information based on reliable sources to other researchers.

1.9 Limitation of the Study

The use of 'Sheng' language limited this study especially in the learners' questionnaires, whereby most learners could not fully express their responses in either

Swahili or English language but in 'sheng'. Another limitation was experienced in cases where the respondents left gaps in the questionnaires. It was difficult for the researcher to guess what the responses.

1.8 Delimitation of the Study

The scope of this study was delimited to Kiambaa division in Kiambu East district. This was further delimited to twenty six public primary schools, the head teachers, teachers of Kiswahili and class eight pupils. The findings of this study were delimited to Kiambaa division in Kiambu East district and could therefore not be generalized to any other population unless it had salient characteristics as those in the study population.

1.9 Assumption of the Study

The main assumption underlying this study was that all the respondents gave accurate information on the study and that K.C.P.E was an acceptable measure to academic performance.

1.10 Definition of Significant Terms

The following are definitions of the significant terms as they were used in this study:

Attitude refers to a generalized feeling towards a particular object, person or a situation that changes a person's evaluation of the object, a person or situation.

Curriculum refers to all that is planned, selected, organized and presented to the learners to enable them to acquire and develop the desired knowledge, skills, insights and attitude.

Curriculum implementation refers to the process of putting into practice the designed curriculum and ensuring that it is effective.

Effectiveness refers to the ability of being able to bring about the result intended.

Efficiently refers to the ability of being able to produce a desired or satisfactory result.

In-service training (INSET) refers to all those planned courses and activities in which a serving teacher may participate in for improving his/her instructional or professional knowledge, interests or skills and to fine tune with the new changes in the curriculum.

'Sheng' refers to the combination of Kiswahili words with other words from different languages including English and mother tongue in language use especially among the youths in Kenya.

1.11 Organization of the Study

The study was organized into five chapters. Chapter one has the introduction which included the background of the study, statement of the problem, purpose of the study, objectives guiding the study and the research questions. The significance of the study, limitations, delimitations, assumption of the study, definitions of the significant terms and the organization of the study also formed part of chapter one. Chapter two, reviews literature related to this study under various sub headings. This is then followed by the discussion of theoretical framework and conceptual framework and finally the related reviewed literature was summarized.

Chapter three comprises of the methodology of the study. A discussion of the target population, the sample size and sampling techniques of the study, the description of research instruments, research instrument validity and research instrument reliability, data collection procedures and data analysis techniques were also discussed. Chapter four entails an analysis of the data collected from the field and a detailed discussion of the research findings. Finally, chapter five comprises of the summary of research findings, conclusions and recommendations generated from the study.

CHAPTER 2

REVIEW OF RELATED LITERATURE

2.1 Introduction

This chapter reviews the related literature to the study. The chapter consists of five subheadings: The professional and expertise levels of Kiswahili teachers in public primary schools, in servicing of primary school teachers, provision of support materials in public primary schools, the attitude of Learners towards Kiswahili subject, and the head teacher involvement in the implementation of the Kiswahili curriculum. Theoretical bases of the study, the conceptual framework and the summary of the reviewed literature is also provided in this section.

2.2. The Professional and Expertise Levels of Kiswahili Teachers in Public Primary Schools.

Primary school teachers are mainly prepared in the Teacher Training Colleges (TTCs) where they are trained on both professional and academic disciplines and awarded a Primary Teacher Certificate commonly known as P1 certificate. However there are a few holders of P2 certificate commonly found in the Arid and Semi- Arid Land (ASAL) areas (MoE, 2003). According to the current primary teacher education curriculum the reorganization of the syllabus has been done in such a way that student teachers study Kiswahili as a core subject during the training (MoE, 2003). This means that all the teachers who graduate from the TTCs are capable of teaching the Kiswahili subjects holding all other factors constant.

Many changes have been made in both the Primary Teacher Education (PTE) Kiswahili curriculum and the primary education Kiswahili curriculum. At the same time, the research report on Needs Assessment Survey Report on the Primary Education curriculum indicated that the current primary training curriculum does not prepare teachers adequately because the duration is short and content is shallow (KIE,1999).

The professional role of a teacher is a demanding one and stretches from classroom teaching, curriculum development, examination processing, pedagogical material preparation and evaluation, to modeling the behaviour of the students and acting as role models to the society (Okumbe, 2001). Teachers should devote their time not only to the maintenance of the professional ethics, but also invest a lot of effort in effectively enhancing their professional development to the fullest (Okumbe 2001). Academic qualifications and professional qualifications of a teacher are among the pre-determining factors during the recruitment and selection process of those teachers who are inducted in the teaching profession (Okumbe, 2001).

Nacino, Oke & Brown (1994) declared that no matter how kind, amiable and well mannered a teacher is, he/she cannot possibly succeed unless he/she has a thorough knowledge of the subject he/she is teaching. Teachers teach what they know and what they are in themselves (Nacino & Oke, 1964; Ornstein & Hunkins, 2004; Beeby, 1966). Besides, a poorly educated teacher clings to the text book, and depends on the narrow formal framework of the system to give them their sense of security (Bishop, 1995).

KIE (2007) points out that teachers should with ease be able to put into operation the syllabus content given the specific subject objectives. In their report on survey carried out during the monitoring of the implementation of the revised curriculum (KIE, 2004), it was reported that some teachers indicated in the questionnaires that certain topics like language use 'matumizi ya lugha' and grammar 'sarufi' were difficult to achieve their objectives because of mother tongue influences and in adequate time allocation.

2.3 In Servicing of Primary School Teachers.

Bishop (1995) recommends that a more conventional way of introducing teachers to new ideas and techniques and methodologies in education is by courses ranging from a few days to several weeks. In like manner, Olembo (1992) adds that some common forms of in-service programmes include courses, seminars, workshop, and conferences. The teacher is the 'adopting unit' and the king pin in implementing curriculum innovations (Bishop, 1995 and Okech, 1992).

Lewy (1975) argues that most new educational programmes cannot be implemented without providing proper training for teachers which enables the teachers to look at a particular curriculum development effort as their own and not something being imposed from outside (Ornstein &Hunkins, 2004; Shiundu & Omulando, 1992 and Oluoch, 1982).

Teachers have sometimes been seen as opposers of change. According to Nelson (1999) as propounded by Ornstein & Hunkins (2004), agrees that teachers are reluctant to get involved with changes in the system and that teachers are conformist in nature

(Freindenberg, 1965). Further, Ornstein & Hunkins (2004) asserts that many teachers tend to disregard available evidence regarding new curricular or pedagogical practice if it challenges their current understanding and outlook, they feel left 'holding the bag' when there is no continued support for the new curriculum (Bishop, 1995 and Ornstein & Hunkins, 2004).

The survey study conducted by the KIE, sought to find out whether there were enough trained teachers to implement the revised curriculum found out that even though the teachers were trained, they still needed regular in-service particularly in Kiswahili in line with English and Business studies (KIE, 2007).

Even with the government, through MOEST-INSET unit, designing, developing and implementing the School based Teachers Development (SbTD) programme, there still exist a large number of non in- serviced teachers who still need adequate in-servicing as far as the Kiswahili curriculum is concerned. The SbTD programme aimed at strengthening primary subject specialists in Kiswahili among other subjects. The programme was launched in early 2005 with the aims of training 18,000 Kiswahili Key Resource Teachers (KRTs) in each of the primary schools in the country (KESSP, 2005-2010).

Omao (2007) conducted a study on effectiveness of implementation of secondary school Kiswahili curriculum in Kajiado district. On the issue concerning the in-service of teachers, Omao (2007) found out that some teachers had attended few in-service courses but the courses had not helped them since the facilitators were not Kiswahili specialists and did not give them specific information that could assist them in teaching Kiswahili. The researcher in this study intended to find out if the Kiswahili teachers in

Kiambaa division, Kiambu East district have attended the in service training programmes on the implementation of the Kiswahili curriculum.

2.4 Provision of the Support Materials in Primary Schools.

Since the implementation of Free Primary Education (FPE), the government took the responsibility of investing in instructional materials and textbooks with the following rationale as stated in the Kenya Education Sector Support Programme document (KESSP, 2005).

i.   To provide textbooks for both pupils and teachers as key tool for attainment of quality education;

ii. To enable teachers to deliver the curriculum using appropriate reference books for preparation of their lessons;

iii. To enable children to spend more time in school learning since they will not be sent home to buy textbooks;

iv. To ensure that all children in public primary schools have textbooks irrespective of the geographical location or parents' economical ability among others.

The government has since then disbursed funds to cater for the procurement of the school instructional materials with the objective of attaining the ratio of 1:1 by the year 2010 (KESSP, 2005). The selection of the textbooks is guided by the 'Orange Book' prepared by the KIE (KIE, 2007). The orange book lists all the recommended textbooks which are vetted by the KIE and from which the teachers then choose the

books they are in favour of. The choice of learning materials is governed by the general idea of the lesson, the particular purpose the teacher has in mind, the nature of the subject matter the children will study and the classroom situation (Coppen, 1971).

2.5 The Attitude of Learners towards Kiswahili Subject.

Kiswahili is a compulsory and examinable subject in both primary and secondary schools in Kenya (KIE, 2003). All learners are expected to study and sit for Kiswahili examination at the end of the primary level and for the attainment of the KCPE certificate. Wilkins (1987) noted that 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 teacher must stimulate and retain their motivation. This is a tough task to a teacher because motivating learners is not something that a teacher can turn on and off at will. It can be influenced by other factors like the learners attitude.

Mc Kenchie & Doyle (1966) have defined an 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 is the knowledge one has about the object, the second one is the action (habit) component. This is related to how we overtly behave towards the object. The third is the effective component (motive). This is concerned with what we feel about the object of concern. The knowledge we have about a particular object and the intensity of our feelings about the object will cause us to behave in a particular direction - positively or negatively- in relation to the object (KIE, 1995).

In a compulsory class like the Kiswahili class, there are all sorts of categories of learners ranging from those who are intrinsically motivated to being in such a class to those learners who, upon being given an option, would not choose being in such a class. This study was aimed at examining how the attitude of the learners towards Kiswahili influenced the teachers' implementation of the Kiswahili curriculum in public primary schools in Kiambaa division.

2.6 The Head Teacher Involvement in Curriculum Implementation.

The head teacher can be regarded as an agent of supervision, on behalf of the Quality Assurance at the school level. He/she is also considered as the instructional leader of the school thus expected to posses a superior knowledge about curriculum and instruction and provides expert leadership (Olembo, 1992; MoEST, 2000 and Okumbe, 2001). The head teacher should work very closely with teachers on an individual basis because some of them will have unique instruction problems, requiring the assistance of the head teacher and other resources from outside the school (Olembo, 1992).

It is also the role of the head teacher to allocate subjects to individual teachers, time tabling, resource procurement and distribution, monitoring and evaluation of teaching and learning activities as well as meeting with the school subject panels on matters concerning individual subject (MoEST, 2000). Okumbe (2001) further points out that it is the responsibility of the head teacher to provide the teachers and other personnel with the instructional materials in time and the provision of opportunities to learn off-the-job by attending meetings, seminars, workshops and visitations.

