INFLUENCE OF SCHOOL-BASED RESOURCES ON IMPLEMENTATION OF KISWAHILI CURRICULUM AMONG PUPILS IN REFUGEE PRIMARY SCHOOLS IN KENYA: A CASE OF KAKUMA CAMP

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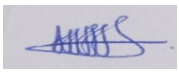
A Research Project Report Submitted in Partial Fulfilment of the Requirements for the Award of the Degree of Master of Education in Curriculum Studies of the University of Nairobi.

2023

DECLARATION

This research Project is my original work and has not been presented for an award or any other degree in any other university



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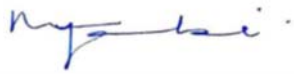

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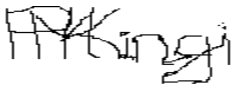

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DEDICATION

I dedicate this research project to my dear parents, Mr. and Mrs. Paul Mitei and my siblings. They have been very instrumental people in my academic life, always encouraging me to aim higher and being patient when I am overwhelmed by the research work**.**

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ABBREVIATIONS AND ACRONYMS

K.C.P.E Kenya Certificate of Primary Education

KICD Kenya institute of curriculum development

LWF Lutheran World Federation

NACOSTI National Commission for Science, Technology and Innovation

OAU Organization of African Unity

TTC Teacher Training College

UNHCR United Nations High Commissioner for Refugees

UNICEF United Nations Children's Fund

ABSTRACT

The purpose of this study was to establish influence of school based resources on implementation of Kiswahili curriculum among pupils in refugee primary schools in Kakuma Camp. The study examine extent to which availability of teaching and learning resources; teacher learner ratio; teachers' professional qualifications; and attitude of learners' influence implementation of Kiswahili curriculum in refugee primary schools in Kakuma Camp. The study was guided by input-output theory. The study adopted descriptive survey design and targeted 26 primary schools, 26 Head teachers, 4,940 class 8 pupilsand104teachers in Kakuma Refugee primary schools. The sample size constituted 5 primary school, 5 head teachers, 20 teachers, 299 boys and 195 girls. Questionnaires were administered to teachers and students while interview guides were used for interviewing head teachers. Instrument validity was assured through seeking expert opinion of university supervisors. Instrument reliability was determined through test-retest method. The SPSS software (version23) was used to conduct regression analysis and to generate descriptive statistics. Thematic analysis was used for analysis of qualitative data. Results of co-efficient of correlation established that Teaching & Learning Resources have a positive and significant effect on implementation of Kiswahili curriculum (β_1=0.433; p=0.001). Teacher Learner Ratio has a positive and significant effect on implementation of Kiswahili curriculum (β_2=0.520; p=0.000). Teachers' Professional Qualifications have a positive and significant effect on implementation of Kiswahili curriculum (β_3=0.667; p=0.001); and Attitude of learners has a positive and significant effect on implementation of Kiswahili curriculum (β_4=0.375; p=0.000). This study found out that there has been ineffective implementation of Kiswahili curriculum as evidenced by poor performance of leaners in Kiswahili and inability to acquire Kiswahili literacy skills. This was be attributed inadequate teaching and learning resources such as Kiswahili textbooks, revision materials, Kiswahili story books and Kiswahili radio programmes as well as newspaper for learning. Implementation of Kiswahili was adversely affected by inadequate Kiswahili teachers in comparison to the high number of Kiswahili learners and the high weekly workloads; shortage of professionally qualified teachers and pre-service training in Kiswahili; lack of proficiency and mastery of Kiswahili among Kiswahili teachers with form four level of education; and refugee pupils' negative perception towards Kiswahili. This study concludes that there has been ineffective implementation of Kiswahili curriculum in primary schools in Kakuma due to insufficiency of teaching and learning resources; inadequate Kiswahili teachers with pre-service training in Kiswahili; and refugee pupils' negative perception towards Kiswahili. Therefore, this study recommends: inclusion of refugee primary schools among public schools that receive textbooks distributed to primary schools by the ministry; school administration engage the Turkana County Education Office and other humanitarian organization to support the schools with funds to purchase teaching and learning resources; introduce Kiswahili remedial classes and finance in-service training of Kiswahili teachers; Concerned organization to deploy more professionally trained teachers to the schools; and Kiswahili teachers use creative approaches that make Kiswahili content more appealing to learners to learners.

CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

Language plays is an essential part of the society that plays a fundamental role in communication (Gichure 2020). As major tool of communication, language enables people to express their feelings; pass ideas and knowledge and influence the behaviour of others. People around the world face some serious issues such as violence, racial fights, social disparities and environmental devastation in 21st century. Therefore, implementing language curriculum is part of important ways to help learners to muddle through these problems as it imparts knowledge, skills, attitudes for social responsibility (Onyango, 2017).

Kiswahili is a widely spoken language in East and Central Africa, in the Sothern part of Africa as well as outside the continent. It is considered to be the fastest growing and widely studied indigenous language. According to Onyango (2017) more than 40 million people in 12 African countries speak Kiswahili. Kiswahili is also widely used by broadcast media in Africa and across the world. Further, Nurse and Spear (2017), put forward Kiswahili speakers from the East Africa that have immigrated to other countries continue to use the language in different countries around the world. Kiswahili was recommended as an official language by Organization of African Unity (OAU) (Onyango, 2017). In the same study, it is denoted that browsing sites such as Google have been customized and are now accessible in Kiswahili.

In Africa, Kiswahili is widely used not in East Africa but also in Central and South Africa as well as certain parts in Madagascar (Onyango, 2017). Nevertheless, it is the official and national language in Kenya and Tanzania. Among these countries, Kiswahili has been instrumental in facilitating commerce and fostering regional collaboration. Kiswahili can be used to foster

integration and unity of the diverse tribes in Kenya and forge the national identity. Kiswahili is also used during debates in parliament (Constitution of Kenya, 2010)

Academically, the Kenya Education Commission Report (1964) recommended that Kiswahili be included in the education curriculum. Consequently, in 1985 Kiswahili became a compulsory subject both in secondary and primary schools following the introduction of the 8-4-4 system. Currently, all students at the primary and secondary school level take Kiswahili as compulsory subject (Irene, 2020). It is one of the areas of specialization in University institutions following recommendation of the 1981 presidential committee report that Kiswahili be included among the courses taught at the university. Refugees have rights to education, and therefore those who are in Kenya access education through Kenyan curriculum. This makes them to do Kiswahili subject despite the fact that to most, the language neither spoken nor taught in their homelands. Effective implementation of Kiswahili curriculum requires availability of teaching and learning resources; a positive attitude by learners; and teachers with a background training in Kiswahili. Further there should be enough teachers to take care of individual needs of the learners.

Availability of quality of instructional resources such as textbooks are key determinants of the effective implementation of the curriculum. Adequacy of these resources determines the quality of learning undertaken in learning institution. Dorcah (2018) denotes that schools that have sufficient resources implement the curriculum more effectively in comparison to schools with insufficient resources. Further, in her study she found out that there were inadequate textbooks, chairs, desk, exercise books and technological teaching aids. Moreover, Mutheu, Indoshi, Okwach and Amukowa (2019) put emphasis on the cultivation of culture of reading among Kiswahili learners as being critical to implementation of this curriculum. However, this should be complemented with sufficient reading materials. They further explained that, lack of

supplementary reading materials breeds ineffective culture of reading in which learners have reduced interest in Kiswahili affecting implementation of Kiswahili curriculum. Materials required to effectively teach Kiswahili should be recommended by the ministry (Molenje, 2018). Whereas effective teaching of Kiswahili requires sufficient instruction materials, a study done by Njue (2020) revealed that refugee schools have witnessed an increase in the number of refuge learners without a complementary increase in learning and instructional materials. This has exerted pressure on the limited resources in refugee schools. This challenge has been acknowledged by UNHCR (2018) which denotes that schools in refugee camps have shortage of learning and instructional materials such as teacher guides, textbooks, teaching aids and supplementary reading materials that has affected teaching in the schools.

Another factor is teacher-learner ratio. The national required teacher pupil ratio is 1:40 (sessional paper 10 of 2012). Onyango, (2017) recognized that Inadequate qualified teachers contribute to poor implementation of Kiswahili curriculum. He further explained that it was difficult to take care of learners' individual differences. This was then seen in poor performance of the Kiswahili subject. Consequently, assessment done by UNHCR (2018) about camp education reveals that 90% of existing school facilities were accommodating an average ratio of between 1:147 and 1:156 in primary schools. These teacher-learner ratios may lead to poor implementation of Kiswahili subject curriculum. A higher number of learners in comparison to teachers makes it hard for the teachers to use participatory teaching techniques.

Qualifications that the teachers have are also a contributing factor that influences effective implementation of Kiswahili curriculum. The delivery and retention of content by the learners is greatly influenced by teachers' qualification. Teachers cannot impart learners with knowledge if they do not have this knowledge (Onyango, 2017). Nguya (2019) observes that there is strong

correlation between implementation of *Tusome program* and qualification of teachers. Moreover, Githinji (2017) observes that trained teachers also need to enhance their proficiency in language instruction through seminars and symposiums.

Further, the attitude of the learners affects their reception and retention of the content. Attitude of an individual directly affects their behaviour. Hence, learner's attitude towards Kiswahili significantly influences their willingness and commitment to learning Kiswahili (Nguya, 2019). Learners' attitude is one of the aspects that determine if learners understand concepts taught by teachers or not. Evidence shows that a negative attitude among learners negatively affects their ability to learn a given subject. For instance, Mutheu, Indoshi, Okwach & Amukowa (2019) found at that negative attitude of learners towards Kiswahili is one of the key challenges that teachers are grappling when teaching Kiswahili.

Learners attitude towards Kiswahili have far reaching implications on implementation of this curriculum. Positive attitude provides a suitable environment for Kiswahili curriculum implementation while negative attitude on the other hand causes poor implementation. The way of content delivery, and involvement of learners affects the attitude of the learners and hence curriculum implementation. More than average of the learners' response in a study done by Kinya (2020) claims that Kiswahili is hard. Moreover, the policy requiring learners to speak Kiswahili on selected days has not been implemented effectively. As a result students used other languages which affected their fluency in Kiswahili.

Studies done by Onyango, (2017) in Homa Bay county, UNHCR, (2018) in refugee schools, Mutheu, Indoshi, Okwach and Amukowa (2019) in secondary schools, Nguya (2019) in Mvita sub-county, Molenje, (2018) in Bungoma West district, Githinji (2017) in Baringo Cental sub-county, Njue, (2020) in kakuma refugee camp and Kinya, (2020) in Murang'a county shows

that sufficiency of instructional and learning resources; adequacy of qualified teachers and learners attitude towards a subject influence implementation of a curriculum. However, the extent to which school-based factors influence implementation of Kiswahili curriculum among primary schools Kakuma Refugee has not been determined. Hence, this study sought to fill this knowledge gap.

1.2 Statement of the problem

Kiswahili was recently made a working language by AU; it is the official language of East African community (Annabel, 2022); and the national/official language in Kenya since 2010. There is also a push for Kiswahili to become Africa's common language as it is a widely spoken language by over 100 million people across African Countries (Wasilwa, 2023). Kiswahili is also a compulsory subject in the Kenyan curriculum. Therefore, it is imperative that refugee pupils are not only able to speak Kiswahili fluently for purposes of communication but also write and read Kiswahili with ease as this affects their performance academically. However, ability of refugee pupils to excel in Kiswahili is influenced by availability of sufficient school based resources in refugee settings such as teaching and learning materials (Mutheu *et al.,* 2019; Kinya, 2020); and sufficient professionally trained teachers (Gichure, 2020; Onyango, 2017).

There have been sustained efforts by international humanitarian organizations and the government to address education crisis in refugee schools to facilitate effective implementation of curriculum (Njue, 2020). Despite these efforts, implementation of Kiswahili curriculum in refugee settings has been adversely affected by inadequate teaching and learning materials (Kinya, 2020; King *et al.,* 2019; Njue, 2020); and insufficiency of qualified teachers (Gichure, 2020; Onyango, 2017). UNHCR (2018) indicates that schools in Kakuma have a shortage of educational resources. The Kiswahili subject is among the most affected by insufficiency of

education resources as demonstrated by the poor performance in Kiswahili during the 2022 KCPE in Table 1.1 below:

Table 1.1: Refugee Pupils 2022 KCPE Kiswahili Performance

Number	Primary School	Mean Grade	Grade
1.	Angelina Jolie Girls Primary School	60.01	B-
2.	Malakal Primary School	50.87	C
3.	Shambe Primary School	47.83	C-
4.	Cush Primary	45.52	C-
5.	Bhar- El-Naam Girls Primary School	43.31	D+
6.	Fuji Primary School	41.60	D+
7.	Kaduguli Primary School	41.49	D+
8.	Lokitung Primary School	39.90	D
9.	Mogadishu Primary School	38.98	D
10.	Palotaka Primary School	37.51	D
11.	Fashoda Refugee Primary School	37.19	D
12.	Gambela primary School	36.18	D
13.	Horseed Primary School	35.33	D
14.	Jebel Marra Primary School	33.22	D-
15.	Eliyes Primary School	30.46	D-
16.	Shabele Primary School	29.27	E
	Mean	**40.54**	**D+**

Table 1.1 indicates that pupils in refugee primary schools had below average mean grade of D+ (40.54) during the 2022 KCPE in Kiswahili. Out of the 16 refugee primary schools, it is only pupils in 2(12.5%) schools that had a mean grade that was above the 50% pass mark. The remaining fourteen 14(87.5%) performed below the average. A significant proportion of the primary schools (68.75%) had a mean grade of D; compared to only 18.75% who had a mean grade of C; and 6.25% who had a mean grade of B-. Refugee pupils in Shambele Primary School failed as they had an E. Thus, it is quite evident that there is poor performance of refugees in Kiswahili. This may be a possible indication of ineffective implementation of the Kiswahili curriculum which may adversely affect acquisition of writing, speaking, comprehension and reading skills by refugee pupils. Therefore, this study explored how school based resources

influence implementation of Kiswahili curriculum among pupils in primary schools in Kakuma Camp.

