SCHOOL FACTORS INFLUENCING IMPLEMENTATION OF PRIMARY SCHOOL KISWAHILI CURRICULUM IN SIGOMERE DIVISION, UGUNJA DISTRICT, KENYA

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A Research Project Report Submitted in Partial Fulfillment of the Requirement for the Degree of Masters of Education in Curriculum Studies

University of Nairobi

2014
DECLARATION

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

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Atieno Everlyne Oguta
E55/79989/2012

This research project report has been submitted for examination with our approval as the University supervisors

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I dedicate this project to my father Raphael Oguta, my husband Jerim Otieno, and my children Shirley, Lloyd and Stephanie.
ACKNOWLEDGEMENT

I am deeply indebted to many people without whom this work would not have reached the present form. I am particularly grateful to my supervisors Prof. Winston Akala and Dr. Mercy Mugambi for their scholarly and constructive suggestions, advice, guidance and encouragement without which the study would not have reached its completion. Special thanks to all the lecturers and academic peers in the department of Educational Administration and planning, under the able leadership of Dr. Nyagah, for the continued encouragement and support during the entire course.

My heartfelt appreciation goes to my family and especially my husband Jerim Otieno, who encouraged and undertook additional responsibilities to facilitate my studying. May God bless you abundantly. I am grateful to my children for their constant prayers and understanding during the entire period of my studies. May God bless you.

I would also wish to thank the National Commission for Science, Technology and Innovation (NACOSTI) for granting me the permit to conduct the study. Special thanks also to all head teachers, teachers and pupils who gave responses to my research instruments that enabled me to succeed in my research findings. To all who made this work a success, I give you special thanks.

God bless you all.
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<tr>
<td>K.C.P.E</td>
<td>Kenya Certificate of Primary Education</td>
</tr>
<tr>
<td>K.C.S.E</td>
<td>Kenya Certificate of Secondary Education</td>
</tr>
<tr>
<td>KESSP</td>
<td>Kenya Education Sector Support Programmes</td>
</tr>
<tr>
<td>KICD</td>
<td>Kenya Institute of Curriculum Development</td>
</tr>
<tr>
<td>KNEC</td>
<td>Kenya National Examination Council</td>
</tr>
<tr>
<td>KRTs</td>
<td>Key Resource Teachers</td>
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<td>MOE</td>
<td>Ministry of Education</td>
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<td>NACOSTI</td>
<td>National Commission for Science Technology and Innovation</td>
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<tr>
<td>NCST</td>
<td>National Council of Science and Technology</td>
</tr>
<tr>
<td>PTE</td>
<td>Primary Teacher Education</td>
</tr>
<tr>
<td>QASO</td>
<td>Quality Assurance Officer</td>
</tr>
<tr>
<td>ROK</td>
<td>Republic of Kenya</td>
</tr>
<tr>
<td>SbTD</td>
<td>School based Teacher Development</td>
</tr>
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</table>
ABSTRACT

The study was investigating the school factors influencing implementation of primary school Kiswahili curriculum in Sigomere division in Ugunja District. The study was guided by the following study objectives; teacher and learner attitude towards Kiswahili subject, availability of instructional resources, teacher preparedness and teaching methods. This study was guided by the curriculum implementation theory propounded by Gross (1971). In this study qualitative and quantitative method using descriptive survey research design was used to collect data from sampled respondents. The study targeted all teachers of Kiswahili, class seven pupils and the head teachers. A sample of 12 head teachers’, and 45 teachers and 260 class seven pupils of public primary schools in Sigomere division in Ugunja District in Kenya was used. A sample of 50% was arrived at by using stratified and simple random sampling to sample the schools. Purposive sampling to sample head teachers and simple random sampling was used to sample the teachers. A sample of 12 schools, 12 head teachers, 45 teachers of Kiswahili and 260 pupils was obtained for the study. Data was collected using questionnaires, interview guides and document analysis guide. The study findings established that implementation of Kiswahili curriculum was influenced by attitude of the teachers and learners, and inadequate in-servicing of teachers and to a large extent by the selection of resources for teaching Kiswahili in schools. Not all the curriculum support materials were selected from the recommended guide the ‘orange book’. The study recommended that education office should ensure that all the schools in the division should follow guidelines in the orange book when purchasing the textbooks for their schools. Further the research recommends that the government should ensure that schools have adequate instructional resources in order to improve learner’s performance in Kiswahili. The study will provides valuable information to stakeholders on the factors influencing implementation of Kiswahili curriculum in public primary schools. The findings from the study are important to policy makers on various methods that can be employed to improve implementation of Kiswahili curriculum. The study informs educational stakeholders on the school based factors influencing implementation of Kiswahili curriculum.
CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

Human beings cannot do without language since it is the most effective means of human communication. Apart from communication, language also forges cultural ties and economic relationship. (Muitung’u and Njeng’ere, 2008) affirms that a person’s use of language shows which social group they belong to, their level of education, occupation, class, religion, age, sex and personality. It is common for people to identify with those who speak the same language as themselves (Gathumbi and Masembe, 2005). Language is not genetically inherited but it is acquired and learnt.

Kiswahili is developing rapidly with the rapid growth of the world and currently is used globally. (Mohammed 2008) noted that Kiswahili is taught in a number of African, American and European universities. Recently, it was adopted in the United Nations along with English, French, Arabic, Spanish, Chinese and Russian, as a medium of communication in Security Council debates. (Mulokozi 2002) points out that computer software for Kiswahili has been created thus Google sites can be read in Kiswahili. Its international appeal has also been helped by the use of its phrases in theatres, songs and television programme.
In the region, Kiswahili is spoken in East, Central and Southern Africa. It is the National and official language in Tanzania. In Uganda, Kiswahili is a lingua franca but has not received wide popularity because the language has often been associated with Islamic, slave trade and military (Mohammed 2008). In addition, Kiswahili is spoken in the Democratic Republic of Congo, Rwanda, Burundi, Zambia and parts of Madagascar. The language is basically used in East Africa as a tool for regional integration and cohesion as well as lingua franca for commerce (Mulokozi 2002).

For a country like Kenya, lack of appropriate levels of literacy amongst her citizens, particularly in Kiswahili which is the national and official language-is a major challenge in the globalized, technology and information dominated world. Kenyans therefore need to identify what Kiswahili literacy knowledge and skills they require to succeed as individuals and as a nation in the current growing world. Kiswahili language has made huge strides forward in its usage in Kenya. According to Republic of Kenya (2010), it has been entrenched in the constitution as both national and official language alongside English. According to Kenya National language policy, Kiswahili is a medium of instruction in lower primary where different ethnic groups have settled whereas in upper primary it is taught as a subject. (Muitung’u and Njeng’ere 2008) affirms that Kiswahili is taught because of its status as a national language and its value as lingua franca within Kenya and generally East Africa. Both Kiswahili and English are taught as compulsory and examinable
subjects in primary and secondary schools in Kenya. However, Kenya has not put enough resources in developing a Kiswahili corpus so that it can adequately serve as a national language. In schools Kiswahili is currently assigned fewer lessons than English. This makes it have limited time for effective implementation. Even achieving the general objectives of Kiswahili stated in the syllabus becomes a challenge.

Apart from time allocation, there are various factors which can challenge effective implementation of Kiswahili subject. The revised Kiswahili curriculum which was launched in 2003 came with a lot of changes. The content in grammar was given a new face with the introduction of ‘ngeli’, the art of classifying nouns under their homogeneous pre-fixes, in-fixes, suffixes and quantities (Mgullu, 1999). This change has affected the use of standardized Kiswahili language since most teachers were not prepared for it. Teachers of Kiswahili therefore, need to be acquitted to such changes. This will enhance their ability to interpret and implement Kiswahili curriculum objectives.

Kenya Institute of Curriculum Development (KICD) carried out a study to find out whether there were enough trained teachers to implement the revised Kiswahili curriculum. It found out that even though teachers were trained, they still required regular in-service particularly in Kiswahili, English and Business Studies (KICD, 2007). The government has tried to improve the
implementation of Kiswahili curriculum by introducing the School based Teachers Development (SbTD) programme. Still a large number of teachers are not in-serviced. This programme was launched in 2005 with the aim of strengthening primary school subject specialists in Kiswahili among other subjects (KESSP, 2005-2010).

Attitude is a very significant element in the implementation of Kiswahili curriculum. Students generally hold either positive or negative attitude towards academic courses. These attitudes are influenced by varied factors unique to individuals. One student may have a positive attitude towards a subject and the other negative attitude towards the same subject. A positive attitude however translates a high student academic achievement (Marriott and Marriott 2003).

The success of any learning depends largely on instructional procedures. For a given instructional procedure to achieve desired objectives it must be properly harnessed through adequate and proper use of instructional facilities. The persistent problem of non-availability of most instructional material is a great concern. Merely using instructional resources does not guarantee effective teaching. The resources must be appropriately selected. Teachers being the implementers of the curriculum, (Ornstein and Hunkins, 2004), there should be preparedness through pre-service and in-service courses as well as
professional documents. Proper instructional strategies must be put in place to aid implementation of Kiswahili curriculum.

Garba (2004) defines curriculum implementation as putting the curriculum into work for the achievement of the objectives for which it is designed. In Kenya effective teaching is measured in terms of examination achievement. High achievements can only be realized through proper implementation. The Kiswahili Kenya Certificate of Primary Education results at the national level from 2009-2012 has indicated stagnant performance of a mean grade of C. The same stagnation was realized at the Siaya County level where the mean grade stands at C. This was far from A, the best mean grade. Examination council (KNEC) 2013 confirms this worrying trend of stagnation. Ugunja district has three divisions of which Sigomere is one. The trend of Kiswahili performance in the other two divisions also registers a mean grade of C but higher mean scores than Sigomere division.

<table>
<thead>
<tr>
<th>YEAR</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mean score</td>
<td>55.48</td>
<td>51.58</td>
<td>48.07</td>
<td>50.68</td>
<td>51.03</td>
</tr>
<tr>
<td>Mean grade</td>
<td>C</td>
<td>C</td>
<td>C</td>
<td>C</td>
<td>C</td>
</tr>
</tbody>
</table>

*Source: Kenya National Examination Council (2013)*
At the district level, the trend of Kiswahili performance in Ugunja district registered a mean grade of C plain from 2009-2013 as shown in (Table 1.2).

Table 1.2: Performance of Pupils in KCPE 2009-2013

<table>
<thead>
<tr>
<th>Division/Year</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
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<tr>
<td>Sigomere</td>
<td>47.16</td>
<td>49.00</td>
<td>42.62</td>
<td>50.70</td>
<td>47.54</td>
</tr>
<tr>
<td>Sikalame</td>
<td>48.87</td>
<td>50.55</td>
<td>45.28</td>
<td>51.36</td>
<td>48.00</td>
</tr>
<tr>
<td>Ugunja</td>
<td>48.08</td>
<td>50.16</td>
<td>45.65</td>
<td>53.52</td>
<td>51.06</td>
</tr>
</tbody>
</table>

Source: Ugunja District QASO’s Office 2013.

Kiswahili performance at both national and district level indicate that average grade was C from 2009-2013. C plain is an average grade which is a pass. However in Sigomere division, the performance in Kiswahili was still low. While the mean grade remained at C and C-, the mean score was lower than both national and the other two divisions. This kind of situation threatens the success of Kiswahili curriculum.