Omao (2007) noted that head teachers were biased to some extent in that they preferred English to Kiswahili and therefore set school rules that allowed learners to use Kiswahili language only on Mondays and Fridays when addressing the assembly. Omao further noted that the head teachers promptly purchased textbooks and other resource materials for other subjects but were slow in purchasing the Kiswahili books. The study sought to determine the head teachers' attitude towards Kiswahili but did not consider the involvement of the head teacher in the implementation of the Kiswahili curriculum which this study intends to look into.

2.7 Theoretical Bases

The Concern- Based Adoption Model of curriculum implementation as advocated by Ornstein & Hunkins, (2004) was useful in explaining the relationship between the individuals and the curriculum implementation process in this study. This model focuses on concern for individuals and the adoption phase of a curriculum. It affirms that all changes originate with individuals; individuals change, and through their changed behaviours, institutions change. Change occurs when individual's concerns are made known. For individuals to "buy into" change they must have ownership of both the concern and the process.

The sequences of concerns range from; (a) concern about self whereby the teachers wonder whether they have the skills and knowledge to actually implement the curriculum innovation, (b) concern for teaching whereby the teachers have reservations about how to manage their time and resources to implement the programme and (c) the

concern about learners whereby the teachers center their attention on how the curriculum influences students' learning.

The theory was relevant to this study because the teachers expressed the concern for self. The teachers accepted that though they were trained and professionally qualified to implement the Kiswahili curriculum, they lacked adequate skills and knowledge to effectively and efficiently implement some aspects of the curriculum especially the composition part. The teachers also expressed the concern for time and resource management through indicated that their weekly work load and the in adequate time stipulated for the Kiswahili subject hindered their syllabus coverage before examinations. The teachers also expressed that some text books had some shortcomings which influenced their implementation of the Kiswahili syllabus.

The model also focuses on the adoption phase, the implementation phase. It assumes that the teachers and other educational workers have already created or selected a curriculum for the school. The focus here involves enabling teachers to adopt this curriculum and to view it as their own. In general, the model views the curriculum as a resource ready for use and the teachers as part of a user system. To get the users ready to teach the resource, that is the curriculum; those charged with curriculum implementation must find out and then address teachers' concerns through gathering data. Once the concerns of teachers are addressed successfully, the curriculum is implemented (Ornstein & Hunkins, 2004).

In the implementation of the Kiswahili curriculum at the school level, teachers are indeed, the heart of the matter because they are the adopting units and the key

implementers of the curriculum (Bishop, 1995). The teachers should be creative with the curriculum, modify it where necessary, and make it uniquely appropriate for their particular students. In order to own and modify the curriculum, the Kiswahili teachers should have knowledge and skills on the subject matter of the Kiswahili curriculum. This will enable the teacher to teach the relevant knowledge and skills to the learners and to effectively and efficiently utilize the teaching-learning resources as well as the time for the coverage of the syllabus. In service training is necessary in training the teachers on change strategies (Ornstein & Hunkins, 2004).

This theory is relevant to this study because the researcher noted that most teachers had not attended any in service training on the Kiswahili curriculum implementation. Most teachers of Kiswahili were therefore not initially prepared early enough to handle the significant changes that were implemented in the Kiswahili curriculum in the year 2003 since the curriculum was phased in without pilot testing it and further more without in servicing the teachers on a large scale. Those charged with the implementation of this curriculum, to some extent did not consider the teachers' concern on a need to prior- preparedness to handle the changes in the Kiswahili curriculum, a factor that can affect the adoption of the Kiswahili curriculum and as a result, the learners' performance also may get affected.

2.8 Conceptual Framework.

Figure 1: Relationship between Factors Influencing Teachers' Implementation of the Kiswahili Curriculum, the Learners' Performance and the Implementation of the Kiswahili Curriculum.

INPUT	PROCESS	OUTPUT
Teacher's professional qualifications Teaching experiences In-service trainings Support materials Syllabus coverage Learners' attitudes Head teachers' involvement	Implementation of the Kiswahili curriculum.	learners' performance in Kiswahili, measured from the KCPE examination results
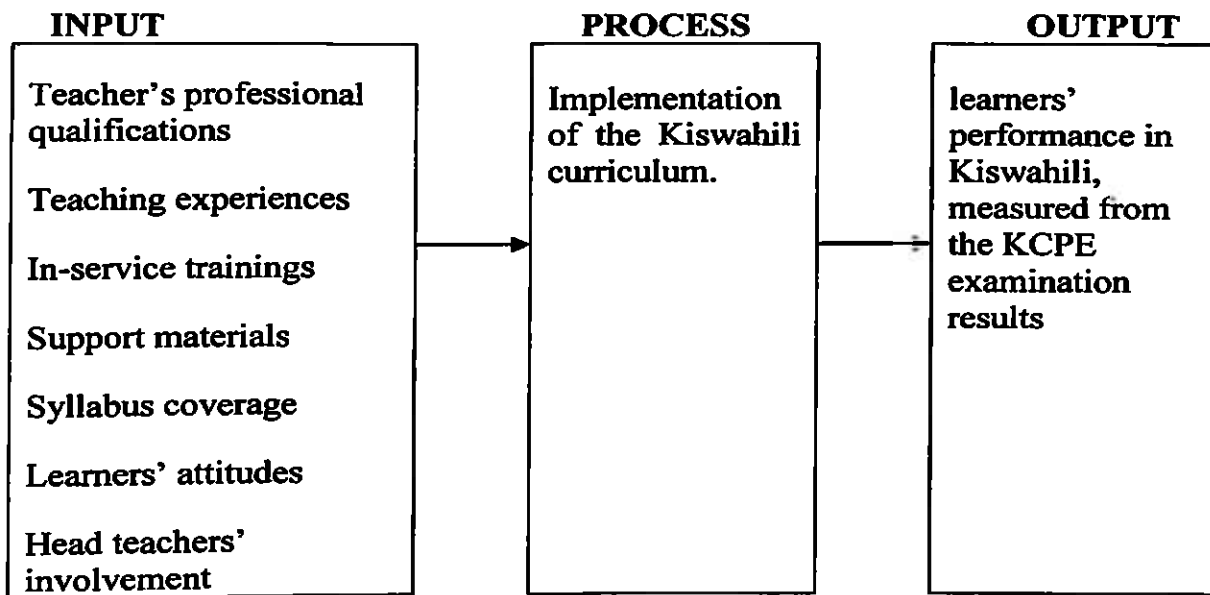
Source: Researcher 2009.

The input in this study included the factors influencing the Kiswahili teachers in the implementation of the Kiswahili curriculum. These were the teachers' professional qualifications teaching experiences, in servicing trainings, syllabus coverage, support materials, the learners' attitude, and head teachers' involvement. These variables were the independent variables in this study. They were manipulated in different ways during the implementation process of the curriculum. Learners' performance was the product of effective interplay between the two variables.

The Concern-Based Adoption model of curriculum implementation is further elaborated in the above conceptual framework. The input in this study indicates the

teachers' concerns that need to be addressed carefully in order to enhance a successful curriculum implementation. On the other hand, the implementation of the Kiswahili curriculum process represents the adoption phase in the adoption theory. Therefore, once the concerns of the teachers are addressed successfully, the Kiswahili curriculum is effectively and efficiently implemented.

2.9 Summary of the Reviewed Literature.

From the reviewed related literature, teachers' professional qualifications and expertise had been identified as a factor that influenced the teachers' implementation of curriculum to some extent. In service trainings of the serving teachers to some extent had not yielded the expected results in the previous studies reviewed. The learners' attitude towards a subject could positively or negatively influence the teachers' implementation of the curriculum. The provision of support materials and the involvement of the head teacher to some greater extent influenced the teachers' implementation of curriculum. However, despite all what had been done in the literatures reviewed, the studies did not specifically study the factors influencing teachers' implementation of the Kiswahili curriculum but most studies focused on the factors affecting the learners' performance.

A theoretical base related to this study was also discussed. The study was conceptualized in an input- process- output structure whereby the dependent variable (process) in this study was the curriculum implementation while the independent variables (input) were the factors influencing the teachers' implementation of

Kiswahili curriculum. The learners' performance (output) was the measure of achievement between the inter play of the dependent and independent variables.

CHAPTER 3

RESEARCH METHODOLOGY

3.1 Introduction

This chapter focused on the methodology that was used in the study. In the subsequent sections, detailed descriptions of the research design, target population, sample size and sampling procedures are discussed. In addition, description of the research instruments, instrument reliability, instrument validity, and data collection procedures and data analysis techniques were discussed.

3.2 Study Design

This study used descriptive survey design. The descriptive survey research design was used for its appropriateness in making reality known through collecting detailed factual information that describes existing phenomena at a given moment in time (Vyhmeister, 2001). It also involves examining the effects of several groups at one point in time (Mertens, 2005).

This research design sought to obtain information by asking individuals; in this case the respondents; questions about their perceptions, attitudes, behaviours or values (Mugenda & Mugenda,2003), who respond either orally or in writing (Vyhmeister, 2001). This design was appropriate in this study because it enabled the researcher to collect detailed data from the respondents, through the use of questionnaires, interviews, documents analysis and observation schedules. The data were organized in logical ways and described as the situation occurred at the given time to describe factors influencing teachers' implementation of Kiswahili curriculum.

3.3 Target Population

The study targeted a population of twenty six public primary schools in Kiambaa division of Kiambu East district. The study also targeted twenty six head teachers because of their position, sixty eight teachers of Kiswahili because of their teaching skills in Kiswahili, and five hundred and eighty five class eight pupils because of their longer experience in school than other pupils in other classes. (Source: Area Educational Office, Kiambaa).

3.4 Sample size and Sampling Procedures.

There were twenty six public primary schools in Kiambaa division. Sampling makes it possible to draw valid inferences or generalizations on the basis of careful observation of variables within a relatively small proportion of the population (Best & Kahn, 2000). Mugenda & Mugenda (2003), recommends that 50% of the target population can be used.

Stratified sampling was used to select the sample school to be used in the study. The schools were grouped into two strata of the two zones in the division. Kihara zone had twelve public primary schools from which six schools were selected through simple random sampling while Karuri zone had fourteen public primary schools from which seven schools were selected through simple random sampling. Thirteen schools were therefore selected through simple random sampling.

The key informants, head teachers, were sampled using purposive sampling because of their position. Therefore, there were a total of thirteen head teachers. Thirty four teachers of Kiswahili were selected through simple ballot sampling selecting two

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or three teachers from each sampled school. Twenty two class eight pupils were selected from each sampled school through systematic sampling whereby every second pupil was selected to make a total of two hundred and eighty six pupils.