1.3 Purpose of the study

The purpose of the study was to establish influence of school based resources on implementation of Kiswahili curriculum among pupils in refugee primary schools in Kakuma camp.

1.4 Objectives of the study

The objectives that guided this study are;

1. To examine extent to which availability of teaching and learning resources influence implementation of Kiswahili curriculum among pupils in refugee primary schools in Kakuma camp.
2. To determine extent to which teacher learner ratio influence implementation of Kiswahili curriculum among pupils in refugee primary schools in Kakuma camp.
3. To establish extent to which teachers' professional qualifications influence implementation of Kiswahili curriculum among pupils in refugee primary schools in Kakuma camp.
4. To determine extent to which the attitude of learners' influence implementation of Kiswahili curriculum among pupils in refugee primary schools in Kakuma camp.

1.5 Research Questions

The study was guided by the following questions

1. How does availability of teaching and learning resources influence implementation of Kiswahili curriculum among pupils in refugee primary schools in Kakuma camp?
2. What is the influence of teacher learner ratio on the implementation of Kiswahili curriculum among pupils in refugee primary schools in Kakuma Camp?

3. How do teachers' professional qualifications influence implementation of Kiswahili curriculum among pupils in refugee primary schools in Kakuma camp?

4. How does attitude of learners' influence implementation of Kiswahili curriculum among pupils in refugee primary schools in Kakuma camp?

1.6 Significance of the study

This study may provide information to education ministry which can be used to strengthen the school based resources in implementation of curriculum. The refugee donors and their stakeholders may use recommendations of this study to enhance quality of teaching and learning in refugee camps in Kenya. KICD may also through recommendations which may inform production of more materials that benefit and produce curriculum materials that are tailored to enhance learning of Kiswahili by refugee pupils and materials to be used by Kiswahili teachers in refugee camps for in-service courses. Education officers and other stakeholders of NGOs may also find ways to support and enhance teaching of Kiswahili in refugee camps. The study as well shows factors within refugee camps that may enhance or hinder implementation of Kiswahili curriculum and make recommendations on the strategies which if adopted will ensure the Kiswahili curriculum is implemented effectively. And finally it may be beneficial to researchers and scholars through advancement of knowledge of how school based factors influence teaching of Kiswahili in refugee camps

1.7 Limitations of the study

Questionnaires and interview were prone to subjective responses from respondents who may want to portray inadequacy of resources in the hope that it will increase aid from humanitarian organizations to the school. To ensure that respondents provide information that accurately reflected on available resources in the schools, the researcher clarified that assessment the

schools for purposes of increasing humanitarian aid was not the aim of the study but the study was only conducted for academic reasons only. The study undertaken among primary schools in Kakuma as such findings can only be generalized to refugee camps.

1.8 Delimitations of the Study

The study was limited to primary schools in Kakuma Refugee Camp. Even though implementation of Kiswahili curriculum is influences by many factors, this study examined availability of teaching and learning materials, teacher learner ratio, qualification of teachers and learners' attitude towards Kiswahili. Focus was on pupils as they are the consumers of curriculum, Kiswahili teachers who teach and implement Kiswahili curriculum; and head who provide supervision of teachers; administrative support and resources required in teaching Kiswahili.

1.9 Assumptions of the study

The study was based on a number of assumptions: pupils, Kiswahili teachers and head teachers were cooperative and provided honest responses that portray an accurate picture of availability of resources in their respective schools and the effects these resources have on how the Kiswahili curriculum is implemented

1.10 Definition of significant terms

Attitude refers to the positive or negative perceptions that refugee learners have towards learning Kiswahili.

Curriculum refers to the Kiswahili content that is selected and organized into syllabus and taught to leaners for purpose of enabling them to acquire Kiswahili literacy skills.

Curriculum implementation refers to the process of executing the designed Kiswahili curriculum to impart refugee learners with literacy skills.

Professional qualification- refers to the minimum required by primary school teachers with TSC prescribes as having a certificate of primary Teacher education (P1) from teacher training College.

Teacher learner ratio- Refers to the number of learners for every Kiswahili teacher in a class.

Teaching and learning resources- Refers to materials required for teaching Kiswahili. They include: Kiswahili charts, Textbooks, Kamusi, Kiswahili Newspapers and radio programs, revision materials and Kiswahili story books.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

The chapter is divided into the following parts: concept of implementation of Kiswahili subject, teaching learning materials, pupil-teacher ratio, pupils' attitude, Qualification of teachers, summary of literature, theoretical and conceptual framework.

2.2 Concept of implementation of Kiswahili subject curriculum

Onyango (2017) defines curriculum implementation as a process of executing the designed curriculum to impart refugee learners with skills. It involves interaction of students, teachers and education resources to yield the desired outcomes. Acquired skills like writing, speaking, comprehension and reading skills by pupils is an indication of the realization of the objectives of the curriculum. When the instructions given by curriculum experts are not followed, implementers deliver a different curriculum from designed curricular. This causes inconsistency which is caused by numerous school based including instructional and learning materials, teacher learner ratio, teachers' qualifications and learners' attitude towards a subject. Kiswahili has undergone immense growth in the recent past with changes being introduced to the curriculum in 2003 (Onyango, 2017). Therefore, to enhance ability of teachers to implement Kiswahili curriculum, there is need for teachers to be kept apprised with these changes through in-service training. There is also need for constantly monitoring how the curriculum is being implemented to ensure that it is on track in terms of equipping learners with literacy skills.

2.3 Instructional Resources and Implementation of Kiswahili Curriculum

After reception of concept by learners, they can retain by reminding themselves through getting back to learning materials. Selection of appropriate Kiswahili textbooks at the primary school

level should follow guidelines provide in the orange book by KICD (Onyango, 2017). Appropriate teaching materials required to effectively teach the revised Kiswahili syllabus should be provided by the education ministry (Molenje, 2018). A study by Kinya (2020), some learners were uncertain of the sufficiency of Kiswahili resources in their schools as they never borrowed books from the school library or teachers; 15% of learners indicated that there were insufficient Kiswahili resources as some of the requested textbooks were unavailable in the library and revision materials were rarely available. These had negative impact on implementation of Kiswahili curriculum as seen in their results. Writing skills is one of the aspect tested in the exams however there are other aspects like reading skills, speaking skills and comprehension skills which has not been addressed in this study but this study researched on.

Mutheu, Indoshi, Okwach & Amukowa (2019) observe that cultivation of a reading culture is essential in enhancing learning of Kiswahili. However, this has to be complemented with sufficient supplementary reading materials. Lack of supplementary reading materials may kill the reading culture among learners and breed an environment in which learners are less interested in learning Kiswahili. This therefore affects implementation of Kiswahili curriculum. King *et al.* (2019) examined barriers hindering refugees from accessing education. The findings of this study revealed that refugee schools often have insufficient resources. This in turn affects implementation of curriculum. One of the affected curriculums is the Kiswahili curriculum. However, the study was done in secondary schools and in all subjects hence the study may not have checked keenly on these indicators of Kiswahili implementation.

According to Njue (2020), insufficient resources affected education among secondary schools in Kakuma. These studies have demonstrated the importance of instructional and learning resource in implementing general education curriculum. However, they have locked out other resources

like resource person, computers, Kiswahili newsletters, and radios among others which are necessary for Kiswahili curriculum implementation. Moreover, some of them were done in different level of education system. While Njue (2020) studies examined Kiswahili curriculum the study was undertaken in secondary schools. Therefore, this study examined on implementation of Kiswahili curriculum among primary schools in education among the refugees

2.4 Teacher learner ratio and implementation of Kiswahili Curriculum

Unlike regular primary schools where teachers are employed by TSC, teacher in refugee primary schools are employed based on availability of funds. As such these schools have shortage of teachers. In his study, Onyango (2017) found that schools in Ndhiwa have a teacher: learner of 1:50 which is higher than the recommended standard of 1:40. He further said that majority of primary school teachers are overwhelmed by work as they taught over 40 lessons per week. This workload is higher than the recommended 35 lessons per week for teachers in primary schools. As a result, the teachers were unable to effectively perform their teaching duties as they did not have sufficient time to prepare for lessons. Furthermore, the presence of untrained teachers was an indication of the insufficiency of qualified teachers (Onyango, 2017). Githinji (2017) observes that failure of TSC to employ adequate teachers has cause a severe shortage of teachers with a teacher: learner ration of 1: 60. This may adversely affect ability of teachers to effectively teach in a crowded classroom.

Njue, (2020) recognized that Inadequate qualified teachers in Kakuma refugee camp contribute to poor implementation of secondary curriculum. Kiswahili was among the most affected subjects. He further explained that it is difficult to take care of learners' individual differences. High ratio and workload hinders teachers from teaching all the Kiswahili language skills for

example reading skills, not all learners in a class of 80 can read and be corrected in given lesson. Gichure, (2020), found that more than seventy percent of respondents had 1-3 Kiswahili teachers in the whole school. This leads to high workload to the teacher and hence influencing curriculum implementation negatively. Individual differences are common in learners; some are poor in reading skill, others in writing skill, others in speaking skill and others in comprehension skills. High workload leads to poor attention to these differences and hence poor implementation of curriculum.

2.5 Kiswahili Teachers' Qualifications and Implementation of Kiswahili Curriculum

Adequately prepared teachers are a vital component in the process of implementing the education curriculum as they are the implementers of the curriculum (Onyango, 2017). Thus, teachers should meet the required education level to teach Kiswahili. A study done by Nguya (2019) shows that, the level of education attained by a teacher influences their ability to implement the Tusome Program in primary schools. Trained teachers are adequately prepared and equipped with skills and competencies to implement the curriculum compared to untrained teachers. He further said that a trained teacher is able to look at the lesson in a broad perspective and approach it while having his/her learners in mind. Therefore, trained teachers have the necessary competencies to effectively deliver what is prescribed in the curriculum to learners.

According to Kingi (2022) teachers professional training is instrumental in equipping teachers with competencies required to perform their teaching duties effectively. Professional training equips teachers with skills in preparation and use of lesson plans and schemes of which enables teachers to adequately prepare for lessons and plan to cover the syllabus in accordance with the curriculum. It also equips teachers with skills in pedagogy required to present and deliver content more effectively. Professional trained teacher has mastery of the subject that they are teach; are

capable of developing appropriate teaching aids and instructional materials and evaluate performance of learners. Such teachers are therefore more effective in implementing the curriculum.

In addition to pre-service training, in-servicing training is required by teachers to continuously update their skills and enhance their ability to teach more effectively. Onyango (2017) observes that the dynamic nature of knowledge and its advancement with technology and new innovations makes pre-service training inadequate for one to be a competent teacher. Kingi and Kwanya (2021) observe that participation in professional training programs enhance the ability of teachers to facilitate teaching and learning process effectively by equipping them with competency. It is therefore imperative for teachers undertake in service training by enrolling in professional development programs in addition to their pre-service training to enhance their ability to implement the curriculum.

Research findings of Molenje, (2018), revealed that Kiswahili teachers lacked refresher trainings that are instrumental in improving teaching of Kiswahili and keeping them appraised on latest development in the field of Kiswahili. New aspects are continuously being introduced in teaching of Kiswahili to enhance efficient delivery of the curriculum and address deficiencies in pedagogy. Thus, refresher training courses for teachers are vital in ensuring that teachers are updated on these developments in their field. Moreover, a report by UNHCR (2018) indicates that, high dropout rates among the refugees are due to lack of adequate qualified teachers.

Failure to undergo trainings by implementers of Kiswahili, may affect teachers' ability to transmit reading, speaking, comprehension and writing skills. The researcher therefore sought to find out if Kiswahili teachers in Kakuma primary schools had pre service training and if they had attended in service training to enhance their competency in implementing Kiswahili curriculum.

2.6 Learners' attitude and implementation of Kiswahili Curriculum

Attitude held by a person towards something, a person or situation significantly influences the behaviour that they exhibit. Similarly, Onyango (2017) argues that learners' attitude towards a given subject has far reaching implications on implementation of curriculum. If it is negative attitude they are likely to cause poor implementation and if they have positive attitude towards a subject, they stand in a position of good implementation of curriculum. Hence, if learners have a positive attitude towards Kiswahili, they will put more efforts towards learning Kiswahili. Contrary if the leaners have a negative attitude they are unlikely to show enthusiasm in learning Kiswahili.

Additionally, Kinya (2020) explained that an individual attitude towards a given language affects their learning of the language. When learners perceive a language subject as being inferior, they put less efforts in learning it which affects their acquisition of literacy skills in that language. Similarly, learners' perception of Kiswahili subject affects their learning and subsequently their performance and acquisition of literacy skills. Writing skills is one of the areas tested in the exams however there are other skills that the attitude of a learner has impact on its implementation and this study will research on them.

According to Githinji, (2017), leaners negative attitude towards Kiswahili limited their ability to be competent and fluent in speaking Kiswahili resulting in situations where their written language did not observe grammatical guidelines in Kiswahili. However, comprehension and reading skills can be affected negatively too. Gichure (2020) observes that there is a general perception that Kiswahili is a hard subject among most refugee learners. This attitude precipitates disbelief in learners' ability to pass Kiswahili which subsequently causes failure of Kiswahili examinations. However, reading, speaking and comprehension skills might be affected

negatively. On the other hand, learners who always like Kiswahili and take it like any other subject provides conducive environment for Kiswahili subject implementation and they end up having good comprehension, speaking, writing and reading.

2.7 Summary of Literature Review

Reviewed literature has demonstrated school based factors and how they influence in curriculum implementation, however, they have presented gaps that provide a basis for the current research. King et al. (2019) and Njue (2020) agrees in their findings that inadequate resources hinder refugees' access to education. Findings of these study revealed that refugee schools often have insufficient resources that result in ineffective implementation of curriculum. One the curriculum being implemented is Kiswahili. Consequently, studies done by Nguya (2019) and Onyango (2017) shows that, teachers' qualifications in influence implementation of Kiswahili curriculum. They further explained that trained teacher is able to look at the lesson in a broad perspective, from known to unknown and approach it while having his/her learners in mind. Concerning teacher learner ratio, the studies done by Onyango (2017) and Gichure (2020) are in agreement that the higher the ratio of students in comparison to teachers leads to poor implementation of curriculum. Furthermore, Githinji, (2017) and Kinya (2020) established that students' negative perception towards Kiswahili had their ability to be competent and fluent in Kiswahili as well as their ability to observe grammatical guidelines when writing Kiswahili. The general perception among most leaners that Kiswahili is hard has led to poor performance in their exams. Despite these studies made, the effects on, reading, comprehension and writing skills in Kiswahili were not checked on. The indicators of these studies were the performance while for this study were reading, writing, speaking and comprehension skills and might yield different results. Moreover,

all of these studies were done in different localities where the populations are different from population schools in Kakuma.