Table 1.3: Comparison of Kiswahili Mean Score with Other Subjects

<table>
<thead>
<tr>
<th>YEAR</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kiswahili</td>
<td>47.16</td>
<td>49.00</td>
<td>42.62</td>
<td>50.70</td>
<td>47.54</td>
</tr>
<tr>
<td>English</td>
<td>49.93</td>
<td>53.31</td>
<td>50.87</td>
<td>53.50</td>
<td>50.24</td>
</tr>
<tr>
<td>Mathematics</td>
<td>51.20</td>
<td>52.61</td>
<td>50.38</td>
<td>51.87</td>
<td>50.23</td>
</tr>
<tr>
<td>Science</td>
<td>51.63</td>
<td>49.49</td>
<td>49.58</td>
<td>51.25</td>
<td>48.28</td>
</tr>
<tr>
<td>Social Studies and Religion</td>
<td>52.51</td>
<td>52.31</td>
<td>49.16</td>
<td>52.90</td>
<td>51.17</td>
</tr>
</tbody>
</table>

Source: Ugunja District QASO’s Office 2013.

When ranked with the other four examinable subjects. Kiswahili was ranked last from 2009-2013. From the above table it is evident that there is a serious problem in
the implementation of Kiswahili curriculum. Analysis by District Quality Assurance Officers (QASO’s) confirms this worrying trend of poor performance in Kiswahili in KCPE from 2009-2013 in Sigomere Division.

1.2 Statement of the Problem

Kiswahili is very essential in Kenya as a tool for national development. It is an official, national language and finally a core compulsory and examinable subject for all candidates at K.C.P.E level. However, compared to other districts within the county Ugunja District has not been performing well particularly Sigomere Division within the district. Compared to the other divisions and the other four examinable subjects, Kiswahili has been ranking last. Analysis from Ugunja QASO’s Office depicts the situation. The government has put a lot of effort aimed at improving pupils’ performance. The government has posted teachers of Kiswahili country wide besides providing instructional materials like text books to all schools as stated in Kenya Education Sector Support Programme document (ROK, 2005). Despite all these substantial efforts to improve implementation of the Kiswahili curriculum, the performance in Kiswahili in Sigomere division has been low as shown in (Table 1.2). This was used as an indicator to reveal that something was affecting the implementation phase of Kiswahili subject. This study therefore investigated school factors influencing implementation of primary school Kiswahili curriculum.
1.3 Purpose of the Study
The purpose of this study was to investigate school factors influencing implementation of primary school Kiswahili curriculum in Sigomere Division in Ugunja District.

1.4 Objectives of the Study
The study was guided by the following objectives;

i. To determine the attitude of teachers towards the implementation of Kiswahili subject in public primary schools in Sigomere Division.

ii. To determine the extent to which attitude of learners influence the implementation of Kiswahili curriculum in public primary school in Sigomere Division.

iii. To establish ways in which instructional resources influence the implementation of Kiswahili curriculum in Sigomere Division.

iv. To establish the extent to which teacher preparedness influences the implementation of Kiswahili subject in public primary schools in Sigomere Division.

v. To determine ways in which instructional methods influence implementation of Kiswahili subject in Sigomere Division.

1.5 Research Questions
The study sought to answer the following questions;
i. In what ways does teacher attitude influence the effective implementation of Kiswahili curriculum in public primary school in Sigomere Division?

ii. How does the learners’ attitude influence the effective implementation of Kiswahili subject in public primary school in Sigomere Division?

iii. To establish how instructional materials influence the effective implementation of Kiswahili subject in public primary school in Sigomere Division?

iv. How does teacher preparedness in terms of pre-service, in-service and lesson planning influence the implementation of Kiswahili subject in public primary school in Sigomere Division?

v. How do instructional methods influence implementation of Kiswahili curriculum in public primary school in Sigomere Division?

1.6 Significance of the Study

The findings of this study may be useful to researchers and teachers of Kiswahili in identifying challenges facing Kiswahili curriculum implementation in primary schools and find ways of tackling them. Curriculum developers may identify the training needs for Kiswahili teachers in order to narrow the gap between curriculum design and the actual curriculum implementation. (K.I.C.D) may use it to re-examine teaching methodologies for Kiswahili. Ministry of Education may use it to find better ways of motivating teachers for better implementation.
1.7 Limitation of the Study

Considering head teachers’ busy schedule, a number of them were not available at their work station for the interview session. They were therefore represented by their deputies. This was the limitation experienced.

1.8 Delimitations of the Study

Delimitations are setting boundaries for study or limiting the scope of the study to make it manageable (Mugenda and Mugenda, 2003). The scope of this study was limited to Sigomere Division in Ugunja District; the respondents were class seven pupils, teachers and head teachers therefore its findings may not be generalized to any other population unless it has similar characteristics as those in the study population.

1.9 Assumption of the Study

The assumption underlying this study was that all the respondents would give accurate and honest response to items in the research instruments. Kenya Certificate of Primary Education results were true reflection and acceptable measure of teachers’ effective implementation. Teachers were trained and qualified in teaching of Kiswahili and were aware of Kiswahili syllabus requirements.
1.10 Definition of Significant Terms

The following are the operational definition of terms as used in the study;

**Attitude**- refers to generalized feeling towards a particular object, person or a situation that changes a person evaluation of the objective, a person or situation.

**Curriculum implementation**- it is the process or translating curriculum ideas into practice to reach the beneficiaries.

**In-service training**- a service of short courses and programmes that take place while one is employed.

**Instructional resources**- these are variety of materials in any form which influence the student’s learning and the instructor’s teaching.

**Instructional methods**- these are all the approaches that a teacher may take to actively engage students in learning.

**Pre-service training**- it is a fully institutionalized scheme of training in which the participants attend an institution on full time basis.

1.11 Organization of the Study

The study is organized into five chapters. Chapter One is introduction which covers the background of the study, statement of the problem, purpose of the study, objectives of the study, research questions, significance of the study, limitation and delimitation of the study. Assumption of the study, definition of significant terms and organization of the study also form part of chapter one. Chapter Two consists of literature review covering theoretical framework and
conceptual framework. Chapter Three covers Research methodologies which comprises of research design, the target population, the sample size and sampling techniques, the description of research instruments, research instrument validity and reliability, data collection procedures and data analysis techniques. Chapter Four consists of data presentation, interpretation and discussion of the findings. Finally, Chapter Five comprises of the summary of the study, conclusions, recommendations and suggestions on areas for further research.
CHAPTER TWO
LITERATURE REVIEW

2.1 Introduction
This chapter reviews literature on the concept of curriculum implementation, teacher and learner attitude towards Kiswahili subject, availability of instructional resources, teacher preparedness and teaching methods. Theoretical bases, conceptual framework and summary of reviewed literature are provided here.

2.2 Concept of Curriculum Implementation
Goodlad and Su (1992) refers to curriculum as a plan that consists of learning opportunities for specific time frames and place, a tool that aims to bring out behavior change in the learner as a result of planned activities. Kiswahili is a compulsory subject in primary, secondary and post-secondary institutions like the teacher training colleges. The education commissions and reports like Wamalwa report (1972), the Gachathi report (1976), and the Mackey report (1981) saw it necessary to make Kiswahili a compulsory and examinable subject from primary, secondary and university. The government started implementing the new 8-4-4 system where Kiswahili was a compulsory subject. Kiswahili like any other language keeps on growing because it is dynamic. This calls for more new implementing strategies (MOE 2003). There have been remarkable changes in the revised Kiswahili curriculum which was launched in 2003.
The process of curriculum implementation is a complex one. A curriculum remains simply a package if it is not implemented effectively and for that matter if the objectives intended have to be accomplished. The role of the teacher is very crucial. Ornstein and Hunkins (2009) found that implementation is also a systematic process of ensuring that the curriculum reaches the learners. Curriculum implementation can be defined as a process of putting into practice the developed curriculum (Morrison 2007). It entails the interaction of students, teachers, and the educational programme to produce the desired objectives. Shiundu and Omulando (1992) supports that curriculum implementation is the making real of that which has been planned. The task of curriculum implementation can be said to involve changing attitude of people. Curriculum implementation is the reaction between the teachers, learners and other stakeholders in education geared towards achieving the objectives of education.

2.3 Teacher and Learner Attitude towards Kiswahili

Hogg and Vaughan (2005) defines attitude as a relatively enduring organization beliefs, feelings and behavioral tendencies towards socially significant objects, groups, events or symbols. Attitude therefore, comes out as that which in one way or another influences man’s choices, results and therefore his or her life. Baker (1992) viewed attitude as a hypothetical construct used to explain the direction and persistence of human behavior.
This implies that an attitude held will push one to work depending on the nature of the attitude.

2.3.1 Teachers’ Attitude towards Kiswahili Subject

Teachers’ attitude is important in the implementation of Kiswahili curriculum. The teacher plays a key role in making a classroom climate. Topper (1999) maintains that teachers’ attitude shape the sense they make of any educational innovation. Erden (2010) suggested that understanding of the curriculum by teachers is crucial for the proper implementation. A teacher who does not comprehend curriculum’s theoretical framework in details will not be able to implement curriculum successfully. Teacher’s personal characteristics have a great impact on the curriculum implementation. According to study results, teachers characterized as motivated, open to changes and willing to try new opportunities are found high curriculum implementers. In relation to the importance of teachers’ attitude Savington (1991) argues that in the quest for improvement in language teaching, the language teacher has been overlooked.

2.3.2 Learners’ Attitude towards Kiswahili Subject

Attitude is an important aspect in learning. It can hinder or enhance the learning of a particular subject. Learning Kiswahili is part of the compulsory curriculum in Kenya education system (KESSP 2006). All learners are expected to sit for Kiswahili examination at the end of primary level. However, this does not imply that all the learners like the subject. How one
feels about a certain language can determine to some extent how well one can learn that particular language. Meenakshi (2008) argues that individual’ perceptions of the class teacher, peer groups, syllabus and his/her awareness for future needs affect his/her attitude to language learning. Kinnaird (2010) in his study established the impact attitude has on academic performance of high school students receiving special education services. The study focused on the students feeling and attitude towards their education setting. The study found that no clear relationship existed between students’ having positive attitude towards his/her academic setting and achieving academic success.

Getau (1983) in his study regarding teaching and learning of Kiswahili in primary schools revealed that language policies in education, that reflect the attitude of policy makers, have been responsible for the attitude students have towards Kiswahili. His study postulated that with those policies, English had been given more emphasis than Kiswahili. These policies enhance the development of negative attitude towards Kiswahili by both teachers and learners.

The studies agree that attitude impacts academic performance depending on the nature of the attitude. However, what comes out clearly is that the study setting and the study conditions influence the study results as was postulated by (Kinnaird, 2010) in his study which disagreed that there existed no significant relationship between attitude and academic achievement. This
study aimed at examining how the attitude of the learners towards Kiswahili influences the implementation of the Kiswahili curriculum in public primary schools.

2.4 Availability of Instructional Resources and Implementation of Kiswahili Curriculum

Twoli (2007) refers to teaching and learning resources as aids that teachers use to assist learning and enhance student’s participation in class for effective learning. Since the implementation of free tuition in public primary schools, the government took the responsibility of investing in instructional materials and text books. The reason was as stated in Kenya Education Sector Support programme document (ROK, 2005) aims at providing text books for learners as the tool for attainment of quality education. Incidentally curriculum developers give little emphasis to development and production of teaching materials for languages. According to (ROK, 1999) quality and adequacy of resources such as teaching and learning materials determine the effectiveness of curriculum implementation. The quality of teaching learning resources is very important in effective delivery of curriculum (Ministry of Education 2003). In absence of teaching learning materials, lessons will be teacher centered and students will not do their work independently.