3.5 Description of the Research Instrument

The data was collected using questionnaires, interview schedules, document analysis, and observation schedules. Description of these instruments is as follows:

a) Teachers' Questionnaire

The questionnaire for the teacher comprised of five sections A through E. section A was eliciting the background information of the teacher; section B sought information on the in service training. Section C elicited information on the coverage of the syllabus, section D elicited data on support materials and finally section E sought information on the involvement of the head teacher in curriculum implementations.

b) Pupils' Questionnaire

The questionnaire for the pupils was in two sections A and B. Section A sought the background information of the learner while section B was organized in order to collect information on the attitude of the learners towards the Kiswahili subject.

c) Interview Guide for the Head Teacher

One interview guide for the head teacher was developed which contained fifteen items eliciting information on the involvement of the head teacher in enhancing the implementation of the Kiswahili curriculum.

d) Document Analysis Check List

The major documents, which include the scheme of work, the lesson plan, the lesson notes, and the record of work covered, were checked and analyzed. The document analysis instrument elicited data about the availability of the document, the approval, consistent preparation and updating of the document and the maintenance of the same.

e) Observation schedule Check List

An observation schedule check list was prepared that would seek information on adequacy and appropriateness of the support materials, time management during the actual classroom teaching and learning, and general atmosphere of both teaching and learning processes. All the instruments contained both closed and ended questions.

3.5.1 Instrument Reliability

Reliability of the instruments was assessed using test- retest method because the instruments contained both closed and open ended items. The research instruments were administered twice to the pilot group at an interval of two weeks. Responses from the two sets of tests were code and analyzed using the SPSS data analysis

software. The two tests were then correlated to determine the consistency of the two sets of scores. The results showed that the learners' questionnaires had a reliability index of .7842 while the teachers' questionnaires had a reliability index of .7535. Elifson, Runyon & Haber (1990), interpreted the correlation coefficients of .71 to .99 as having a strong relationship. The analysis, therefore, showed that the instruments were reliable enough to collect the data that was expected to answer the research questions.

3.5.2 Instrument Validity

To ensure that the instruments measured what they were expected to measure, the researcher consulted the supervisors who are also experts in curriculum studies to examine the content of the instruments and indicate the degree to which they gather the intended information. Suggestions that were made by the supervisors were used to improve the instruments. The instruments were then piloted in one school that was not involved in the actual research study. The piloted instruments were then improved and a few questionnaires were analyzed to check the appropriateness of the analyzing procedures.

3.6 Data Collection Procedures

After getting the clearance and research permit from the Ministry of Education, the researcher reported to the District Commissioner (DC) and then to the District Education Officer(DEO) and solicited for support and clearance to proceed to the area of study. The researcher visited the schools involved and created rapport with the head

teachers, teachers and the learners. Through the permission and assistance of the school administration, the researcher personally administered the questionnaires to the teachers and the learners.

The researcher had the participating learners assembled in one room, issued them the questionnaires, gave them instructions and waited in the room as they silently and individually filled in the questionnaires. The teachers were issued with their questionnaires and were given apple time to fill in their questionnaires independently. Both the learners and the teachers' questionnaires were completed and collected on the same day in each school. Observation schedules and interviews were also conducted on the same day the questionnaires were administered in an individual school. The researcher also analyzed the professional documents for the teachers of Kiswahili as well as the learners note books before and during the lesson observation. The researcher was able to collect data from one school per day. After the data collection, the questionnaires were sorted out and edited to identify any blank spaces or unfilled items.

3.7 Data Analysis Techniques

After collecting the data and editing the questionnaires, the content in the questionnaires was organized, categorized and coded for the purpose of allocation of the magnitude of what was being measured. Data was analyzed using both qualitative and quantitative techniques. Qualitative data was sorted into homogenous themes and coded. The researcher transcribed the interviews and observations and then used vignettes to describe the findings. Where possible, the findings were then converted

into quantitative data and descriptive statistics such as the measure of central tendency; mean; was used to present the findings.

The quantitative data was summarized into frequencies and percentages and analyzed using the Statistical Package for the Social Sciences (SPSS) computer software version 11.5.

CHAPTER 4

DATA PRESENTATION, ANALYSIS AND INTERPRETATION

4.1 Introduction

This chapter presents the results of the data collected and the findings of the investigations of the factors influencing teachers' implementation of the Kiswahili curriculum in the public primary schools in Kiambaa division of Kiambu East district. The research was conducted in thirteen public primary schools in the division. The respondents were thirteen head teachers, thirty four teachers of Kiswahili, and two hundred and eighty six class eight pupils. The findings were presented and discussed thematically in connection to the research questions stated in chapter one of this study.

4.2 Questionnaires Return Rate

The researcher administered two sets of questionnaires. Thirty four questionnaires were administered to the teachers of Kiswahili. All the questionnaires (100%) were returned with minimal anomalies which did not significantly affect the intended results. All the teachers' questionnaires were therefore used in this study. The researcher administered two hundred and eighty six questionnaires to the class eight pupils from the sample schools. Two hundred and eighty six (100%) questionnaires were returned.

However, four questionnaires (1.4%) had anomalies and they were therefore not used in the study. Two hundred and eighty two (98.6%) of the pupils questionnaires were therefore used. The researcher also managed to interview nine head teachers. In four schools, the researcher managed to interview the deputy head teachers because the

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head teachers were not available for the interview schedule. All in all, the deputy head teachers gave the relevant information that the researcher needed. The findings from the thirteen schools were therefore used in this study.

4.3 Background Information for the Teachers of Kiswahili and the Pupils

It was necessary to establish the background information of the teachers of Kiswahili and the pupils in this study. This section presents and discusses the findings on the background information of the teachers of Kiswahili and the pupils in this study.

(a) Gender of the Teachers

The researcher was interested in knowing the gender of the teachers teaching Kiswahili in public primary schools in Kiambaa division. The findings are shown in table 5.

Table 5: Gender of the Teachers of Kiswahili

N=34

Gender	Frequency	Percentage
Male	15	44.1
Female	19	55.9
Total	34	100.0

The data in table 5 shows that nineteen respondents were female with (55.9%) while the male teachers were fifteen (44.1%) of the total sample. The discrepancy between the male and the female respondents was minimal. This implied that there was

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no gender impartiality among the teachers of Kiswahili. Gender therefore was not an influencing factor in the implementation of the Kiswahili curriculum in Kiambaa division.

(b) Gender of the pupil

The pupils were selected systematically with equal numbers of gender representation. There were therefore 141 (50%) female pupil respondents and 141 (50%) male pupil respondents in this study. The findings used in this study were therefore as a result of equal gender representation amongst the learners.

(c) Language mainly used by the Pupils at Home

Data regarding the language that the learners commonly used at home was collected, presented and analyzed in table 6.

Table 6: Language mainly used by the Pupils at Home

N=282

Language mainly used by the pupils at home	Frequency	Percentage
Kikuyu	218	77.3
Kiswahili	50	17.7
English	7	2.5
Others	7	2.5
Total	282	100.0

From the findings in table 6 above, two hundred and eighteen pupils (77.3%) of the pupils indicated that they mainly spoke Kikuyu at home, fifty (17.7%) spoke Kiswahili, seven pupils (2.5%) indicated that they spoke English, and seven more

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(2.5%) indicated that they spoke other languages which included a few languages in Kenya. The researcher highly doubted the seven respondents who indicated that they mainly used English language because the study was conducted in a semi- urban and rural set up where 'Sheng' is commonly used rather than pure English and Kiswahili languages.

4.4 Professional Qualification for the Teachers of Kiswahili

The researcher asked the teachers to indicate there professional qualifications following the guided responses in the questionnaires. The findings are found in table 7 below.

Table 7: Professional Qualifications of the Kiswahili Teachers

N=34

Professional Qualifications	Frequency	Percentage
P1	26	76.5
Diploma in Education	5	14.7
Graduate Approved Teacher	2	5.9
Untrained	1	2.9
Total	34	100.0

Twenty six teachers teaching Kiswahili in Kiambaa division were P1s with (76.5%) of the total participants. 14.7% of the thirteen teachers in the study were Diploma holders while two teachers (5.9%) were Graduate Approved Teachers. Only one teacher indicated that she was not trained. According to these findings, thirty three (97.1%)

teachers were professionally qualified to teach Kiswahili at the primary school level. The remaining one teacher was untrained; this imposed a very minimal difference that could rarely affect the large population of the teachers. Professional training included methodologies of implementing different curricula at the primary school level. With this note, the researcher was convinced that the teachers in Kiambaa division had the knowledge and skills of implementing the Kiswahili curriculum holding all other factors constant.

4.5 Teaching Experiences of the Teachers of Kiswahili

The researcher was interested in finding out the total teaching experience of the teachers teaching Kiswahili in Kiambaa division as well as the teaching experiences in the Kiswahili subject.

(a) Years of teaching experience

The findings of the total years of the teaching experiences of the teachers of Kiswahili are shown in table 8.

Table 8: Total teaching experience

N=34

Year of Teaching	Frequency	Percentage
1-5 years	9	26.5
6-10 years	2	5.9
11-15 years	13	38.2
16-20 years	4	11.8
20-25 years	6	17.6
Above 26	0	00.0
Total	34	100.0

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(b) Years of teaching Kiswahili

The findings of the total years of the teaching Kiswahili are shown in table 9.

Table 9: Years of Teaching Kiswahili

N=34

Year of Teaching Kiswahili	Frequency	Percentage
1-5 years	10	29.4
6-10 years	4	11.8
11-15 years	16	47.1
16-20 years	2	5.9
20-25 years	2	5.9
Above 26	0	00.0
Total	34	100.0

Table 8 and table 9 shows that most teachers teaching Kiswahili in public schools in Kiambaa division had teaching experience of eleven to fifteen years and one to five years both as primary school teachers and also as teachers of Kiswahili subject years. It is in order therefore to say that the teachers had significant teaching experiences that could enhance their Kiswahili curriculum implementation.

Those teachers who indicated an experience of one to five years had an advantage of having the teaching experience of only the current syllabus. This therefore reduced the probability of them getting confused with the changes introduced in the syllabus in the near past unlike those teachers with more than six years of experience. However, this was not supported by the learners' performance in Kiswahili subject. The

researcher observed that, the teachers' teaching experiences did not seem to influence their implementation of the Kiswahili curriculum since it was not reflected in the pupils' performance which was not encouraging. Probably this was influenced by the frequent changes in the Kiswahili curriculum accompanied by in adequate in service trainings to acquit the teachers with the changes.

4.6 The In Service Trainings on the Kiswahili Curriculum Implementation

(a) Teachers' Attendance of the In Service Trainings on Kiswahili

There was a need to find out if the teachers of Kiswahili had attended the in service trainings on the implementation of the Kiswahili curriculum. This was because the previous studies cited in the literature review section indicated that there were few teachers in the researched population, who had attended in service trainings but the courses did not focus on the implementation of the Kiswahili curriculum. The findings are presented in table 10 below.

Table 10: Teachers' Attendance of the In Service Trainings on the Implementation of the Kiswahili Curriculum

N=34		
I have attended an In Service Training on the Implementation of Kiswahili curriculum	Frequency	Percentage
Yes	15	44.1
No	19	55.9
Total	34	100.0

Fifteen teachers (44.1%) of the teachers indicated that they had attended in service trainings on Kiswahili subject while nineteen teachers (55.9%) indicated that they had not attended any in service training on Kiswahili.

Research findings in this study shows that the number of those teachers who had not attended the in service trainings on the implementation of the Kiswahili subject exceeded the number of those who had attended the trainings. The study therefore does concur with other studies reviewed in the literature part of this study.