2.8 Theoretical Framework

The research was based on input-output theory by Meryana Zuhair Haddad and Yee Mei Heong (2021). They explained that school require inputs such as learners, resources like teaching and learning materials and teachers which they transform to learners' acquisition of skills and knowledge through the teaching process. The output of the learning process and teachers' input is measured based on leaners acquisition of skills. This theory lay emphasis on how learners' gained skills totally relies on institution input such as of teachers' qualifications; teacher-pupil ratio; instructional and learning materials; and leaner attitude towards Kiswahili. Disseminating and inculcating skills in Kiswahili language are some of the ways in which educational process is done through teaching and learning which leads to transformation of learners' behavior.

The process of teaching is influenced by teacher's competency in Kiswahili and the pedagogical techniques employed while teaching Kiswahili. This influences ability of learners to comprehend, read, speak fluently and write in Kiswahili. Competent teachers that use learner centred participatory techniques enhance ability of learners to acquire these skills. This is reflected in the improved educational outcomes in which learners acquire literacy skills.

The researcher preferred this theory because of its ability to calculate how change in input lead to change in output. It has ability to capture the extent of inter-connectedness between input and output and is cost effective. Therefore, the study is used this framework to determine how inputs such as instructional and learning materials; teacher-learner ratio; teacher qualifications and learners' attitude influence implementation of Kiswahili curriculum among refugee leaners in Kakuma.

2.9 Conceptual Framework

Figure 2.1 shows the independent variables include teaching and learning materials; teacher learner ratio; qualification of teachers; and learner's attitude. These variables affect the teaching and learning process which in turn influences the implementation of the Kiswahili curriculum implementation.

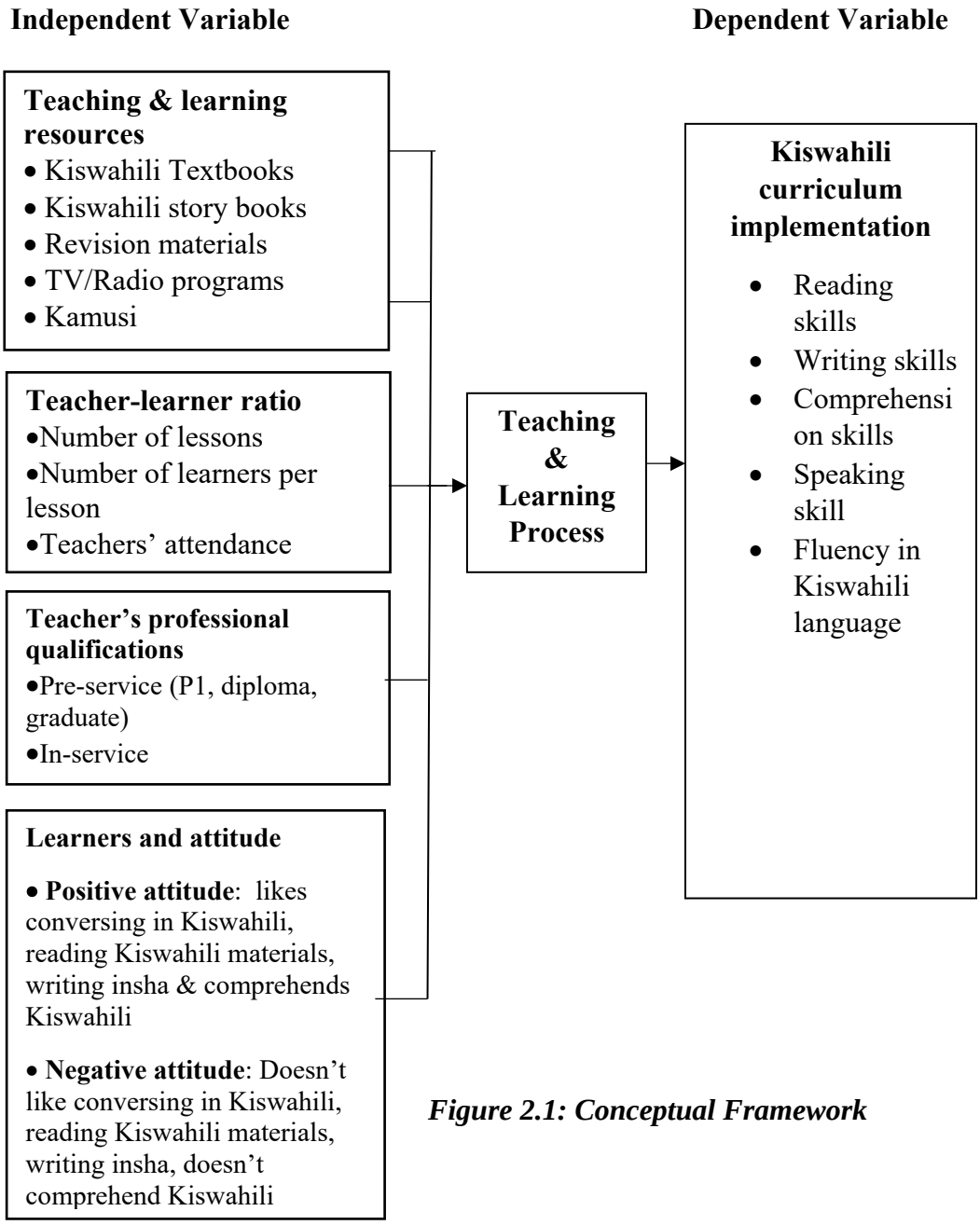

Figure 2.1: Conceptual Framework

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter presents the methodology that was used in conducting the study. It contains the research design; the population that was targeted; techniques used to select the sample; instruments used for collecting data and how their reliability and validity was enhaced; techniques used for analysing data and adherence to ethical guidelines.

3.2 Research design

A descriptive survey research design is a technique that describes the phenomena under study in a systematic and accurate manner as it is on the ground (Vaske, 2019). This technique collects data using a combination of interviews and administration of questionnaires to sample of the population (Orodho, 2009). The techniques were deemed suitable for this study as qualitative data was collecting through interviews with head teachers while quantitative data was collected through questionnaires that were administered to leaners and teachers. This enabled the researcher to adequately describe how school based factors influence implementation of Kiswahili curriculum.

3.3 Target population

According to Onyango (2017), population refers to a collection of items, entities or persons from which a sample is drawn for a study. This study targeted all 26 primary schools in Kakuma refugee camp and 26 head teachers. The head teachers were targeted due to their supervisory and administrative role in teaching and providing resources required for teaching Kiswahili. Moreover, it targeted 104 Kiswahili teachers because they were the key implementers of Kiswahili curriculum, 1,950 class 8 girls and 2,990 class 8 boys because they were in their 8th

year interacting with Kiswahili curriculum and are also considered to be mature enough to comprehend questionnaires and respond better. All these gave a total of 5096 respondents. The researcher targeted all these categories because they were important in giving diverse information about implementation of Kiswahili curriculum and hence increasing the validity of the external research findings.

3.4 Sample size and Sampling Technique

The study focused on 5 refugee primary schools. According to Onyango (2017), a sample of between 10% and 30% of targeted respondents is sufficient for a study. Therefore, the sample population is illustrated in Table 1.1:

Table 3.1: Sample Population

Category	Population	Sample	Proportion	Sampling Technique
Schools	26	5	20%	Purposive sampling
Head teachers	26	5	20%	Purposive sampling
Kiswahili teachers	104	19	20%	Stratified; Random sampling
Class 8 boys	2990	299	10%	Stratified; Random sampling
Class 8 girls	1950	195	10%	Stratified; Random sampling

Sampling techniques refers to procedures used to select study participants (Patius, 2017). Probability sampling techniques were used to ensure each respondent had equal chances of being chosen as participants. To ensure representativeness of schools, the five (5) schools were selected randomly. Head teachers of the selected primary schools were identified using purposive sampling as key informants (Njue, 2020). To enhance sample representativeness, the respondents were stratified into exclusive strata of teachers, leaners and head teachers. Further,

the students were stratified into boys and girls to ensure that each gender was represented in the sample. Respondents were chosen from each stratum using simple random sampling.

3.5 Research instruments

Questionnaires were administered to learners and teachers while interview guides were used for collecting data from head teachers. Onyango (2017) observes that questionnaires are time saving and economical while oral interview provide the researcher with a chance to probe and get detailed in-depth information from the interviewee. Questionnaires administered to teachers sought information on availability of instructional resources; teacher learner ratio; teachers' professional qualification and learners' attitude towards Kiswahili. Questionnaires administered to learners sought information on availability of learning resources and their attitude towards Kiswahili. Interview guides sought to determine availability and sufficiency of resources from head teachers in their respective schools and how this has influenced implementation of Kiswahili curriculum.

3.5.1 Validity of instruments

Validity is the degree to which items in instruments used for collecting data actually measure variables that they were intended to measure (Onyango, 2017). To enhance validity of research instruments, sufficient items that appropriately measured variables were included in the questionnaires and interview guides. These items were appraised by the supervisor and necessary corrections undertaken prior to embarking on data collection.

3.5.2 Reliability of the instruments

Reliability is the ability of instruments used for collecting data to yield consistent results after several trials. Test and re-test techniques was used to establish reliability of instruments. Prior to the actual study a pilot study was undertaken one of the schools. This was done to test responds

ability to comprehend and provide responses that provided answers to items in the instruments. Adjustments were made to the items to make them clear and re-retested in another school. Thereafter Persons correlation was used to determine consistency of the instruments. The correlation established that the instruments were reliable as they had coefficient of more than 0.7 as recommended by Biemer *et al.,* (2009), as demonstrated in Table 3.2.

Table 3.2: Pearson's Correlation Co-efficient

		Implementation of Kiswahili Curriculum	Teaching & Learning Resources	Teacher Learner Ratio	Teachers Professional Qualification	Attitude of Learners
Implementation of Kiswahili Curriculum	Pearson Correlation	1	.823**	.840**	.886**	.756**
	Sig. (2-tailed)		.170	.000	.000	.000
	N	413	413	413	413	413
Teaching & Learning Resources	Pearson Correlation	.823**	1			
	Sig. (2-tailed)	.000				
	N	413	413			
Teacher Learner Ratio	Pearson Correlation	.840**	.604**	1		
	Sig. (2-tailed)	.000	.000			
	N	413	413	413		
Teachers Professional Qualifications	Pearson Correlation	.886**	.629**	.766**	1	
	Sig. (2-tailed)	.000	.004	.000		
	N	413	413	413	413	
Attitude of Learners	Pearson Correlation	.756**	.874	.924**	.652**	1
	Sig. (2-tailed)	.000	.000	.000	.003	
	N	413	413	413	413	413

**.Correlation is significant at 0.05 level (2-tailed).

3.6 Data Collection Procedures

Approval for data collection was obtained from the University and subsequently used to obtain a research permit. Authorization to collect data in Kakuma was obtained from the County Commissioner and Kakuma Education Office. The researcher visited the 5 selected schools; informed the administration of the intent to carry out research in the schools; and booked appointments on days for collecting data. Interviews were held on the days when the researcher

was given appointments. Questionnaires were administered to pupils and teachers in each of the 5 schools on separate days and collected on the same day upon completion.

3.7 Data analysis techniques

Collected data was checked for completeness prior to conducting analysis. Data from questionnaires was coded and entered into SPSS for analysis and generation of means, frequencies and percentages for all the four variables. The findings were presented in Table format. Data from interviews was analysed using content analysis where the content of interview transcripts were observed to identify emerging patterns in accordance with study objectives. This information was presented in narrative form under each of the findings of the study objectives to provide detailed descriptions of how school based factors influence Kiswahili curriculum.

Regression analysis was used to determine significance of the correlation between school-based resources and implementation of Kiswahili curriculum and predict extent to which changes in school-based resources affect the Quality of learning. The equation is expressed as:

$Y = \alpha + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \beta_4 X_4$

Where:

Y = Implementation of Kiswahili Curriculum;

α = constant (coefficient of intercept);

X_1 =Teaching & Learning Resources

X_2 = Teacher Learner Ratio

X_3 = Teachers' Professional Qualifications

X_4 = Attitude of learners

$\beta_1 \ldots \beta_4$ = regression coefficient of four variables

The findings of the study were then presented in tables.

3.8 Ethical considerations

Research permits and authorization were obtained from relevant authorities prior to embarking on data collection. Before the instruments were administered the researcher sought consent from participants. Permission to conduct research in the schools was given by the school administration. Teachers and head teachers gave their own consent while consent to engage leaners was provided by the head teachers and class teachers. Respondents were informed of the conditions for participation including concealment of their names for purposes of maintaining confidentiality of information given; participation based on free will without enticement or coercion and use of data for academic reasons only. Measures were taken to ensure that learners were not harmed.

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION AND INTERPRETATION

4.1 Introduction

This chapter presents research findings of influence of school based resources on implementation of Kiswahili curriculum in refugee primary schools in Kakuma camp. The findings are presents data on General and demographic information; Results of each of the four objectives; findings on implementation of Kiswahili curriculum; and Correlation analysis.

4.2 General and Demographic Information

This section presents instruments return rate and demographic data of respondents in subsequent subsections:

4.2.1 General Information

Table 4.1 indicates the return rates of instruments administered to pupils, Kiswahili teachers and head teachers:

Table 4.1: Response Return Rate

Category	Administered	Returned	Response Rate (%)
Teachers Questionnaires	19	19	100%
Pupils Questionnaires	494	394	79.8%
Head Teachers Interviews	5	5	100%
Total	**518**	**418**	**80.7%**

The overall response rate for the instruments was 80.7%. All of the `19 questionnaires administered to teachers were filled by respondents and returned which represents a return rate of 100%. 394 questionnaires were filled and retuned by pupils out of the 494 questionnaires that were administered giving a return rate of 79.8%. All the interviews with the 5head teachers were successfully conducted giving a return rate of 100%. According to Mugenda and Mugenda

(2009) a return rate that is above 70% is sufficient for analysis. Therefore, this rate was deemed to be adequate for making inferences about the study.

