FACTORS INFLUENCING IMPLEMENTATION OF KISWAHILI CURRICULUM IN PUBLIC PRIMARY SCHOOLS IN IGOJI DIVISION, MERU COUNTY, KENYA

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DECLARATION

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

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This work is dedicated to my lovely daughter Melanie and my parents; Julius and Silveria.

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LIST OF ABBREVIATIONS AND ACRONYMS

DEO   District Education Officer

EFA   Education for All

KCPE   Kenya Certificate of Primary Education

KCSE   Kenya Certificate of Secondary Education

KICD   Kenya Institute of Curriculum Development

KNEC   Kenya National Examinations Council

KRTs   Key Resource Teachers

MoE   Ministry of Education

MoEST   Ministry of Education Science & Technology

PTE   Primary Teacher Education

RoK   Republic of Kenya

SbTD   School based Teacher Development

TTCs   Teacher Training College(s)

UNESCO   United   Nations   Educational   Scientific   and   Cultural
                Organization

UNICEF   United Nations International Children's Emergency Fund

ABSTRACT

The purpose of this study was to examine factors influencing implementation of Kiswahili curriculum in public primary schools in Igoji Division, Meru County. The following were objectives of the study; to examine the extent to which availability of teaching and learning resources influence implementation of Kiswahili curriculum, to determine the influence of teaching methods on implementation of Kiswahili curriculum, to establish how teacher training influences implementation of Kiswahili curriculum, to examine the extent to which attitude of pupils towards Kiswahili influence implementation of the curriculum and to determine how teachers teaching experience influences the implementation of Kiswahili curriculum in public primary schools. The study adopted descriptive survey research design. The researcher targeted Kiswahili teachers, the class eight pupils and the headteachers. The sample population of thirty percent, was arrived at by using stratified proportionate sampling technique to sample schools, purposive sampling to sample the headteachers and teachers. Simple ballot sampling was used to select the pupils. A sample of thirteen schools, thirteen headteachers, sixty one Kiswahili teachers and one hundred and forty nine standard eight pupils was therefore used in this study. The data was collected using the questionnaires that were administered to teachers, pupils and interview schedule to the headteachers. Qualitative data was sorted into homogenous themes and coded. The quantitative data was analyzed using descriptive statistics. Statistical Package for Social Sciences (SPSS) was used to analyze data and information presented using frequency tables, charts and graphs. The study findings established that implementation of Kiswahili curriculum was influenced by inadequate teaching, learning resources and attitude of the learners. The findings also revealed that 43.1% of teachers had never attended any in-service training on the Kiswahili curriculum. The study also revealed that most teachers integrated all the teaching methods at different levels thus having little influence on teaching of Kiswahili. It was also established that 66.2% of Kiswahili teachers were trained however 33.8% of the Kiswahili teachers had not been trained in teaching the subject. Findings established that most of the learners do not like learning Kiswahili and teachers had difficulties in pushing learners to learn. Pupils viewed Kiswahili as a hard subject. The study recommends that the government should provide qualified teaching personnel to meet the needs of the learners and those areas of weakness in Kiswahili curriculum should be identified so that more emphasis is put during the training of teachers. These are among other many key recommendations in this study. The study recommends that the training of Kiswahili teachers should be intensified in the training colleges. The researcher further recommends that audio-visual aids, resource persons should be used to make learning more interesting to the pupils. These are among other many recommendations in this study.

CHAPTER ONE

INTRODUCTION

1.1 Background to the study

Language is a means of communication. World over, language is considered part of life in society .The language of a nation are part of natural resources and are of the same level as its petroleum, minerals and other resources (Wolff, 2006). Language teachers in the 21st century live in critical times; the world faces serious global issues of terrorism, ethnic conflict, social inequality and environmental destruction. Language teachers should prepare students to cope with these problems. If students in different levels of education system are truly to become socially responsible; knowledge, skills, attitudes must appear explicitly in language teaching curriculum.

Curriculum implementation according to Orstein and Hunkins (2009) involves presenting new ideas to learners. For successful Kiswahili curriculum implementation there should be qualified teachers who are key implementers, teaching and learning resources should be available, learners should have a positive attitude and Kiswahili teachers need to be trained on how to handle different aspects and be in serviced regularly to update them on new knowledge (Nyaga 2009).

Kiswahili is the most important and widely studied indigenous language of Africa (Mazrui & Mazrui, 1995). Kiswahili is taught in many leading academic institutions in Europe, Asia and America. It is offered as a subject in

prestigious universities like Harvard, Yale, Stanford, and Princeton the University of Pennsylvania and others (Mukolozi, 2002). Like most African countries, Kenya is linguistically dependent on the language of the former colonizers for education, national, and international communication. However Kenya has declared Kiswahili the lingua franca of East and Central Africa, to be its national language. Kiswahili is the national language in Kenya. Kiswahili is spoken in other countries in African region including Rwanda, Burundi, Northern Mozambique and Somalia

The Kenya Education Commission Report (1964) recommended the use of English from standard one as medium of instruction and also English to be taught as a subject. The commission also stated the inclusion of Kiswahili in the curriculum as part of the African culture. Kiswahili was made compulsory subject in all primary schools but was not examinable. The Inspectorate Report   (1976) recommended that Kiswahili should be a compulsory and examinable but this was not implemented until 1981 after the Mackay report. Following the introduction of 8-4-4 system of education in 1985, Kiswahili became a compulsory and examinable subject at primary and secondary level. Currently in the Kenyan curriculum Kiswahili is a core subject in primary, secondary and post-primary teacher training institution.

For successful curriculum implementation, teaching methods like lecture, group discussion, role play and debate should be used. They have a direct influence to the implementation of Kiswahili curriculum. The teacher needs to be conversant with the different methods in order for the pupils to grasps all

that is planned in the curriculum by the designers. Bythella (2009) argue Kiswahili teachers appear to use teacher centered method (lecture) more frequently than using learner centered method to instruct. This makes the learners be passive and it worsens the performance of Kiswahili since learners are not incorporated in the lesson.

Teaching materials are resources teachers use to deliver instruction like textbooks, charts and non-print materials like video tapes. Ideally teaching materials are tailored to the content in which they are being used. A report by UNESCO (2005) note that the availability of a range of teaching and related equipment suppliers, furniture and various forms of printed media for teachers and learners is critical and facilitates the process of learning worldwide. Kiswahili teachers need to enrich the learning environment as well to ease implementation. Kiswahili teachers rarely prepare instructional resources and they are not enough, this influences performance of learners (Mbito, 2013).

UNESCO (2012) note that teacher education addresses emerging challenges and focuses on supporting teachers for quality learning achievement. The report further suggests that quality education requires teachers of quality. The 2005 Education for All (EFA) Global Monitoring Report confirms the central role of teachers in any education system, emphasizing that the quality of education is directly linked with how well teachers are prepared for teaching. If training of teachers is done well these cascades to implementation of the curriculum which in returns yields good performance of the students.

Language learning is affected by the attitude and motivation of the learners. Meenakshi (2008) argues that an individual's perception of the class teacher, peer group, syllabus, and his/her awareness for future needs affect his/her attitude to language learning. Mbugua and Kiptui (2009) argue that attitudes of students towards a particular subject have an implication on their academic achievement. Learning occurs easily when the learner has a positive attitude towards the language and learning. Kiswahili is a compulsory subject in the primary school. Most Kiswahili pupils have a negative attitude because Kiswahili teachers are not interesting in class and fail to involve them in learning of Kiswahili (Mbito, 2013).

According to Harris and Sass (2011), all the studies of teacher productivity include some measure of teacher experience, which serve as a proxy of on-the-job training. Teaching experience is a valuable asset. It enables the teachers to acquire certain commendable characteristics such as promptness, adaptability, efficiency and ability to face the class with confidence. The underlying assumption is that experience promotes effectiveness.

The Kenya's education system is dominated by examination-oriented teaching, where passing examination is the only benchmark for performance. In Kenya, examinations are generally acceptable as valid measures of achievement (Maiyo, 2009). The performance of Kiswahili at national examinations since 2009-2012 indicates that its fluctuating year in year out. In 2009-2012 the mean score was 55.48%, 51.53%, 48.07% and 50.68% respectively. Source (Kenya National Examination Council, 2013). In Imenti

South district the trend of Kiswahili performance is below the other subjects over four years as shown;

Table 1.1: KCPE performance in Imenti South District, 2009-2012

	YEARS			
Subjects	**2009**	**2010**	**2011**	**2012**
English	49.70	54.24	54.71	56.02
Kiswahili	45.62	50.87	47.45	52.18
Mathematics	50.62	51.06	54.08	55.36
Science	50.36	52.31	53.98	55.77
SST/RE	53.12	51.69	53.78	54.97

Source: Imenti South District Education Office (2013)

Kiswahili at both the national and district level indicates there is a decrease in performance each year with the district performing lower than the national. A mark below 50% in KCPE is below the average mark. In Igoji division, Kiswahili performance in KCPE has been below 50% for three consecutive years improving slightly in 2012 (51.48%). When the performance of Kiswahili in Igoji division was compared with that of the other neighboring divisions it was noted that it lags behind as shown:

Table 1.2: KCPE Kiswahili performance Imenti South District, 2009-2013

Year	Nkuene	Abogeta	Igoji
2009	49.61	51.36	48.43
2010	54.46	52.56	48.61
2011	53.24	50.61	46.25
2012	55.00	55.77	51.48
2013	56.23	54.70	49.38

From table 1.2, there was a clear indication that there was a problem in Igoji division. The fact that an Igoji division neighbor Abogeta division in the same geographical area and the latter does not perform well justifies that there was need to investigate the factors influencing implementation of Kiswahili curriculum.

1.2 Statement of the problem

The government through Free Primary Education Fund has put effort to ensure that instructional materials are provided to all schools. The government has also posted teachers countrywide to ensure manpower is enough. Despite all these efforts Kiswahili performance in KCPE in Imenti District has been below the other subjects as indicated in Table 1.1. Kiswahili in Igoji division has a mean of below 50% which was actually below the performance of Kiswahili in other divisions in Imenti South district as shown in Table 1.2. This showed there was a gap that needed to be addressed thus this study investigated the factors that influenced implementation of Kiswahili curriculum in Igoji division.