Mokamba (2007) observe that there is an outcry from teachers on lack of the basic resources like textbooks. Incidentally curriculum developers give little
emphasis to development and production of teaching learning materials for languages besides textbooks and more attention is given to production of materials and resources for sciences and technical subjects. This worsens the teaching of languages. The selection of the right textbooks in primary schools should be guided by the orange book prepared by the Kenya Institute of Curriculum Development (KICD 2012). Teaching and learning materials play a key role in a child’s learning. They ensure that pupils receive a balanced and relevant curriculum which they are entitled to (MOEST 2004).

A report by the Ministry of Education in (Government Summative Evaluation of the Primary and Secondary school education curriculum May 2010) found that publishers were producing textbooks which had factual and editorial errors. Teaching and learning materials like textbooks and other reference materials are available, concerns about the quality of the recommended materials some of which had factual errors, inconsistent information, inaccuracies and poor or difficult language of the learner is worrying. Wanjiku (2002) carried out a study on factors that affect the availability and acquisition of resources in the teaching of languages. Her study found out that a lot of emphasis was laid on course books but not other resource materials. Success cannot be realized through the use of textbooks alone.
2.5 Teacher Preparedness and Implementation of Kiswahili Curriculum

Teacher preparedness is a vital component for effective curriculum implementation as they are professionals capable of making rational decisions. For a teacher to perform he/she must be capable of making rational professional decisions (Shiundu and Omulando, 1992). A teacher needs to be fully prepared in terms of pre-service training, in-service training as well as professional documents.

2.5.1 Pre-service Training

Pre-service teacher training is the course undertaken by teachers before entering the classroom as full responsible teachers. Primary school teachers in Kenya are prepared in Teacher’s Training College for two years where they acquire their primary teacher education (PTE). They are also required to undertake teaching practice. Dove (1986) argues that for trainees to evolve personal theories of teaching, they need opportunities to practice and test out different teaching skills and styles.

Ornstein and Hunkins (2004) noted that effective implementation of any curriculum innovation can only happen if the teacher’s pre-service training is adequate and regular. An implication that teacher training is an important determinant of their potential for effective curriculum implementation.
2.5.2 In-service Training

Shiundu and Omulando (1992) refer to in-service training as an on-going process that promotes professional and personal growth for teachers. This is supported by Bishop (1995) 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. Some common forms of in-service programmes include courses like seminars, workshop and conferences. It is through the in-service training that teachers get the opportunity to advance their knowledge on their areas of specialization. In-service of teachers greatly affect the quality of curriculum implementation. Teachers are an important resource in the teaching and learning process and their training and continued professional development is pivotal to achieving the vision and aspirations of the country, (Sessional paper No. 14 of 2012).

Primary school teachers are prepared in the Teacher Training Colleges (TTCs) where training focus mainly on pedagogical and subject knowledge content, which combines both the professional and academic disciplines then, awarded a Primary Teacher Certificate known as (P1) certificate. Though Kiswahili was a compulsory subject it was not mandatory for one to pass in the subject so as to be awarded the certificate, thus having teacher trainees performing poorly in the subject during the Primary Teacher Education (PTE) examination. In the revised Primary Teacher Education curriculum Kiswahili
is a compulsory subject and it is mandatory for one to pass in it in order to be awarded a primary teacher education curriculum (MOE, 2003).

According to UNESCO (2004) teacher training is generally considered as a major element in implementation of a curriculum. Teacher qualification shows an important but complex relationship to pupil’s outcome (MOE, 2006). A teacher impacts knowledge and skills to learners. The Kenya Institute of Education (KIE, 2007), points out that teachers should be able to put into consideration the syllabus content given the specific subject objectives. In their report on survey carried out during the monitoring of the implementation of the revised Kiswahili curriculum (2004) some teachers indicated in the questionnaire that certain topics like language use “Matumizi ya Lugha” and grammar “Sarufi” were difficult to achieve their objectives because of mother tongue influences and inadequate time allocation.

In-servicing of teachers is continuously updating teachers with skills to promote efficiency in performance. The education of the teacher does not end in the pre-service training but has to be continuous even after the teacher graduates and enters into the teaching service (Chemutai, 2010). In-service education takes place at any time, either as full time or part time study during the professional life of activities in which a serving teacher, head teacher, school inspector or educational administrator may participate in for purpose of improving his/her instructional or professional knowledge, interest and skills.
Ornstein and Hunkins (2004) argue 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. Teachers are reluctant to get involved with changes in the system. They further assert that many teachers tend to disregard available evidence regarding new curricular or pedagogical practice if it challenges their understanding and outlook; they feel “left” holding the bag when there is no continued support for the new curriculum.

KIE(2007) carried out a survey to find out whether there were enough trained teachers to implement the revised curriculum and found out that even though the teachers were trained, they still needed regular in-service particularly in Kiswahili. This will influence their implementation of Kiswahili curriculum as they will be in line with the changing Kiswahili trends. The Ministry of Education Science and Technology designed, developed and implemented the school based teacher development (SbTD) in service 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 2005 with aim of training 18, 000 Kiswahili Key Resource Teachers (KRTs) from each of the primary schools in the country (KESSP, 2005-2010).
Nyaga (2009), in her study on factors influencing implementation of Kiswahili curriculum in Kiambaa Division found very few teachers attended in-service training and this increased the ignorance amongst the teachers thus leading to lack of improved and current strategies of Kiswahili curriculum implementation.

Omao (2007) carried out a study on effectiveness of implementation of the revised secondary school Kiswahili curriculum. She found that some teachers had attended few in-service courses. However, the courses had not helped them since the facilitators were not Kiswahili specialists and did not provide them with specific information that could assist in Kiswahili teaching.

According to Ornstein and Hunkins (2004) teachers are reluctant to get involved with changes in the system. They further assert that many teachers tend to disregard new curriculum pedagogical practice if it challenges their understanding and outlook.

2.5.3 Professional Documents and Implementation of Kiswahili Curriculum

These are the documents that a teacher needs to attain to show how well he/she is prepared for the teaching process. Some of the documents are records of work covered, scheme of work, lesson plans and lesson notes. These documents if used appropriately make curriculum implementation effective through good performance in examinations. (Thungu, Wandera, Gachie and
Alumande, 2008) affirm that records of work gives an update of work covered in each subject taught in a given class on a daily basis. Schemes of work, interprets the syllabus and systematically averages the content to be covered over a specific period of time. A lesson plan is a teacher’s document that describes in details the course of instruction to be taken during a lesson.

2.6 Instructional Methods and Implementation of Kiswahili Curriculum

According to KICD (2000), the role of methodology is to enable the children to achieve instructional objectives at the end of the learning, teaching methods affect children’s performance and therefore, teacher needs to be conversant with the different methods in order for the children to have high performance level.

Cohen and Heather (2000) observed that teachers should use different methods to ensure that learners have grasped the content taught. The teacher’s methodology is a sufficient factor in facilitating the implementation of the intended aims and expressed objectives of a given educational programme. These include approaches to the teaching of the subject, instructional methods and teaching/learning activities and how the required skills are developed. A good teacher uses several methods of teaching in a single lesson depending on the teaching/learning situation of a given lesson.
Berry (2009) views that teachers appear to use teacher-centered methods more frequently that using learner centered method to instruct. The blooms taxonomy has three main category of learning, that is; cognitive, affective and psychomotor and they could be used as a basis for deciding the mode of instruction a teacher can use. In cognitive domain learning may take place using all the methods of teaching, affective domain may be achieved using discussion, case study, role play method while psychomotor learning may be best acquired by active physical participation such as demonstration, experimentation or project work.

According to the Ministry of Education in Kenya (2011), the learner should be placed at the Centre of the teaching and learning process through methods that actively and meaningfully engage learners in learning activities. Kiswahili needs to be taught using the most relevant methods like the learner centered methods like group discussion, role play and demonstration in order to make it interesting to the learners.

Eshiwani (1983) carried out a study on the factors influencing performance among primary and secondary school in Western province in Kenya. He found out that teachers were not using a variety of teaching methods other than the lecture method. He recommended in his study that teachers should use a variety of teaching methods to enhance learning. The study however, did not reveal the teachers awareness of other teaching methods.
Killen (2003) asserts that a learner centered approach appeals most since it motivates the learners and teach them how to learn. He further supports that effective method must correspond to stage of the mental development.

2.7 Summary of the Reviewed Literature

As previous studies have indicated, it is clear that the attitude of both teachers and learners could affect the performance of learners. Availability and quality of adequate resource materials have great influence on curriculum implementation. Wanjiku (2002), in her study found out that a lot of emphasis was laid on course books and not other resource materials. Teachers heavily relied on course books. Curriculum implementation cannot be achieved unless it has been made possible for teachers to have initial training knowledge and in-service courses. Eshiwani (1983) carried out a study on factors influencing performance among primary and secondary schools in western province in Kenya and found out that teachers were not using variety of teaching methods other than lecture method. Many of the previous studies have focused on performance and not on implementation of Kiswahili curriculum which the current study was investigating. Also these studies were conducted outside Sigomere division with different respondents which may not have similar conditions.
2.8 Theoretical Framework

This study was guided by the curriculum implementation theory propounded by Gross (1971). The theory states that the implementation of any educational programme brings into mind the question of facilities, teachers’ capability, management support and compatibility with organizational arrangement and clarity of the implementer of what is to be done. This theory was relevant to guide the study, because the factors that Gross propounded are also relevant to the implementation of the Kiswahili curriculum in Sigomere Division. In his theory, Gross advocates for four major elements that influence curriculum implementation: clarity of the innovation to implementers, capability of the implementers, and availability of resources and provision of management support. The elements in the theory are explained as follows: clarity of innovation to the implementer requires that teachers who are the implementers should be aware of changes in the curriculum. Resources meant for the new curriculum or existing curriculum must be available and relevant to the curriculum. Capability of the implementer implies that those implementing the curriculum must be trained to be in a position to handle the new curriculum. As far as management support is concerned, principals and management personnel should be involved and put in place by availing finances to make the new curriculum a success.
2.9 Conceptual Framework

The conceptual framework of the study is presented in figure 2.1.

![Conceptual Framework Diagram]

**Figure 2.1: Factors influencing implementation of Kiswahili curriculum in primary schools**

The conceptual framework of this study as presented in fig 2.1 shows interactions between variables influencing the implementation of Kiswahili curriculum. The factors include teachers’ and learner’s attitude, support materials, teacher preparedness and teaching methods. These variables affect curriculum implementation as a product of instructional process.
CHAPTER THREE
RESEARCH DESIGN AND METHODOLOGY

3.1 Introduction

This chapter is concerned with description of strategies and procedures to be followed in the study. Specifically, the section discusses the research design, target population sample size and sampling procedures, research instruments, data collection procedures and data analysis techniques.

3.2 Research Design

Mugenda and Mugenda (2003) define survey method as an attempt to collect data from members of a population in order to determine the current status of that population with respect to one or more variables. The study adopted the descriptive survey design since it allows for cross referencing of data collected from various respondents using questionnaires and interviews. The design was suitable for the study since it allowed data collection regarding factors affecting the implementation of Kiswahili curriculum using questionnaires and interview from the respondents. In essence, descriptive survey sought to obtain information that described existing phenomena by asking individual respondents about their attitude and experience in regard to Kiswahili curriculum.
3.3 Target Population

A population can be defined as the complete set of subjects that can be studied (Kombe and Tromp, 2006). This study targeted a population of 23 public primary schools in Sigomere division, 23 head teachers because of their position, 92 teachers of Kiswahili because of their teaching skills in Kiswahili, and 865 class seven pupils because of their longer experience in the school hence more versed with factors affecting Kiswahili implementation than other pupils.