4.2.2 Demographic Data of the Respondents

This segment presents statistics on gender of the respondents; performance in Kiswahili; language used; level of education; and experience in teaching Kiswahili under the subsequent subsections:

4.2.2.1 Gender of the Respondents

Pupils' gender helps to determine whether male and female leaners have equal opportunities of accessing and participating in primary education at Kakuma Refugee camp. Table 4.2 shows the distribution of learners and teachers based on their gender:

Table 4.2: Distribution of Teachers and Pupils by Gender

Gender	**Pupils**		**Teachers**	
	Frequency	**Percentage**	**Frequency**	**Percentage**
Male	253	64.2%	12	63.2%
Female	141	35.8%	7	36.8%
Total	**394**	**100%**	**19**	**100%**

Findings in Table 4.2 illustrate that male learners constitute a significant proportion of refugee pupils 253(64.2%) in primary schools compared to female learners who constitute 141(35.8%) of the pupils. This implies that there us gender disparity in access to and participation in primary education among primary schools in Kakuma refugee Camp. Similarly, male teachers constitute majority of the Kiswahili teachers at 12(63.2%) compared to female teachers at 7(36.8%). Whilst there is no significant difference in general intelligence among men and women, averagely, women perform better than men in verbal cognitive tasks including fluency, verbal memory and vocabulary (Scheiber *et al.,* 2015). Women therefore tend to process language more efficiently

compared to men. Thus a smaller number of female teachers among schools in Kakuma refugee Camp may affect the implementation of Kiswahili Curriculum.

4.2.2.2 Language used by Leaners

Speaking a language more frequently helps to enhance grammar, vocabulary and pronunciation which may subsequently enhance learners' fluency in Kiswahili. This study therefore sought to determine language used by learners at home as shown in Table 4.3:

Table 4.3: Language Used by Learners

Language	Frequency	Percentage
English	28	7.1%
Kiswahili	84	21.3%
Others	282	71.6%
Total	**394**	**100%**

Findings in Table 4.3 illustrate that a considerable number of pupils 282(71.6%) in Kakuma Refugee Camp use other languages for communication at home. Less than a quarter of the pupils 84(21.3%) use Kiswahili for communicating at home. This implies that very few learners speak Kiswahili away from the class settings. This may adversely affect their fluency in Kiswahili given that fluency is enhanced through frequently using Kiswahili for communication. Classes are better for equipping learners with reading, writing and comprehension skills in Kiswahili.

4.2.2.3 Teachers Academic Qualifications

The education qualification of the teachers significantly affects implementation of Kiswahili curriculum of the learning as training provides teachers with skills required to deliver quality instructions to learners. Table 4.4 provides data on teachers' highest education level:

Table 4.4: Teachers Highest Education Level

Education Level	Frequency	Percentage (%)
Kenya Certificate of Secondary Education	11	57.9%
Certificate in Primary Teacher Education (P1)	4	21.1%
Diploma in Education	3	15.8.%
Degree in Primary School Education	1	5.2%
Total	**19**	**100%**

Findings in Table 4.4 illustrate that a considerable number Kiswahili teachers 11(57.9%) in primary schools in Kakuma only attained a form four certificate; 4(21.1%) have a certificate in primary education; 3(15.8%) have a diploma and 1(5.2%) have a degree. According to the Teachers Service Commission, a primary school teacher should be a holder of Primary Teacher Education Certificate or Bachelor or Diploma of Education Degree in Primary Education. This level of education ensures that the teachers have mastery of the primary school subjects and competency required to deliver quality instructions to learners. This therefore implies that less than half of the teachers 8(42.1%) have the necessary professional training that qualifies them to teach at the primary school level. Thus the over half 11(57.9%) who lack pre-service training may compromise the quality of instructions and implementation of Kiswahili curriculum if they do not undergo in-service training.

4.2.2.4 Teachers Experience in teaching Kiswahili

Teachers' experience indicates their practical experience in teaching Kiswahili in primary schools in Kakuma Refugee Camp which influences their efficacy in delivering the Kiswahili curriculum and their ability to provide reliable information on how school based factors hve influenced implementation of Kiswahili curriculum. Table 4.5 provides information of teachers' experience in teaching Kiswahili:

Table 4.5: Experience in Teaching Kiswahili

Years	Frequency	Percent
Less than one year	3	15.8%
1-2 years	2	10.5%
3-5 years	9	47.4%
6-10 years	5	26.3%
Total	**19**	**100%**

Findings in Table 4.6 illustrate that a considerable number Kiswahili teachers had been teaching Kiswahili for a period of between 3-5 years; over a quarter 5(26.3%) have been teaching Kiswahili for a period of 6-10 years; and only 3(15.8%) and 2(10.5%) have less than a year experience and 1-2 years' experience teaching Kiswahili respectively. This implies that 14(73.7%) of the Kiswahili teachers in Kakuma Refugee Camp have a considerable practical experience in teaching Kiswahili which may enhance their effectiveness in implementing Kiswahili curriculum.

4.3 Findings of Objective One

The first objective of this study was to examine extent to which availability of teaching and learning resources influence implementation of Kiswahili curriculum. Respondents were therefore required to indicate availability and adequacy of various resources used in teaching Kiswahili; learners' accessibility to these resources; and how these resources influence implementation of Kiswahili curriculum as shown in subsequent sections:

4.3.1 Teachers Perspective on Availability of Teaching and Learning Resources

Table 4.6 indicates the teachers' perspective on availability of Kiswahili instructional materials among schools in Kakuma Refugee Camp:

Table 4.6: Teachers Perspective on Availability of Kiswahili Instructional Resources

Materials/Resources	Available & Adequate/Enough		Available but not Adequate/Enough		NOT Available	
	N	%	N	%	N	%
Kiswahili Text book	-	-	19	100%	-	-
Kiswahili story books			4	21.1%	15	78.9%
Kiswahili Dictionary (Kamusi)	-	-	3	10.5%	17	89.5%
Kiswahili revision Materials	-	-	13	68.4%	6	31.6%
Kiswahili Teachers Guide Book	19	100%	-	-	-	-
Kiswahili Newspaper	-	-	-	-	19	100%
Kiswahili Radio/TV Programmes	3	15.8%	-	-	16	84.2%
Kiswahili Remedial Classes	-	-	-	-	19	100%

Table 4.6 indicates that apart from the Kiswahili teacher's guide book, there are insufficient Kiswahili instructional resources while others are completely missing among primary schools in Kakuma. All the teachers 19(100%) indicated that Kiswahili teacher's guide book are available and adequate. Even though some resources are available, they are not sufficient to facilitate learning of Kiswahili. All the teachers 19(100%) indicated that that the Kiswahili textbooks are not enough for the learners while 13 (68.4%) indicated that Kiswahili revision materials are inadequate. Majority of the schools lack other critical resources such as Kiswahii story books as indicated by 15(78.9%) of the teachers; Kamusi as indicated by 17 (89.5%) of the teachers; Kiswahili radio/TV programmes as indicated by 16(84.2%) of the teachers; Kiswahili newspapers and remedial classes as indicated by all the teachers 19(100%). Further, only a paltry 3(15.8%) of the schools have access to Kiswahili radio/TV programmes. Teachers' perspective on availability of Kiswahili instruction resources in their schools was compared to learners' perspective as shown in the next section:

4.3.2 Learners Perspective on Availability and Accessibility to Learning Resources

Table 4.7 indicates the pupils' perspective on the availability and accessibility to materials used in learning of Kiswahili among schools in Kakuma Refugee Camp:

Table 4.7: Accessibility to Learning Resources

Accessibility to materials and resources	Always		Not at all	
	N	%	N	%
Kiswahili books are available in the school	394	100%	-	-
There are enough Kiswahili text books during Kiswahili lesson	13	3.3%	381	96.7%
I share Kiswahili book with my friends	394	100%	-	-
There Kiswahili revision books materials in the school	51	12.9%	343	87.1%
There are Kiswahili Story books in the school	10	2.5%	384	97.5%
I am allowed to borrow Kiswahili books from the school	394	100%	-	-
Radio/ is available for learning Kiswahili	-	-	394	100%
There are Kiswahili Newspaper in the School	-	-	394	100%

Table 4.7 corroborates information provided by teachers on shortage of Kiswahili instructional resources among primary schools in Kakuma Refugee Camp (Table 4.6: Teachers Perspective on Availability of Kiswahili Instructional Resources). Even though all the learners 394(100%) indicated that there are always Kiswahili books in their respective schools and they are allowed to borrow these books, 381(96.7%) of the learners indicated that Kiswahili textbooks are not enough at all during Kiswahili lessons with 100% of the leaners indicating that they have to share the text books with their friends. Further, 343(87.1%) of the learners indicated that Kiswahili revision materials are not enough at all while 384(97.5%) indicated that Kiswahili story books are not enough at all. All the learners indicated that there are no Kiswahili radio programmes or newspapers to be used for learning in their respective schools. Sharing of

textbooks among learners due to shortage of textbooks was further evidenced by the textbook: pupils' ratio as demonstrated in the next subsection:

4.3.3 Qualitative Data from Interviews with Head Teachers

Interviews with the head teachers revealed that there is insufficiency of Kiswahili textbooks and revision materials in comparison to the number of pupils. All the five school heads indicated that whereas Kiswahili textbooks and revision materials are available in their schools, the textbooks and revision materials were insufficient in comparison to number of pupils. According to one of the head teachers a single textbook is shared by up to 4 leaners in contradiction to the recommended ration of 1:1 or 1:2 by the ministry of education. This limits learners' accessibility to the textbooks during classes. Another head teacher further observed that insufficiency of textbooks also limits learners from borrowing the textbooks outside class hours for reading on their own. As such, leaners acquisition of reading skills may be compromised by insufficiency of the textbooks and revision materials.

Four head teachers indicated that they do not have Kiswahili dictionary and newspapers in their schools; three indicated that their schools lack Kiswahili story books and all the five head teachers indicated that their schools do not have radio or TV Kiswahili programmes for learning. According to one of the head teachers, apart from the Kiswahili textbooks and revision materials, learners also require other resources that make learning of Kiswahili more interesting such as story books, newspapers and digital resources such as Kiswahili programs on radio and television. However, these resources are missing in majority of the schools in Kakuma. Therefore, lack of Kiswahili dictionary and newspapers, Kiswahili story books and radio or TV Kiswahili programmes among most of the schools in Kakuma may affect effective implementation of the Kiswahili curriculum as these materials are fundamental.

4.3.4 Kiswahili Textbook: Pupils Ratio

Table 4.8 provides information on the ratio of Kiswahili Textbook against pupils as provided by Kiswahili teachers:

Table 4.8: Kiswahili Textbook: Pupils Ratio

Years	Frequency	Percent
1:2	0	0%
1:3	2	10.5%
1:4	13	68.4%
1:5	4	21.1%
Total	**19**	**100%**

Findings in Table 4.8 illustrate that not of the schools in Kakuma Refugee Camp has met the recommended standard Textbook: student ratio of 1:1 or 1:2 by the Basic Education Statistical Booklet (Republic of Kenya, 2019). Majority of the teachers 13(68.4%) indicated that a single Kiswahili textbook is shared by 4 pupils; 4(21.1%) indicated that 5 pupils share a single textbook; 2(10.5%) indicated that 3 pupils share a single textbook. This makes learning difficult as learners may not be in a position to comfortably access and read materials on the textbook during lessons significantly compromising learners' acquisition of reading skills and understanding of Kiswahili concepts.

4.3.5 Qualitative Data from Interviews

Interviews with one of the head teachers revealed that during lessons, learners need to see and read content from Kiswahili textbooks which requires each leaner to have their own textbook or a single textbook to be shared among 2 learners. Similar explanations were provided by another head teacher reiterated that the ministry recommends a textbook: learner ration of 1:1 or 1:2.

Thus when the number of learners increase up to 4 or 5 some of the learners cannot see and read the textbook content affecting their ability to learn. This limits ability of the teacher to impart reading skills to the leaners. Another head teacher observed that due to insufficiency of Kiswahili textbooks in their schools, refugee leaners ability to acquire reading skills in Kiswahili has been affected. Therefore, a high ratio of 1:4 and 1:5 as shown in Table 4.8: Kiswahili Textbook: Pupils Ratio may significantly compromise learning of Kiswahili among refugee pupils in Kakuma.

4.3.6 Significance of Kiswahili Instructional Resources on Implementation of Kiswahili Curriculum

Table 4.9 indicates the extent of teachers' agreement on the importance of Kiswahili instructional resources measured on a Likert Scale where:

1-1.4-Strongly Disagree; 1.5-2.4-Disagree; 2.5-3.4-Neutral; 3.5-4.4-Agree; 4.5-5-Strongly Disagree:

Table 4.9: Significance of Kiswahili Instructional Resources

Statement	**3**		**4**		**5**		**Mean**
	N	%	N	%	N	%	
Teachers require guide books to adequately prepare for Kiswahili lessons			1	5.3%	18	94.7%	4.947
Sufficient textbooks are essential for learning during Kiswahili lessons			8	42.1%	11	57.8%	4.578
Pupils personal use of textbooks enhances their reading and fluency			7	36.8%	12	63.2%	4.631
Kamusi is critical in enhancing learners vocabulary and comprehension			5	26. 3%	14	73.6%	4.736
Use of Kiswahili teaching aids makes learning appealing to learners			11	57.8%	8	42.1%	4.421
Remedial classes in Kiswahili are critical in enhancing learners language skills	1	5.3%	1	5.3%	17	89.4%	4.842

Findings in Table 4.9 indicate 1(5.3%) of teachers agreed while 18(94.7%) strongly agreed that Kiswahili teachers guide book enables them to adequately prepare for Kiswahili lessons and

deliver quality instructions to learners. Teachers guide book enables teachers to translate what is prescribed in the curriculum into lessons plans and schemes of work that is delivered to pupils; plan daily lessons in advance; decided and select content to be taught to learner and appropriate pedagogical approaches to use when delivering instructions. Thus adequate teachers' guidebooks as shown in Table 4.7: Availability of Kiswahili Instructional Resources ensure that teachers in Kakuma are adequately prepared for Kiswahili lessons.