1.3 Purpose of the study

The purpose of the study was to investigate the factors influencing the implementation of Kiswahili curriculum in public primary schools in Igoji division Imenti South district.

1.4 Objectives of the study

The study was guided by the following objectives;

  i.   To examine the extent to which availability of teaching and learning resources influence implementation of Kiswahili curriculum in public primary schools in Igoji division.

 ii.   To determine the extent to which teaching methods influence implementation of Kiswahili curriculum in public primary schools in Igoji division.

iii.   To establish the extent to which teacher training influence implementation of Kiswahili curriculum in public primary schools in Igoji division.

 iv.   To examine the extent to which the attitude of pupils towards Kiswahili influence implementation of Kiswahili curriculum in public primary schools in Igoji division.

  v.   To determine how teachers teaching experience influence the implementation of Kiswahili curriculum in public primary schools in Igoji division.

1.5 Research questions

The study was guided by the following research questions:

i.   How does availability of teaching/learning resources influence the implementation of Kiswahili curriculum in public primary schools in Igoji division?

ii.   How does teaching methods influence implementation of Kiswahili Curriculum in public primary schools in Igoji division?

iii.   What is the influence of teachers training on the implementation of Kiswahili curriculum in public primary schools in Igoji division?

iv.   How does the attitude of the learners towards Kiswahili influence the implementation of Kiswahili curriculum in public primary schools in Igoji division?

v.   How does teachers' teaching experience influence the implementation of Kiswahili curriculum in public primary schools of Igoji division?

1.6 Significance of the study

The findings of the study are useful in practice. They may inform the head teachers to provide the resources and materials like non print materials needed to help in implementing the curriculum. The curriculum developers will also benefit from the study and produce right in-service courses for Kiswahili teachers. The District Quality Assurance and Standards Officers (DQASOs) who supervise the implementation of the curriculum may advise teachers of Kiswahili on how to implement the curriculum. The teachers of Kiswahili may

also benefit much since they are key players in implementation of the curriculum. They may be able to select the most appropriate teaching method during the implementation. The Kenya Institute of Curriculum Development (KICD) may also benefit and produce curriculum materials which will help in implementation of the Kiswahili curriculum. The pupils may also benefit and change their attitude toward Kiswahili Language.

1.7 Limitations of the study

The researcher experienced difficulties especially when dealing with pupils, who left blank spaces in the questionnaire. The sampled pupils did not answer some questions regarding some aspects of Kiswahili curriculum. The sampled pupils also left blank spaces in the questionnaire and it was hard for the researcher to guess their responses.

1.8 Delimitations of the study

The study was carried out in public primary schools in Igoji division, Imenti South District. Kiswahili teachers, standard eight pupils and head teachers were involved in the study. The standard eight pupils had gone through the implementation process for more years, Kiswahili teachers were the key implementers and head teachers supervised the curriculum implementation.

This study only focused on factors like training of teachers, attitudes of pupils, the teaching methodology, availability of teaching and learning resources and the teachers teaching experience.

1.9 Assumptions of the study

The study was based on the following assumptions;

i. All the respondents were honest and co-operative

ii. Kenya certificate of primary education was a good and reliable measure of performance.

1.10 Definition of significant terms

The following terms were significant in the study:

Attitude refers to generalized feeling to respond to given objective in a consistently favorable or unfavorable way.

Implementation refers to taking curriculum packages to consumers who are learners

Influence refers to the effect that different factors have on implementing the Kiswahili curriculum.

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

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

In-service training refers to short courses offered to teachers who are already in the teaching profession.

Public primary school refers to any school that is assisted through public funds and has teaching staff from teachers' service commission.

1.11 Organization of the study

The study was organized in five chapters. Chapter one consisted of the background to the study, statement of the problem, purpose of the study, objectives of the study, research questions, significance of the study, limitation, delimitation, basic assumption and definitions of significant terms used in the study. Chapter two focused on related literature under various sub-headings; teaching learning resources; selection of teaching methods, pupils' attitude, pre-service and in-service teacher training and teaching experience, Summary, theoretical framework and conceptual framework. Chapter three comprised of research methodology and design under; research design, target population, sampling techniques and sample size, research instruments', data collection procedures, piloting of the research instruments and data analysis technique. Chapter four dealt with the presentation of analysis of the data collected from the field and a detailed discussion of the research findings. Chapter five provides the summary of findings, conclusion, recommendation and suggestion for areas of conducting further research.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

The literature review was divided into the following sections; that is, teaching learning resources, selection of teaching methods, pupils attitude, pre-service and in-service teacher training and teacher teaching experience, summary of literature review, theoretical framework and conceptual framework.

2.2 Overview on language policy in Kenya and Kiswahili as a subject

Kenyans New Constitution of 2010 stipulates that the national language of the Republic of Kenya is Kiswahili. The official languages of the Republic are Kiswahili and English. It further charges the state with the responsibility of promoting and protecting the diversity of languages of people of Kenya. English is used as a medium of government school instruction while the language of the school catchment area is also used for instruction in the first three standards of primary schools. Kiswahili is a compulsory subject in primary, secondary and post-secondary institutions like the teacher training colleges (MoE, 2003)

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 and effectively 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. Positive implementation of Kiswahili curriculum may lead to better pupils' performance which is a measure of implementation process holding other factors constant.

2.3 Teaching/learning resources on implementation of Kiswahili curriculum

Teaching / learning resources are key in any meaningful system of education. These materials include; books, mass media, charts, audio-visual materials like radio cassettes, libraries, programs and many more that help the teacher implement curriculum. The quality of teaching learning resources is very important in effective delivery of curriculum (MoE, 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. Kiswahili textbooks are not an exception in these errors. Mogeni (2005) in his study on factors influencing utilization of resources in teaching Kiswahili in selected public schools observe that resources help recollect and add variety to a language class and these resources are inadequate and are rarely used by Kiswahili teachers. The study examined how teaching and learning resources influenced implementation of Kiswahili curriculum.

2.4 Teaching method(s) on implementation of Kiswahili curriculum

According to (MoE, 2006) teaching methods refer to ways and means that can be used to achieve a stated objective. 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. Kamau (2013) allege that Kiswahili teachers use lecture method more frequently since it is less demanding in terms of time and materials.

2.5 Pre-service teacher training on implementation of Kiswahili curriculum

The Kenya vision 2030, which is the nation's new development blue print for 2008 to 2030, recognizes education and training within the social pillar alongside the economic and political pillars (RoK, 2007). 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 (MoE, 2003).

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 "Matumzi 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).

Omao (2007) conducted a study on effectiveness of implementation of the revised secondary school Kiswahili curriculum in Kajiado and found out that some teachers had attended few in-service courses. 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. As already discussed, teachers play a pivotal role in the implementation of curriculum and

thorough preparation and equipping them with skills, knowledge and necessary competencies is paramount for effective implementation. The researcher intended to find out if the Kiswahili teachers in Igoji Division attended in service training programs on the implementation of the Kiswahili curriculum.

2.6 Pupils attitudes towards Kiswahili subject

Attitude toward school is defined the behaviors, feelings expression regarding to affection and judgments, favorable or unfavorable, towards school experiences. The Longman Dictionary of Applied Linguistics New Edition (2009) defines "language attitude" as the attitude which speakers of different language or languages varieties have towards each other's' language or to their own. Learner's attitude toward Kiswahili and their understanding of the relevance of this subject to their future aspirations affect learner's enthusiasm for studying Kiswahili.

Kiswahili is a compulsory and examinable subject in primary, secondary and primary teacher colleges in Kenya (KIE, 2003). A study by Kobia (2013) on the influence of students attitude towards Kiswahili curriculum implementation in Igembe South District found that students negative attitude towards Kiswahili is partly due to the fact that Kiswahili is a compulsory subject and a mere Bantu language that does not require much attention. This negative attitude hampers the implementation of the subject contributing to poor performance.

2.7 Teachers' teaching experience on implementation of Kiswahili curriculum

An effective practitioner no matter what area they operate is that they are able to reflect on their ongoing experience and learn from it. (Donald 1987). This indicates that teachers with more experience becomes more knowledgeable as they pause and take stock of what they do daily discussing with colleagues what happens in their teaching process and come up with new techniques from their experience focusing their attention on learners and what blocks or facilitates learning. All teaching builds on existing perception and frameworks of understanding and links must be made between what already exists if teachers are to make sense of what is happening to their performance.

Teaching as a continuous process builds on the experience of the teachers. Nyaga (2009) in her study found that those teachers who had an experience of one to five years had an advantage of teaching the current syllabus. However some teachers of Kiswahili expressed their in competencies in teaching some aspects of the curriculum and noted that they were not familiar with the implementation of the revised Kiswahili curriculum. In this note she concluded that, practice does not make perfect. It is on this note that this study focused on the influence of teaching experience on implementation of Kiswahili curriculum.

2.8 Summary of the literature review

Omao (2007) in his study on effectiveness of implementation of the revised secondary school Kiswahili curriculum in Kajiado District noted that a few

teachers attended in service courses. Mokamba (2007) in his study found out that curriculum developers give more attention to production of materials for science and technical subjects leaving behind Kiswahili. Aoko (2012) in her study on influence of teaching methods on pupils' performance in public primary schools in Kasarani Division noted that teaching methods used by teachers have great influence on pupils' performance.

Nyaga (2009) in her study on factors influencing teachers' implementation of Kiswahili curriculum in public primary schools noted that primary teacher pre service training is not intensive enough to enable the P1 teachers to effectively implement the Kiswahili curriculum in this era of knowledge explosion where one needs to keep the pace. On the attitude of learners she noted that although most learners had positive attitude towards Kiswahili subject this was not reflected in their performance. From the reviewed literature there are gaps on factors influencing implementation of Kiswahili curriculum thus the researcher will carry out a study on factors influencing implementation of Kiswahili curriculum in public primary schools in Igoji division.