3.4 Sample Size and Sampling Procedures

Sampling makes it possible to draw valid inferences or generalizations on the basis of careful observation of variables with a relatively small proportion of the population (Best and Khan, 2008). Mugenda and Mugenda (2003) recommend 10%-50% of the target population for large and small numbers respectively. Stratified sampling was used to select the sample schools. The schools were grouped into two strata of two zones in the division, having 13 and 10 public primary schools each, from which seven and five schools were selected through simple random sampling, bringing the number to 12. Twelve head teachers who were key informants were sampled using purposive sampling because of their position. Stratified random sampling which represents (30%) of 865 were used to sample pupils. The sampled pupils were 260 pupils. 45 teachers of Kiswahili were selected by selecting 3 or 4 teachers from each sampled school.
3.5 Research Instruments

The data was collected using questionnaires, interview guide and document analysis guide. The questionnaires for teachers of Kiswahili comprises of 4 sections. Section A elicits the background information of the teacher, section B got information on instructional resources, section C sought information on the pre-service and in-service training and section D on instructional methods. Pupils’ questionnaire is in two sections. Section A sought the background information of the learner while Section B collected information on the attitude of the learners towards the Kiswahili subject. An interview guide was developed for the head teachers which elicited information on the involvement of the head teachers in enhancing the implementation of the Kiswahili curriculum. The document verification instrument elicited data about availability, approval, updating and maintenance of the documents. Questionnaires and interviews were used because they had both closed and open ended questions.

3.6 Validity of the Instrument

Validity is concerned with establishing whether the questionnaire content is measuring what it is supposed to measure (Orodho, 2005). A sample identical to those from which data was collected was used to pre-test the questionnaire. Questionnaires were administered to three schools from the division not to be included in the final study. To enhance content validity, appropriate and adequate items relevant to research objectives were included in the
questionnaire and checked through expert judgment. The purpose of the pre-test was to assess the clarity of the instrument items.

3.7 Reliability of the Instrument

Reliability is the measure of the degree to which a research instrument yields consistent results or data after repeated trials (Mugenda and Mugenda, 2003). To ensure reliability of the instrument, the researcher used the test-retest technique of assessing the reliability of the instrument. The technique involves administering the same instrument to the same respondents twice. This is administered at an interval of two weeks. A comparison between the responses obtained was made using Pearson’s correlation co-efficient formulae (r) as indicated below.

\[
r = \frac{N\sum XY - (\sum X)(\sum Y)}{\sqrt{[N\sum X^2 -(\sum X)^2][N\sum Y^2 -(\sum Y)^2]}}
\]

Where;

\(\sum xy\) = sum of the gross product of the values of each variables

\((\sum X)(\sum y)\) = product of the sum of x and the sum of y and N= total number of items. If the reliability of the instrument is above 0.8, it is considered to have a good reliability. The test-retest exercise obtained a coefficient correlation of 0.85. This means that the research instruments for the study were reliable.
3.8 Data Collection Procedures

After getting the research permit from the National Commission for Science Technology and innovation (NACOSTI) the researcher reported to the County Director of Education to inform them about the study. Identified schools were visited to create rapport with the respondents. Through the permission of the school administration, questionnaires were administered to the teachers and learners. The teachers were given questionnaires to fill independently. However, learners’ questionnaires were given and questionnaires collected the same day for each school. Document verification and interview to the head teachers were conducted on the same day the questionnaires were administered for each school.

3.9 Data Analysis Techniques

According to Mugenda and Mugenda (1999), data analysis is the process of bringing order and meaning to raw data collected. The data was edited and information categorized into topics based on the research questions. Descriptive statistics such as frequency distribution, percentages, graphs and charts were used to analyze the quantitative data collected. Tables were constructed to indicate responses for each item that was used. Qualitative data from open ended questions was organized into subtopics Responses were coded, processed and tabulated by using the Statistical Package for Social Science (SPSS).
CHAPTER FOUR

DATA ANALYSIS, PRESENTATION AND INTERPRETATIONS

4.1 Introduction

This chapter presents the results of the data collected and analyzed in tables, pie-charts and graphs according to the study objectives. The interpretations of the findings have been done to answer the research questions. The presentation of the findings are organized around the key variables of the study; the attitude of teachers, the attitude of learners, Instructional resources, teacher preparedness and how instructional methods influence implementation of Kiswahili subject in Sigomere Division. Bio-data has been analyzed and presented to provide relevant characteristics of the respondents.

4.2 Questionnaire Return Rate

Questionnaires were distributed to 45 teachers, 260 pupils and interviews conducted among 12 head teachers. The questionnaire return rates were as follows 43 teachers returned their questionnaires, 260 pupils and 12 head teachers were interviewed. The return rate is computed in Table 4.1.
Table 4.1: Questionnaire Return Rate

<table>
<thead>
<tr>
<th>Instruments</th>
<th>Target</th>
<th>Number</th>
<th>Percentage returned</th>
</tr>
</thead>
<tbody>
<tr>
<td>Head teachers</td>
<td>12</td>
<td>12</td>
<td>100</td>
</tr>
<tr>
<td>Teachers</td>
<td>45</td>
<td>43</td>
<td>95.6</td>
</tr>
<tr>
<td>Pupils</td>
<td>260</td>
<td>260</td>
<td>100.0</td>
</tr>
</tbody>
</table>

The findings from the study established that 95.6% of teacher’s questionnaires were returned, head teachers 100% and pupils 100% were returned. The researcher managed to interview eight head teachers. Deputy Head teachers were interviewed in the remaining four schools because the head teachers were not available for the interview schedule. All in all, they still gave relevant information required by the researcher. The findings from the twelve schools were therefore used in the study.

4.3 Gender of the Respondents

The study set to gather information on the gender of the respondents. The findings are recorded in Table 4.2.
Table 4.2: Gender of the Respondents

<table>
<thead>
<tr>
<th>Gender</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>29</td>
<td>67.4</td>
</tr>
<tr>
<td>Female</td>
<td>14</td>
<td>32.6</td>
</tr>
<tr>
<td>Totals</td>
<td>43</td>
<td>100.0</td>
</tr>
</tbody>
</table>

The study established that 67.4% of the respondents were males, meaning that all the genders were represented well in the division and could thus be used for the study.

4.3.1 Professional Qualification of Teachers

The study sought to find out the academic qualifications of the respondents among the teachers in the division. The findings from the study are recorded in Figure 4.1.
The study established that majority (58%) of the respondents were P1 teachers by academic qualification meaning that they were quite qualified for handling Kiswahili syllabus and were capable of implementing Kiswahili curriculum accordingly.

4.3.2 Teaching Experience

The researcher was interested in finding out the experience of teachers handling implementation of Kiswahili curriculum in the division. The findings are indicated in Table 4.3.
<table>
<thead>
<tr>
<th>Years</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-5 years</td>
<td>7</td>
<td>16.3</td>
</tr>
<tr>
<td>6-10 years</td>
<td>11</td>
<td>25.6</td>
</tr>
<tr>
<td>11-15 years</td>
<td>16</td>
<td>37.2</td>
</tr>
<tr>
<td>Over 16 year</td>
<td>9</td>
<td>20.9</td>
</tr>
<tr>
<td>Total</td>
<td>43</td>
<td>100.0</td>
</tr>
</tbody>
</table>

The study established that majority of the respondents 93.7% had more than ten years of teaching experience meaning that they were well experienced and capable to implement Kiswahili curriculum in primary schools.

4.4 Influence of Teachers’ Attitude

Teachers’ attitude is important in the implementation of Kiswahili curriculum. Teacher’s personal characteristics have a great impact on the curriculum implementation. According to study results, teachers characterized as motivated, open to changes and willing to try new opportunities are found high curriculum implementers.

4.4.1 Number of Subjects a Teacher Teaches

The study was set to find out whether Kiswahili teachers teach other subjects alongside Kiswahili subject. The study findings are indicated in Table 4.4.
Table 4.4: Number of Subjects

<table>
<thead>
<tr>
<th>NO. of Subjects</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Two</td>
<td>7</td>
<td>16.3</td>
</tr>
<tr>
<td>Three</td>
<td>26</td>
<td>60.5</td>
</tr>
<tr>
<td>Others</td>
<td>10</td>
<td>23.2</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>43</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

Majority of the respondents at 83.7% indicated that they teach more than three subjects in their respective schools. This means that Kiswahili teachers do not specialize in teaching Kiswahili hence they spread themselves out too thin in teaching more three other subjects. This subsequently may be used to explain the reasons behind poor performance in Kiswahili in the division.

4.4.2 Weekly Work Load

The study further set to find out the teachers weekly workload in the schools. The findings are recorded in Table 4.5.

Table 4.5: Teachers Weekly Workload

<table>
<thead>
<tr>
<th>Number of Lessons</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>20--25 lessons</td>
<td>4</td>
<td>9.3</td>
</tr>
<tr>
<td>26-30 Lessons</td>
<td>14</td>
<td>32.6</td>
</tr>
<tr>
<td>Over 31 Lessons</td>
<td>25</td>
<td>58.1</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>43</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>
The study established that over 58.1% of the teachers had more than 31 lessons per week. This means that teachers were unable to effectively specialize in specific subject areas because of the workload that they were handling in the schools. Findings show that teachers give inadequate or no extra work at all because of the work load. This may explain why Kiswahili was performed poorly in the division hence affecting implementation of Kiswahili curriculum.

4.5 Attitude of Learners toward Kiswahili Subject

The researcher sought to find out the attitude of learners towards Kiswahili using a likert scale to measure the degree of their feelings in different statements. The findings are presented here below. Attitude is an important aspect in learning. It can hinder or enhance the learning of a particular subject.

4.5.1 Whether Pupils like Kiswahili Subject

The study set to find out from pupils whether they liked learning Kiswahili subject. The findings from the study are indicated in Table 4.6.
Table 4.6: Pupils liking of Kiswahili Subject

<table>
<thead>
<tr>
<th>Responses</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Disagree</td>
<td>133</td>
<td>51.0</td>
</tr>
<tr>
<td>Disagree</td>
<td>31</td>
<td>12</td>
</tr>
<tr>
<td>Undecided</td>
<td>20</td>
<td>7.7</td>
</tr>
<tr>
<td>Agree</td>
<td>45</td>
<td>17.3</td>
</tr>
<tr>
<td>Strongly Agree</td>
<td>31</td>
<td>12</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>260</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

The findings established from majority of the respondents at (63%) that learners do not like Kiswahili subject. This means that learners are not very cooperative during Kiswahili lessons hence teachers have difficulties pushing them to learn. This affects the smooth implementation of Kiswahili curriculum. Further the findings from interviews conducted indicated that pupils’ used the Luo language while in their homes. The findings are in line with Kinnaird (2010) who established that attitude has an impact on academic performance of high school students receiving instructions.

4.5.2 Learners Involvement during Kiswahili Lessons

The researcher was interested in finding out the involvement of pupils during Kiswahili lessons. The responses are recorded in Figure 4.2.
The study established from 67% of the respondents (teachers) that learners were not fully involved during Kiswahili lessons. This was further supported by the findings from head teachers that 97% of the pupils were not actively participating during Kiswahili lessons. Learners’ involvement during lessons enhances learning of a subject. This shows that learners’ attitude towards Kiswahili language was not positive. This affected the implementation of Kiswahili curriculum in the schools in Sigomere division.