The findings also indicate that 8(42.1%) of teachers agreed and 11(57.8%) strongly agreed that sufficient textbooks are necessary for enhancing learners' ability to undertake learning comfortably during Kiswahili lessons; and 7(36.8%) agreed and 12(63.2%) strongly agreed that pupils' accessibility to textbooks for personal use outside the class hours enhances their reading and fluency in Kiswahili. To effectively participate in learning, each learner requires a Kiswahili their own textbook or a single textbook to be shared among 2 learners. Learners also need adequate time with Kiswahili textbooks outside the regular class hours to practice reading on their own which enhances their comprehension and reading skills. Therefore, learners' indication that they are allowed to borrow books for personal use (Table 4.7: Accessibility to Learning Resources) may enhance their acquisition of literacy skills.

Findings also reveal that 5(26. 3%) of teachers agreed and 14(73.6%) strongly agreed that Kiswahili dictionary (Kamusi) is critical in building up learners Kiswahili vocabulary and comprehension of complex words; 11(57.8%) of teachers agreed and 8(42.1%) strongly agreed that use of Kiswahili story books, newspapers and radio programmes makes learning of Kiswahili appealing to learners, interesting and more practical; and 1(5.3%) of teachers agreed and 17(89.4%) strongly agreed that remedial classes in Kiswahili are critical in enhancing learners language skills and performance in Kiswahili. This implies that that teachers strongly

agreed that Kiswahili Instructional resources are instrumental in implementation of Kiswahili curriculum. Thus, shortage of these materials as indicated in Table 4.6: Availability of Kiswahili Instructional Resources and Table 4.7: Accessibility to Learning Resources may adversely affect implementation of Kiswahili curriculum.

4.3.7 Qualitative Data from Interviews

Interviews with one of the head teachers indicated that Kiswahili textbooks provide guidelines for the prescribed Kiswahili curriculum including teaching and learning content and transmit knowledge and skills to leaners. Kiswahili story books and newspaper are instrumental in imparting reading skills and cultivating reading culture among learners. Another head teacher revealed that teaching aids such as Kiswahili radio and television programmes reduce classroom boredom by presenting content in manner that is interesting to leaners. According to one of the head teachers, Kiswahili is not the first language for majority of refugee pupils. As such Kiswahili dictionary is very instrumental in enabling learners to look up meanings of complex Kiswahili words that they may not comprehend enhancing their comprehension skills and Kiswahili vocabulary. Similar explanations were given by a different head teacher who explained that remedial classes provide extra learning hours for refugee learners with low level of proficiency to learn and improve their comprehension, reading and writing skills. Thus these resources are fundamental to implementation of Kiswahili curriculum.

However, head teachers indicated that there is insufficiency of Kiswahili textbooks and revision materials in comparison to the number of pupils. They also indicated that there is lack of Kiswahili dictionary, newspapers, story books and Kiswahili radio and TV programmes for learning in some of the schools. This may therefore affect effective implementation of the Kiswahili curriculum as these materials are fundamental.

4.3.8 Influence of Kiswahili Instructional Resources on Implementation of Kiswahili Curriculum

Pearson's correlation analysis was used to establish the significance of the correlation between Kiswahili instructional resources and Kiswahili curriculum as demonstrated in Table 4.10:

Table 4.10: Influence of Kiswahili Instructional Resources on Implementation of Kiswahili Curriculum

		Implementation of Kiswahili Curriculum	Availability of Kiswahili Instructional resources	Ratio of Kiswahili Textbooks : Leaners	Accessibility to Teaching and Learning Resources
Implementation of Kiswahili Curriculum	Pearson Correlation	1	.650**	.742**	.733**
	Sig. (2-tailed)		.000	.000	.000
	N	413	413	413	413
Availability of Kiswahili Instructional resources	Pearson Correlation	.650**	1	-	-
	Sig. (2-tailed)	.000		-	-
	N	413	413	-	-
Ratio of Kiswahili: Textbooks: Leaners	Pearson Correlation	.742**	.602**	1	-
	Sig. (2-tailed)	.000	.000		-
	N	413	413	413	-
Accessibility to Teaching and Learning Resources	Pearson Correlation	.733**	.622**	.409*	1
	Sig. (2-tailed)	.000	.004	.004	
	N	413	413	413	413

**. Correlation is significant at the 0.05 level (2-tailed).

Table 4.10 indicates Kiswahili Instructional materials have a strong positive and statistically significant correlation with implementation of Kiswahili curriculum (r=0.650; p=0.00<0.05). Kiswahili Textbook: Learners ratio has a strong positive and statistically significant correlation with implementation of Kiswahili curriculum (r=0.742; p=0.00<0.05). Accessibility to Teaching and Learning resources ratio has a strong positive and statistically significant correlation with implementation of Kiswahili curriculum (r=0.713; p=0.00<0.05). Therefore, Kiswahili Instructional resources have a significant effect on implementation of Kiswahili curriculum.

4.3.9 Discussions

This study found out that whereas primary schools in Kakuma have Kiswahili textbooks and revisions materials, the text books and revision materials are insufficient in comparison to the number of pupils in schools. Further, some schools lack critical materials required for learning Kiswahili such as Kiswahili dictionary, Kiswahili story books, Kiswahili newspapers; Kiswahili TV and radio programs. According to Kinya (2020), inadequacy of Kiswahili textbooks and revision materials negatively affect performance of learners. King *et al.,* (2019) and Njue (2020), observe that shortage of teaching and learning resources among refugee schools adversely affects curriculum implementation. Mutheu *et al.,* (2019) on the other hand observes that insufficiency of resources such as textbooks and story books that are critical in cultivating reading culture in Kiswahili contributes to poor reading culture hence. Therefore, shortage of these resources may adversely affect ability of teachers to deliver quality instructions and learners acquisition of Kiswahili literacy skills hence negatively influencing implementation of Kiswahili curriculum.

4.4 Findings of Objective Two

The second objective of this study was to determine extent to which teacher learner ratio influence implementation of Kiswahili curriculum. Teachers were therefore required to provide indicate number of Kiswahili learner that they teach in a class; their weekly workload; and how teacher: learner ratio influences implementation of Kiswahili Curriculum. These findings are presented in the subsequent sections below:

4.4.1 Teacher: Learners Ratio

Table 4.11 presents the average number of Kiswahili learners that are taught by teacher during Kiswahili lessons:

Table 4.11: Teacher: Pupils Ratio

Number of Learners	N	Percent
Below 30	0	0%
31-40	0	0%
41-50	0	0%
Over 50	19	100%
Total	**19**	**100%**

Findings in Table 4.11 illustrates that all Kiswahili teachers 19(100%) had more than 50 students in their class which is above the recommended standard guidelines of 1 teacher: 45 pupils' ratio recommended by the Basic Education Statistical Booklet (Republic of Kenya, 2019). This means that Kiswahili teachers in Kakuma teach more students than the standard recommend ration by the ministry. As such the teachers may not be in a position to effectively handle the students during Kiswahili lessons. The class may also be overcrowded affecting the ability of the teacher to manage and supervise learners creating an environment that is not conducive for learning Kiswahili. Therefore, there are insufficient teachers as teachers' handles double the recommended number of learners per class.

4.4.2 Qualitative Data from Interviews with Head Teachers

These findings were corroborated by information provided by head teachers during the interviews. Out of the five head teachers interviewed, three indicated that average number of pupils per class in their respective schools was more than 100 with a maximum of up to 140 pupils in a class. The remaining two indicated that classes in their respective schools had more

than 60 pupils per class with a maximum of 72 learners in a class. The head teachers observed that the Teachers Service Commission Circular (2021) recommends a maximum class size should consist of 50 and 45 learners for primary schools.

Interviews with one of the head teacher in the schools revealed that classroom in his school are often overcrowded living little space for teachers to move around the class and supervise individual learners. A head teacher in another school observed some classes could have up to a maximum of 140 students presenting challenges for hearing instructions for learners. Statistics provided by one of the head teachers indicate that the average number of pupils in a classroom was 91 which is almost double the recommended standard. This results in a classroom environment that is overcrowded and learners may not be comfortable enough to concentrate during lessons. This significantly compromises ability of teachers' ability of teachers to manage and supervise learners during lessons. It also creates a classroom environment that is not conducive for learning.

Given the shortage of Kiswahili teachers among schools in Kakuma as indicated by a high teacher: pupil ratio and head teachers indicated that classes are overcroweded, it was imperative to establish if Kiswahili teachers are able to handle the workload as presented in the following section:

4.4.3 Ability of Teachers to handle Workload

Table 4.12 indicates ability of Kiswahili teachers to handle workload in terms of managing and supervising learners during lessons; undertake follow ups on leaners and mark learners' assignments. The responses are measured on a Likert Scale where:

1-1.4-Strongly Disagree; 1.5-2.4-Disagree; 2.5-3.4-Neutral; 3.5-4.4-Agree; 4.5-5-Strongly Disagree:

Table 4.12: Ability of Teachers to handle Workload

Statement	1		2		4		5		Mean
	N	%	N	%	N	%	N	%	
I am overwhelmed by the workload	-	-	-	-	5	26. 3%	14	73.6%	4.736
I am able to attend to individual learners	8	42.1%	9	43.4%	2	10.5%	-	-	1.789
I am able mark all the assignment of the learners daily	13	68.4%	5	26.3%	1	5.3%	-	-	1.421
I am able to do follow ups to the learners	11	57.9%	7	36.8%	1	5.3%	-	-	1.526
I have mastered the talented, average and below average learners in class	8	42.1%	7	36.8%	1	5.3%	3	15.8%	2.157

Findings in Table 4.12 reveal that 14(73.6%) of Kiswahili teachers in primary schools in Kakuma strongly agreed that they are overwhelmed by the workload while 5(26. 3%) agreed that they are overwhelmed. Teachers are overwhelmed by the high workload as 13(68.4%) strongly disagreed and 5(26.3%) disagreed that they are able to mark all the assignments of the learners' daily basis in comparison to 1(5.3%) of teachers who agreed that they are able to mark learners' assignments on a daily basis.

High workload among Kiswahili teachers is further evidenced by 8(42.1%) of teachers who strongly disagreed and 9(43.4%) who disagreed that they are to attend to individual learners compared to 2(10.5%)of teachers who agreed that they are able to attend to individual learners.

The findings further show that 11(57.9%) of teachers strongly disagreed and 7(36.8%) agreed that they are able to do follow ups on the learners in comparison to 1(5.3%) of teachers who agreed that they attend to follow up on leaners. Additionally, 8(42.1%) of teachers strongly disagreed and 7(36.8%) disagreed that they are able to master the talented, average and below average learners in class in comparison to 1(5.3%) who agreed while 3(15.8%) strongly agreed that are able to master the talented, average and below average learners in class.

This implies that due to the high workload on teachers, they are not able to undertake their duties of teaching Kiswahili such as attending to individual learners; marking Kiswahili assignments; and following up on leaners. Ability of teachers to identify individual learner needs and use individual prescribed instructions boosts their morale and ensures that leaners are able to understand and grasp concepts that they may not be able to understand or grasp during mass instructions in a class. Gichure, (2020), argues that there are individual differences in the learning capabilities of pupils with some being poor in reading skill, others in writing skill, others in speaking skill and others in comprehension skill. Hence, teachers need to pay attention to individual learners to ensure that the individual challenges are addressed. This enhance ability of individual leaners are able to acquire essential skills in Kiswahili such as reading and speaking with fluency. Onyango (2017) observes that a high workload for teachers negatively affects teacher efficacy in content delivery as they lack sufficient time to prepare for lessons. Inadequate preparation for lesson compromises teachers' ability to deliver quality instructions to learners affecting effective implementation of the school curriculum. Therefore, overwhelming work on Kiswahili teachers may limit their ability to effectively teach Kiswahili and limit learner's acquisition of literacy skills.

4.4.4 Qualitative Data from Interviews

Interviews with the head teacher revealed that an adequate number of teachers is essential in ensuring that teachers able to effectively impart knowledge to pupils. However, the head teachers indicated that there are a high number of pupils in comparison to the number of Kiswahili teachers. The head teachers indicated that number of learners in their class ranged from more than 100 to a maximum of up to 140 pupils in a class. Other head teachers indicated that classes in their respective schools had more than 60 pupils per class with a maximum of 72 learners in a class. This number is higher than the TSC standard of 50 and 45 learners per class.

This high number of leaners results in high workload for Kiswahili teachers affecting their ability to effectively teach Kiswahili as illustrated in Table 4.12. One head teacher observed that the effect of insufficiency of teachers affects ability of slow learners to acquire literacy skills. According to the head teacher, teachers' inability to pay attention to individual learners may also leave out slow learners who may not be able to grasp concepts taught to the whole during Kiswahili lessons. Another head teacher observed that the working conditions in the camp characterized by high workload in wages paid to teachers rarely attracts teachers to work in schools in Kakuma. Under such conditions in the classroom, teachers may not be in a position to give attend to individual need of learners and adequately supervise them in class. This may significantly compromise teaching of Kiswahili. Thus shortage of teachers may limit teachers' ability to equip all learners with literacy skills resulting in ineffective implementation of Kiswahili curriculum.

4.4.5 Influence of Teacher: Learner Ratio on Implementation of Kiswahili Curriculum

Pearson's correlation analysis was used to establish the significance of the correlation between Teachers: Learner Ratio and Kiswahili curriculum as demonstrated in Table 4.13:

Table 4.13: Influence of Teacher: Learner Ratio on Implementation of Kiswahili Curriculum

		Implementation of Kiswahili Curriculum	Teacher Learner Ratio	Ability of teacher to handle Workload
Implementation of Kiswahili Curriculum	Pearson Correlation	1	.840**	.742**
	Sig. (2-tailed)		.000	.000
	N	413	413	413
Teacher Learner Ratio	Pearson Correlation	.840**	1	
	Sig. (2-tailed)	.000		
	N	413	413	
Ability of teacher to handle Workload	Pearson Correlation	.742**	.542**	1
	Sig. (2-tailed)	.000	.000	
	N	413	413	413

*. Correlation is significant at the 0.05 level (2-tailed).