2.9 Theoretical framework

This study was based on Rand Change Agent model which was advocated by Barman and Mclaughlin in the Rand Corporation in their evaluation effort in the 1970s of the major education federal programs. They researched on how public schools implement innovations. The rand investigators concluded from their research that there are barriers to change seemed in the organizational dynamics of school after decision has been made to adopt a new program. The

most difficult thing is at the implementation of an already developed programme. Thus rand change agent model emphasized the training of teachers through in service programmes who are key in the implementation stage. The model has three stages in change process; initiation, implementation and incorporation.

The curriculum implementation theory by Gross (1971), was appropriate for this study. This theory states that implementation of any programme is based on the following elements; clarity of the innovation to the implementer, availability of the resources, capacity of the implementer and the support from the management. This study was about the factors that influence the implementation of Kiswahili curriculum in public primary schools in Igoji division. Adapting the theory, effective curriculum implementing requires trained teachers to disseminate the correct content of the curriculum with the required support from stakeholders and relevant teaching and learning resources.

2.10 Conceptual framework

The following is the conceptual framework showing the interrelationship of independent and dependent variables

.

Figure 2.1: Factors influencing implementation of Kiswahili curriculum

in public primary schools

Teaching learning materials • Textbooks • Charts • Video tapes	**Teaching methods** • Lecture • Discussion • Demonstration	**Professional teacher training** • Pre-service • In-service	**Learners' attitude** • Positive attitude • Negative attitude	**Teaching experience** • Long and short experience

Kiswahili curriculum implementation process

Proper Kiswahili curriculum implementation
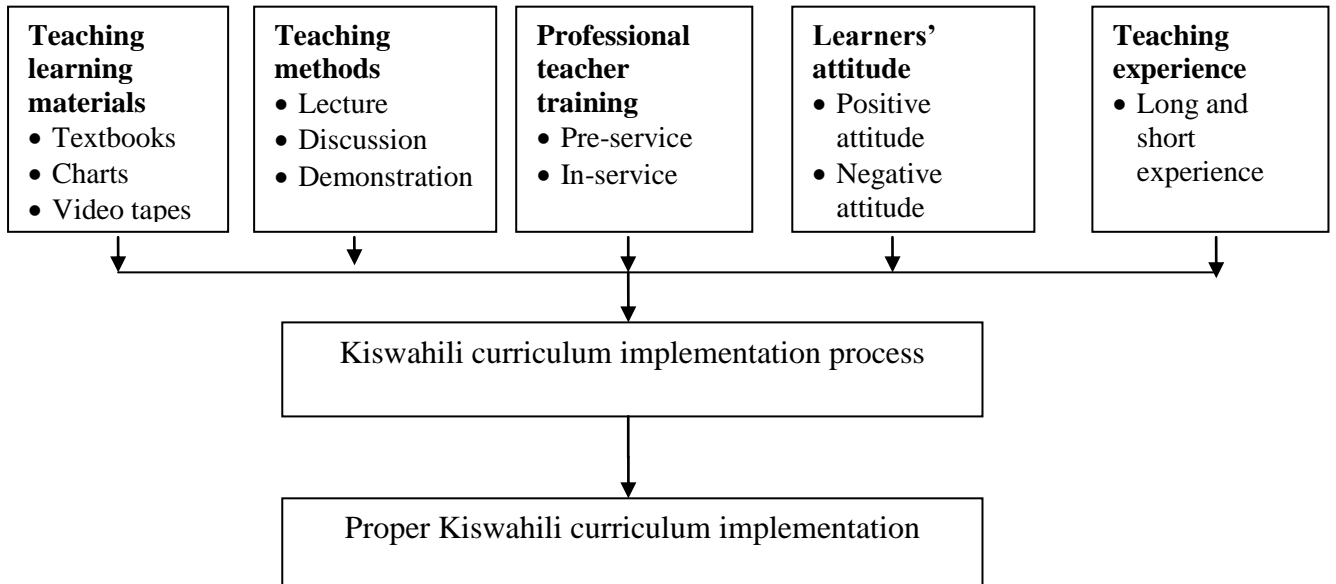
The conceptual framework of this study shows the variables which influence the implementation of Kiswahili curriculum. The variables indicated are support materials, in-service and pre-service teacher training, learner's attitude and the teaching methods used. These variables affect the student's performance which is a product of curriculum implementation process.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter describes the methods to be used in carrying out the study. It is organized along the following subheadings; research design; target population, the sampling techniques and sample size, research instruments, validity of the instruments, reliability of the instruments , data collection procedure and data analysis.

3.2 Research design

Kumar (2005) defines research design as a plan, structure and strategy of investigation so conceived as to obtain answers to research questions or problems. This study adopted a descriptive survey design which is that branch of social science investigations which studies large and small population or universe by selecting samples from populations to establish relative incidences, distribution and interrelations. Is a method of collecting information by interviewing or administering a questionnaire to a sample of individuals (Orodho, 2009). This design is best because it enabled the researcher to collect both qualitative and quantitative data which helped in investigating the factors that influence implementation of Kiswahili curriculum. This design according to Mugenda and Mugenda (2003) was the best design available to social scientists interested in collecting original data used in describing a population that was too large to observe directly.

3.3 Target population

Kombo and Tromp (2006) define population as a group of individuals, objects or items from which samples are taken for measurement. Target population is a group to which a researcher wants to generalize the results for the study. For the purpose of this study the target population consisted of 46 public primary schools, 46 head teachers, 204 Kiswahili teachers, 497 standard eight pupils in Igoji division Imenti South district (Imenti South District 2013). The study focused on standard eight pupils as they had been in school for a longer period of time hence more versed with various aspects of Kiswahili curriculum, head teachers were key in supervising the implementation process and the Kiswahili teachers were the real implementers of the curriculum.

3.4 Sampling technique and sample size

 Sampling techniques are methods used to arrive at the desired size (Kumar, 2005). Purposive sampling is mostly used in qualitative studies where the researcher selects particular individuals or cases because they will be particularly informative about the topic. A total of thirteen head teachers and sixty one Kiswahili teachers were selected through simple ballot sampling proportionally.

Stratified Proportionate sampling technique was applied in selecting the number of schools used in the study. The schools were grouped in two zones as per sponsor in the division. Igoji East has 22 schools (Igoji Division, 2013) from which seven schools were selected through simple random sampling and igoji West has twenty four schools (Igoji Division, 2013) where six schools

were picked through simple random sampling. Thirteen schools were selected. The pupils were selected through simple ballot sampling proportionally according to the enrollment in each school. This sampling technique gave the researcher a chance to apportion the sample size based on population representation in the overall target population.

According to Mugenda and Mugenda (2003), a sample size of 10-30% of the respondents can represent target population. Based on this guideline, the researcher sampled 30% of the target population thus having 13 schools, 13 headteachers, 61 Kiswahili teachers, and 149 standard eight pupils. The sample size had 223 respondents.

3.5 Research instruments

Research instruments that were used to collect data were questionnaires and interview schedule which were designed by the researcher. Kombo and Tromp (2006) states that a questionnaire   saves time, upholds confidentiality and its presentation seals opportunity for the interviewer bias. Interview guide collects data through oral- verbal stimuli and reply in terms of oral-verbal responses.

Teacher's questionnaire had six sections. Section A solicited the background information of the teacher, section B collected information on the teacher training, section C solicited information on the teaching methods, section D gathered information on teaching and learning resources and section E got information on pupils attitude towards Kiswahili. Pupil's questionnaire had section A to C. Section A collected information on the pupil's background,

section B collected data on availability of teaching and learning resources, section C collected information on pupils attitude and section D dealt with the teaching methods used by Kiswahili teachers.

Interview schedule for the head teacher had six items. They got information on the teaching methodology used by Kiswahili teachers, teaching and learning resources available, the professional and in service training programs, teachers teaching experience and the pupil's attitude towards Kiswahili subject.

3.5.1 Instruments validity

Kombo and Tromp (2006) argue that validity of a test is a measure of how well a test measures what it is supposed to measure. To enhance content validity, adequate and appropriate items relevant to the research objectives were included in the questionnaires. A pilot study was carried out on a population similar to the sample population. One school was selected for the pilot study as recommended by Mugenda and Mugenda (2003) that one percent of the target population can be used for pilot study. This was not part of the actual study. My Supervisors also appraised my questionnaires since they are experts in areas of data collection.

3.5.2 Instrument reliability

Mugenda and Mugenda (2003) notes that reliability is a measure of the degree to which a research instrument yields consistent results or data after repeated trials. The researcher used test-retest method to establish the external consistency of the research tool. The method involved administering the same

instrument twice to the same group of subjects. The research instruments were administered twice to the pilot group at an interval of two weeks. Responses from the two sets of tests were coded and analyzed using SPSS data analysis software. The two tests were correlated using the Pearson correlation coefficient formula below to determine the consistency of the two sets of scores. The results showed that the pupils questionnaire had a reliability index of .8534. According to Mugenda and Mugenda (2003) a coefficient of 0.80 or more implies that there is a high degree of reliability of data The formula is as shown:

$$r = \frac{N\sum xy - (\sum x)(\sum y)N}{\sqrt{[N\sum x^2 - (x^2)]\, N\sum y^2 - (\sum y^2)}}$$

Where; x = first test
y = second test
r = degree of reliability
N = Number of scores within each distribution

Source: Mugenda and Mugenda (2003)

3.6 Data collection procedures

A research permit was obtained from the National Commission for Science, Technology and Innovation (NACOSTI) The researcher informed the District Commissioner and the District Education Officer in Imenti South District before the commencement of the study. The researcher visited the selected schools sampled for the main study and informed them and requested the headteachers, teachers of Kiswahili and the pupils who participated in the study. The researcher personally administered the questionnaires to the

teachers and interviewed the headteacher. Teachers' and pupils' questionnaires were collected the same day.