(b) Opportunity to Attend the In Service Trainings

The researcher wanted to find out if the head teachers gave equal opportunities to all teachers to attend the in service trainings whenever they were available. The findings from the teachers are shown on table 11.

Table 11: Head Teachers gave Equal opportunity to Teachers to Attend the In Service Trainings

N=34

Equal Opportunity to Teachers	Frequency	Percentage
Yes	13	38.2
No	21	61.8
Total	34	100.0

Twenty one (61.8%) teachers indicated that the head teachers did not give equal opportunity to all the teachers to attend the in service trainings while thirteen (38.2%) indicated that the head teacher gave equal opportunity to all the teachers to attend the

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in service trainings. When asked to elaborate on their answers, most teachers who indicated (No) said that the head teachers only appointed those teachers who were 'close' to the administration to attend the off-the-job trainings.

Thirteen, that is (100%) of the head teachers who were interviewed said that they released teachers to attend the trainings whenever they were available. However, the criteria of deciding who to attend differed with the head teachers. While some left it on the teachers to decide amongst themselves, others made the decisions through considering many influencing factors like who lastly attended the previous training, who has never attended any training and also selecting representatives from the lower and the upper primary school sections. All the head teachers said that they were never biased with the selection of those teachers who attended the trainings.

From all the above findings on the in service trainings of the Kiswahili teachers, the researcher concluded that most teachers had not attended in service trainings on the implementation of the Kiswahili curriculum because they were not given any opportunity by their head teachers. The head teachers denied some teachers opportunity either knowingly or unknowingly but the responsibility was on the head teachers' dockets.

(c) In service enhancing Teachers' Implementation of the Kiswahili curriculum

The researcher was also interested in knowing whether the teachers who had attended the in service trainings had benefited from the training sessions that they were involved in. The researcher also was interested to know the further elaborations in their responses. Table 12 presents the findings from the fifteen teachers who indicated that they had attended the trainings.

Table 12: In-service Trainings Enhanced Teachers' Understanding of the Teaching of Kiswahili Subject

N=15

Training benefited teachers	Frequency	Percentage
Yes	13	86.7
No	9	13.3
Total	15	100.0

Thirteen teachers (86.7%) indicated that they benefited from the training however nine other teachers (13.3%) indicated that the trainings did not enhance their understanding of teaching of the Kiswahili curriculum. When asked to elaborate on their answers, most of those who said No claimed that the trainings were not facilitated by Kiswahili experts and the facilitators did not address the teachers' major issues like the composition teaching and marking skills.

These findings are contrary to Omao (2007) whose findings found out that many teachers indicated that they had not benefited from the in service trainings that they had attended. This could probably have been influenced by the fact that most teachers in this study had indicated that the most in service trainings that they had attended were facilitated by the Kiswahili specialists. From the findings, the researcher therefore inferred that the in service trainings were important in enhancing the teachers' implementation of the Kiswahili curriculum. However, care should be taken when deciding who should facilitate the trainings.

d) Contributions of the In service Trainings

When asked on the extent to which the in service trainings had contributed to the implementation of Kiswahili curriculum, the teachers gave their answers as shown in table 13.

Table 13: Extent to which the In-Service Training had Contributed to the Implementation of Kiswahili Curriculum.

N=34

Contributions of the In-Service Trainings to the Implementation of Kiswahili Curriculum	Frequency	Percentage
Great Extent	4	11.8
Minimum Extent	20	58.8
No Extent	4	11.8
Un Decided	6	17.6
Total	34	100.0

Twenty teachers (58.8%) felt that the in service trainings had minimum contributions to the teachers' implementation of Kiswahili curriculum. Four teachers (11.8%) felt that the trainings had contributed to the teachers' implementation of Kiswahili curriculum to a great extent while some other four teachers felt that there was no contribution at all. Six teachers (17.6%) were undecided on the issue.

The researchers inferred that, probably the teachers felt that there was only minimum contribution of the in service trainings to the teachers' implementation of the Kiswahili curriculum because majority of them had not attended any in service

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training. In service trainings were therefore found to influence the teachers' implementation of the Kiswahili curriculum. In that, lack of opportunity to attend the in service training could have increased ignorance amongst the teachers thus leading to lack of improved and current strategies of curriculum implementation.

4.7 The Extent of the Syllabus Coverage before the Examination Time

The researcher used a likert scale to measure the extent to which the Kiswahili syllabus was covered before the examination time and interviewed the head teachers on the subject.

a) Teachers' coverage of the syllabus before Examination time.

The researcher was interested in finding out whether the teachers covered the syllabus before examination time. The respondents were expected to express their answers following the options given in the likert scale. The findings were as shown in table 14.

Table 14: Teachers' Coverage of the Syllabus before Examination Time

N=34

I Always Cover the Syllabus before Examination Time	Frequency	Percentage
Disagree	10	29.4
Agree	18	52.9
Undecided	1	2.9
Strongly Agree	5	14.9
Total	34	100.0

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Eighteen teachers (52.9%) agreed that they covered the Kiswahili syllabus before examination time.

The findings from the teacher however contradicted themselves from the fact that they always covered the syllabus when they later indicated that the weekly work load hindered them from adequately covering the syllabus before examination time. Here, the teachers indicated that weekly work load did hinder them from adequately covering the syllabus. This means that the teachers actually did not cover the syllabus before examination time. Table 15 presents the teachers' responses on the hindrance of the work load in adequacy coverage of the syllabus.

Table 15: Weekly Work Load Hinders Adequate Coverage of the Syllabus

N=34

Work Load Hinders Syllabus Coverage	Frequency	Percentage
Strongly Disagree	1	11.8
Disagree	2	5.9
Un Decided	0	00.0
Agree	19	55.9
Strongly Agree	12	35.3
Total	34	100.0

Thirty one (91.2%) teachers either strongly agree or agreed that their weekly work load hindered them from adequately covering the Kiswahili syllabus. This can therefore mean that, although the teachers covered the Kiswahili syllabus, they did not adequately and effectively cover the syllabus. They probably could have omitted some

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aspects of the curriculum or shallowly taught the content of the syllabus for the sake of officially indicating that they coved the syllabus.

To verify on the weekly work load, the researcher sought to find out how many lessons the teachers of Kiswahili taught per week. The findings are shown in table 16.

Table 16: Weekly Work Load of the Teachers of Kiswahili

N=34

Weekly Work Load of the Kiswahili Teachers	Frequency	Percentage
26-30	3	8.8
31-35	17	50.0
36-40	14	41.2
Total	34	100.0

Thirty one teachers (91.2%) indicated that they had a weekly work load of lessons ranging from thirty one to forty lessons. Only three teachers (8.8%) had the weekly work load between twenty six and thirty lessons while there was no teacher who had less than twenty five lessons per week. The teachers said that the work load was too heavy to allow them to adequately, effectively and efficiently implement the Kiswahili curriculum as it was required and stipulated in the syllabus. They also indicated that it was difficult for them to regularly mark the pupils' assignments and also to give individual attention to pupils with different academic needs like the slow learners and to some extent the fast learners. This is an implication of ineffective and inefficient curriculum implementation.

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During the class room observations, the researcher noted the following that most teachers were lagging behind their scheme of work and that the record of work covered did not tally with the schemes of work, the lesson plans, and the pupils note books. Most teachers filled the columns for the sake of official evidence only while in reality the information was in correct

From these observations, the researcher inferred that the extent of syllabus coverage was done to some extent not to a great extent neither to no extent or minimum extent. The teachers were struggling with other factor like the time and the big enrolments which also influenced the syllabus coverage. For example 91.2% of the teachers indicated that the time stipulated for Kiswahili lessons was in adequate to enable them cover the syllabus before examinations while 59.6% pupils also said the time was in adequate. In connection to syllabus coverage, 85.3% of the teachers indicated that some aspects of the Kiswahili curriculum could not be adequately covered within the allocated time in the syllabus. They gave examples of Kiswahili composition and language use among others.

During the interview with the head teachers, the thirteen (100%) head teachers said that the teachers did not cover the syllabus always but only sometimes. They also said that time wastage was the major factor that hindered adequate coverage of the syllabus among the teachers. The time wastage ranged from absenteeism of the teachers, lack of proper mechanism of compensating for the time lost, to delays in attending to their lessons.

During the lesson observation, fifteen teachers out of the thirty four teachers observed attended their Kiswahili lessons five to ten minutes late and some left the

class at least three to five minute a head of the bell. During the lesson development, eleven teachers spent about ten minutes either caning the pupils who had not completed the previous assignment or just passing time with issues not related to the topic. From these findings, the researcher noted that both the teachers and the learners were not very keen on the maximum utilization of the thirty five minutes stipulated for a lesson a factor that influenced the adequate coverage of the syllabus before the examination time. In adequate syllabus coverage was therefore found to influence teachers' implementation of Kiswahili curriculum to a great extent.

4.8 Adequacy and Appropriateness of the Curriculum Support Material

(a) Selection of the textbooks

The researcher was interested in finding out whether the support materials used by the Kiswahili teachers were in accord with the government requirements as found in the textbooks guide the 'Orange Book.' The findings are shown in table 17.

Table 17: Text Books are Selected from the Orange Book

N=34

Textbooks selected from Orange Book	Frequency	Percentage
Yes	27	79.4
No	7	20.6
Total	34	100.0

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Findings in table 17 shows that twenty seven teachers (79.4%) agreed that the textbooks used in teaching are selected from the Orange Book. This means that the support materials are appropriate since they are selected from the recommended list of the publishers that conform to the syllabus requirements.

(b)The Most Preferred Textbooks

It was necessary to verify the appropriateness of the support materials. The researcher requested the teachers to list the order of the textbooks that they most preferred. Kiswahili Mufti Kwa Darasa La Nane authored by Walla Bin Walla, was preferred by most teachers with (76.5%) an equal value of twenty six teachers. This text book is among those textbooks that are not yet vetted by the Kenya Institute of Education (KIE) for instructional use in class eight. This indicated that not all the support material used in schools met the requirements stipulated by the KIE.

Teachers indicated further that some textbooks in the Orange Book were not appropriate for a candidate class because some were very shallow or very wide while others did not have adequate exercises for the learners. This can imply that the type of a textbook that is used in the teaching and learning activities could influence the implementation of the curriculum and even the learners' performance in the subject.

(c) Least Preferred Textbooks

Findings on least preferred textbooks are shown in table 18

Table 18: Least Preferred Textbooks

N=34

Least Preferred Textbooks	Frequency	Percentage
Kiswahili Mufti	8	23.5
Kiswahili Sanifu	8	23.5
Msingi wa Kiswahili	3	8.8
Kiswahili kwa Darasa	3	8.8
Kiswahili Kitukuzwe	6	17.6
Nguzo za Kiswahili	6	17.6
Total	34	100.0

The findings show that still a big number of teachers did not prefer Kiswahili Mufti among other textbooks. During the classroom observation, most teachers used Kiswahili Mufti, Kiswahili Sanifu, Msingi wa Kiswahili, and K.C.P.E. revision books. The researcher noted that the teachers were not very sure which materials they should choose and which ones they should leave out. Probably lack of clear guidance from the KIE on the selection of fewer books contributed to this kind of confusion.