Table 4.13 indicates teacher: learner ratio has a strong positive and statistically significant correlation with implementation of Kiswahili curriculum ($r=0.840$; $p=0.000<0.05$). Ability of teachers to handle workload has a strong positive and statistically significant correlation with implementation of Kiswahili curriculum ($r= 0.742$; $p= 0.000<0.05$). This means adequacy of Kiswahili teachers and their ability to handle workload positively and significantly influences implementation of Kiswahili curriculum.

4.4.6 Discussions

This study found out that Kiswahili teachers had more than 50 students in their class which is above the recommended standard guidelines of 1 teacher: 45 pupils' ratio. As a result, the teachers the teachers had a high workload on teachers which affected their ability to undertake their duties of teaching Kiswahili such as marking all Kiswahili assignments of the learners on a

daily basis; to attend to and pay attention to individual learners to ensure that the individual challenges are addressed; and do follow ups on the learners.

According to Onyango (2017), having a teacher: pupil ratio that is above the Kenya national standard causes a high work load on the teachers and may compromise their ability to effectively deliver curriculum content. Njue (2020) observes that shortage of teachers in primary schools in refugee camps leads to poor implementation of school curriculum as the teachers are not able to attend to individual learners with different learning abilities. He further observes that a high ratio of teacher: pupils results in a high workload on teachers and hinders teachers from teaching language skills particularly reading skills in a crowded class. This coupled with insufficient textbooks makes it extremely difficult for teachers to impart reading skills on learners. Gichure, (2020), further observes that have lesser teachers in comparison to the number of learners significantly compromises ability of the teacher to pay attention to the differences of individual students learning capabilities. This affects ability of leaners to acquire language skills particularly slow learners as they are often left behind. Therefore, a high teacher: Pupils' ratio among schools in Kakuma may adversely affect implementation of Kiswahili curriculum.

4.5 Findings of Objective Three

The third objective of this study was to establish extent to which teachers' professional qualifications influence implementation of Kiswahili curriculum. Teachers were required to indicate if they had pre service training in Kiswahili subject; if they had undertaken in-service training; areas that present challenges when teaching Kiswahili: and how teachers' professional qualification influence implementation of the Kiswahili Curriculum as presented in the subsequent subsections:

4.5.1 Pre-Service Professional Training

Table 4.14 provides information on teachers with pre service professional training in Kiswahili:

Table 4.14: Pre-service Professional Training

Years	Frequency	Percent
I have pre-service professional Training in Kiswahili	8	42.1%
I do not have a pre-service professional training in Kiswahili	11	57.9%
Total	**19**	**100%**

Table 4.14 illustrates that over half of Kiswahili teachers 11(57.9%) in primary schools in Kakuma Refugee Camp do not have a pre-service professional training in Kiswahili compared to 8(42.1%) who have pre-service professional Training in Kiswahili. This implies that there are insufficient trained teachers for teaching Kiswahili among primary schools in Kakuma. Professionally trained teachers have a mastery of the subject that they are teaching (Kiswahili); use pedagogical approaches that learner centred and present Kiswahili curriculum content in manner that is appealing and understood by learners; and possess knowledge and skills in creating lesson plans, schemes of work and syllabus within the Kiswahili curriculum framework They also have practical skills in managing and supervising learners in a classroom; developing Kiswahili teaching aids and instructional materials and evaluating performance of learners in Kiswahili. This ensures effective implementation of the curriculum. Therefore, lack of pre-service training in Kiswahili among majority of the Kiswahili teachers may cause ineffective implementation of Kiswahili curriculum.

4.5.2 Qualitative Interviews with Head Teachers

Interview with one of the head teachers revealed the working conditions in the camp characterized by high workload and extreme hardships in comparison to the payment received by the teachers rarely attract teachers to work in schools in Kakuma. As a result, there was shortage

of professionally trained teachers in primary schools in Kakuma. Another head teacher revealed that a large proportion of teachers in his school consisted of volunteer teachers that had not undergone professional training. Similar opinions were expressed by another head teacher who observed that to make up for the shortage of teachers; they employ teachers with form level of education to make up for shortage of teachers.

Similarly, another head teacher observed that that the working conditions in the camp have encouraged high turnover rates among professionally trained teachers who leave the school as soon as they get better work opportunities. And due to this, professionally trained teachers rarely stay for long in the schools. Thus, most of the schools rely mostly on teacher without professional training. This explains why more than half of the teachers in primary schools in Kakuma lack pre-service professional training.

4.5.3 In-Service Training

Given that over half of the teachers did not have pre-service training in Kiswahili (Table 4.14: Pre-service Professional Training), it was imperative to establish if the teachers had undergone in-service training to enhance their ability to effectively implement Kiswahili. Table 4.15 provides information on teachers with in service training:

Table 4.15: In-Service Training

Number of Learners	Frequency	Percent
Never	11	57.9%
Once a year	5	26.3%
Twice a year	3	15.8%
Thrice a year	0	0%
Total	**19**	**100%**

Table 4.15 illustrates that over half of teachers 11(57.9%) have never undergone in service training; 5(26.3%) have undergone in-service training once and 3(15.8%) twice. The percentage of teachers who had no in service training corresponds to the number of teachers without pre-service training (Table 4.14: Pre-service Professional Training). This may be a possible a possible indication that the teachers without background training in Kiswahili have not received any training to improve their competency in teaching Kiswahili. This may limit their ability to effectively teach Kiswahili as they lack mastery of the Kiswahili subject in addition to lack of essential pedagogical skills required to deliver quality instructions to leaners.

4.5.4 Qualitative Data from Interviews with Head Teachers

Lack of in service training among teachers without pre service training in Kiswahili was confirmed by a head teacher who observed that there has been no effort by the government to advance the skills of these teachers. It is only teachers employed by TSC who have undertaken in-service training. The teachers had enrolled for the professional development courses as required by the TSC to enhance teachers' professional competency. The professional development training program does not extend to teachers without pre-service training. The head teacher observed that in service training was instrumental in enabling teachers to be updated on current trend in implementation of school curriculum such as introduction of the CBC curriculum and integration of technology in teaching.

According to the head teachers, in service training is critical among teachers without pre-service training. These teachers lack proficiency and mastery of their core teaching subjects (Kiswahili) and therefore require in-service training to advance their teaching skills and mastery of the Kiswahili language. However, another head teacher observed that the schools lack funds to

finance in-service of these teachers. Hence, lack of in-service training among teacher with high school level of education may negatively affect Kiswahili curriculum. Therefore, it was imperative to determine the importance of teachers' professional qualification on implementation of Kiswahili curriculum as shown in the next section:

4.5.5 Importance of Teachers Professional Qualification on Implementation of Kiswahili Curriculum

Table 4.16 indicates the extent of respondents' agreement on the importance of teachers' professional qualification on Kiswahili Curriculum measured on a Likert Scale where:

1-1.4-Strongly Disagree; 1.5-2.4-Disagree; 2.5-3.4-Neutral; 3.5-4.4-Agree; 4.5-5-Strongly Disagree:

Table 4.16: Importance of Teachers Professional Qualification on Implementation of Kiswahili Curriculum

Statement	1		2		3		4		5		Mean
	N	%	N		N	%	N	%	N	%	
Pre-service training enhances their mastery of Kiswahili and teaching competency	1	5.3%	1	5.3%	-	-	1	5.3%	16	84.1%	4.578
Pre-service training enhances preparation of lessons plans, schemes of work and teaching aids.	1	5.3%	-	-	1	5.3%	-	-	17	89.4%	4.736
It enables learner centred pedagogical approaches	1	5.3%	-	-	-	-	3	15.8%	15	78.9%	4.631
Trained teachers determine learners reading, writing, comprehension and speaking skills	-	-	-	-	-	-	6	31.6%	13	68.4%	4.684
In-service training for teachers without professional training is essential in enhancing their ability to teach Kiswahili	-	-	-	-	-	-	5	26. 3%	14	73.6%	4.736

Findings in Table 4.16 indicate that 16(84.1%) of teachers strongly agreed and 1(5.3%) agreed that teachers with pre-service professional training in Kiswahili enhances teachers' mastery of

the language and competency in teaching Kiswahili compared to 1(5.3%) of teachers who strongly disagreed and 1(5.3%) who disagreed. The table also indicates that 17(89.4%) of teachers strongly agreed that teachers with pre-service training possess skills in preparation of Kiswahili lessons plans, schemes of work and teaching /learning aids in comparison to 1(5.3%) who strongly disagreed and 1(5.3%) who were undecided; 15(78.9%) of teachers strongly agreed and 3(15.8%) agreed that professionally trained teachers use learner centred and creative pedagogical approaches in disseminating curriculum content in manner that is appealing to learners compared to 1(5.3%) who strongly disagreed ; and 6(31.6%) of teachers agreed while 13(68.4%) strongly agreed that professionally trained teachers are able to determine learners acquisition of reading, writing, comprehension and speaking skills through periodic assessment the progress and performance of learners in Kiswahili. This implies teachers who are professionally trained are competent enough implement the Kiswahili curriculum. Therefore, lack of pre-service training in Kiswahili among majority of the Kiswahili teachers (57.9%) as shown in Table 4.13: Pre-service Training may result in ineffective implementation of Kiswahili curriculum.

Further, 5(26. 3%) of teachers agreed and 14(73.6%) strongly agreed that in-service training for teachers without professional training in Kiswahili is essential in enhancing their ability to implementing the Kiswahili Curriculum. Hence, failure to undertake in-service training by teachers that had no pre service training as shown in Table 4.15 may compromise teaching competencies of these teachers and consequently implementation of Kiswahili curriculum.

4.5.6 Qualitative Data from Interviews with Head Teachers

According to one of the head teachers, Kiswahili teachers need to have a mastery of Kiswahili; have knowledge and skills in creating lesson plans, schemes of work and syllabus within the

Kiswahili curriculum and ability to develop Kiswahili teaching aids and instructional materials. In addition, the mastery of Kiswahili and preparation of professional teaching documents in Kiswahili, another head teacher observed that teachers must be equipped with instructional skills in teaching Kiswahili practical skills and have the ability to manage and supervise learners in a classroom; and evaluating performance of learners in Kiswahili. Her sentiments were corroborated by another head teacher who observed that training teachers prepares them to implement the curriculum by equipping them with necessary competencies that they require to effectively teach Kiswahili.

Another head teacher observed that teachers without pre-service training lack proficiency and mastery of Kiswahili therefore they require in-service training to advance teaching skill and enhance their competency and mastery of the Kiswahili language. According to the head teachers there is lack of effort on part of the government to advance the skills of these teachers. It is only teachers employed by TSC who had enrolled for the professional development courses. The professional development training program does not extend to teachers that do not have pre service training. Lack of in service training has further been hampered by lack funds to finance in-service of these teachers. Hence, lack of in-service training among teacher with high school level of education may negatively affect implementation of Kiswahili curriculum.

4.5.7 Influence of Teachers Professional Qualification on Implementation of Kiswahili Curriculum

Pearson's correlation analysis was used to establish the significance of the correlation between Teachers' professional qualifications and implementation of the Kiswahili curriculum as demonstrated in Table 4.17:

Table 4.17: Influence of Teachers Professional Qualification on Kiswahili Curriculum

		Implementation of Kiswahili Curriculum	Teachers pre-service training in Kiswahili	In-service training for teachers
Implementation of Kiswahili Curriculum	Pearson Correlation	1	.826**	.713**
	Sig. (2-tailed)		.000	.001
	N	413	413	19
Teachers pre-service training in Kiswahili	Pearson Correlation	.826**	1	-
	Sig. (2-tailed)	.000		-
	N	413	413	-
In-service training for teachers	Pearson Correlation	.713**	.423	1
	Sig. (2-tailed)	.001	.000	
	N	413	413	413

**. Correlation is significant at the 0.01 level (2-tailed).

Table 4.17 indicates that teachers pre-service training has a strong positive and statistically significant correlation with implementation of Kiswahili curriculum ($r=0.826$; $p=0.000<0.05$). Teachers in service training has a strong positive and statistically significant correlation with implementation of Kiswahili curriculum ($r=0.713$; $p=0.001<0.05$). Therefore, teachers' professional qualifications positively and significantly influence implementation of Kiswahili curriculum.

4.5.8 Discussions

This study found that over half of Kiswahili teachers in primary schools in Kakuma Refugee Camp do not have a pre-service professional training in Kiswahili. According to Onyango (2017) teachers pre-service professional training is essential in preparing teachers to implement the curriculum. Trained teachers implement the curriculum better compared to untrained teachers. Trained teachers have a broader perspective of the curriculum and use a variety of pedagogical approaches to deliver the curriculum content to learners in a manner that is appealing and practical. Kingi (2022) observes that professional training equips teachers with skills in

preparation and use of lesson plans and schemes of which enables teachers to adequately prepare for lessons and plan to cover the syllabus in accordance with the curriculum. It also equips teachers with skills in pedagogy required to present and deliver content more effectively; enhances teacher's mastery of their core subject and their capacity to develop appropriate teaching aids and instructional materials and evaluate performance of learners. Such teachers are therefore more effective in implementing the curriculum. Therefore, the high number of Kiswahili without pre-service training may significantly affect Kiswahili curriculum.

Schools in Kakuma employ teachers with form level of education to make up for shortage of teachers. However, there has been no effort by the government to advance the skills of these teachers through in service training. Teachers without pre service training require training to enhance their proficiency and mastery of their core Kiswahili and advance their pedagogical skills. Hence, failure to train teachers that had not been trained before may compromise teaching competencies of these teachers and affect the Kiswahili curriculum.