3.7 Data analysis techniques

Data editing was done which involved scrutinizing the completed research instruments to identify and minimize errors as far as possible. The poorly responded questionnaires were regarded as spoilt and were therefore not included in the analysis. Data was arranged and recorded according to particular research objectives of the study. Qualitative data was analyzed thematically by classifying it into major themes from which opinions from respondents were coded and put into frequency tables.

Quantitative data was summarized into frequencies and percentages and analyzed using the Statistical Package for the Social Sciences (SPPS) computer software. The statistical data in tables was supplemented with explanations before inferences and conclusions were made.

CHAPTER FOUR

DATA ANALYSIS, INTERPRETATIONS AND PRESENTATION

4.1 Introduction

This chapter presents the analyzed data in tables, pie-charts and graphs according to the study objectives. Interpretation of the findings has also been done to answer the research questions. The presentation of the findings is organized around the key variables such as teaching learning resources, selection of teaching methods, pupil's attitude, pre-service and in-service teacher training and teacher teaching experience. The bio- data has also been analyzed and presented to provide relevant characteristics of the respondents.

4.2 Questionnaire return rate

Questionnaires were distributed to 61 teachers and 149 pupils. Out of the above respondents 58 teachers and 142 pupils returned their questionnaire. All the head teachers were interviewed. The return rate is computed in Table 4.3.

Table 4.3: Questionnaire return rate

Instruments	Target	Number returned	Percentage
Head teachers	13	13	100
Teachers	61	58	95.1
Pupils	149	142	95.3
Total	**263**	**213**	**200.4**

The findings from the study established that head teachers questionnaires were all returned representing 100% return rate, teachers 95.1% and pupils 95.3%. This return rate was considered quite positive for the study.

(a) Gender of the Kiswahili teachers

The researcher was interested in knowing the gender of the teachers teaching Kiswahili in public primary schools in Igoji division. The findings are recorded in Table 4.4.

Table 4.4: Gender of Kiswahili teachers

Gender	Frequency	Percentage
Male	37	63.8
Female	21	36.2
Total	**58**	**100.0**

The study established that 63.8% of the teachers were males and 36.2% were females, meaning that all the genders were represented well in the study. The discrepancy between the male and the female respondents was high. This implied that there was gender impartiality among the teachers of Kiswahili. Gender therefore was an influencing factor in implementation of the Kiswahili curriculum in Igoji division.

(b) Gender of the pupils

The pupils were selected with equal numbers of gender presentation. There were 74 female pupils and 75 male pupils who responded in this study. Therefore the findings used were of equal gender presentation.

Age of Kiswahili teachers

The study sought to find out the age of the Kiswahili teachers in the division. The findings from the study are recorded in Figure 4.2.

Figure 4.2: Age of Kiswahili teachers
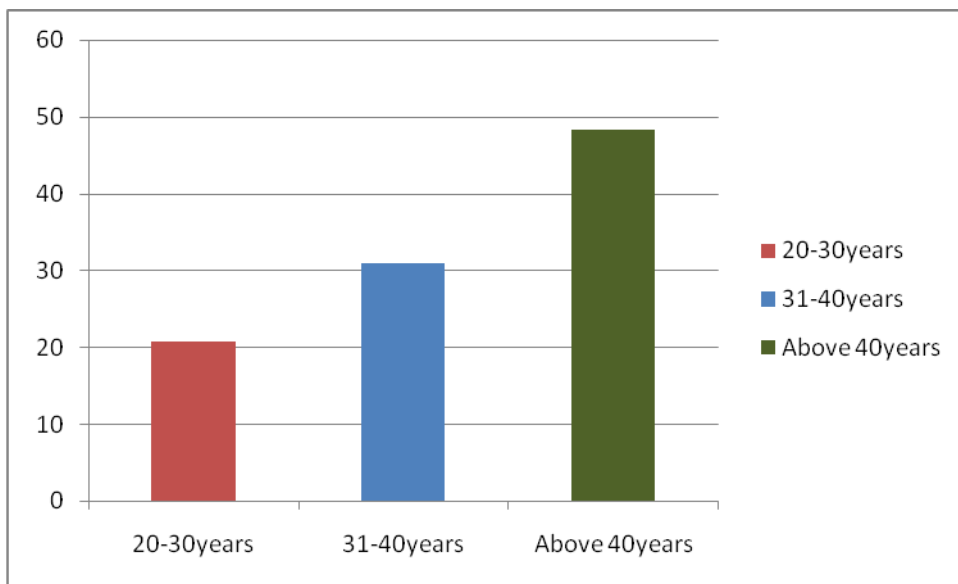
The study established that majority (46%) of the Kiswahili teachers were aged 40 years and above and 32% had between 31-40 years meaning that they were quite experienced in handling of Kiswahili syllabus and were capable of implementing Kiswahili curriculum accordingly.

Education level of Kiswahili teachers

The researcher asked the Kiswahili teachers to indicate there professional qualifications following the responses in the questionnaire. The findings from the study are indicated in Table 4.5.

Table 4.5: Teachers response on their professional qualification

Academic Levels	Frequency	Percentage
P1/2/3	20	34.0
ATS	12	20.6
Diploma	13	22.4
PGDE	6	10.0
Graduate	7	12.0
Total	**58**	**100.0**

The study established that majority of the teachers at 34.5% had the minimum training/qualification of P1 while 22.4% had diplomas; ATS at 20.6%, PGDE 10.3% and 12.1% were graduate teachers. From these findings teachers were qualified to implement Kiswahili curriculum competently. Professional training which includes the methodologies and the choice of teaching and learning resources that deals with implementing different curricula at primary level was not a problem. This convinced the researcher that the teachers of Igoji division had the required knowledge and skills of implementing the Kiswahili curriculum holding all other factors constant. These findings agree with Aoko (2012) who established that education level of teachers had no influence on implementing Kiswahili curriculum since all teachers were professionally trained.

4.3 Teaching/ learning resources on implementation of Kiswahili

The researcher was interested in finding out whether teaching and learning materials were available for implementing the Kiswahili curriculum.

Availability of Kiswahili textbooks in schools

The study wanted to find out whether schools have adequate Kiswahili textbooks for learners. The findings are indicated in Table 4.6

Table 4.6: Response on availability of Kiswahili textbooks in schools

Responses	Frequency	Percentage
Always	27	46.6
Mostly	15	25.9
Sometimes	13	22.3
Not used	3	5.2
Total	**58**	**100.0**

Majority of the Kiswahili teachers 46.6% agreed that their schools have adequate books. However 22.4% indicated that they have books sometimes and 5.2% said that they don't have any books. This means that these pupils are not able to follow the teacher well since they had no books. The availability of textbooks therefore was found to influence the implementation of the Kiswahili curriculum. These findings agree with Mokamba (2007) who found that there was an outcry from teachers on lack of even basic resources like Kiswahili textbooks in most schools.

Use of electronic media in teaching Kiswahili

The study sought to establish from Kiswahili teachers whether primary schools use electronic media in teaching Kiswahili subject. Their responses are presented in Table 4.7.

Table 4.7: Response from teachers on use of radio in teaching Kiswahili

Teachers responses	Frequency	Percentage
Always	6	10.3
Mostly	8	13.8
Sometimes	19	32.8
Not used	25	43.1
Total	**58**	**100.0**

The study established that despite the fact that primary schools are given solar powered Radios to use in the schools, 43.1% of the teachers said that these radios are not used, while 32.8% indicated that these radios are used sometimes. This means that teachers may not be able to take advantage of latest information or styles of teaching Kiswahili subject. The study reveals that there are minimal resources that the Kiswahili teacher uses to achieve long lasting learning in the pupils. The findings also point out to the fact that few schools use the audio-visual resources often. This could be attributed to the fact that most schools have no electricity. These findings conquer with Kaaria (2010) who found out that support materials were not enough nor available in schools.

Use of resource persons in teaching Kiswahili

The researcher established whether resource persons are used in teaching of Kiswahili subject. The findings are indicated in Table 4.8.

Table 4.8: Teachers response on use of resource person in teaching Kiswahili

Teachers responses	Frequency	Percentage
Always	1	1.7
Mostly	4	6.9
Sometimes	11	19.0
Not used	42	72.4
Total	**58**	**100.0**

The study established from 72.4% of the respondents that Kiswahili teachers were not using resource persons in the teaching of the subject. This is evidenced by the poor performance of Kiswahili subject in the division. This means that teachers wholly depended on what they knew and had not embraced what is new in the curriculum. This had great influence on the implementation of Kiswahili curriculum.

Use of computers in teaching Kiswahili.

The study established from 100% of the pupils in the primary schools that computers were not used in teaching and learning of Kiswahili subject. This means computer accessories were not used in teaching of Kiswahili subject hence explaining why Kiswahili performance remained low in the division.

Availability of Kiswahili materials in school library.

The study established from pupils the availability of Kiswahili teaching and learning materials in the school libraries. The findings are recorded in Table 4.9.

Table 4.9: Responses on availability of Kiswahili materials in library

Responses from pupils	Frequency	Percentage
Always	50	35.2
Sometimes	70	49.3
Not at all	22	15.5
Total	**142**	**100.0**

The study established from 49.3% of the pupils that the libraries did not always have the required materials used in teaching and learning of Kiswahili subject. It is worth noting that 15.5% of the respondents indicated that their schools had no libraries and while others had no Kiswahili materials.

Further the head teachers interviewed indicated that their schools had book stores and not libraries that pupils could read from. They further said that these book stores only contained pupils' text books and not varieties of resources that could be used in teaching and learning of Kiswahili. The head teachers further indicated that in most schools (54%) pupils were sharing text books one between two. This means that pupils could not do their take away home work properly since books were not enough. This finally translates to poor performance in Kiswahili subject in the division. The findings indicate that pupils enjoy learning when teaching and learning materials are used. If properly used and organized instructional materials such as books, charts, and visual aids play a key role in implementing a curriculum. The findings concur with K.I.E. (2003) who asserted that the teaching and learning resources play an important role in implementation of curriculum.