(d) Adequacy of the Textbooks

Table 19: Teachers Rating the Stock of the Kiswahili Textbooks

N =34

Adequacy of the Kiswahili Textbooks	Frequency	Percentage
Very Adequate	6	17.6
Adequate	17	50.0
Inadequate	11	32.4
Total	34	100.0

Six teachers (17.6%) indicated that the textbooks were very adequate; seventeen teachers (50.0%) indicated that the textbooks were adequate, while eleven teachers (32.4%) indicated that the textbooks were in adequate. When asked on the same note, the head teachers' opinions were as shown in table 20.

Table 20: Head Teachers' rating of the Kiswahili Textbooks

N=13

Textbooks	Frequency	Percentage
Very Adequate	0	00.0
Adequate	6	46.1
In Adequate	7	53.9
Total	13	100.0

All the head teachers disagreed that the text books were very adequate. When asked to elaborate, the head teachers said that their schools are still below the required ratio of 1:1, that is one textbook per one pupil. They also indicated that the life span of

the textbooks is minimized by the improper maintenance of the textbooks by the users, a problem that affects the adequacy of the test books and thus the effective implementation of the curriculum. The appropriateness and the adequacy of the support materials were therefore found to influence the teachers' implementation of the Kiswahili curriculum.

4.9 The Learners' Attitude towards Kiswahili Subject

The researcher sought to find out the attitude of the learners towards Kiswahili using a likert scale to measure the degree of their feelings in different statements. The findings are presented here below according to the statements.

Table 21: I Like Kiswahili More Than Other Subject

N=282

I like Kiswahili more than other subjects	Frequency	Percentage
Strongly Disagree	65	23.0
Disagree	52	18.4
Undecided	49	17.4
Agree	73	25.9
Strongly Agree	43	15.2
Total	282	100.0

Sixty five (23.0%) of the learners strongly disagreed with the statement, fifty two (18.4%) disagreed, seventy three (25.9%) agreed and forty three (15.2%) strongly agreed with the statement. The findings therefore shows that one hundred and seventeen (41.4%) of the learners either strongly disagreed or disagreed with statement

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while one hundred and sixteen (41.1%) pupils either agreed or strongly agreed with the statement. The number almost tallied however forty nine (17.4%) of the pupils were undecided on the statement. this could imply that nearly halve of the pupils population liked the Kiswahili subject more than other subjects while at the same time the other halve did not really like Kiswahili subject more than others.

According to the researcher, having almost half of the learners indicating that they liked Kiswahili is a positive implication that could positively influence the implementation of the curriculum. The teacher of Kiswahili could only put more effort in trying to motivate the remaining half of the learners who did not like Kiswahili to change their negative attitude for the sake of performing well in all the subjects including Kiswahili.

(b) Kiswahili subject is difficult.

Table 22: Kiswahili is difficult

N=282

Kiswahili is difficult	Frequency	Percentage
Strongly Disagree	103	36.5
Disagree	78	27.7
Undecided	45	16.0
Agree	34	12.1
Strongly Agree	22	7.8
Total	282	100.0

One hundred and eighty one (64.2%) of the learners indicated that Kiswahili was not difficult and only a small portion of the learners fifty six (19.9) indicated that

Kiswahili was difficult while forty five (16.0%) were undecided. This could mean that majority of the learners believed that Kiswahili was not difficult therefore probably dedicating little time, seriousness, and commitment on the subject. This attitude could affect the teachers' implementation of the subject leading to poor performance.

(c) I Study Kiswahili because I have no choice.

Table 23: I Study Kiswahili Because I have no Choice

N=282

I Study Kiswahili Because I have no Choice	Frequency	Percentage
Strongly Disagree	130	46.1
Disagree	56	19.9
Undecided	36	12.8
Agree	33	11.7
Strongly Agree	27	9.6
Total	282	100.0

Majority of the learners (66.0%) strongly disagreed or disagreed that they studied Kiswahili because they had no choice. Only sixty (21.3%) indicated that they studied Kiswahili because they had no choice and thirty six (11.7%) were undecided. This also was a positive gesture because at least most learners were intrinsically motivated to learn Kiswahili. Probably with proper implementation of the subject, the learners could perform even better.

(d) General Attitude of learners towards Kiswahili

It was necessary to measure the general attitude of the learners towards the Kiswahili subject. The researcher compared the mean of the pupils' responses with the standard deviations. The findings are shown in table 24.

Table 24: Learners' Attitude towards Kiswahili Subject.

N=282

Statement	Mean	Std. Deviation
I like Kiswahili more than other subjects	2.92	1.406
Kiswahili is interesting to me	3.60	1.336
Kiswahili subject is difficult	2.27	1.282
I study Kiswahili because I have no choice	2.19	1.375
What I learn in Kiswahili is relevant in my life	4.02	1.200
Kiswahili will be useful to me in future	4.16	1.152

These findings indicate that most pupils had positive attitude towards Kiswahili because from their responses to the statements, the mean was higher than the standard deviation. However, positive attitude did not seem to influence their performance because of probably other factors.

When asked to indicate other factors that could hinder their performance, learners were frank to indicate that some aspects of Kiswahili were difficult to comprehend giving examples of 'ngeli' (classification of nouns), 'msamiati wa magonjwa' (vocabulary of the types of diseases), aina za majina (parts of speech) and uandishi wa insha (composition writing).

The learners further indicated that teachers used a number of textbooks and supplementary books which were too broad for them to cover before examination time. In addition, most learners indicated that teachers did not regularly mark their assignments and that little time was dedicated to teaching of composition writing. They also indicated that speaking of standardized Kiswahili was not given a priority both in school and in the society because no one seemed to care much about communicating in colloquial Kiswahili. This removed any guilt consciousness in them, giving them a free ticket to break the language rules of Kiswahili without feeling ashamed, since almost everybody, including teachers and even senior persons in the society did the same.

From the findings, the researcher concluded that the learners' attitude towards Kiswahili did influence the teachers' implementation of the Kiswahili curriculum.

4.10 The Head Teachers' Involvement in the Implementation of the Kiswahili Curriculum

The researcher sought to find out the support that the head teachers provided to the teachers of Kiswahili through getting involved in different area of enhancing curriculum implementation. Information about this was sought from the head teachers, the teachers of Kiswahili and also from the pupils.

(a) Head Teachers' Involvement in the In Service Training Programmes.

Thirteen (100%) head teachers said that they released teachers to attend the in service trainings whenever they were available. When ask what criteria they used in order to ensure that there was fairness in deciding who attended the trainings at what

time, the head teachers gave different criteria. Some said that they left it to the subject teachers to decide who should represent the others while others said they choose the representatives by considering many influencing factors. Some of the factors included who attended the previous training, who had never attended any off-the job training or selecting those teachers who were teaching the candidate classes. However, the teachers opinion on the selection on teachers attending the in service trainings differed from the head teachers views.

b) The head teachers give teachers equal opportunities to attend the in service trainings whenever they are available.

Findings from the teachers are shown in Table 25.

Table 25: The head teacher gives equal opportunity to all teachers to attend in service trainings

N=282

The head teacher gives equal opportunity to all teachers to attend in service trainings	Frequency	Percentage
Strongly Disagree	7	20.6
Disagree	16	47.1
Undecided	1	2.9
Agree	8	23.5
Strongly Agree	2	5.9
Total	282	100.0

Twenty three (67.7%) teachers indicated that the head teachers did not give teachers equal opportunities to attend the in service trainings whenever they were available. When asked to elaborate on this, most teachers said that the head teachers

gave the first opportunity to their comrades and those from their community on tribal grounds. The researcher deducted that probably this was the reason for the lower percentage of those who had attended the in service training.

(c) Head Teachers Supervision and provision of the textbooks

Majority 79.4%) of the teachers agreed or strongly agreed that the head teachers supervised teachers and the learners. The head teachers said that they checked the teachers' professional documents at least once per term and the pupils note books at least twice per term. The teachers also indicated that the head teachers purchased Kiswahili textbooks without biasness.

(a) The head teacher supported Kiswahili speaking in their schools

This statement was directed to the learners who gave the following responses.

Table 26: The Head Teachers Support Kiswahili Speaking in the Schools

N=282

The Head Teachers Support Kiswahili Speaking in the Schools	Frequency	Percentage
Strongly Disagree	51	18.1
Disagree	23	8.2
Undecided	23	8.2
Agree	86	30.5
Strongly Agree	99	35.1
Total	282	100.0

Majority (65.6%) of the learners agreed or strongly agreed that the head teachers supported Kiswahili speaking in the school. This was added strength by majority of the teachers also agreeing on the same.

(e) Teachers' satisfaction in the involvement of the head teachers

The researcher was interested to know the feelings of the teachers of Kiswahili towards their head teacher's involvement in issues concerning the Kiswahili curriculum; the teachers gave the responses as shown in table 27.

Table 27: Teachers Satisfied with the Head Teachers' Involvement in Issues Concerning the Kiswahili Curriculum

N=34

I am Satisfied with the Head Teachers' Involvement In Issues Concerning Kiswahili Curriculum	Frequency	Percentage
Strongly Disagree	2	5.9
Disagree	10	29.4
Un Decided	1	2.9
Agree	18	52.9
Strongly Agree	3	8.8
Total	34	100.0

Twelve teachers (35.3%) disagreed or strongly disagreed with the statement while twenty two teachers (61.7%) agreed or strongly agreed that they were satisfied with the head teachers' involvement in issues concerning the Kiswahili curriculum. only one teacher (2.9%) was undecided.

From these findings, the head teachers were found to be getting involved in most of the areas concerning the implementation of Kiswahili. However the researcher noted that they were not keen enough as they are expected to be as both administrators and curriculum supervisors. They did not seriously enhance the quality of the implementation of the Kiswahili curriculum. For example, the head teachers were not keen in checking and signing of the teachers' professional documents. This issue, if neglected can encourage teachers' laxity in the preparation and usage of the documents. The head teachers' involvement in the issues concerning the implementation of the Kiswahili curriculum was therefore found to influence the teachers' implementation of the Kiswahili curriculum.

4.11 Teachers' Professional Document Analysis

After analyzing the teachers' professional documents, the researcher noted in table 28.

Table 28: Document Analysis Check List

N=34

	Scheme Of work		Lesson Plan		Lesson Notes		Record of Work Covered	
	F	*%*	*f*	*%*	*f*	*%*	*f*	*%*
The document was available	21	61.8	18	52.9	2	5.9	6	17.6
The document was approved by the head teacher or a delegate	19	55.9	10	29.4	0	0	3	23.5
The document was prepared as expected and required	21	61.8	16	47.1	2	5.9	6	17.6
The document was consistently prepared	21	61.8	10	29.4	0	0	6	17.6
The document was updated to the current date	21	61.8	4	11.8	0	0	0	0
The remark column was filled with significant comments	13	38.2	-	-	-	-	6	17.6
The teacher had self-evaluated the previous lessons in the self evaluation part of the lesson plan	-	-	13	38.2	-	-	-	-
There was adequate coverage of the syllabus as reviewed from the documents	13	38.2	4	11.8	2	5.9	4	11.8

The finding from the documents shows that twenty one teachers (61.8%) had schemes of work. Nineteen of them (55.9%) were signed by the head teacher, the deputy or the senior teacher. Only thirteen (38.2%) teachers had filled the remark column consistently and showed an attempt to adequate covering of the syllabus. Eighteen teachers (52.9%) had the lesson plans; only ten of the lesson plans were signed and only four teachers had a lesson plan of the specific day. Only two teachers

(5.9%) had lesson notes and only six teachers had record of work covered but the records were not up dated to the specific date of observation.