Less than half of teachers who have undertaken in-service training on the new curriculum. Onyango (2017) observes that in addition to undergoing training in college teachers also need refresher courses to be updated on development and trends in teaching Kiswahili. Thus, enrolment in professional development programs is critical in enhancing the teaching competency. Kingi and Kwanya (2021) observe that participation in professional training programs enhance the ability of teachers to perform their jobs more effectively by equipping them with competency and ability to perform their duties more effectively. According to Molenje, (2018), refresher training courses are instrumental in keeping teachers updated on new trend in teaching Kiswahili. Therefore, it is imperative that teachers enrol in professional

development programs in addition to their pre-service training to enhance their ability to implement the Kiswahili curriculum.

4.6 Findings of Objective Four

The fourth objective of this study was to determine extent to which the attitude of learners' influence implementation of Kiswahili curriculum. Teachers were therefore required to indicate learners' attitude towards learning Kiswahili while leaners attitude was measured based on frequency of participation activities that facilitate learning Kiswahili as presented in the following subsections:

4.6.1 Teachers Perspective on Attitude of Learners towards Kiswahili

Table 4.18 indicates teachers' perspective on learners' attitude towards Kiswahili where:

1-Rarely; 2-Occasionally; 3-Sometimes; 4-Often; & 5-Very Often:

Table 4.18: Teachers Perspective on Attitude of Learners towards Kiswahili

Statement	1		2		3		Mean
	N	%	N	%	N	%	
Learners participate in class through asking and answering of questions	12	63.2%	7	36.8%	-	-	1.368
Learners are enthusiastic and enjoy Kiswahili lessons	16	84.2%	3	15.8%	-	-	1.157
Consulting teachers whenever they have difficult learning, reading and understanding Kiswahili	3	15.8%	13	68.4%	3	15.8%	2.000
Use Kiswahili in communicating with teachers and other pupils	15	78.9%	4	21.1%	-	-	1.210
Borrowing of Kiswahili Materials for Personal Use	5	26.3%	12	63.2%	2	10.5%	1.842
Aggregate Mean							**1.515**

The findings indicate that 12(63.2%) of teachers indicated that leaners rarely participate in classes through asking and answering of questions during Kiswahili lessons compared to and 7(36.8%) who indicated that learners occasionally ask and answer questions during Kiswahili lessons. This yield a mean of 1.368 which implies that leaners are rarely participates in Kiswahili

lessons. Findings also show that 16(84.2%) of teachers indicated that that leaners rarely show enthusiasm and enjoyment Kiswahili lessons compared to 3(15.8%) who indicated that learners occasionally show enthusiasm when learning Kiswahili. disagreed. This yields a mean of 1.157 which implies that refugee pupils are rarely enthusiastic about learning Kiswahili.

Additionally, 15(78.9%) of teachers indicated that leaners rarely use Kiswahili in communicating in comparison to 4(21.1%) of teachers indicated that refugee leaners occasionally use Kiswahili in communicating. This produces a mean of 1.210 which implies that refugee pupils rarely use Kiswahili in communicating. Majority of teachers 13(68.4%) indicated that leaners rarely consult teachers whenever they have difficult learning, reading and understanding Kiswahili compared of teachers who indicated that learners sometimes consult teachers compared to 3(15.8%) of teachers indicated that learners occasionally consult teachers and3(15.8%) who indicated that learners sometime consult teachers. This yields a mean of 2.000 which implies that leaners occasionally consult teachers.

Further, 5(26.3%) of teachers indicated that learners rarely borrow Kiswahili text books, story books, Kamusi and newspaper for personal in comparison to 12(63.2%) of teachers who indicated that leaners occasionally borrow learning materials and 2(10.5%)of teacher who indicated that leaners sometimes borrow Kiswahili materials. This yields a mean of 1.842 which implies that leaners occasionally borrow Kiswahili materials. With an aggregate mean of 1.515it implies that refugee pupils' learners in primary schools in Kakuma occasionally participate in activities that enhance learning of Kiswahili. This is an indication of a negative perception towards Kiswahili. Therefore, it was imperative to assess the attitude of refugee leaners towards learning Kiswahili as shown in the following section.

4.6.2 Learners Perception towards Kiswahili

Table 4.19 indicates learners' perception towards Kiswahili based on frequency of participation in activities that enhance learning of Kiswahili:

Table 4.19: Learners Attitude towards Kiswahili

Observed behavior	Always		Sometimes		Not at all	
	Frequency	%	Frequency	%	Frequency	%
I consult teachers on difficult areas	-	-	394	100%	-	-
I like writing insha	-	-	248	62.9%	146	37.1%
Kiswahili is a difficult subject	273	69.3%	121	30.7%		
I use Kiswahili language frequently in communication	-	-	157	39.8%	237	60.2%
I like reading Kiswahili story books	-	-	67	17.0%	327	83.0%
I like listening to radio programmes in Kiswahili	-	-	97	24.6%	297	75.4%
I would pursue Kiswahili in college	-	-	-	-	394	100%
I active during Kiswahili lessons	-	-	126	32.0%	268	68.0%
I allocate myself time to revise Kiswahili	-	-	117	29.7%	277	70.3%

Table 4.19 confirms teachers' perspective that learners' have a negative perception towards Kiswahili as observed by teachers in Table 4.17: Teachers Perspective on Attitude of Learners towards Kiswahili. Despite 273(69.3%) of the learners indicating that Kiswahili is always a difficult subject, all the leaners 394(100%) only consult the teachers sometimes on difficult areas in Kiswahili and 277(70.3%) of learners do not all allocate time for studying Kiswahili. The learners are not enthusiastic about Kiswahili as 268(68.0%) of the learners are not active at all during Kiswahili lessons and none of the learners 394(100%) would pursue Kiswahili in college. The learners further show little interest in activities that would enhance their acquisition of reading skills as 327(83.0%) of the learners do not all enjoy reading Kiswahili newspapers. Leaners show little interest in activities that enhance their fluency in Kiswahili as 237(60.2%) of the learners do not all use Kiswahili language for communication and 297(75.4%) do not all

listen to Kiswahili radio programmes. However, leaners show some interest in activities that enhance their writing skills as 248(62.9%) of the learners sometimes enjoy writing Kiswahili Insha. This attitude towards Kiswahili is unlikely to invigorate leaners interest and efforts towards acquiring comprehension, reading, writing and fluency skills in Kiswahili which may negatively affect implementation of Kiswahili curriculum.

4.6.3 Qualitative Data from Interviews

According to one of the head teachers, pupils' attitude towards a given subject significantly determines their motivation and interest in learning of the subject and their belief in their abilities to excel in the subject which significantly determines their performance. A negative attitude towards a given subject reduces the pupil's motivation and interest in learning the subject; fosters disbelief in their ability to excel in the subject and contributes to investment of lesser efforts in activities that enhance learning of the subject. This is quite evident among the pupils in Kakuma as indicated by the teachers who observed that leaners rarely show enthusiasm about learning Kiswahili; participating in Kiswahili lessons; and use Kiswahili in communicating.

As such, one of the head teachers observed that lack of enthusiasm about learning Kiswahili negatively affects their participation during Kiswahili lessons and failure of leaners to ask questions which may limit them from seeking clarity on concepts that they have not understood in class. Another head teacher observed that rare use of Kiswahili in communicating limits them from practicing speaking Kiswahili that would have enhanced their ability to speak Kiswahili fluently. According to one of the head teachers, borrowing of materials for personal use enables teachers to practice reading and writing Kiswahili on their own outside the class hours. Given that Kiswahili is not refugee first language it is critical that they practice Kiswahili outside class hours. This has adversely affected refugee pupils' efforts towards learning Kiswahili and their

participation in activities that enhance their ability to learn Kiswahili as indicated by the pupils' perspective in Table 4.18. Thus it was important to determine how the learners' negative attitude influenced their ability to learn as indicated in the subsequent section:

4.6.4 Influence of Leaners' Attitude on Implementation of Kiswahili Curriculum

Pearson's correlation analysis was used to establish the significance of the correlation between learners' attitude and implementation of the Kiswahili curriculum as demonstrated in Table 4.20:

Table 4.20: Influence of Leaners' Attitude on Kiswahili Curriculum

		Implementation of Kiswahili Curriculum	Attitude of Learners
Implementation of Kiswahili Curriculum	Pearson Correlation	1	.756**
	Sig. (2-tailed)		.000
	N	413	413
Attitude of Learners	Pearson Correlation	.756**	1
	Sig. (2-tailed)	.000	
	N	413	413

**. Correlation is significant at the 0.01 level (2-tailed).

Table 4.19 indicates that learners' attitude has a positive and statistically significant correlation with implementation of Kiswahili curriculum as show by a coefficient of 0.756 ($p=0.000<0.05$). Therefore, leaners attitude positively and significantly influences implementation of the Kiswahili curriculum.

4.6.5 Discussions

This study found out that refugee learners had a negative perception of Kiswahili as they indicated that Kiswahili always a difficult subject. The leaners rarely participate in Kiswahili lessons; rarely show enthusiasm and enjoyment Kiswahili lessons and use Kiswahili in

communicating with teachers and other pupils. Despite their indication that Kiswahili is difficult, the learners occasionally consult teachers whenever they have difficult learning, reading and understanding Kiswahili and occasionally borrow Kiswahili learning materials s for personal use Kinya (2020) explains learners' perception of a given language affects learning of the language subject. Learners who have a negative perception of language are less likely to put more efforts in learning the language. Githinji, (2017), on the other had observes that learners' perception affects their usage of Kiswahili language. Thus a negative perception of Kiswahili being hard may hinder ability of learners to enhance their fluency in Kiswahili which is transferred to writing skills characterized by failure to observe grammatical rules. Gichure (2020) denotes that, there is a negative perception among most learners that Kiswahili is a hard subject which negatively affects implementation of the curriculum. Therefore, the negative perception of learners toward Kiswahili may have adverse effects on implementation of Kiswahili curriculum among schools in Kakuma Refugee camp.

4.7 Findings on Implementation of Kiswahili Curriculum

This study also established implementation of Kiswahili Curriculum among schools in Kakuma based on Kiswahili lessons taught in a week; performance of learners in Kiswahili; and learners' acquisition of reading, writing, comprehension and communication skills in Kiswahili.

4.7.1 Kiswahili Lessons per Week

This study found out that all the teachers conducted 4 Kiswahili lessons per week. According to a circular on guidelines on the implementation of CBC curriculum released by the Permanent Secretary for Education Belio Kipsang (2019), upper primary should have 4 Kiswahili lessons per week. Under the old curriculum, guidelines provided that upper primary should have 5

Kiswahili lessons per week. Therefore, Kiswahili teachers in Kakuma have complied with guidelines on implementation of the Kiswahili curriculum.

4.7.2 Learners Performance in Kiswahili

The performance of learners in Kiswahili is an indication of effective implementation of Kiswahili and learners acquisition of literacy skills in Kiswahili. Table 4.21 shows teachers rating of learners' performance in Kiswahili:

Table 4.21:Learners Performance in Kiswahili

Lessons	Frequency	Percent
Excellent	0	0%
Good	0	0%
Average	5	26.3%
Poor	10	52.6%
Very Poor	4	21.1%
Total	**19**	**100%**

Table 4.21 shows that over half of the teachers 10(52.6%) in primary schools in Kakuma rated their pupils' performance in Kiswahili as being poor; (5)26.3% indicated that pupils' performance in Kiswahili was average; and 4(21.1%) indicated that pupils' performance in Kiswahili was very poor. This implies that more than half of the refugee pupils performed poorly in Kiswahili compared to a quarter of the pupils who had an average performance and 21% who performed very poorly.

4.7.3 Qualitative data from Interviews

Similarly, head teachers observed that the performance of refugee learners in Kiswahili was poor. According to one of the head teacher, majority of refugee leaners usually get below the

average scores in Kiswahili. Likewise, another head teacher had similar observation as he said that most of the refugee pupils in his school get below 50 marks while other pupils score as low as 30 marks. These observations were confirmed by another head teacher who indicated that averagely refugee pupils do not get good grades in Kiswahili and another head teacher who indicated that refugee pupils in her school have never scored more than 50 marks in Kiswahili. This shows that generally there is poor performance in Kiswahili among learners in primary schools in Kakuma. This can be attributed to insufficiency of Kiswahili teaching and learning resources; high workload on Kiswahili teachers; inadequacy of teaches with pre-serving training in Kiswahili; and learners' negative perception towards Kiswahili. These aspects have adversely affected implementation of Kiswahili curriculum resulting in poor performance.

4.7.4 Learners Acquisition of Kiswahili Literacy Skills

Table 4.22 shows teachers' evaluation of learners' acquisition of Kiswahili literacy skills:

Table 4.22: Learners Acquisition of Kiswahili Literacy Skills

Statement	1		2		4		Mean
	N	%	N	%	N		
Learners are able to read in Kiswahili with ease and fluency	14	73.7%	2	10.5%	3	15.8%	1.578
Learners are able to write Kiswahili Mufti when writing Kiswahili Insha	15	78.9	3	15.8%	1	5.3%	1.315
Learners are able to understand Kiswahili texts and answer questions on the text they have read	16	84.2%	2	10.5%	1	5.3%	1.263
Learners are able to speak Kiswahili fluently without any difficulty	17	89.5%	2	10.5%	-	-	1.105

Findings in Table 4.22 that 14(73.7%) of teachers strongly disagreed and 2(10.5%3) disagreed that learners are able to read in Kiswahili with ease and fluency in comparison to 1(5.8%) of teachers who indicated that learners are able to read Kiswahili fluently. Majority of the teachers 15(78.9%) strongly disagreed that learners are able to write Kiswahili Mufti when writing

Kiswahili Insha compared to 3(15.8%) who disagreed and 1(5.3%) who agreed that leaners write Kiswahili Mufti when writing Kiswahili Insha. The findings also indicate that 16(84.2%) of teachers strongly disagreed that learners are able to understand Kiswahili texts and answer questions on the text they have read compared to 2(10.5%) who disagreed and 1(5.3%) who agreed that learners understand Kiswahili texts and answer questions on the text.

Majority of the teachers 17(89.5%) strongly disagreed that learners are able to speak Kiswahili fluently without any difficulty in comparison to 2(10.5%) who disagreed that refugee pupils speak Kiswahili fluently without any difficulty. Thus a considerable number of refugee learners in Kakuma have not acquired reading, writing, comprehension and communication skills in Kiswahili. Inability of learners to acquire literacy skills is an indication of ineffective implementation of Kiswahili curriculum among primary schools in Kakuma.