4.4 Teaching methods used in implementing Kiswahili curriculum

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 learner centered methods like group discussion, role play and demonstration in order to make it interesting to the learners. A good teacher uses several methods of teaching in a single lesson depending on the teaching/learning situation of a given lesson.

Influence of lecture method of teaching Kiswahili subject

The study established 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 4.10.

Table 4.10: Teachers response on use of lecture method

Responses	Frequency	Percentage
Very often	14	24.1
Often	15	25.9
Rarely	17	29.3
Not used	12	20.7
Total	**58**	**100.0**

Majority of the respondents (29.3%) said that lecture method was rarely used when teaching Kiswahili. However (24.1%) agreed that lecture method was used at various stages when presenting the content. This means that learners

sometimes were really not taken care of since lecture method is not appropriate at this level.

Influence of demonstration method of teaching Kiswahili

The study sought to find out whether teachers were using demonstration as a method of teaching Kiswahili. The findings are indicated in Table 4.11.

Table 4.11: Response from teachers on demonstration method

Responses	Frequency	Percentage
Very often	12	20.7
Often	26	44.8
Rarely	14	24.2
Not used	6	10.3
Total	**58**	**100.0**

Majority of the respondents (44.8%) indicated that demonstration method of teaching was often used. While (10.3%) indicated that demonstration method of teaching was not used as shown above 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.

Influence of discussion method of teaching Kiswahili

It was necessary to find out the influence of discussion method in teaching Kiswahili in primary schools. The findings are indicated in Table 4.12.

Table 4.12: Teaches response on use of discussion method

Responses	Frequency	Percentage
Very often	13	22.4
Often	21	36.2
Rarely	19	32.8
Not used	5	8.6
Total	**58**	**100.0**

Majority of the teachers agreed with 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. However 8.6% indicated that they were not using discussion method of teaching since it was time consuming and they needed to complete the syllabus on time. For effective teaching to take place the teacher should integrate many methods of teaching.

Use of storytelling in teaching Kiswahili

There was need to find out whether story telling was used as a method of teaching Kiswahili subject. The findings are indicated in Table 4.13.

Table 4.13: Teachers response on use of storytelling method

Responses	Frequency	Percentage
Very often	13	22.4
Often	15	25.9
Rarely	22	37.9
Not used	8	13.8
Total	**58**	**100.0**

Majority of the respondents (37.9%) indicated that story telling method of teaching was rarely used when teaching Kiswahili. 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. As much as possible teachers should use a variety of methods of teaching in order to improve pupil's performance. This means story telling had little influence on the implementation of Kiswahili curriculum.

Response from teachers on use of question and answer method

The researcher 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 4.14.

Table 4.14: Teachers response on use of question and answer method

Responses	Frequency	Percentage
Very often	36	62.1
Often	11	19.0
Rarely	6	10.3
Not used	5	8.6
Total	**58**	**100.0**

Majority of the teachers indicated that they were using question and answer method of teaching. This means that teachers liked this method of teaching because it gives teachers immediate feedback. However 8.6% indicated that teachers were not using this method of teaching. Mokamba (2007) also noted that question and answer method was rarely used by teachers. He found that teachers preferred lecturer method as this would enable them cover the syllabus fast.

Topics ranking depending on pupils interest

The pupils were asked to rank subject depending on the one they like most.

The findings are indicated in Table 4.15.

Table 4.15: Pupils response on ranking Kiswahili topics

Subject	Ranking	Frequency	Percentage
Uandishi wa insha	1	54	38.0
Sarufi ya Kiswahili	2	31	21.8
Ufahamu	3	22	15.5
Kusoma	4	14	9.9
Matumizi ya lugha	5	12	8.5
Kusikiliza na kuongea	6	9	6.3

Learners were asked to rank Kiswahili topics indicated in Table 4.15 starting with their best areas. The findings indicated that "Uandishi wa insha" was the best liked topic by 54 (38%), followed by "sarufi ya Kiswahili" 31 (21.8%) while the most disliked topic was "kusikiliza na kuongea" 9 (6.3%) followed by "matumizi ya lugha" 12 (8.5). The pupils indicated that the disliked areas were because teachers were not very good at teaching them. They also attributed the same to the methods of teaching used by the teachers. Thus teaching method has great influence on the implementation of Kiswahili curriculum.

Pupils enjoyment in learning Kiswahili subject

The researcher wanted to find out from the teachers whether the learners enjoyed learning Kiswahili subject. The findings are presented in Table 4.16

Table 4.16: Teachers response on how pupils enjoyed learning Kiswahili

Responses	Frequency	Percentage
Yes	23	39.7
No	35	60.3
Total	**58**	**100.0**

The study established from 60.3% of the respondents that pupils were not enjoying learning Kiswahili subject. This means teachers had difficulties teaching learners who were not self-motivated to learn Kiswahili. Therefore the teachers should devise ways to improve motivation towards learning of Kiswahili by pupils so that they can improve their performance

4.5 Pre-service teacher training in implementation of Kiswahili curriculum

There was need to establish if the teachers of Kiswahili were trained adequately on how to implement the Kiswahili curriculum.

Training in teaching of Kiswahili subject

There was need to find out the extent teachers were trained in teaching Kiswahili subject. Their responses are indicated in Table 4.17.

Table 4.17: Teachers response on pre-service training in Kiswahili

Responses	Frequency	Percentage
Yes	94	66.2
No	48	33.8
Total	**142**	**100.0**

The study established from 94 (66.2%) of the teachers that primary schools had teachers who were trained in teaching Kiswahili subject, however 33.8% of the respondents indicated that schools had teachers who were not trained in teaching Kiswahili subject. This percentage of the untrained teachers hampered the implementation of Kiswahili curriculum. Kiswahili being a language required teachers who were skilled in teaching it effectively.

Pre-service training helps implementation of Kiswahili curriculum

The researcher was interested in knowing from head teachers whether pre-service training influenced implementation of Kiswahili curriculum. The findings are indicated in table 4.18

Table 4.18: Head teachers response towards pre-service training

Responses	Frequency	Percentage
Yes	11	84.6
No	2	15.4
Total	**13**	**100.0**

The study established from 84.6% of the head teachers that pre-service training of teachers was important for effective implementation of Kiswahili curriculum. This convinced the researcher that the Kiswahili teachers in Igoji division had the required knowledge and skills of implementing the Kiswahili curriculum holding all other factors constant. Pre service training will equip the teacher with skills needed in implementing the Kiswahili curriculum. The government should ensure that schools have teachers who are trained in

teaching Kiswahili subject. This is because Kiswahili was a language and required special skills in teaching it effectively.

Teachers' experience in implementation of Kiswahili curriculum

The researcher was interested in finding out the areas Kiswahili teachers experience problems when implementing Kiswahili curriculum. The findings from the study are indicated in Table 4.19

Table 4.19: Teachers' response on areas they find problems

Responses	Frequency	Percentage
Sarufi	15	25.8
Insha	19	32.8
Kusoma	7	12.1
Kusikiliza na kuongea	8	13.8
Matumizi ya lugha	9	15.5
Total	**58**	**100.0**

The researcher established that teachers experienced difficulties when teaching "Insha" 19 (32.8%), followed by "sarufi" 15 (25.8%) and "matumizi ya lugha" at 9 (15.5%) respectively. These responses from teachers show that "insha" is not taught effectively in the schools since teachers admitted that they have difficulties. This further means that the ministry of education through teacher training institutions should put more emphasis of training on "insha" and "sarufi" among other areas of interest.

Attendance of Kiswahili in-service training

There was need to establish if Kiswahili teachers attend in service training programs that are organized for the subject. This was because from the previous studies in the literature review it was noted that there were few Kiswahili teachers who attended these courses that focus on implementation of Kiswahili curriculum. The findings from the study are indicated in Figure 4.3.

Figure 4.3: Teachers response towards Kiswahili in-service training
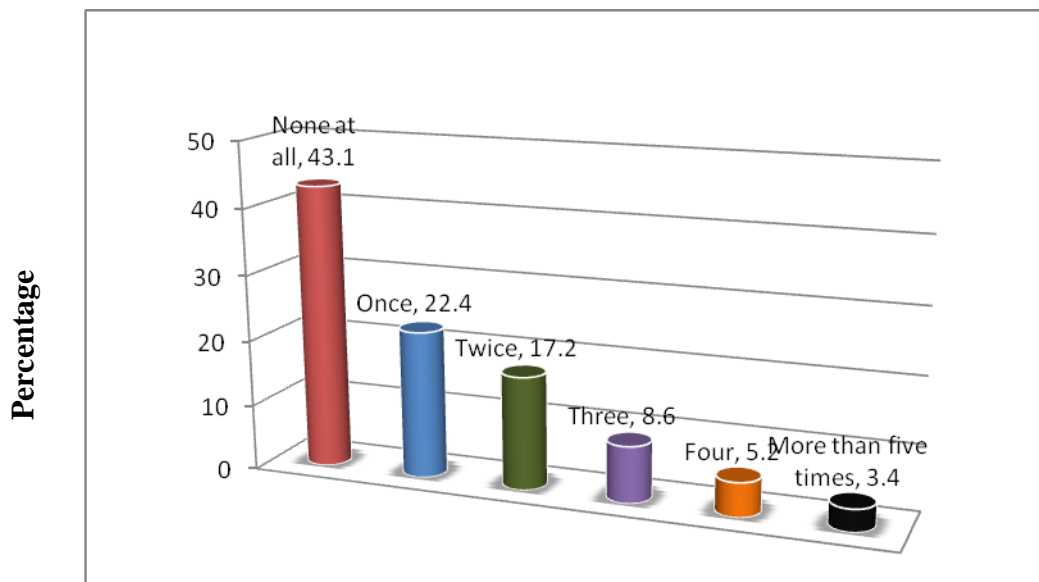
The study established from the teachers that 43.1% had never attended any Kiswahili in-service training program, while 22.4% had attended in-service training only once and 17.2% only twice. It is worthy to note that this study established that the number of those teachers who had not attended the in service course in implementing the Kiswahili curriculum exceeded those who had attended. This means that teachers were not prepared to tackle the

emerging issues in Kiswahili in confidence especially the new changes in the curriculum. This translates to pupils being not able to perform well in specific areas of Kiswahili that requires specialized skills.