### 4.5.3 Kiswahili Homework for Pupils

The study was set to find out whether pupils were given assignments in Kiswahili so that they could improve Kiswahili performance. Their responses are recorded in Table 4.7.
Table 4.7: Kiswahili Homework for Pupils

<table>
<thead>
<tr>
<th>Responses</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>135</td>
<td>51.9</td>
</tr>
<tr>
<td>No</td>
<td>125</td>
<td>48.1</td>
</tr>
<tr>
<td>Total</td>
<td>260</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Majority of the respondents at 48.1% indicated that they were not given homework every day. Further findings reveal that teachers were not willing to give extra work because of the workload they had. This percentage has great effects on implementation of the Kiswahili curriculum in the division. This also reflects on teachers’ commitment to teaching activities which finally affects implementation of Kiswahili curriculum.

4.5.4 Whether Pupils Liked Learning Kiswahili

The study set to find out the attitude of the pupils towards Kiswahili subject and their responses are recorded in Table 4.8.
The study established from 49.2% of the respondents that they did not enjoy learning Kiswahili. This means that this percentage could adversely affect the implementation of Kiswahili curriculum in the primary schools in the division. Further from the interviews conducted 69% of the head teachers, indicated that not all pupils liked Kiswahili subject hence this affected their performance in the subject. This finding is in line with Meenakshi (2008) who argues that individual’ perceptions of the class teacher, peer groups, syllabus and his/her awareness for future needs affect his/her attitude to language learning.

### 4.5.5 Kiswahili is a Difficult Subject

The study set to find out the opinion of the pupils towards Kiswahili subjects. The findings are indicated on Table 4.9.

### Table 4.8: Pupils Liked

<table>
<thead>
<tr>
<th>Responses</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly disagree</td>
<td>69</td>
<td>26.5</td>
</tr>
<tr>
<td>Disagree</td>
<td>59</td>
<td>22.7</td>
</tr>
<tr>
<td>Un decided</td>
<td>31</td>
<td>11.9</td>
</tr>
<tr>
<td>Agree</td>
<td>85</td>
<td>32.7</td>
</tr>
<tr>
<td>Strongly agree</td>
<td>16</td>
<td>6.2</td>
</tr>
<tr>
<td>Total</td>
<td>260</td>
<td>100</td>
</tr>
</tbody>
</table>
Table 4.9: Kiswahili is a Difficult Subject

<table>
<thead>
<tr>
<th>Responses</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly agree</td>
<td>112</td>
<td>43.1</td>
</tr>
<tr>
<td>Agree</td>
<td>73</td>
<td>28.1</td>
</tr>
<tr>
<td>Undecided</td>
<td>15</td>
<td>5.8</td>
</tr>
<tr>
<td>Disagree</td>
<td>23</td>
<td>8.8</td>
</tr>
<tr>
<td>Strongly disagree</td>
<td>37</td>
<td>14.2</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>260</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

The study established from 71.2% of the respondents that Kiswahili was a difficult subject. Majority of the pupils indicated that given chance they would not choose Kiswahili as one of the subjects to be examined. This means that the pupils in the division viewed Kiswahili as a difficult subject of study. The findings are in line with Getau (1983) that language policies in education reflect the attitude of policy makers, hence they are responsible for the attitude students have towards Kiswahili. His study postulated that with the policies, English has been given more emphasis than Kiswahili. This can further affect the implementation of Kiswahili curriculum in the division.

4.5.6 Challenges Faced by Pupils when Learning Kiswahili

The study set to find out the challenges that pupils faced when learning Kiswahili subject. The findings are indicated in Table 4.10.
Table 4.10: Challenges Faced by Pupils when Learning Kiswahili

<table>
<thead>
<tr>
<th>Reasons</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Inadequate text books</td>
<td>127</td>
<td>48.8</td>
</tr>
<tr>
<td>Inadequate teachers in schools</td>
<td>79</td>
<td>30.4</td>
</tr>
<tr>
<td>Inadequate story books</td>
<td>24</td>
<td>9.2</td>
</tr>
<tr>
<td>Inadequate time for Kiswahili lessons</td>
<td>13</td>
<td>5</td>
</tr>
<tr>
<td>Lack of concentration during lessons</td>
<td>17</td>
<td>6.5</td>
</tr>
<tr>
<td><strong>Totals</strong></td>
<td><strong>260</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

The study established from 48.8% that text books were inadequate. Findings from the interviews indicate that text books were adequate but the problem was proper maintenance which was lacking among the users. This problem affects the adequacy of the text books and thus effective implementation of the curriculum. These factors explain why learners have problems learning Kiswahili subject. This has affected the implementation of Kiswahili curriculum.

4.6 Influence of Instructional Resources on Implementation of Kiswahili Curriculum

Learning resources aids learning and enhance student’s participation in class for effective learning. Quality and adequacy of resources such as teaching and learning materials determine the effectiveness of curriculum implementation.
4.6.1 Selection of Kiswahili Books

The researcher wanted to find out from teachers how Kiswahili instructional materials for schools were selected. The findings are recorded in Table 4.11.

Table 4.11: Selection of Kiswahili Books

<table>
<thead>
<tr>
<th>Responses</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Subject panel</td>
<td>25</td>
<td>58.1</td>
</tr>
<tr>
<td>Head teacher</td>
<td>11</td>
<td>25.6</td>
</tr>
<tr>
<td>Instructional material panel</td>
<td>7</td>
<td>16.3</td>
</tr>
<tr>
<td>Total</td>
<td>43</td>
<td>100.0</td>
</tr>
</tbody>
</table>

The study established from 58.1% of the respondents that Kiswahili instructional materials are selected by subject panels. However 25.6% of the respondents indicated that subject materials were selected by head teachers. This means that the right materials were not selected because the head teachers were not necessarily teaching Kiswahili in their schools hence may not be aware of the required Kiswahili materials. This may affect to a great extent the implementation of Kiswahili curriculum because Kiswahili is a language and requires skills to implement it appropriately. These findings are in line with (ROK, 1999) that quality and adequacy of resources such as teaching and learning materials determine the effectiveness of curriculum implementation.
4.6.2 Selection of Kiswahili Materials from Orange Book

The study set to find out from the head teachers whether all Kiswahili materials were selected from the Orange book. The findings are indicated in Table 4.12.

Table 4.12: Selection of Kiswahili Materials from Orange book

<table>
<thead>
<tr>
<th>Responses</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>7</td>
<td>58.3</td>
</tr>
<tr>
<td>No</td>
<td>5</td>
<td>41.7</td>
</tr>
<tr>
<td>Total</td>
<td>12</td>
<td>100.0</td>
</tr>
</tbody>
</table>

The study established from 58.3% of the respondents that they selected materials from the orange book. However 41.7% of the respondents indicated that they are not always dependent on orange book when selecting Kiswahili materials for their schools. This means that materials selected may not be in line with the ministry of education requirements since orange book contains the books approved for use in the primary schools. The selection of the right textbooks in primary schools should be guided by the orange book prepared by the Kenya Institute of Curriculum Development (KICD 2012). This affects performance of Kiswahili subject because the ministry’s guidelines are not followed.
4.6.3 Availability of Kiswahili Materials in Schools

The study set to find out from teachers whether Kiswahili materials were available in the schools. The findings are indicated in Figure 4.3.

![Bar chart showing availability of Kiswahili materials in schools]

**Figure 4.3: Availability of Kiswahili Materials in Schools**

The study established from 74.5% of the respondents that Kiswahili materials were adequate in their schools. However 25.6% of the respondents indicated that Kiswahili materials were not adequate in their schools owing to the big population, lack of proper storage and maintenance among users. This affects the implementation of Kiswahili a great deal since effective implementation required availability of teaching and learning materials. The findings concur with Mokamba (2007) that there is an outcry from teachers on lack of basic resources like textbooks in schools which affects proper implementation of the curriculum.
4.6.4 Ranking of Kiswahili Preferred Textbooks

The study set to find out from teachers the books teachers preferred to use when implementing Kiswahili curriculum. The findings are recorded in Table 4.13.

Table 4.13: Ranking of Kiswahili Preferred Textbooks

<table>
<thead>
<tr>
<th>Textbook</th>
<th>Ranking</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kiswahili kwa Darasa</td>
<td>5</td>
<td>11.6</td>
<td></td>
</tr>
<tr>
<td>Kiswahili Mufti</td>
<td>22</td>
<td>51.2</td>
<td></td>
</tr>
<tr>
<td>Kiswahili Sanifu</td>
<td>3</td>
<td>7</td>
<td></td>
</tr>
<tr>
<td>Tujivunie Kiswahili</td>
<td>2</td>
<td>4.7</td>
<td></td>
</tr>
<tr>
<td>Kiswahili kitukuzwe</td>
<td>2</td>
<td>4.7</td>
<td></td>
</tr>
<tr>
<td>Kiswahili Teule</td>
<td>2</td>
<td>4.7</td>
<td></td>
</tr>
<tr>
<td>Taswira ya Kiswahili</td>
<td>1</td>
<td>2.3</td>
<td></td>
</tr>
<tr>
<td>Msingi wa Kiswahili</td>
<td>2</td>
<td>4.7</td>
<td></td>
</tr>
<tr>
<td>Golden Tips</td>
<td>1</td>
<td>2.3</td>
<td></td>
</tr>
<tr>
<td>Kiswahili Mamboleo</td>
<td>1</td>
<td>2.3</td>
<td></td>
</tr>
<tr>
<td>Maswali na Majibu</td>
<td>1</td>
<td>2.3</td>
<td></td>
</tr>
<tr>
<td>Kurunzi ya Marejeleo</td>
<td>1</td>
<td>2.3</td>
<td></td>
</tr>
<tr>
<td><strong>Totals</strong></td>
<td><strong>43</strong></td>
<td><strong>100.0</strong></td>
<td></td>
</tr>
</tbody>
</table>

The study established that 51.2% of the respondents prefer using Kiswahili mufti for teaching Kiswahili. Teachers further indicated that some textbooks in the Orange Book were not appropriate for a candidate class because some were very shallow while others did not have enough exercise for the learners. An indication that the type of a textbook used could influence the implementation of curriculum as well as learners' performance. However the
study established that schools were using different types of Kiswahili textbooks in the schools when implementing Kiswahili curriculum. This means that Kiswahili curriculum implementation varied from school to school. This made Kiswahili curriculum implementation to lack consistency among schools and also encouraged teachers to look for resource books from many authors. This may be used to explain why performance in Kiswahili was poor in the division since schools used different resources for teaching Kiswahili.

### 4.6.5 Text Books not appropriate for Kiswahili

The study was set to find out whether there are Kiswahili books that are not appropriate for implementation of Kiswahili curriculum. The findings are recorded in Table 4.14.

#### Table 4.14: Text Books not appropriate for Kiswahili

<table>
<thead>
<tr>
<th>Textbooks</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kiswahili Teule</td>
<td>15</td>
<td>34.9</td>
</tr>
<tr>
<td>Kiswahili Mfuti</td>
<td>9</td>
<td>20.9</td>
</tr>
<tr>
<td>Kiswahili kwa darasa</td>
<td>7</td>
<td>16.3</td>
</tr>
<tr>
<td>MasomoYa Msingi</td>
<td>5</td>
<td>11.6</td>
</tr>
<tr>
<td>Tujivunie Kiswahili</td>
<td>3</td>
<td>7.0</td>
</tr>
<tr>
<td>Encyclopedia Kiswahili</td>
<td>1</td>
<td>2.3</td>
</tr>
<tr>
<td>Kiswahili Sanifu</td>
<td>3</td>
<td>7</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>43</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>
The established that 34.9% found Kiswahili Teule inappropriate textbook for use in primary schools. The respondents gave reasons such as; books are shallow, some not elaborate on Sarufi, others are complicated and others keep on changing. This study agrees with findings of (ROK, 1999) who established that quality and adequacy of resources such as teaching and learning materials determine the effectiveness of curriculum implementation.