From these findings, the researcher noted that the teachers were not keen in preparing and maintaining their professional documents. Some of the teachers were frank to let the researcher know that they prepared those documents for official evidence and they were thorough when they suspected that there could be an inspection from the field officers. Otherwise the researchers' visit did not worry them at all. The researcher also noted that some head teachers were not keen on checking of the documents and that they did not make a serious follow up with the teachers who do not submit their documents for signing.

4.12 Pupils' Note Books.

From the learners' exercise books, the researcher noted that most exercises given were not marked by the teachers but the learners. When asked how they knew what was correct and wrong, the learners said that sometimes the teachers guided them by issuing them with the correct answers and sometimes they marked as they revised with their teachers. The researcher also noted that the learners were given at least two compositions per month but in most schools, the compositions were rarely marked or corrected. Peer teaching was encouraged in some schools where the learners who were seen to be better in the subject helped to teach the rest when the teachers were not available. They also gave out exercises and marked the exercises using the teachers' guide books. This factor could influence the teachers' implementation of the Kiswahili curriculum and compromise the quality of the implementation process.

4.13 Other factors Influencing Teachers' Implementation of the Kiswahili Curriculum in Kiambaa Divisions.

The researcher inquired from the teachers and the head teachers other factors that they felt influenced the implementation of the Kiswahili curriculum. The generalized factors are discussed below.

(a) Lack of support from other teachers

Some teachers raised a concern of lack of support from other teachers. They argued that some teachers in their schools looked down upon Kiswahili subject and regarding it as of less importance in the education system, because only one out of five examination papers uses the Kiswahili language but all the other subjects use English.

The teachers also said that other teachers, who do not teach Kiswahili, made major mistakes publicly when the learners could hear them. This made it difficult for the Kiswahili teachers to keep on correcting the adopted mistakes. Other teachers did not lay much emphasis on encouraging learners to communicate in Kiswahili language but emphasized on English use only. This was even worsened when the teachers addressed the learners in their vernaculars within the school compound or making negative comments regarding the Kiswahili language. This factor, made it difficult for the teachers to maintain high standards of Kiswahili usage in the schools and to facilitate the use of only standardized Swahili language. The factor therefore was found to influence the teachers' implementation of the Kiswahili curriculum.

(b) Mother Tongue and 'sheng' Interferences

Mother tongue and sheng interferences among the pupils were other factors that were said to influence the teachers' implementation of Kiswahili curriculum. Kikuyu is the local language in Kiambaa division. Being a Bantu language like Kiswahili, most learners do not identify the differences in the language use of the two languages. This is experienced when the learners use direct translations which could alter the sentence arrangement or even the meaning.

Using kikuyu or English words in Kiswahili language was also a problem. At the same time, pronunciation of sounds was influenced by there mother tongue experiences. These influences affected the implementation of the Kiswahili subject especially in the writing of composition and written exercises. Sheng, especially, affected the learners' oral communication and thus the written communication. This was witnessed during the process of data collection where majority of the learners responded the un-structured questions in the questionnaires in sheng (a combination of Kiswahili and English or even mother tongue in a single expression).

(c) Number of lessons per week

Teachers felt that five lessons per week were not enough to allow them cover the syllabus adequately. They said that Kiswahili subject was allocated fewer lessons per week than its counter part, the English subject, which had seven lessons per week. This was thought to be a factor that could be influencing the learners and other teachers to give English more preference than Kiswahili and regarding Kiswahili as an easy going subject unlike English. Most teachers suggested that the number of Kiswahili lessons

per week to be revised from five to seven lessons to enable the teachers cover all the aspects of the Kiswahili curriculum adequately. This factor was found to influence the teachers' implementation of the Kiswahili curriculum since time factor dictated the coverage of the syllabus.

(d) Conformity of Curriculum Support Materials to Syllabus Objectives.

Some textbooks were cited with short comings such as contradicting information, factual errors, shallow content and too much unnecessary content. Many teachers gave an example of time reading where some textbooks like Kiswahili Mufti used a different version from that in the syllabus. The teachers also indicated that they faced a problem of choosing the best textbooks from a wide range of course books recommended in the Orange Book. They also indicated that there were only few textbooks that were recommended for the teaching of composition writing. This factor interfered with the harmony and cohesion of the Kiswahili curriculum thus influencing the implementation of the Kiswahili curriculum.

(e) Difficult Vocabulary

It was a concern from many teachers that Kiswahili was changing and growing more rapidly than English and that the new vocabulary that was used in some textbooks was not yet included in the usual dictionaries at the schools disposal. This was a challenge that affected teachers' implementation of the curriculum since there were limited references to refer to incase of a question that required more advanced and new knowledge. This factor somehow crippled the teachers efforts to increase their knowledge thus influenced their implementation of the Kiswahili curriculum.

4.5 Summary

This chapter analyzed and interpreted data regarding the possible factors that influenced teachers' implementation of the Kiswahili curriculum in public primary schools in Kiambaa division. The analysis of the data was presented as findings from the teachers, head teachers and the pupils. Frequencies and the percentages of the responses were presented in tables. Where possible, explanations were given to elaborate on the respondents citations from the unstructured questions.

CHAPTER 5

SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS.

5.1 Introduction

Following the results presented in chapter four of this study, this chapter will present a summary of the findings, conclusions and recommendations that can be used to enhance the teachers' implementation of the Kiswahili curriculum so as to achieve satisfying and encouraging results in the long run. The researcher finalizes this chapter by suggesting further study on the intensity of the primary teacher education in Kenya.

5.2 Summary of Findings

The purpose of this study was to investigate the factors influencing the teachers' implementation of the Kiswahili curriculum in Kiambaa division of Kiambu East district. The researcher aimed at providing possible solutions to enhance the implementation of the Kiswahili curriculum in the division. The study was guided by seven objectives and seven research questions from which the independent variables were specified. The variables included the teachers' professional qualifications, the teachers teaching experiences, the in service training attendance levels, the syllabus coverage, the support materials, the learners' attitude towards Kiswahili subject and the head teachers' involvement in the implementation issues of the Kiswahili curriculum.

The teachers teaching Kiswahili in Kiambaa division were professionally qualified with (97.1%) being P1 holders, (14.7%) being diploma holders and (5.95%) were graduate approved teachers. Only one teacher was un trained. Most (73.5%) teachers had a teaching experience of more than five years. (70.7%) teachers had experience in

the teaching of Kiswahili subject of more than five years. Therefore most (70.7%) teachers had vast experience in teaching Kiswahili.

Most (55.9%) teachers had not attended any in service training on the implementation of Kiswahili curriculum. Only (44.1%) had had an opportunity to attend any in service training in Kiswahili subject. The head teachers did not give equal opportunities to all teachers to attend the in service trainings in Kiswahili subject. The selection criteria differed with the head teachers. Most (86.7%) teachers who had attended the in service training had benefited from the training. Only (13.3%) had not benefited from the in service trainings that they had attended. In service trainings had minimal contributions towards the implementation of the Kiswahili curriculum because many teachers had not attended any in service training on the implementation of Kiswahili curriculum.

The Kiswahili syllabus was not adequately covered before the examination time. Weekly work load, in adequate time, in adequate textbooks, teachers' absenteeism and loss of lesson time contributed to in adequacy coverage of the Kiswahili curriculum.

Not all the text books were selected from the Orange Book. Some recommended textbooks had some shortcomings which included false information, too much content, shallow content, and too advance content for the learners' levels. The recommended textbooks were too many confusing the making difficult for the teachers to select relevant books.

The learners' attitude towards Kiswahili was positive. Most (66.0%) learners learnt Kiswahili, not because they had no choice but because they liked it.

The head teachers got involved in many areas of the implementation of the Kiswahili curriculum; however, they were not very keen on some major areas like the checking and the signing of the teachers' professional documents.

5.3 Conclusions from the Research Findings

From the research findings, the researcher got the answers to the research problem on the factors that influenced teachers' implementation of the Kiswahili curriculum in Kiambaa division of Kiambu East district. Several factors were found to influence the teachers' implementation of the Kiswahili curriculum. Out of the findings already herein identified, the following conclusions were made:

5.3.1 Teachers' Professional Qualifications

Teachers teaching Kiswahili in public primary schools in Kiambaa division were professionally qualified to teach all the aspects of the Kiswahili curriculum. It is paramount that professionally qualified teachers should with ease be able to put into operation the syllabus content given the specific subject objectives. From the findings in this study, 76.5% of the teachers had the professional qualification of up to the level of P1. From the previous studies conducted on the primary teacher pre- service training, the findings showed that the training was in adequate to equip the teachers with all that its required to enable the teacher trainee to be more effective and efficient in the field there after. The training was seen to be limited by the short period of the training programme.

It is from this note that the researcher concluded that primary teacher pre- service training is not intensive enough to enable the P1 teachers to effectively implement the Kiswahili curriculum in this era of knowledge explosion where one needs to keep the pace. This factor was therefore seen to influence the teachers' implementation of the Kiswahili curriculum. This is because, despite majority of teachers indicating that they were trained to teach all the aspects of the Kiswahili curriculum during their training, their competencies do not march their out put.

5.3.2 Teachers' Teaching Experiences

Findings from the study showed that majority (73.5%) of the teachers teaching Kiswahili had teaching experience of more than five years. It is thus in order to conclude that most teachers had a vast experience to enable them to teach the subject effectively and efficiently with the belief that experience is the best teacher and practice make more perfect. However, this is not portrayed in the picture of the learners' performances.

The researcher concluded that teaching experience did not significantly influence the teachers' implementation of the Kiswahili curriculum. However, some teachers expressed their in competencies in teaching some aspects of the Kiswahili curriculum and also noted that they were not familiar with the implementation of the revised Kiswahili curriculum that was currently in use. In this note therefore, practice does not make perfect if the practitioner lacks the quality knowledge and skills to enhance the perfection of the practice.

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5.3.3 The In-Service Training Programmes

Findings showed that most (55.9%) teachers had not attended any in service training on the Kiswahili subject. Those who had attended in service training, 86.7% indicated that the training had enhanced their understanding of the implementation of the Kiswahili curriculum. From this note, the researcher therefore concluded that if all the teachers were given opportunities to attend in service trainings regularly, probably their curriculum implementation strategies could be improved and thus leading to effect tive curriculum implementation resulting to better learners performance in Kiswahili.