Kiswahili in-service training

It was necessary to know whether Kiswahili in-service training was important to teachers who are already in the field teaching. The findings from the study are indicated in Table 4.20.

Table 4.20:Response on importance of Kiswahili in-service training

Responses	Frequency	Percentage
Yes	52	90
No	6	10
Total	**58**	**100**

The study established from 90% of the teachers that Kiswahili in-service programs were important for teachers in the field so that they can familiarize themselves with the current changes and requirements in teaching Kiswahili curriculum. These findings conquer with Nyagah (2009) who found that in service training benefited the Kiswahili teachers. This means that these in-service seminars should be held regularly and be made compulsory for Kiswahili teachers in the division to attend. This will enable teachers to sharpen their skills in teaching Kiswahili curriculum.

Further the head teachers were asked whether teachers often attended in-service programs. All the head teachers (100%) agreed that seminars are

organized by TAC Tutors in the division and are held once within a year and at times none at all. Further they were in agreement that these seminars were very important in implementing Kiswahili curriculum**.** The head teachers did not enhance the implementation of Kiswahili curriculum as they were not keen in checking if the teachers were implementing what they did during the in service trainings. This can encourage laxity among teachers towards issues in implementing the Kiswahili curriculum.

From the analysis 8(61.5%) of the respondents indicated that they make follow up to ensure implementation of learnt changes in the curriculum, while 5(38.5%) said that they are not keen to make follow up on the implementation. This means that not all that is learnt is implemented effectively in the schools. This finally affects the pupils' mastery of Kiswahili contents.

4.6 General attitude of pupils towards Kiswahili

The researcher sought to find out the attitude of learners towards Kiswahili during the lessons and how they are involved as the lessons progressed.

Pupils involvement during Kiswahili lessons

The study sought to establish the involvement of pupils during Kiswahili lessons. Their responses are recorded in Figure 4.4.

Figure 4.4: Pupils response on involvement during Kiswahili lessons
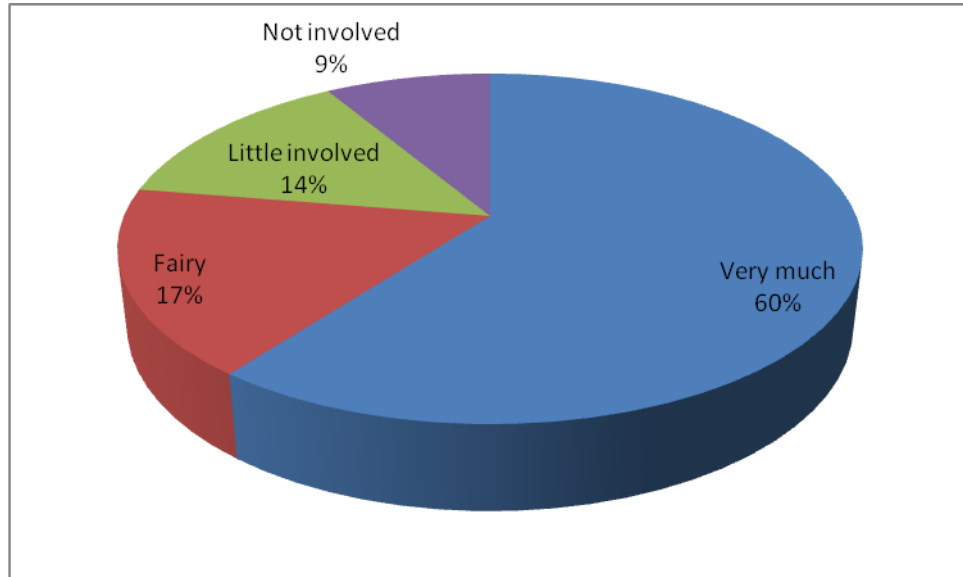
The study established from 60% of the respondents that learners were actively involved in the Kiswahili lessons. However 17% were fairly involved, 14% were little involved and 9% were not involved in the lesson presentations. This means that 40% of the pupils' were not actively involved in lesson presentations. This percentage would affect the implementation of Kiswahili curriculum in the schools in the division.

Kiswahili homework for pupils

It was important to find out if pupils were given assignments in Kiswahili so that they could improve Kiswahili performance. Their responses are recorded in Table 4.21.

Table 4.21: Pupils response towards Kiswahili homework

Responses	Frequency	Percentage
Never given homework	2	3.5
Homework everyday	38	65.5
Less than once a week	8	18.8
Once or twice a week	10	17.2
Total	**58**	**100.0**

The study established from 65.5% of the respondents that they were given homework every day, while 36% indicated they were not given homework every day may be once a week and 3.4% said that they were not given assignment at all. This precedent has great effects on implementation of Kiswahili curriculum. This also reflects on teachers' commitment to teaching activities which finally affects implementation of Kiswahili curriculum.

Teachers response on pupils attitude of Kiswahili subject

The researcher found it important to find out from teachers whether pupils like learning Kiswahili subject. The findings from the study are indicated in Table 4.22.

Table 4.22: Teachers response on pupils attitude of Kiswahili subject

Responses	Frequency	Percentage
Yes	50	86.2
No	8	13.8
Total	**58**	**100.0**

The findings established from majority of the respondents (86.2%) that learners do not like learning of Kiswahili subject since teachers have difficulties pushing them to complete assignments and submitting home work on time. 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.

Attitude of pupils towards Kiswahili subject

It was of great use to measure the attitude of the pupils towards Kiswahili subject using a likert scale and their responses are recorded in Table 4.23.

Table 4.23: Pupils response on their attitude towards Kiswahili

Responses	Frequency	Percentage
Strongly agree	73	51.1
Agree	30	21.1
Un decided	21	14.8
Disagree	12	8.5
Strongly disagree	5	3.5
Total	**142**	**100.0**

The study established from 72.5% of the respondents that they enjoyed learning Kiswahili. However 27.5% disagreed that Kiswahili was interesting. According to the researcher having more than half of the pupils indicating that they liked Kiswahili is a positive implication that could positively influence the implementation of the curriculum. The Kiswahili teachers should encourage and try to motivate the other half who possibly don't like the subject and change their attitude so they can perform well in Kiswahili

subject. This means that these pupils could adversely affect the implementation of Kiswahili curriculum in the primary schools in the division.

Pupils opinion on Kiswahili subject

The study further aimed at establishing the opinion of the pupils towards Kiswahili subjects. The findings are indicated on Table 4.24.

Table 4.24: Pupils response on Kiswahili subject

Responses	Frequency	Percentage
Strongly agree	52	36.6
Agree	43	30.3
Un decided	15	10.5
Disagree	20	14.1
Strongly disagree	12	8.5
Total	**142**	**100.0**

The study established from 66.9% of the respondents that Kiswahili was a difficult subject; while 22.6% disagreed with the study and 10.6% were Undecided. This means that the pupils in the division viewed Kiswahili as a difficult subject. This further hindered the implementation of Kiswahili curriculum. This attitude could on the other side affect the implementation of the curriculum which possibly could lead to poor performance.

4.7 Teachers' experience in the implementation of Kiswahili curriculum

The researcher asked the Kiswahili teachers to indicate their total teaching experience in Igoji division as well as their teaching experience in the teaching of Kiswahili subject

Years of teaching experience

The researcher was interested in knowing the teaching experience of teachers since training. The findings are recorded in Table 4.25.

Table 4.25: Teachers response on their teaching experience

Years	Frequency	Percentage
Below 5 years	7	12.1
6-10 years	9	15.6
11-15 years	11	18.9
16-20years	18	31.0
Over 20years	13	22.4
Total	**58**	**100.0**

The study established that majority of the teachers (31.0%) had between 16-20 years of teaching and (22.4%) had more than 20years of teaching experience. This means that the teachers in the division were quite experienced and so they were capable of implementing Kiswahili curriculum with ease**.**

Years of experience in teaching Kiswahili

The study established the total number of years of experience the Kiswahili teachers in Igoji division had in teaching Kiswahili subject. Their responses are indicated in Table 4.26.

Table 4.26: Teachers response on experience in teaching Kiswahili

Years	Frequency	Percentage
Less than 1 year	7	12.1
1-2 years	7	12.1
3-5 years	17	29.3
6-10 years	9	15.5
More than 10 years	18	31.0
Total	**58**	**100.0**

The study established that 46.5% of the respondents had experience of 6 years and above. This means that the teachers had the capacity to teach Kiswahili competently hence they could implement Kiswahili curriculum. However the study noted from 24.2% of the respondents that they had 1-2 years' experience of teaching Kiswahili. From these findings then most of the Kiswahili teachers in Igoji division have teaching experience in teaching Kiswahili of more than five years. This percentage could on the other hand affect the implementation of the Kiswahili subject.

Further the head teachers were asked to comment about teachers experience and teaching of Kiswahili. They said that experience is very important in teaching of Kiswahili curriculum because experienced teachers were also examiners in the KCPE and were well versed with the current Kiswahili curriculum.

This chapter has presented the findings of the study based on the response rate, demographic information, the influence of teaching and learning resources ,

teachers professional qualification, teachers teaching experience and the attitude of learners towards implementation of Kiswahili curriculum.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter covers the summary of the study, conclusions made from the findings and the recommendations derived from the study respectively.

5.2 Summary of the study

The purpose of this study was to investigate the factors influencing the implementation of the Kiswahili curriculum in Igoji division of Imenti South District. To achieve this, the study was guided by five objectives and five research questions from which the independent variables were specified. The variables included the teachers' professional qualification, the teachers teaching experience, the availability of resources, the pupils' attitude and the teaching methods used in the implementation of Kiswahili curriculum.

The study adopted a descriptive survey design to establish the factors influencing the implementation of the Kiswahili curriculum in Igoji Division. The study targeted a sample of 13 head teachers, 62 teachers and 149 standard eight pupils. Data was collected using questionnaires, coded and classified into major themes from which a summary report was made.