4.6.6 Priority in Purchasing of Kiswahili Textbooks

The study established from 96.7% of the respondents that head teachers distribute the money available to buying textbooks of all subject and that Kiswahili is not given priority. This means that the books bought may not be adequate or in line with the changes in the curriculum. This affects curriculum implementation. This agrees with the findings of Mokamba (2007) who observes that there is an outcry from teachers on lack of the basic resources like textbooks.

4.6.7 Effects of Type and Adequacy of Kiswahili Materials

Majority of the respondents at 83% agreed that the type and adequacy of Kiswahili support materials has influence on implementation of Kiswahili curriculum and consequently on pupils performance in KCPE. This means that if the materials are inadequate, learners will not be given individual assignments. If again materials are not the recommended type, learners will be
disadvantaged during examinations. The quality of teaching learning resources is very important in effective delivery of curriculum Ministry of Education (2003). In absence of teaching learning materials, lessons will be teacher centered and students will not do their work independently.

4.7 Teacher Preparedness in Implementation of Kiswahili Curriculum

Teacher preparedness is a vital component for effective curriculum implementation as they are professionals capable of making rational decisions. A teacher needs to be fully prepared in terms of pre-service training, in-service training as well as professional documents. Pre-service teacher training course is undertaken by teachers before entering the classroom as full responsible teachers. Primary school teachers in Kenya are prepared in Teacher’s Training College for two years where they acquire their primary teacher education (PTE). An implication that teacher training is an important determinant of their potential for effective curriculum implementation.

4.7.1 In-service Training

In-service programmes include courses like seminars, workshop and conferences. It is through the in-service training that teachers get the opportunity to advance their knowledge on their areas of specialization. In-service of teachers greatly affect the quality of curriculum implementation. The study wanted to find out whether In-service training influences
implementation of Kiswahili curriculum. The findings are indicated in Table 4.15.

**Table 4.15: In-service Training of Teachers**

<table>
<thead>
<tr>
<th>Responses</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>26</td>
<td>60.5</td>
</tr>
<tr>
<td>No</td>
<td>17</td>
<td>39.5</td>
</tr>
<tr>
<td>Total</td>
<td>43</td>
<td>100.0</td>
</tr>
</tbody>
</table>

The study established from 39.5% of the respondents that they had never attended any in-service training in Kiswahili. An indication that these teachers are not updated on the current requirements of the subject, since these changes are best communicated during these in-service trainings. Head teachers should ensure that their Kiswahili teachers are exposed to in-service training programmes to improve their skills in Kiswahili. Majority of the respondents 60.5% who attended in-service training said that they greatly benefited from in-service training and recommended that all Kiswahili teachers should be exposed to such training. This concurs with Bishop (1995) who established that a more conventional way of introducing teachers to new ideas and techniques and methodologies in education is by courses such as seminars, workshop and conferences. During these sessions teachers get the opportunity to advance their knowledge on their areas of specialization hence improving the quality of curriculum implementation.
4.7.2 Contribution of In-service Training to Kiswahili Curriculum

The study sought to find out the contribution of in-service training programmes in implementation of Kiswahili curriculum in the schools. The findings from the study are recorded in Figure 4.4.

**Figure 4.4: Contribution of In-service Training to Kiswahili Curriculum**

Majority of the respondents at 83.7% agreed that in-service training was very important to implementation of Kiswahili curriculum. The findings critique Omao (2007) that some teachers who had attended in-service courses did not gain much since facilitation was not done by Kiswahili specialists who did not provide specific information required in Kiswahili teaching. The few who did not support the idea claimed that facilitation was not done by Kiswahili experts who do not address the major issues like composition teaching.
4.7.3 Head Teachers Strategies in Implementing Kiswahili Curriculum

The head teachers were asked the measures they would recommend to be put in place in order to improve the implementation of the Kiswahili curriculum in the schools. The findings are recorded in Table 4.16.

Table 4.16: Head Teachers Strategies in Kiswahili Curriculum

<table>
<thead>
<tr>
<th>Recommendations</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance of In-service courses</td>
<td>5</td>
<td>41.7</td>
</tr>
<tr>
<td>Giving pupils more work</td>
<td>1</td>
<td>8.3</td>
</tr>
<tr>
<td>Purchasing more books</td>
<td>3</td>
<td>25</td>
</tr>
<tr>
<td>Reinforcing speaking of Kiswahili</td>
<td>2</td>
<td>16.7</td>
</tr>
<tr>
<td>Motivating teachers and pupils</td>
<td>1</td>
<td>8.3</td>
</tr>
<tr>
<td><strong>Totals</strong></td>
<td><strong>12</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

The study established from 41.7% of the respondents that in-service programmes would go a long way in improving the implementation of Kiswahili curriculum in the schools. This is because teachers would be equipped with new skills and latest techniques of handling the subject in the schools. Speaking of Kiswahili in the schools should be enhanced so as to improve Kiswahili performance in the schools.
4.7.4 Availability of Professional Documents

After analyzing the teachers professional documents, the researcher noted in table 4.17.

Table 4.17: Availability of Professional Documents

<table>
<thead>
<tr>
<th>Document checked</th>
<th>Scheme of work</th>
<th>Lesson plan</th>
<th>Lesson Notes</th>
<th>Record of work covered</th>
</tr>
</thead>
<tbody>
<tr>
<td>The document is available</td>
<td>10 (83.3%)</td>
<td>7 (58.3%)</td>
<td>8 (66.7%)</td>
<td>5 (41.7%)</td>
</tr>
<tr>
<td>The document is approved by head teacher or any other administrator.</td>
<td>9 (75%)</td>
<td>5 (41.7%)</td>
<td>4 (33.3%)</td>
<td>3 (25%)</td>
</tr>
<tr>
<td>The document is updated to the current date.</td>
<td>11 (91.7%)</td>
<td>10 (83.3%)</td>
<td>6 (50%)</td>
<td>5 (41.7%)</td>
</tr>
<tr>
<td>The remark column is filled with significant comments.</td>
<td>4 (33.3%)</td>
<td>5 (41.7%)</td>
<td>3 (25%)</td>
<td>5 (41.7%)</td>
</tr>
<tr>
<td>The teacher has self-evaluated the previous lessons in the self-evaluation part of the lesson plan.</td>
<td>6 (50%)</td>
<td>3 (25%)</td>
<td>1 (8.3%)</td>
<td>3 (25%)</td>
</tr>
<tr>
<td>There is adequate syllabus coverage as reviewed from the document.</td>
<td>8 (66.7%)</td>
<td>7 (58.3%)</td>
<td>8 (66.7%)</td>
<td>9 (75%)</td>
</tr>
</tbody>
</table>

The findings from the document show that most of the professional documents were available but were lacking either certification from the head teacher or the format varied from one teacher to another. The scheme of work was not available in all the schools; availability 83.3%, lesson plan 58.3%, lesson notes 66.7% and record of work covered was at 41.7%. From these findings the researcher noted that teachers were not keen in preparing their professional
documents. It was also noted that some head teachers did not check the documents. This means that these inconsistencies greatly influenced the implementation of Kiswahili in the schools in Sigomere division. Teachers should ensure that their professional documents are updated, in the right format and approved by the head teacher. This greatly affected the implementation of Kiswahili syllabus hence the poor performance witnessed in the Sigomere division.

4.8 Influence of Instructional Methods on Kiswahili Subject

According to KICD (2000), the role of methodology is to enable the children to achieve instructional objectives at the end of the learning, teaching methods affect children’s performance and therefore, teacher needs to be conversant with the different methods in order for the children to have high performance level. The teacher’s methodology is a sufficient factor in facilitating the implementation of the intended aims and expressed objectives of a given educational programme.

4.8.1 Influence of Lecture Methods of Teaching

The study wanted to establish from the teachers the influence of lecture method of teaching used in teaching Kiswahili subjects in primary schools. The findings of the study are indicated in Table 4.18.
Table 4.18: Lecture Methods of Teaching

<table>
<thead>
<tr>
<th>Responses</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very often</td>
<td>11</td>
<td>25.6</td>
</tr>
<tr>
<td>Often</td>
<td>14</td>
<td>32.6</td>
</tr>
<tr>
<td>Rarely</td>
<td>18</td>
<td>41.8</td>
</tr>
<tr>
<td>Total</td>
<td>43</td>
<td>100</td>
</tr>
</tbody>
</table>

The study established from majority of the respondents 58.2% that lecture method was used when teaching Kiswahili. However 41.9% disagreed with the study that lecture method was used at various stages when presenting the content. This means that learners were really not taken care of since lecture method is not appropriate at this level. This method of teaching is teacher centered and does not take care of the learners. This finding concurs with the Ministry of Education (2012) that the learner should be placed at the centre of the teaching and learning process through methods that actively engage them in learning activities.

4.8.2 Demonstration Method of Teaching

The study wanted to find out whether teachers were using demonstration as a method of teaching in schools. The findings are indicated in Table 4.19.
Table 4.19: Demonstration Methods of Teaching

<table>
<thead>
<tr>
<th>Responses</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very often</td>
<td>11</td>
<td>25.6</td>
</tr>
<tr>
<td>Often</td>
<td>18</td>
<td>41.8</td>
</tr>
<tr>
<td>Rarely</td>
<td>14</td>
<td>32.6</td>
</tr>
<tr>
<td>Total</td>
<td>43</td>
<td>100</td>
</tr>
</tbody>
</table>

The study established from majority of the respondents (67.4%) that demonstration method of teaching was often used, while 32.6% indicated that demonstration method of teaching was rarely used meaning that pupils were not benefiting much in areas where this method is not used because it involves the learners directly in the learning process.

4.8.3 Discussion Method of Teaching

The researcher wanted to find out the influence of discussion method in teaching Kiswahili in primary schools. The findings are indicated in Table 4.20.

Table 4.20: Discussion Methods of Teaching

<table>
<thead>
<tr>
<th>Responses</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very often</td>
<td>11</td>
<td>25.6</td>
</tr>
<tr>
<td>Often</td>
<td>15</td>
<td>34.9</td>
</tr>
<tr>
<td>Rarely</td>
<td>17</td>
<td>39.5</td>
</tr>
<tr>
<td>Total</td>
<td>43</td>
<td>100</td>
</tr>
</tbody>
</table>
Majority of the respondents (60.5%) agreed with the study that discussion method was used in the teaching process. This method is quite effective when teaching Kiswahili because it involves the pupils in a great way. For effective teaching to take place the teacher should integrate many methods of teaching. This method of teaching enables the learners to learn from one another hence its use should be encouraged.

### 4.8.4 Use of Story Telling in Teaching

The study wanted to find out whether story telling was used as a method of teaching. The findings are indicated in Figure 4.5.

![Figure 4.5: Use of Story Telling in Teaching](image)

The study established from majority of the respondents (53%) that story telling method of teaching was rarely used when teaching Kiswahili. Asked to elaborate why they did not use this method, majority claimed that it was time...
consuming. This means that teachers were not blending well different methods of teaching and this is one of the factors affecting student’s interest in the subject because this method arouses learners interest in the subject. As much as possible teachers should use a variety of methods of teaching in order to improve pupil’s performance in Sigomere division.