5.3 4 Covering of the Syllabus before Examination Time

Although many teachers indicated that they always covered the syllabus before examination, findings from the pupils note books, professional documents and from the teachers' responses to other related questions in the questionnaires reviewed that the coverage was in adequate. The pupils specifically pointed out that little time was dedicated to the teaching of composition writing and that some aspects of the syllabus were not comprehensively taught.

The teachers also indicated that time was in adequate to allow them to adequately cover the syllabus. Their over loaded subject work load per week and broad content in the syllabus also hindered their adequate coverage of the syllabus. The researcher thus concluded that the coverage of the Kiswahili curriculum was not adequate enough to thoroughly prepare the learners before the examination time.

5.3.5 Adequacy and appropriateness of the curriculum support materials

The textbooks were available in all the schools with the ratio of one book shared among three pupils (1:3). Some reference books were even shared amongst six pupils (1:6). The head teachers indicated that the procurement of the Kiswahili text books was given an equal priority with all the other books in other subjects. It was also noted that the book distribution lists in most schools indicated that the text books were more than they were found in the classrooms. Teachers said that the text book loss was high in their schools and at the same time some pupils preferred to leave the textbooks at their homes in the fear of the books being stolen by their fellow pupils. This reduced the number of visible textbooks during the lesson.

The researcher noted that most books were selected from the Orange Book which lists all the recommended curriculum support materials from which the schools make their procurement. However, the researcher also note that a commonly used textbook in many schools, the Kiswahili Mufti for class eight was not vetted to be used for instructional use. This means that not all the materials used in the implementation of the Kiswahili curriculum were appropriate. The findings also showed that some recommended materials had some shortcomings that affected the teachers' implementation of the Kiswahili curriculum.

5.3.6 Learners' Attitude towards Kiswahili Subject.

Comparing the mean and the standard deviations of the pupils' responses to the statements given in the likert scale, the learners' attitude towards Kiswahili was positive because the means were greater than the standard deviations. The researcher

concluded that although most learners had positive attitudes towards the subject, this was not reflected in their performance. Probably there were other factors that influenced there performance. The learners stated some other factors to include the teachers lateness to attend the lessons, teachers' absenteeism and lack of proper mechanisms to compensate for the time lost, lack of motivation and model from the teachers and the society in general as well as the use of too many textbooks which sometimes do not conform with the syllabus.

5.3.7 The Head Teachers' Involvement

The researcher noted that almost all the head teachers in the study were positive about the Kiswahili curriculum and they involved themselves in many issues that concerned the implementation of the curriculum. However, there were some areas that the head teachers were not keen in implementing their administrative and supervision roles. These areas included the actual classroom supervision, giving all the teachers equal opportunity to attend the in service trainings on the Kiswahili subject, encouraging teachers to self develop themselves, both academically and professionally, and familiarizing themselves with the changes in the Kiswahili curriculum.

It can therefore be concluded that, the teachers' qualification and teaching experiences of the teachers were seen not to influence the teachers' implementation of the Kiswahili curriculum. This was because, despite the fact that the teachers were qualified and had vast teaching experiences, this was not supported by the out put of their implementation. The learners' performance in Kiswahili was not satisfying.

In service trainings had yielded minimal results because most teachers had not attended any training on the implementation of the Kiswahili curriculum. There were adequate curriculum support materials in the schools, however their maintenance and utilization was poor. Most learners had positive attitude towards Kiswahili subject but this did not seem to be reflected in their performance and lastly, the head teachers were involved greatly in the issues concerning the implementation of the Kiswahili curriculum but were not keen on the supervision part of their responsibilities.

5.4 Recommendations

Following the study, the researcher came up with the following recommendations.

One of the remedial measures to improve the implementation of the teachers is to intensify the pre-service trainings of the primary school teachers especially on the Kiswahili subject. The ministry of education (MOE), through the Kenya Institute of Education (KIE), should revise the Primary Teacher Education programme. The revision should consider the duration spent in the training of the teachers and the adequacy training on how to teach different aspects of Kiswahili subject.

The pre-service training programme should include subject specialization of all the subjects, in that a student teacher can choose the subjects at will from the word go. The ministry of education should have a well defined method of clustering categories of subject specialization following the procedure applied in both the diploma and higher education levels. This means that Kiswahili should not be a compulsory subject during teacher training course. This will minimize training teachers who are not interested in

the subject thus having only those teachers who are interested and specifically trained to teach the subject in future.

Professional development of the teachers is an essential aspect in the education development. Education management has no choice as to whether to train teachers or not. All teachers, regardless of their previous training, education and experience, must be given further training and development. The educational managers in correspondence with KIE should have a clearly stated policies and objectives on human resource development. They should have tangible strategies of intensifying in service trainings, based on-the-job and off-the job trainings of the Kiswahili teachers. This should be planned and organized by the head teachers through the field educational officers at all levels of educational administration.

Individual teachers should also take a personal initiative to develop their academic and professional levels. This can be done through seeking further studies specializing in the Kiswahili subject. Further education in Kiswahili can be achieved in the institution of higher education or middle level institutions. Teachers can seek admissions in any of the programmes raging from full time to part time programmes.

In connection to this point, the Ministry of Education and the Teachers Service Commission should support teachers intending to further their studies in Kiswahili. This can be done by allowing them time off and where possible, giving the teachers some financial support through sponsorship, scholarship and soft loans. This is because teachers' development is a dual benefit, benefiting both the educational organization and the individual teacher, directly and indirectly.

KIE should increase the number of Kiswahili lessons from five lessons per week to seven lessons per week just like its counterpart, the English subject. Since time cannot be revised upwards, KIE should remove the non examinable subjects like the creative arts, from the upper primary syllabus, since the subject does not count much in the KCPE results. This is to make it possible to create time for the extra two lessons.

KIE should also separate the composition part from the grammar part and have them as two independent subjects like is the case in English grammar and literature in English. This will solve the problem of neglecting the composition part by dedicating little time on it. The two extra lessons recommended here to be added, should be used in the teaching of the composition writing and clearly be indicated in the time table that the time is specifically for Kiswahili insha (composition).

Better strategies should be laid by both the teachers and the learners in ensuring effective utilization of the thirty five minutes of classroom instruction. This can be done through the teachers being good models to the learners in matters concern time management. The teachers, on the other hand, should be committed in their work and show a since of ownership and responsibility. Through in-service trainings as mentioned earlier, educational managers can organize trainings aimed at training the teachers on time management, motivation and other relevant topics that can enhance effective teacher performance in the curriculum implementation.

KIE should organize forums with Kiswahili teachers and other stake holders on matters concerning selection of curriculum support materials especially the textbooks. Through the forums, the subject teachers can air their opinions and suggestions on strengths and weaknesses of different textbooks. Their opinions and suggestions should

be considered in improving the lists of the books recommended in the Orange Book. KIE should also encourage more authors and publishers to publish more textbooks on the Kiswahili composition writing textbooks as well as the teachers' guides on the same.

The Kiswahili teachers should scheme and lesson plan using the syllabus mainly but not the text books. This will enable the teachers to select and use those textbooks that conform to the syllabus. The teachers too should consider covering the syllabus to be more important than striving to cover many textbooks. This will reduce the overworking the learners with many unnecessary exercises that could end up confusing the learners and causing fatigue to both the teachers and the pupils.

Teachers should always prepare and use professional documents in implementing the Kiswahili curriculum. All documents should be regarded important not only for presenting to educational officers but as an important guide and reference in the day to day professionalism. In addition, teachers should make required comment and remarks honestly without considering only what favours them. Honesty in the profession is an ethical demand.

Teachers should avoid unnecessary wastage of time by attending to their lessons on time. Each school should have a well defined method of ensuring that teachers compensate for the time and lessons lost when they are away. The head teacher or a delegate should be keen in recording the lessons lost, those that are compensated and those that are not yet compensated. With such a strategy in place, many teachers will minimize their lessons lost.

None of the schools visited by the researcher had an organized library. The Kiswahili teachers through then support of the head teachers should create and establish a well organized and stocked libraries with adequate and variety of Kiswahili books and other reading materials.

The schools should have a well defined method of ensuring that the textbooks purchased and issued to the pupils are well maintained and retained for a the stipulated life span of five years. The head teachers should also try to reach the expected ratio of 1:1 text books stock in their schools. This can be achieved through proper planning and accountable spending of the School Instructional Material Bank Account (SIMBA) funds. More reference books which are of most current publications and editions should be bought and included in the library or reference sections in the school. These should include the dictionaries and linguistic reference books. This can be done through the usual procedure of curriculum support material procurement in the schools.

The learners' positive attitudes towards Kiswahili subject is not enough to ensure that they perform well. The teachers and the parents should take an initiative of trying other methods of motivating the learners to work hard in their Kiswahili studies. Learners should begin writing simple compositions at the early stage of their lower classes. This will promote the familiarization to writing skills early enough.

The head teachers should keep up their good work of providing support to the Kiswahili teachers. In order to better this role, the head teachers should be keener in issues concerning teachers' preparation and use of the professional documents, subject panel meetings and inset within their schools. The head teachers should personally and

regularly be signing the documents and creating a tradition where the teachers can get used to submitting their documents without having to be reminded now and then.

The head teachers should also be meeting with the Kiswahili panels on regular occasions. Findings from the study showed that the head teachers rarely met with the Kiswahili panel. Through meeting with the panelist, the head teachers can get acquitted with the changes in the curriculum, get to know the challenges affecting its implementation and give advice and solution where expected to.

The head teacher and the Kiswahili panel should organize and facilitate insets within their schools by inviting Kiswahili specialists to help facilitate the insets or even giving the teachers opportunity to invite their own facilitators. The insets could be used to directly address the matters affecting the specific school without much generalization of the issues

5.5 Suggestions for Further Research

Further research should be conducted country wide to compare the learners' performances in Kiswahili grammar and Kiswahili composition respectively to identify the part that is better performed than the other.

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APPENDIX 1

The Letter of Introduction

Dorcas Mukami Nyaga,

University of Nairobi,

Dept. of Administration

and Planning,

P.O. Box, 30197, Nairobi.

Date..........................

The Respondent,

....

....

Dear sir/Madam,

RE: LETTER OF INTRODUCTION

I am a post graduate student undertaking M.Ed course at the University of Nairobi. I am conducting a research as a requirement in partial fulfillment of the degree course. This research will investigate the factors influencing teachers' implementing of Kiswahili curriculum in Kiambaa division, Kiambu East district.

You have been selected to take part in this research. I therefore humbly request your participation in volunteering answers to all the questions in the questionnaire. Please provide the relevant information to the best of your knowledge. All responses will be used for research purposes only and identity will be treated with strict confidentiality.

Thank you in advance.

Yours faithfully,

....

Dorcas Mukami Nyaga.

APPENDIX 2

Teachers' Questionnaire

Please indicate the correct option as honest as possible by ticking one of the options and where explanations are required, use the space provided.

SECTION A: Background information

1. Please indicate your gender

    Male [ ]   Female [ ]

2. What are your professional qualifications?

    P1   [ ]

    Diploma in Education   [ ]

    Graduate Approved Teacher [ ]

    Others   [ ] (please specify)..................