Quantitative data was analyzed using descriptive statistics and presented in tables, graphs, frequency distribution and percentages. Data analyzed formed the basis for research findings, conclusions and recommendations of the study.

The findings established that primary teacher pre-service training is not intensive enough to enable the P1 teachers to effectively implement the Kiswahili curriculum. Teachers experienced difficulties when teaching some aspects of Kiswahili curriculum like insha which is attributed to inadequate training. It was also noted that Kiswahili teachers were not adequately prepared to handle emerging issues in Kiswahili and they lacked confidence especially in the new changes in the curriculum.

Head teachers agreed that in-service programs were organized in the division and they had a great influence in implementing the Kiswahili curriculum. It was also noted that some head teachers 38.5% did not make a follow up after teachers attended in service trainings. This means that not everything is implemented by the Kiswahili teachers to at least perfect what they already have.

On the attitude of learners towards Kiswahili as a subject it was noted that although most learners had a positive attitude towards Kiswahili subject this was not reflected in their performance. Pupils were also involved actively during the Kiswahili lessons. The researcher also concluded that majority of the pupils found Kiswahili to be a difficult subjects and the teachers had difficult time trying to push them. This hindered the implementation of the Kiswahili curriculum.

The researcher concluded that the teaching and learning resources were not available in the schools and this hindered the implementation of the Kiswahili curriculum. Kiswahili teachers used minimal resources to achieve a long

lasting learning in the pupils. Head teachers also echoed the same words that there were few teaching and learning resources in their schools.

5.3 Conclusion from the research findings

From the research findings, the researcher got the answers to the research problem on the factors that influence implementation of the Kiswahili curriculum in Igoji division, Imenti South district. Several factors were found to influence the implementation. The conclusions made were as follows;

5.3.1 Kiswahili teaching and learning resources used in schools

Teaching/learning resources are very important in any meaningful system of education. These materials include; books, mass media, charts, audio-visual materials like radio cassettes, libraries, programs and many more that help the teacher implement curriculum. The quality of teaching learning resources is very important in effective delivery of curriculum. The study sought to establish the influence of teaching and learning resources in implementation of Kiswahili curriculum.

The researcher concluded that schools lacked important resources like computers, Radios, resource persons and libraries that were important in implementation of Kiswahili curriculum. It was established that despite the fact that primary schools are given solar powered Radios to use in the schools, the teachers said that these radios were not used, and others indicated that these radios were used sometimes. This means that teachers may not be able to

take advantage of latest information or styles of teaching Kiswahili subject broadcasted by the MoEST.

It was concluded by the researcher that Kiswahili teachers were not using resource persons who are of great use in the teaching of the subject. This is evidenced by the poor performance of Kiswahili subject in the division. The study established from the pupils in the primary schools that computers were not used in teaching and learning of Kiswahili subject. This means that computer accessories were not used in teaching of Kiswahili subject hence explaining why Kiswahili performance remained low in the division. This means teachers in the division were embracing new technologies in teaching and learning of Kiswahili.

The researcher concluded from the pupils that the libraries did not have the required materials used in teaching and learning of Kiswahili subject. This means that teaching of Kiswahili was difficult without the required teaching and learning resources. It is worth noting that 15.5% of the pupils indicated that their schools had no libraries and while others had no Kiswahili materials. Libraries were important learning resource centers in schools and they should be well equipped in order to aid learning. The head teachers indicated that in most schools pupils were sharing text books one between two. This means that pupils could not do their take away home work properly since books were not enough hence affecting implementation of Kiswahili curriculum in the division.

5.3.2 Teaching Methods used in implementing Kiswahili curriculum

The study established that teaching methods had little influence on teaching of Kiswahili because teachers were integrating all the methods of teaching at different levels. This means teachers were using each method depending on the situation in the classroom and integrating them so as to ensure that students understood the content well. The findings from the learners indicated that "Uandishi wa insha" was the best liked topic followed by "sarufi ya Kiswahili" while the most disliked topic was "kusikiliza na kuongea" followed by "matumizi ya lugha". The pupils indicated that they disliked these areas and attributed the same to the methods of teaching used by the teachers. This means that the approach a teacher uses to teach an area can make a pupil to like a topic or dislike it. The researcher noted that pupils were not enjoying learning Kiswahili subject. This means teachers had difficulties teaching learners who were not self-motivated to learn Kiswahili.

5.3.3 Pre-service teacher training on teaching of Kiswahili

Teachers teaching Kiswahili in public primary schools in Igoji Division were professionally qualified to teach the Kiswahili curriculum. It is worth noting that previous studies conducted on the primary teacher pre service training, showed that teachers in primary schools are not trained adequately to teach Kiswahili effectively and efficiently and especially after joining the field. This made the researcher to conclude that there should be intensive training in the training of Kiswahili teachers' so that they can cope with the explosion of the

Kiswahili language which is growing. All aspects of the Kiswahili curriculum should be trained intensively to enable them implement the Kiswahili curriculum effectively. The untrained teachers hampered the implementation of Kiswahili curriculum in the division.

The researcher concluded from the head teachers that pre-service training of teachers was important for effective implementation of Kiswahili curriculum. This means that the government should ensure that schools have teachers who are trained in teaching Kiswahili subject. This is because Kiswahili was a language and required special skills in teaching it effectively.

It was also noted that teachers had difficulties handling some aspects of the Kiswahili curriculum. This means that the mentioned areas of difficulties were not being handled well in the division. The researcher concluded that most of the Kiswahili teachers in the division had not attended any in service courses. This means that teachers were ill-prepared to tackle the emerging issues in Kiswahili in confidence especially the new changes in the curriculum. This translates to pupils being not able to perform well in specific areas of Kiswahili that requires specialized skills.

Most teachers agreed that Kiswahili in-service programs were important for teachers in the field so that they could familiarize themselves with the current changes and requirements in teaching Kiswahili curriculum. From the analysis 8(61.5%) of the head teachers indicated that they make follow up to ensure implementation of learnt changes in the curriculum, while 5(38.5%) said that they are not keen to make follow up on the implementation. This could mean

that not all that is learnt is implemented effectively in the schools. This finally affects the pupils' mastery of Kiswahili contents.

5.3.4 Attitude of pupils towards Kiswahili subject

The researcher concluded that most learners were actively involved during the Kiswahili lessons. Most teachers gave pupils assignments every day which showed their commitment. However a few teachers did not give assignments and probably this affected the implementation of the Kiswahili curriculum.

The researcher further concluded that most learners did not like Kiswahili subject and this made teachers have difficulties when implementing the Kiswahili curriculum because they had to push them. Kiswahili teachers should devise ways of making the subject interesting to the pupils and motivate them. This means that these learners would affect the implementation of Kiswahili curriculum in the schools in the division. Kiswahili curriculum is a language that requires a lot of practice.

The researcher concluded that learners are not very cooperative during Kiswahili lessons hence teachers have difficulties pushing them to learn. This means that these pupils could adversely affect the implementation of Kiswahili curriculum in the primary schools in the division.

5.3.5 Kiswahili teachers' teaching experience

The researcher concluded that majority of the teachers had teaching experience of between 16-20 years. This means that the Kiswahili teachers in the division were quite experienced and so they were capable of implementing

Kiswahili curriculum with ease. This means that the teachers had the capacity to teach Kiswahili competently hence they could implement Kiswahili curriculum. However it was also concluded that some teachers had 1-2 years' experience of teaching Kiswahili. This percentage could on the other hand affect the implementation of the Kiswahili subject since they were also in the field teaching.

Further the researcher concluded from the head teachers that experience is very important in teaching of Kiswahili curriculum because experienced teachers were also examiners in the KCPE and were well versed with the current Kiswahili curriculum. This means experience played a key role in implementation of Kiswahili curriculum in primary schools in Igoji division.

5.4 Recommendations

Based on the findings, the study makes the following key recommendations;

i. To improve the implementation of Kiswahili curriculum the pre-service training of teachers should be intensified. The Ministry of Education (MoE), through the Kenya Institute of Curriculum Development should revise the Primary Teacher Education Programme to increase the duration of training and device new ways on how to teach various aspects of the Kiswahili subject.

ii. In addition the study concluded that availability of learning resources affected the implementation of Kiswahili curriculum. Teachers should be encouraged to sue the audio-visual aids, resource persons and other

teaching and learning aids to make Kiswahili more interesting to learners thus motivating them.

iii. The study further concluded that learners attitude towards Kiswahili subject affected its implementation. Most learners view Kiswahili as a difficult subject though they enjoyed learning it. Teachers should employ measures to change the attitude of learners positively and this will ease the implementation process.

iv. The ministry of education through teacher training institutions should put more emphasis of training on "insha" and "sarufi" which teachers found to be more challenging among other areas of interest.

v. The Area Education Office should come up with practical measures to sensitize the teachers on the current changes in Kiswahili teaching strategies in order to improve its performance. In service seminars should be held yearly and be made compulsory for Kiswahili teachers in the division to enable the teachers to sharpen their skills in implementing the Kiswahili curriculum.

5.5 Suggestions for further research

The study focused on the influence of; teaching learning resources, selection of teaching methods, pupils attitude, pre-service and in-service teacher training and teacher teaching experience in implementing of Kiswahili curriculum in Igoji division in Meru Central in Meru County in Kenya. Therefore the study recommends the following areas for further research.

i) To establish the factors that influence performance of students in Kiswahili subject in the division.

ii) To establish the influence of availability of learning resources on performance of Kiswahili in KCPE.

iii) To establish the influence of media on Kiswahili language

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APPENDICES

APPENDIX I

INTRODUCTION LETTER

Mbae Doreen Karimi

University of Nairobi

P.O. Box 30197

Dear Sir/Madam,

RE: ASKING PERMISSION TO DO A STUDY IN YOUR SCHOOL

I am a postgraduate student undertaking M.ED course at the University of Nairobi. I am conducting a research as a requirement in partial fulfillment of the degree course. This research will investigate the **factors that influence the implementation of Kiswahili curriculum in public primary schools in Igoji division, Meru County, Kenya.** You have been selected to take part in this research. I therefore humbly request your participation in volunteering answers to all the questions in the questionnaires. Please provide relevant information to the best of your knowledge. All responses will be used for research purpose only and identity will be treated with strict confidentiality.