4.8.5 Use of Question and Answer Method of Teaching

The study wanted to find out whether teachers were using question and answer method of teaching when teaching Kiswahili subject. The findings from the study are indicated in Table 4.21.

<table>
<thead>
<tr>
<th>Responses</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very often</td>
<td>27</td>
<td>62.8</td>
</tr>
<tr>
<td>Often</td>
<td>7</td>
<td>16.3</td>
</tr>
<tr>
<td>Rarely</td>
<td>9</td>
<td>20.9</td>
</tr>
<tr>
<td>Total</td>
<td>43</td>
<td>100</td>
</tr>
</tbody>
</table>

The study established from majority of the respondents (79.1%) that teachers were using question and answer method of teaching. Findings show that teachers liked this method of teaching because it gives teachers immediate feedback. This means that they preferred other methods of teaching hence they were not getting immediate feedback from the pupils.
4.8.6 Reasons given for Choice of Various Method

The study was set to find out why teachers choose the methods they preferred using when teaching. The findings are recorded in Table 4.22.

Table 4.22: Reasons given for Choice of Various Methods

<table>
<thead>
<tr>
<th>Reasons</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Method is learner centered (Questioning)</td>
<td>18</td>
<td>41.9</td>
</tr>
<tr>
<td>Learners learn more by themselves (discussion)</td>
<td>15</td>
<td>34.9</td>
</tr>
<tr>
<td>Motivates learners (demonstration)</td>
<td>10</td>
<td>24.2</td>
</tr>
<tr>
<td>Total</td>
<td>43</td>
<td>100.0</td>
</tr>
</tbody>
</table>

The study established from 41.9% of the respondents that they preferred questioning method because it was a learner centered and gave the teachers immediate feedback from the learners. The findings confirms Killen(2003) findings that a learner centered approach appeals most since it motivates the learners and teaches them how to learn.

4.8.7 Problems Encountered When Teaching Kiswahili

The researcher wanted to find out from the teachers whether they encountered any challenges when teaching Kiswahili subject. The findings from the study are indicated in Figure 4.6.
The study established from majority of the respondents 67.4% that teachers were experiencing problems when implementing Kiswahili curriculum. The problem areas were cited by teachers as writing of insha and teaching of ngeli which teachers said was confusing. Further the head teachers’ interview indicated that some teachers were teaching Kiswahili language while mixing with English language. This further confused the learners learning Kiswahili. The head teachers further said that mother tongue was seriously influencing the learning of Kiswahili language in the division.

4.8.8 Problems Cited when Teaching Kiswahili

The study set to find out the problems encountered by teachers when teaching Kiswahili. The findings are indicated in Table 4.2.
Table 4.23: Problems Cited when Teaching Kiswahili

<table>
<thead>
<tr>
<th>Reasons</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Inadequate textbooks</td>
<td>16</td>
<td>37.2</td>
</tr>
<tr>
<td>Inadequate time</td>
<td>12</td>
<td>27.9</td>
</tr>
<tr>
<td>Lack of syllabus coverage</td>
<td>7</td>
<td>16.3</td>
</tr>
<tr>
<td>Influence of media</td>
<td>8</td>
<td>18.6</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>43</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

Majority of the respondents 37.2% indicated that schools had inadequate textbook. This means that implementing the Kiswahili curriculum without enough text books was a difficult task since books were used for giving students assignments.

4.9 Findings from Interviews Conducted among Head Teachers

The study had targeted to interview twelve head teachers in the division on school factors influencing implementation of primary school Kiswahili curriculum in Sigomere Division in Ugunja District. To establish the attitudes of teachers towards the implementation of Kiswahili subject the head teachers were asked during face to face interview, whether they liked the way Kiswahili teachers handled the subject. Eight out of twelve head teachers said that Kiswahili teachers enjoyed their work. Majority of the head teachers 97% indicated during interviews that pupils did not like Kiswahili subject. Concerning the instructional materials the head teachers revealed that they sometimes did not rely on the orange book when buying instructional
materials and just purchase what is available in the market. This was revealed by the head teachers in the division. Most of the head teachers (95%) ensured that their teachers had the right training and that they had put Kiswahili subject panels in place. Eighty percent of the head teachers confirmed that they released their Kiswahili teachers for in-service training.
CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter presents the summary of the study, conclusions and recommendations. The chapter further presents suggestions for further research.

5.2 Summary of the Study

The purpose of the study was to investigate school factors influencing implementation of primary school Kiswahili curriculum in Sigomere Division. The researcher aimed at providing possible solutions to enhance the implementation of the Kiswahili curriculum in the division. The study was guided by five objectives and five research questions from which the independent variables were specified. The variables included the attitude of teachers and learners towards Kiswahili subject, the instructional resources, teacher preparedness and the instructional methods in implementation of Kiswahili curriculum. Concerning the factors influencing implementation of Kiswahili curriculum in public primary schools, the study noted that primary teacher pre-service training is not intensive enough to enable the PI teachers to effectively implement the Kiswahili curriculum. On the attitude of learners, it was noted that learners had negative attitude towards Kiswahili subject this was reflected in their performance of Kiswahili subject in Sigomere division.
The majority of the teacher respondents (83.7%) indicated that they teach more than three subjects in their respective schools. This means that Kiswahili teachers do not specialize in teaching Kiswahili hence they spread themselves out too thin, teaching more three other subjects. This means that teachers were loaded with workload hence specialization became difficult. This may be used to explain the reasons behind poor performance in Kiswahili subject in Sigomere division. This was supported by the findings that teachers had more than 31 lessons per week. This means that teachers were unable to effectively specialize in specific subject areas because of the workload that they were handling in the schools. This explains why Kiswahili was performed poorly in the division hence affecting implementation of its curriculum. This is because the teacher had been overloaded with work and teachers were inadequate in many schools. This affected the attitude of the teachers in the subject leading to poor performance in the schools in Sigomere division. Attitude of the learners is an important aspect in learning. It can hinder or enhance the learning of a particular subject. The findings from the majority of the respondents (63%) indicated that learners did not like Kiswahili subject hence teachers had difficulties pushing them to complete assignments and submitting home work on time. This affected the smooth implementation of Kiswahili curriculum. The study established from 67% of the respondents who studied Kiswahili that learners disliked Kiswahili as a subject. This was further supported by the findings that 97% of pupils’ respondents indicated that they used the Luo language while at home. This showed that learners attitude
towards Kiswahili language was not positive. The study established from 48.1% of the respondents that pupils were not given home work every day. This percentage had great effects on implementation of the Kiswahili curriculum in the division and had great effects on implementation of Kiswahili curriculum. This also reflected on teachers’ commitment to teaching activities which finally affected implementation of Kiswahili curriculum. Further the study established from 71.2% of the respondents that Kiswahili was viewed as a difficult subject. This means that the pupils in the division viewed Kiswahili as a difficult subject. This affected the implementation of Kiswahili curriculum in the division. Learning resources enhance student’s participation in class for effective learning. Quality and adequacy of resources such as teaching and learning materials determine the effectiveness of curriculum implementation. The study established from 58.1% of the respondents that Kiswahili instructional materials were selected by subject panels. This means that the right materials may not be selected because the head teacher may not know the new Kiswahili materials that are introduced in the subject since they may not be Kiswahili teachers. This consequently affected the implementation of Kiswahili curriculum because Kiswahili is a language and requires skills to implement it appropriately.

The ministry of education science and technology provides the guidelines for buying textbooks in the orange book. The study established from 41.7% of the respondents that they don’t always select Kiswahili materials from the orange
book. This means that materials selected may not be in line with the ministry of education requirements since Orange book contains the books approved for use in the primary schools. This affects performance of Kiswahili subject because the ministry’s guidelines are not followed. The study established from 51.2% of the respondents that they preferred using Kiswahili mufti for teaching Kiswahili. However the study established that schools were using different types of Kiswahili textbooks in the schools when implementing Kiswahili curriculum. This means that Kiswahili curriculum implementation varied from school to school. This made Kiswahili curriculum implementation to lack consistency among schools. This may be used to explain why performance in Kiswahili was poor in the division since schools used different resources for teaching Kiswahili. Despite the provision of guidelines in the orange book teachers were using different textbooks which they preferred when teaching Kiswahili in the division.

The study established from 25.6% of the respondents that Kiswahili materials were not adequate in their schools. This affected the implementation of Kiswahili a great deal since effective implementation required availability of teaching and learning resources. The study established from 39.5% of the respondents that some teachers had never attended any in-service training in Kiswahili. This means that these teachers were not updated on the current requirements of the subject, since these changes are best communicated during these in-service trainings. Head teachers should ensure that their Kiswahili
teachers are exposed to in-service training programmes to improve their skills in Kiswahili. Majority of the respondents 60.5% who attended in-service training said that they greatly benefited from in-service training and recommended that all Kiswahili teachers should be exposed to such training. Majority of the respondents at 83.7% agreed that in-service training was very important to implementation of Kiswahili curriculum. The study established from 41.7% of the respondents that in-service programmes help in improving the implementation of Kiswahili curriculum in the schools. This is because teachers are equipped with new skills and the latest techniques of handling the subject in the schools. Speaking of Kiswahili in the schools should be enhanced so as to improve Kiswahili performance in the schools.

It is a professional requirement that all teachers should have schemes of work, lesson plan and lesson notes when teaching a lesson. These documents show how well a teacher is prepared for the teaching process. The study established that most of the professional documents were available but were lacking either certification from the head teacher or the format varied from one teacher to another. These documents should be approved for use by the head teacher to ensure availability and consistency among the teachers. When they effectively prepared and used, they influence learning positively. The study established that these inconsistencies greatly influenced the implementation of Kiswahili in the schools in Sigomere division. Teachers should ensure that their professional documents are updated, in the right format and approved by the
head teacher. This greatly influenced the implementation of Kiswahili syllabus hence the poor performance witnessed in the Sigomere division.

The teacher’s methodology is a sufficient factor in facilitating the implementation of the intended aims and expressed objectives of a given educational programme. The study established from majority of the respondents 58.2% that teachers were using lecture method when teaching Kiswahili. This means that learners were really not taken care of since lecture method is not appropriate at this level. This method of teaching is teacher centered and does not take care of the learners. The study established from majority of the respondents (67.4%) that demonstration method of teaching was often used. Further majority of the respondents (60.5%) agreed with the study that discussion method was used in the teaching process. This method is quite effective when teaching Kiswahili because it involves the pupils in a great way. For effective teaching to take place the teachers should integrate many methods of teaching.

The study established from majority of the respondents 67.4% that teachers were experiencing problems when implementing Kiswahili curriculum. The problem areas cited by teachers were in writing of insha and teaching of ngeli which teachers said was confusing. Further the head teachers interviewed indicated that some teachers were teaching Kiswahili language while mixing with English language. This further confused the learners. The head teachers
further said that mother tongue was seriously influencing the learning of Kiswahili language in the division.

5.3 Conclusions

Kiswahili is a medium of instruction in lower primary where different ethnic groups have settled whereas in upper primary it is taught as a subject. However the study established that schools were using different types of Kiswahili textbooks in the schools when implementing Kiswahili curriculum. This means that Kiswahili curriculum implementation varied from school to school. This made Kiswahili curriculum implementation to lack consistency among schools.