3. Indicate number of years of teaching experience...............................

4. How many years have you taught Kiswahili subject?................................

5. How many subjects do you teach currently?

    Two   [ ]

    Three   [ ]

    Others   [ ]

7. What is your weekly work load?...

8.a) Were you trained to teach all the aspects of Kiswahili curriculum during your training?

    Yes [ ]   No [ ]

b) If yes, can you rate the adequacy of the training?

    Very adequate [ ]   Adequate [ ]   In adequate [ ]

10. (a) Can you teach all the aspects of the Kiswahili curriculum competently?

Yes [ ]   No [ ]

(b) If no, please indicate the areas that give you problems in teaching.

Sarufi ya Kiswahili   [ ]

Matumizi ya lugha   [ ]

Ufahamu   [ ]

Kusikiliza na kuongea   [ ]

Msamiati   [ ]

Uandishi wa insha   [ ]

Others   [ ]

(Please specify)

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(c) What do you feel should be done to help solve the problems cited in no.

10(b)...

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SECTION B: In Service Training Programmes

11. (a) Have you attended an in service seminar/workshop/course on the teaching of the Kiswahili curriculum?

Yes [ ]   No [ ]

(b) If yes who organized the seminar/workshop/course that you attended?

....

12.(a) Did the seminar/workshop/course enhance your understanding of teaching the Kiswahili curriculum?

Yes [ ]   No [ ]

(Please elaborate)..

(b) What follow-up does the head teacher make on the in service programmes attended by the Kiswahili teachers in your school?

....

13.a) Does the head teacher give equal opportunities to every Kiswahili teacher to attend in-service training whenever its required?

Yes [ ]   No [ ]

14. To what extent do you feel the in service training of Kiswahili teachers on Kiswahili curriculum has contributed to the implementation of the same?

Great Extent [ ]   Minimal Extent [ ]   No Extent [ ]

SECTION C: Coverage of the Revised Kiswahili Content

The key below gives the responses and their corresponding abbreviations. Please tick the option of your choice.

KEY

Response	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
Abbreviation	SD	D	UD	A	SA

STATEMENT	RESPONSES				
	SD	D	UD	SA	A
I always cover the Kiswahili syllabus every year.					
The lessons stipulated for Kiswahili curriculum are enough for syllabus coverage before examinations.					
Some aspects of Kiswahili content cannot be adequately covered within the stipulated time.					
My lessons' Work load hinders adequate coverage of Kiswahili curriculum.					
I have adequate time to mark both grammar and composition assignments.					
I regularly compensate for time lost during the term.					

15. Do you feel that the time stipulated for a Kiswahili lessons is adequate to enable you cover the syllabus adequately before the examinations?

YES   [ ]   NO   [ ]

Please

elaborate...

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SECTION D: Kiswahili Support Materials.

16. Who selects the Kiswahili textbooks in your school?

    Subject panel   [ ]

    Head teacher   [ ]

    Instructional material panel   [ ]

    Others   [ ] (please specify)......................

17. Are all the textbooks selected from the 'Orange Book.'

    Yes   [ ]   No   [ ]

18. How can you rate the stock of the Kiswahili textbooks in your school?

    Very adequate   [ ]   Adequate [ ]   In adequate   [ ]

19. Please indicate three textbooks that you prefer most in the order of preference.

i).................................

iii).................................

iii).............................

20.(a) Which textbook do you recommend not appropriate in implementing the Kiswahili curriculum?..

(b)Why?...

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21.(a) Does your head teacher give priority in purchasing the recommended Kiswahili support materials whenever required?

Yes   [ ]   No   [ ]

(b) If no, please elaborate

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22. (a) Do you feel that the implementation of Kiswahili curriculum is affected by the type and adequacy of the support materials used?

Yes [ ]   No [ ]

(b) Please elaborate

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SECTION E: The head teacher's involvement in Kiswahili curriculum.

The key below gives the responses and their corresponding abbreviations. Please tick the option of your choice.

KEY

Response	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
Abbreviation	SD	D	UD	A	SA

Statement	SD	D	UD	A	SA
The head teacher is familiar with the Kiswahili curriculum.					
The head teacher supervises teachers and learners' work.					
The head teacher gives teachers of Kiswahili opportunities to attend in service trainings whenever they are available.					
The head teacher allows teachers to teach subjects they are experts					
in.					
The Head teacher promptly purchases Kiswahili text books without biasness.					
The head teacher meets with the Kiswahili panel and makes positive contributions.					
The head teacher encourages pupils to use Swahili during school hours					
I am satisfied with the head teacher's involvement in issues concerning the Kiswahili curriculum.					

What other challenges do you face in the implementation of Kiswahili

curriculum?.....................

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Thank you for your contributions.

APPENDIX 3

PUPILS' QUESTIONNAIRE

SECTION A: Biographical Data

Please indicate the correct option as honest as possible by ticking one of the options.

Kindly respond to all the questions.

1. Please indicate your gender

   Male [ ]   Female [ ]

2. What language do you mainly speak at home?

   Kikuyu   [ ]

   Kiswahili   [ ]

   English   [ ]

   Others   [ ]   (please specify)......................................

3. Do you allocate yourself time everyday for revision of your Kiswahili work?

   Yes   [ ]   Sometimes   [ ]   No   [ ]

5. Do your teachers give you extra work/assignment in Kiswahili?

   Yes   [ ]   No   [ ]

6. Do you consult your teachers for individual questions on Kiswahili subject during

your free time?

   Yes   [ ]   No   [ ]

7. Given an opportunity to choose subjects, would you choose Kiswahili subject?

   Yes   [ ]   No   [ ]

8. What mark do you expect to get in Kiswahili at K.C.P.E.?................................

SECTION B

Express your responses to each of the following statements by simply ticking the box against the response that best describes your feelings. The key below gives the responses and their corresponding abbreviations.

KEY

Response	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
Abbreviation	SD	D	UD	A	SA

STATEMENT	RESPONSES				
	SD	D	UD	A	SA
I like Kiswahili more than other subjects.					
Kiswahili is interesting to me.					
Kiswahili subject is difficult.					
I study Kiswahili because I have no choice.					
I like speaking correct Kiswahili always.					
Lesson time allocated for Kiswahili is adequate.					
We covered the Kiswahili syllabuses in class six and seven.					
Our head teacher supports Kiswahili speaking in our school.					
What I learn in Kiswahili is relevant in my life.					
Kiswahili will be useful to me in future.					

What challenges do you face that could hinder your performance in Kiswahili?

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Thank you for your contributions.

APPENDIX 4

Interview Guide for the Head Teacher

1a). Do you consider the way teachers of Kiswahili handle the Kiswahili curriculum satisfying?

Yes [ ]   No [ ]

b) Please elaborate.

....

...

2. How do you monitor the implementation of the Kiswahili curriculum?

3. Are you familiar with the Kiswahili curriculum content?

4. Do you meet with the Kiswahili subject panel?

5. If yes, how often?

Always [ ]   Sometimes [ ]   Rarely [ ]

6. Do you release teachers for Kiswahili in service trainings?

7. If yes, what criteria do you use in ensuring fairness amongst the teachers?

8. What follow up do you make to ensure that what Kiswahili teachers learn off-the-job training is implemented where necessary?

9. How can you rate the Kiswahili support materials?

Very Adequate [ ]   Adequate   In adequate [ ]

10. Are all the Kiswahili text books selected from the 'Orange Book'?

11. Do you think the class eight learners like Kiswahili subject?

12. Do the Kiswahili teachers cover the syllabus before examination?

13. Do both the teachers and the pupils utilize the 35 minutes of the lesson effectively?

14. What role do you play in enhancing effective implementation of the Kiswahili curriculum?

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15. What improvement do you feel the teachers of Kiswahili should consider in order to ensuring effective implementation of the Kiswahili curriculum?

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Thank you for your contributions.

APPENDIX 5

Document Analysis Check list

	Scheme of Work	Lesson Plan	Lesson notes	Record of work covered
The document is available.				
The document is prepared accordingly.				
The document is approved by the head teacher or any other administrator.				
The document is consistently prepared.				
The document is updated to the current date.				
The remark column is filled with significant comments.				
The teacher has self evaluated the previous lessons in the self evaluation part of the lesson plans.				
There is adequate coverage of the syllabus as reviewed from the documents.				

APPENDIX 6

OBSERVATION SCHEDULE CHECK LIST

Class.................... Roll...................Date..................

Lesson scheduled to start at.............and ends at..............

Lesson started at..............and ended at........................

Topic............................Subtopic.....................................

References used...

STATEMENT	To a greater extent	To Some extent	To No extent
Teacher is prepared for the lesson with necessary documents.			
The introduction is appropriate and arousing learners interest on the lesson.			
Lesson development done systematically			
Teacher's mastery of content is satisfying.			
Teacher involves all the learners.			
Teacher use relevant teaching –learning resources.			
The resources are enough to all the pupils.			
Lesson summary is congruent to the content.			
The lessons' objectives are achieved.			

APPENDIX 7

RESEARCH CLEARANCE PERMIT

PAGE 2

THIS IS TO CERTIFY THAT:

Prof./Dr./Mr./Mrs./Miss DORCAS MUKAMI NYAGA

of (Address) UNIVERSITY OF NAIROBI P.O.BOX 30197 NAIROBI

has been permitted to conduct research in Location,

KIAMBU EAST District,

CENTRAL Province,

on the topic FACTORS INFLUENCING TEACHERS IMPLEMENTATION OF KISWAHILI CURRICULUM IN PUBLIC PRIMARY SCHOOLS IN KIAMBAA DIVISION KIAMBU EAST DISTRICT

for a period ending 30TH AUGUST, 20 09

PAGE 3

Research Permit No. NCST/5/002/R/501

Date of issue 15.6.2009

Fee received SHS.1000.00

Applicant's Signature

Secretary National Council for Science and Technology

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APPENDIX 8

RESEARCH AUTHORIZATION

REPUBLIC OF KENYA

NATIONAL COUNCIL FOR SCIENCE AND TECHNOLOGY

Telegrams: SCIENCETECH, NAIROBI
Telephone: 254-020-241349, 2213102
254-020-310571, 2213123
Fax: 254-020-2213215, 310245 318249
When replying please quote

Our Ref: **NCST/5/002/R/501/5**

P. O. Box 30623-00100
NAIROBI-KENYA
Website: www.ncst.go.ke

Date: **15ᵗʰ June 2009**

Ms. Dorcas Mukami Nyaga
University of Nairobi
P.O. Box 30197
NAIROBI

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on, *Factors Influencing Teachers' Implementation of Kiswahili Curriculum in Public Primary Schools in Kiambaa Division Kiambu East District,*

I am pleased to inform you that you have been authorized to carry out research in Kiambu East District for a period ending 30ᵗʰ August 2009.

You are advised to report to the District Commissioner and the District Education Officer Kiambu East District before embarking on your research.

On completion of your research, you are expected to submit two copies of your research report/thesis to this office.

PROF. S. A. ABDULRAZAK Ph.D, MBS
SECRETARY

Copy to:

The District Commissioner
Kiambu East District

The District Education Officer
Kiambu East District

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