Yours faithfully,

Mbae Doreen Karimi

APPENDIX II

INTERVIEW GUIDE FOR THE HEAD TEACHERS

Interview schedule for the headteachers

1. (a) How do you consider the teaching methods employed by the Kiswahili teachers during implementation of curriculum?

   Excellent [ ] Good [ ]   fairly good [ ] Not good [ ]

(b) Do these teaching methods influence the implementation of Kiswahili curriculum?

2. (a)   What teaching/learning resources are available in your school to implement Kiswahili curriculum?

   (b) Are the resources adequate?

(c) What is the ratio of Kiswahili textbooks to the pupils in your school?

_____

3. Do you think the pre-service training adequately prepared Kiswahili teachers to implement the curriculum adequately?

4. In your own view, does the teacher experience influence the implementation of Kiswahili curriculum?

5. (a) How often do Kiswahili teachers attend in-service trainings?

(b) Does the in-service training improve implementation of Kiswahili curriculum?

(c) After the in-service training, do you make up a follow up to see if they implement what they learn?

6. What do you think is your pupil's attitude towards Kiswahili?

       (b) Explain your response

7. What do you think should be done to positively influence the implementation of Kiswahili curriculum?

Thank you for your cooperation

APPENDIX III

TEACHERS' QUESTIONNAIRES

Please indicate the option as honest as possible by ticking and where explanations are required kindly provide. Write in the space provided.

Section A: Background Information

1. What is your gender? Male [ ] Female [ ]

2. Which is your age bracket? (i) 20-30 years [ ]   (ii) 31-40 years [ ]

(iii) Above 40 years [ ]

3. For how long have you been a teacher since training?

   (i)   Below 5 years[ ]   (ii) 6-10 years [ ] (iii) 11-15 years [ ]

(iv) 16-20 years [ ]   (v) Over 20 years [ ]

4   For how long have you been teaching Kiswahili subject since training?

(a) Less than one year   [ ]

(b) 1-2 years   [ ]

(c) 3-5 years   [ ]

(d) 6-10 years   [ ]

(e) More than 10 years   [ ]

5   Indicate your highest professional qualification

P1/2/3[ ]   SI [ ] ATS [ ]   Diploma [ ]   PGDE   [   ]

Graduate teacher [ ]   MED [ ]

Any other, specify _____

Section B: Teacher training

6   (a) Were you trained adequately to teach all aspects of Kiswahili competently? Yes [ ] No [ ]

(b) If No, please indicate the areas that give you problems in implementing Kiswahili curriculum

Sarufi ya Kiswahili   [ ]   Uandishi waInsha [ ] Kusoma [ ]

Kusikiliza Na kuongea [ ]   Ufahamu   [ ]Matumizi ya lugha [ ]

(c) What do you feel should be done to solve the problems above? Briefly explain _____

7   (a) Have you ever attended any in-service training on how to implement the Kiswahili curriculum? Yes [ ]   No [ ]

(b) If the answer is yes, how much training on Kiswahili implementation have you attended?

One [ ]   Two [ ]   Three [ ]   Four [ ]   five [ ]

More than five [ ]

8   (a) In your own opinion is the in-service training helpful?

Yes [ ]No [ ]

(b) Does the in-service training influence the implementation of Kiswahili curriculum? Yes [ ]   No [ ]

Briefly explain _____

9   Are Kiswahili teachers given equal opportunity to attend the in-service training whenever required? Yes   [ ] No [ ]

Section C: Teaching methods

10 (a) The following are some methods used by Kiswahili teachers in implementing the curriculum

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

Method	Very often	Often	Rarely	Not used
Lecture method				
Demonstration				
Discussion				
Story telling				
Question and answer				

Any other _____

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

_____

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(c) Do the pupils enjoy learning Kiswahili using the method you mostly use? _____

(d) Does the teaching method influence the implementation of Kiswahili curriculum? Yes [ ] No [ ]

Section E: Teaching and learning resources

11 (a) Kindly tick (√) in the space provided the availability of resources you use in implementing Kiswahili curriculum

Resources	Always	Mostly	Sometime	Not used
Radio				
Resource persons				
Textbooks				
Pictures				
Computers				

(b) Explain how the above resources have helped in implementation of Kiswahili curriculum? _____

12 What is the ratio of Kiswahili textbooks in your class?

1:10 [ ]   1:5[ ] 1:3[ ] 1:2[ ] 1:1[ ]

Any other, please specify _____

Section F: Teachers' opinion towards pupils' attitude to Kiswahili subject

13 How are pupils involved during Kiswahili lesson?

Very much   [ ]   fairly involved [ ]

Little involved [ ]   Not involved   [ ]

14 Do pupils consult you for individual questions in Kiswahili when they

are free?

15 (a) How often do you assign Kiswahili homework to pupils?

Never [ ]   Everyday [ ]   Less than once a week [ ]

Once or twice a week [ ]

(b) Do the pupils finish the assignments in good time? Yes [ ] No [ ]

C what explanations do they give when they have not finished the work?

_____

16 In your own opinion do your pupils like Kiswahili subject?

Yes [ ] No [ ]

Thank you for your cooperation

PUPILS' QUESTIONNAIRE

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

Kindly respond to all questions. Do not write the name of your school or your

name anywhere on the questionnaire

Section A: Background Information

1. Please indicate your gender. Male [ ] Female [ ]

2. Do you like Kiswahili subject? Yes [ ] No [ ]

3. If yes, to what extent do you like Kiswahili?

4. Do you allocate time for revision of Kiswahili work?

    Yes [ ]No [ ]

5. Do you consult your Kiswahili teacher for individual questions when

    you are free? Yes [ ] No [ ]

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

Section b: Availability of resources

7. Do you have a library in the school? Yes [ ] No [ ]

8. Are the Kiswahili books in the library enough? Yes [ ]   No [ ]

9. How many pupils share one Kiswahili textbook in your class?

(a) 1 [ ]   (b) 2[ ]   (c) 3[ ]   4 [ ] (e) More than 4 [ ]

10. Are there enough Kiswahili revision books in your school?

Yes [ ] No [ ]

12 How readily available are textbooks and other teaching- learning materials during the lessons?

Always   [ ]

Sometimes   [ ]

Not at all   [ ]

Section C: Pupils attitude towards Kiswahili subject

11. Express your feelings by ticking the correct answer in the box

The key below will guide you to make your choice

Key SA – Strongly Agree   A – agree   UD Undecided D – Disagree

SD – Strongly disagree

Statement	Responses				
	SA	A	UD	D	SD
I enjoy learning Kiswahili					
Kiswahili is interesting to me					
Our head teachers supports Kiswahili speaking					
Kiswahili is a difficult subject					
I like speaking correct Kiswahili					
I like the way our Kiswahili teacher teaches					

12. How many days do you speak Kiswahili in school?

(b) Which days _____

Section D: Teaching methods used by Kiswahili teacher

14: Rank the following Kiswahili topics according to the one you like, start with the one you like best

      a. Uandishi wa insha   [ ]

      b. Sarufi ya Kiswahili   [ ]

      c. Ufahamu   [ ]

      d. Kusikiliza na Kuongea [ ]

      e. Matumizi ya lugha   [ ]

      f. Kusoma   [ ]

B Which one of the above topics is best taught by your Kiswahili teacher?

_____

C Which is the worst taught by your Kiswahili teacher?

Thank you for your cooperation

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APPENDIX V

AUTHORIZATION LETTER

NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION

Telephone: +254-20-2213471,
2241349, 310571, 2219420
Fax: +254-20-318245, 318249
Email: secretary@nacosti.go.ke
Website: www.nacosti.go.ke
When replying please quote

9th Floor, Utalii House
Uhuru Highway
P.O. Box 30623-00100
NAIROBI-KENYA

Ref: No.

Date:

22nd May, 2014

NACOSTI/P/14/6347/1613

Karimi Doreen Mbae
University of Nairobi
P.O.Box 30197-00100
NAIROBI.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on *"Factors influencing implementation of Kiswahili Curriculum in public primary schools in Igoji Division, Meru County, Kenya,"* I am pleased to inform you that you have been authorized to undertake research in **Meru County** for a period ending **30th June, 2014.**

You are advised to report to **the County Commissioner and the County Director of Education, Meru 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
Meru County.

National Commission for Science, Technology and Innovation is ISO 9001: 2008 Certified

APPENDIX VI

RESEARCH PERMIT

CONDITIONS

1. You must report to the County Commissioner and the County Education Officer of the area before embarking on your research. Failure to do that may lead to the cancellation of your permit
2. Government Officers will not be interviewed without prior appointment.
3. No questionnaire will be used unless it has been approved.
4. Excavation, filming and collection of biological specimens are subject to further permission from the relevant Government Ministries.
5. You are required to submit at least two(2) hard copies and one(1) soft copy of your final report.
6. The Government of Kenya reserves the right to modify the conditions of this permit including its cancellation without notice

REPUBLIC OF KENYA

NACOSTI

National Commission for Science, Technology and Innovation

RESEARCH CLEARANCE PERMIT

Serial No. A 1748

CONDITIONS: see back page

THIS IS TO CERTIFY THAT:
MISS. KARIMI DOREEN MBAE
of UNIVERSITY OF NAIROBI, 86-60206
kanyakine,has been permitted to
conduct research in *Meru County*

on the topic: *FACTORS INFLUENCING IMPLEMENTATION OF KISWAHILI CURRICULUM IN PUBLIC PRIMARY SCHOOLS IN IGOJI DIVISION, MERU COUNTY, KENYA*

for the period ending:
30th June,2014

Permit No : NACOSTI/P/14/6347/1613
Date Of Issue : 22nd May,2014
Fee Recieved :Ksh 1,000

Applicant's
Signature

Secretary
National Commission for Science,
Technology & Innovation

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