There have been remarkable changes in the revised Kiswahili curriculum which was launched in 2003. Language teachers should prepare students to cope with these changes. This study concluded that the problems affecting implementation of Kiswahili curriculum were use of different textbooks that are not selected from the orange book, pupil’s and teacher’s attitude towards Kiswahili subject was negative, lack of in-service training for teachers and inadequacy of teaching personnel in Sigomere division. The study further established that teachers have not been attending in-service courses to upgrade their teaching skills in implementation of Kiswahili curriculum. Further the study established that the attitude of the pupils and teachers towards Kiswahili subject was not positive hence some were mixing Kiswahili and English
during Kiswahili lessons. There was also an issue in selecting teaching and learning resources because the study established that teachers preferred using different textbooks for Kiswahili. This hinders effective implementation of Kiswahili curriculum in the schools because pupils were not enthusiastic about learning Kiswahili. The study established that the school factors influencing implementation of Kiswahili were the attitude of learners, inadequate teaching and learning resources and lack of syllabus coverage. Despite the challenges teachers were committed to their work and integrated various teaching strategies when teaching. Teachers also utilized the resources available despite the challenges.

5.4 Recommendations

The researcher made the following recommendations depending on the findings from the study:

In order to solve the problem of learners’ attitude towards Kiswahili subject, teachers should educate learners on the importance of Kiswahili and encourage them to write simple compositions and read storybooks at lower stages. In addition to mother tongue speaking at home, parents should also motivate the lower primary children to speak Kiswahili for more practice.

Most schools do not follow guidelines in the orange book while selecting textbooks. The District Education Office through Quality Assurance should ensure that primary schools in the division follow guidelines in the orange
book when purchasing books for their schools. Findings show that the head teachers rarely meet the Kiswahili subject panel. The head teachers need to allow subject panels to select books from the orange book which they feel are appropriate for proper implementation. Inadequacy of instructional materials is brought about by lack of proper maintenance. For proper maintenance and storage of instructional materials to take place, the government should provide schools with development funds to put up storage facilities.

Regular refresher courses for teachers are necessary for proper implementation. Kiswahili teachers should be in-serviced through seminars and workshops so that they can fully understand and implement the Kiswahili reforms. The area education office should organize in-service training programmes to enhance the teachers’ capacities on the current changes in Kiswahili teaching strategies in order to improve its performance.

In order to solve the problem of inadequacy of teachers in schools, the government through Teachers Service Commission should provide schools with adequate qualified teaching personnel to meet the needs of learners. This will eventually improve Kiswahili curriculum implementation.

Lecture method of teaching which is preferred by most teachers according to the findings is not the best for the learners at this level since it is not learner centered. Teachers should implore other methods of teaching like
demonstration, dramatization and story telling which are learner-centered in order to improve Kiswahili curriculum implementation.

5.5 Suggestions for Further Research

Taking the limitations and delimitations of the study, the researcher makes the following suggestions for further research

i) There is need to conduct a research to establish the influence of media mastery of Kiswahili language in Sigomere division.

ii) There is need to conduct a research to establish the influence of mother tongue in learning Kiswahili language.

iii) There is need to replicate the study in other divisions of Ugunja district.
REFERENCES


APPENDICES

APPENDIX I: THE LETTER OF INTRODUCTION

University of Nairobi,

Department of Education, Administration

And Planning,

P.O. BOX 30197

NAIROBI.

Dear Respondent,

REF: REQUEST FOR RESEARCH DATA COLLECTION

I am a post graduate student at the University of Nairobi, pursuing a master of education degree in curriculum studies. I am conducting research on “School Factors Influencing Implementation of Primary School Kiswahili Curriculum in Sigomere Division, Ugunja District, Kenya.” I request you to assist me by filling the attached survey document as honestly as possible. The information is meant for this research only and the identity will be confidential. No name of the respondent or institution is required.

Thank you in advance.

Yours faithfully,

Everlyne A. Oguta
APPENDIX II: 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 is your professional qualification?
   - 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? .........................

**SECTION B: Attitude of Teachers**

5. How many subjects do you teach currently?
   - Two ( ) Three ( ) Others ( )
6. What is your weekly work load? .................................................................

**SECTION C: Kiswahili support materials**

7. Who selects the Kiswahili text books in your school?
   - Subject panel ( ) Head teacher ( ) Instructional material panel ( )
8. Are all the text books selected from the orange book? Yes ( ) No ( )
9. How can you rate the stock of Kiswahili textbooks in your school?
   - Very adequate ( ) Adequate ( ) Inadequate ( )
10. Please indicate three text books that you prefer most in the order of preference.
   i. .................................................................
   ii.................................................................
   iii.................................................................

11. (A) Which text book do you recommend not appropriate in implementing the Kiswahili curriculum? .................................................................
   b. Why .................................................................

12. Does your head teacher give priority in purchasing the recommended Kiswahili support materials whenever required? Yes ( ) No ( )
   b. If no, please elaborate .................................................................

13. 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 .................................................................

SECTION D: In-service training programme

14. Have you attended any in-service workshop/seminar/course on the teaching of Kiswahili curriculum? Yes ( ) No ( )
   b. If yes who organized the workshop/seminar/course that you attended?

15. Did the workshop/seminar/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 Kiswahili teachers in your school?

16. Does the head teacher give equal opportunities to every Kiswahili teacher to attend in-service training whenever it’s required?
   Yes (  ) No (  )

17. 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 E: Instructional methods

18. What teaching styles do you use in your teaching of Kiswahili lesson?
   (Tick as many as possible)
   The task oriented (  ) Group discussion (  )
   a. Dramatization (  ) Lecture (  )
   b. Please explain why you prefer these teaching styles ……………
      ………………………………………………………………

19. In your opinion, how do teaching methods affect teaching of Kiswahili?
    …………………………………………………………………

20. Do you encounter any problems in teaching of Kiswahili course?
    Yes (  ) No (  )
    Explain in each case …………………………………………………
The following are some methods used by Kiswahili teachers in implementing
the curriculum

21. Please indicate the method you use by ticking in the space provided

<table>
<thead>
<tr>
<th>Method</th>
<th>Very often</th>
<th>Often</th>
<th>Rarely</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lecture method</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Demonstration</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Discussion</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Story telling</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Question and answer</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

(a) Any other…………………………………………………………………………

(b) Give reasons for using the method(s) you use most often

……………………………………………………………………………………

(i) Do the pupils enjoy learning Kiswahili using the method you mostly
    use? ……………………………………………………………………………

(ii) Does the teaching method influence the implementation of Kiswahili
     curriculum? Yes [ ] No [ ]
APPENDIX III: 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 use at home? Luo ( ) Kiswahili ( )
   English ( ) Others ( ) Please specify……………………………………

3. Do you allocate yourself time for revision of Kiswahili work every day? Yes ( ) Sometimes ( ) No ( )

4. Do your teachers give you extra work in Kiswahili? Yes ( ) No( )

5. Do you consult teachers for individual assistance on Kiswahili subject during your free time? Yes ( ) No ( )

6. Given opportunity to choose subjects, would you choose Kiswahili subject?
   Yes ( ) No ( )

7. What mark do you expect to get in Kiswahili at KCPE?

SECTION B

Express your responses to each of the following statements by simply ticking the box against response that best describes your feelings. The key below gives the responses and their corresponding abbreviations
86

**KEY**

<table>
<thead>
<tr>
<th>Response</th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Undecided</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Abbreviation</td>
<td>SD 1</td>
<td>D 2</td>
<td>UD 3</td>
<td>A 4</td>
<td>SA 5</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Statement</th>
<th>Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>I like Kiswahili more than other subjects.</td>
<td></td>
</tr>
<tr>
<td>Kiswahili is a difficult subject.</td>
<td></td>
</tr>
<tr>
<td>I study Kiswahili because I have no choice.</td>
<td></td>
</tr>
<tr>
<td>I like speaking correct Kiswahili always.</td>
<td></td>
</tr>
<tr>
<td>Lesson time allocated for Kiswahili is adequate.</td>
<td></td>
</tr>
<tr>
<td>We covered Kiswahili syllabuses in class six and Seven.</td>
<td></td>
</tr>
<tr>
<td>Our head teacher support Kiswahili speaking in our school.</td>
<td></td>
</tr>
<tr>
<td>What I learn in Kiswahili is relevant in my life.</td>
<td></td>
</tr>
<tr>
<td>Kiswahili will be useful to me in future.</td>
<td></td>
</tr>
</tbody>
</table>

8. What challenges do you face that could hinder your performance in Kiswahili?.............................................................................................................................................
APPENDIX IV: INTERVIEW GUIDE FOR HEAD TEACHER

1. In your opinion do you like the way teachers of Kiswahili handle the Kiswahili curriculum in your school?
2. How often do you meet the Kiswahili subject panel?
3. Do you release teachers for Kiswahili service training?
4. What criteria do you use to ensure fairness amongst the teachers?
5. What follow up do you make to ensure what Kiswahili teachers learn off-the-job training is implemented where necessary?
6. How can you rate the Kiswahili support material?
7. Are all the Kiswahili text books selected from the ‘Orange book’?
8. In your own view do you think the learners like Kiswahili subject?
9. What efforts do you make to ensure syllabus coverage before examinations?
10. Comment on the utilization of the thirty five minutes set for the lesson.
11. What is your role in enhancing effective implementation of Kiswahili curriculum in your school?
12. What can be done to improve effective implementation of the Kiswahili curriculum?
13. Thank you for your corporation.
### APPENDIX V: DOCUMENT ANALYSIS GUIDE

<table>
<thead>
<tr>
<th>Document checked</th>
<th>Scheme of work</th>
<th>Lesson plan</th>
<th>Lesson notes</th>
<th>Record of work covered</th>
</tr>
</thead>
<tbody>
<tr>
<td>The document is available</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The document is prepared accordingly.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The document is approved by head Teacher or any other administrator.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The document is consistently prepared.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The document is updated to the current date.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The remark column is filled with significant comments.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The teacher has self-evaluated the previous lessons in the self-evaluation part of the lesson plan.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>There is adequate syllabus coverage as reviewed from the document.</td>
<td></td>
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APPENDIX VI

RESEARCH LETTER OF AUTHORIZATION

NATIONAL COMMISSION FOR SCIENCE,
TECHNOLOGY AND INNOVATION

Telephone: +254-20-2213471,
2241346, 310571, 2219420
Fax: +254-20-318245, 318249
Email: secretary@nacosti.go.ke
Website: www.nacosti.go.ke
When replying please quote

Ref: No.

NACOSTI/P/14/1381/1854

Atieno Everlyne Oguta
University of Nairobi
P.O.Box 30197-00100
NAIROBI.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on “School factors influencing implementation of primary school Kiswahili curriculum in Sigomere Division, Ugunja District, Kenya,” I am pleased to inform you that you have been authorized to undertake research in Siaya County for a period ending 31st August, 2014.

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

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

Said Hussein
For: Secretary/CEO

Copy to:

The County Commissioner
The County Director of Education
Siaya County.
APPENDIX VII

RESEARCH PERMIT

THIS IS TO CERTIFY THAT

MS. ATIEKO EVERLYNE OGUTA

OF UNIVERSITY OF NAIROBI, 19994-100

has been permitted to conduct research in Siaya county on the topic: SCHOOL FACTORS INFLUENCING IMPLEMENTATION OF CURRICULUM IN SIGOMERE DIVISION, UGUNIA DISTRICT, KENYA

for the period ending:

Appeals

Signature

Secretary

National Commission for Science, Technology, and Innovation