4.7.5 Qualitative data from Interviews

Head teachers were not able to provide information on refugee learners' ability to read in Kiswahili with ease and fluency; ability to write Kiswahili Mufti when writing Kiswahili Insha; and understand Kiswahili texts and answer questions on the text they have read. It is only teachers who interact with the pupils' one on one that can be able to provide such details. Thus, the head teachers could not speak authoritatively on learners reading, writing and comprehension skills in Kiswahili. However, the head teachers were able to provide information on learners' ability to speak Kiswahili fluently without any difficulty. One of the head teachers indicated that refugee learners mostly use English when communicating. Another head teacher indicated that refugee had difficulty in communicating using Kiswahili and preferred to use English. Similar sentiments were observed by one of the head teachers who observed that refugee pupils find it difficult to use Kiswahili when communicating compared to English. This confirms information

in Table 4.3: Language Used by Learners which revealed that only 21.3% of refugee pupils use Kiswahili when communicating.

4.7.6 Discussions

This study found out that there has been ineffective implementation of Kiswahili curriculum in refugee primary schools in Kakuma as evidenced by poor performance of leaners in Kiswahili. Over half of the pupils' performance in Kiswahili was rated as being poor by teachers with the highest score being average and less than a quarter of the students performing very poorly. Ineffective implementation is further evidenced by inability of learners to acquire Kiswahili literacy skills as the teachers strongly disagreed that learners can read in Kiswahili with ease and fluency; write Kiswahili Mufti when writing Kiswahili Insha; understand Kiswahili texts and answer questions on the text they have read; and speak Kiswahili fluently without any difficulty. According to Onyango (2017) the objectives of implementation of Kiswahili curriculum are achieved when leaners acquire writing, speaking, comprehension and reading skills by pupils is indicate that objectives of the curriculum have been realized. Therefore, inability of learners to acquire reading, writing, comprehension and communication skills in Kiswahili implies that primary schools in Kakuma were not able to effectively implement Kiswahili curriculum.

Ability of the teacher to effectively implement the curriculum is largely determined by availability of sufficient teaching and learning materials (Kinya, 2020; King *et al.,* 2019; Njue (2020; Mutheu *et al.,* 2019); adequate number of teachers in proportion to the number of learners' (Njue (2020; Gichure, 2020); and availability of teachers with professional background training n Kiswahili (Onyango2017; Molenje, 2018). Therefore, ineffective implementation of Kiswahili curriculum in Kakuma can be attributed to insufficiency of Kiswahili textbooks, Kiswahili revision materials, Kiswahili story books and lack of Kiswahili radio programmes or

newspaper for learning. Implementation of Kiswahili in the schools has also been limited by inadequate Kiswahili teachers in comparison to the high number of Kiswahili learners; shortage of professionally qualified teachers with pre-service training in Kiswahili; lack of proficiency and mastery of Kiswahili among teachers with form four level of education; and refugee pupils' negative perception towards Kiswahili.

4.8 Regression Analysis

Regression analysis was used to determine the significance of the correlation between school based resources and implementation of Kiswahili curriculum as shown in the following subsections:

4.8.1 Model Summary

The model summary measures the percentage of variability in the dependent variable as explained by the regression line. This model was used to establish the percentage of variability in implementation of Kiswahili Curriculum as determined by the regression line as presented in Table 4.23:

Table 4.23: Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.928[a]	.862	.751	.17078

a. **Predictors: (Constant),** Teaching & Learning Resources, Teacher Learner Ratio, Teachers' Professional Qualifications, Attitude of learners

Table 4.23 shows that the value of R Square =0.862 which is adjusted to 0.751. This is the proportion of variability in the implementation of the Kiswahili curriculum as explained by school-based resources. Thus, Teaching & Learning Resources; Teacher Learner Ratio;

Teachers' Professional Qualifications; and Attitude of learners account for 86.2% variation in implementation of Kiswahili curriculum. The remaining 13.8% is accounted for by other factors.

4.8.2 Analysis of Variance (ANOVA)

ANOVA was used to establish significance of the regression model as illustrated in Table 4.24:

Table 4.24: Analysis of Variance

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	49.357	4	12.339	137.601	.000[b]
	Residual	9.774	409	.090		
	Total	**59.132**	**413**			

a. Dependent Variable: Implementation of Kiswahili Curriculum

b. Predictors: (Constant), Teaching & Learning Resources, Teacher Learner Ratio, Teachers' Professional Qualifications, Attitude of learners

Table 4.22 shows that the significance of the regression model=0.000 and the F-value= 137.601. The significance of the regression model is less than 0.05. This implies the regression model is statistically significant. Hence, school based resources have a significant effect on implementation of Kiswahili curriculum.

4.8.3 Co-Efficient of Correlation

Co-efficients of correlation were used to determine significance of correlation between School-based Resources and implementation of Kiswahili Curriculum as shown in Table 4.25:

Table 4.25: Coefficients of Correlation

Model		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta	T	Sig.
1	(Constant)	3.542	1.453		2.437	.000
	Teaching & Learning Resources	.433	.220	.502	3.512	.001
	Teacher Learner Ratio	.520	.197	.353	3.268	.000
	Teachers Professional Qualifications	.667	.139	.940	4.781	.001
	Attitude of Learners	.375	.247	.565	3.521	.000

a. Dependent Variable: Implementation of Kiswahili Curriculum

The following equation is derived from Table 4.23:

Implementation of Kiswahili Curriculum =3.542+0.433*Teaching & Learning Resources +0.520*Teacher Learner Ratio+0.667*Teachers Professional Qualifications+0.375* Attitude of Learners+ e

Therefore:

$Y= 3.542+0.433X_1+0.520X_2+0.667X_3+0.375X_4+e$

The regression equation demonstrates that when all school based factors are constant, Implementation of Kiswahili Curriculum=3.542 A unit increase in supply of teaching & learning resources while holding teacher learner ratio, teachers' professional qualifications and attitude of learners constant increases Implementation of Kiswahili Curriculum by 0.433 units. A unit increase in teacher learner ratio while supply of teaching & learning resources, teachers' professional qualifications and attitude of learners are constant increases Implementation of Kiswahili Curriculum by 0.520 units. A unit increase in teachers' professional qualifications while teaching & learning resources, teacher learner ratio and attitude of learners are constant increases Implementation of Kiswahili Curriculum by 0.667 units. A unit increase in the positive

attitude of learners towards Kiswahili while teaching & learning resources, teacher learner ratio and teachers' professional qualifications are constant increases in Implementation of Kiswahili Curriculum by 0.375 units.

All p values are less than 0.05. Hence, Teaching & Learning Resources; Teacher Learner Ratio; Teachers' Professional Qualifications; and Attitude of learners have a positive and significant effect on implementation of Kiswahili curriculum.

CHAPTER FIVE

SUMMARY OF THE FINDINGS, CAONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter presents summary of findings in accordance with objectives of this study, conclusions, recommendations and recommendations for further studies.

5.2 Summary of the Findings

The findings are summarized in accordance with the research objectives:

5.2.1 Influence of Availability of Teaching & Learning Resources on Kiswahili Curriculum

This study established that availability of teaching and learning resources has a strong positive and statistically significant correlation with implementation of Kiswahili curriculum ($r=0.650$; $p=0.00<0.05$). Kiswahili Textbook: Learners ratio has a strong positive and statistically significant correlation with implementation of Kiswahili curriculum ($r=0.742$; $p=0.00<0.05$). Accessibility to Teaching and Learning resources ratio has a strong positive and statistically significant correlation with implementation of Kiswahili curriculum ($r=0.713$; $p=0.00<0.05$).

This study found out that ability of primary schools in Kakuma to effectively implement the Kiswahili curriculum has been adversely affected by insufficient of Kiswahili instructional resources and complete lack of some of the resources. Teachers indicated that Kiswahili textbooks are not enough for the learners with 68.4% of the teachers indicating that a single Kiswahili textbook is shared by 4 pupils; 21.1% indicated that 5 pupils share a single textbook; 10.5% indicated that 3 pupils share a single textbook. The textbook; pupil ratio is above the recommended standard Textbook: student ratio of 1:1 or 1:2 which makes learning difficult as learners for to comfortably access and read materials on the textbook during lessons. Majority of the schools lack resources such as Kiswahii story books as indicated by 78.9% of the teachers;

Kamusi as indicated by 89.5% of the teachers; Kiswahili radio/TV programmes as indicated by 84.2% of the teachers; Kiswahili newspapers and remedial classes as indicated by all the teachers. Further, 68.2% indicated that Kiswahili revision materials are inadequate.

Even though learners indicated that there are always Kiswahili books in their respective schools and they are allowed to borrow these books, 96.7% of the learners indicated that Kiswahili textbooks are not enough they have to share the text books. Further, 87.1% of the learners indicated that Kiswahili revision materials are not enough at all while 97.5% indicated that Kiswahili story books are not enough at all. All the learners indicated that there are no Kiswahili radio programmes or newspapers to be used for learning in their respective schools. Given that Kiswahili instructional resources are fundamental to implementation of Kiswahili curriculum, inadequacy or lack thereof of these resources may adversely affect ability of Kiswahili teachers to deliver quality instructions and learners acquisition of Kiswahili literacy skills.

5.2.2 Influence of Teacher Leaner Ratio on Kiswahili Curriculum

This study established that teacher: learner ratio has a strong positive and statistically significant correlation with implementation of Kiswahili curriculum ($r=0.840$; $p=0.000<0.05$). Ability of teachers to handle workload has a strong positive and statistically significant correlation with implementation of Kiswahili curriculum ($r= 0.742$; $p= 0.000<0.05$). Therefore, adequacy of Kiswahili teachers and their ability to handle workload positively and significantly influences implementation of Kiswahili curriculum.

This study found out that to effectively implement the Kiswahili curriculum, sufficient/adequate number of Kiswahili teachers is required to manage and supervise learners during Kiswahili lessons; pay attention to individual learner needs and identify differences in learning capabilities and individual learners' challenges in acquiring Kiswahili literacy skills. However, primary

schools in Kakuam Refugee Camp have inadequate teachers needed to implement the Kiswahili curriculum. On average a Kiswahili class had over 50 learners which is above the recommended standard guidelines of 1 teacher: a maximum of 50 learners in class. This result in overcrowding in the class making it difficult for teachers to supervise individual learners and presents challenges for hearing instructions for learners.

Due to the high workload on Kiswahili teachers, the teachers are overwhelmed and have enough time to mark all the learners' assignment daily. Additionally, due to the high workload, Kiswahili teachers may not be able to pay attention to differences in the pupils learning capabilities and individual learning challenges which may result in failure to ensure that all learners acquire all the literacy skills in Kiswahili. Teachers' inability to pay attention to individual learners may also leave out slow learners who may not be able to grasp concepts taught to the whole during Kiswahili lessons. Thus shortage of teachers may limit teachers' ability to equip all learners with literacy skills resulting in ineffective/poor implementation of Kiswahili curriculum among primary schools in Kakuma.

5.2.3 Influence of Teachers Professional Qualification on Kiswahili Curriculum

This study established that that teachers pre-service training has a strong positive and statistically significant correlation with implementation of Kiswahili curriculum ($r=0.826$; $p=0.000<0.05$). Teachers in service training has a strong positive and statistically significant correlation with implementation of Kiswahili curriculum ($r=0.713$; $p=0.001<0.05$). Therefore, teachers' professional qualifications positively and significantly influence implementation of Kiswahili curriculum.

This study found out that teachers with pre-service professional training have a mastery of Kiswahili; use pedagogical approaches that learner centred and present Kiswahili curriculum

content in manner that is appealing and understood by learners; and possess knowledge and skills in creating lesson plans, schemes of work and Kiswahili syllabus. They also have practical skills in managing and supervising learners in a classroom; developing Kiswahili teaching aids and instructional materials and evaluating performance of learners in Kiswahili.

However, schools in Kakuma Refugee Camp have shortage of teachers with pre-service training in Kiswahili. Over, half of Kiswahili teachers (57.9%) in primary schools in Kakuma Refugee Camp do not have a pre-service professional training in Kiswahili compared to 42.1% who have pre-service professional Training in Kiswahili. Pre-service professional training is essential in preparing teachers for the implementation of the curriculum hence lack of pre-service training in Kiswahili among majority of the Kiswahili teachers may result in ineffective implementation of Kiswahili curriculum.

This study also found out that teachers without pre-service training lack proficiency and mastery of Kiswahili and therefore require in-service training to advance their teaching skills and mastery of the Kiswahili language. However, all of the Kiswahili teachers (57.9%) without pre-service training in Kakuma have never undergone in service training. Out of the 42.1% with pre-service training, 26.3% have undergone in-service training once and 15.8% have undergone training twice. Therefore, lack of in-service training among teacher with high school level of education may negatively affect implementation of Kiswahili curriculum.

5.2.4 Influence of Learners Attitude on Kiswahili Curriculum

This study established that learners' attitude has a positive and statistically significant correlation with implementation of Kiswahili curriculum as show by a coefficient of 0.756 ($p=0.000<0.05$). Therefore, leaners attitude positively and significantly influences implementation of the Kiswahili curriculum.

This study found out that pupils' positive attitude towards Kiswahili enhances their motivation and interest in learning the subject; fosters belief in their ability to excel in Kiswahili; and contributes to investment of more efforts in activities that enhance learning of Kiswahili. However, teachers indicate that learners have a negative perception towards Kiswahili learners in primary schools in Kakuma occasionally participate in activities that enhance learning of Kiswahili. According to the teachers, learners rarely participate in class through asking and answering of questions during Kiswahili lessons; rarely show enthusiasm and enjoyment Kiswahili lessons; and rarely use Kiswahili in communicating with teachers and other pupils. The teachers also observed that learners occasionally consult teachers whenever they have difficult learning, reading and understanding Kiswahili and occasionally borrow Kiswahili learning Materials.

This study also observed learners' negative perception towards Kiswahili. Despite 69.3% of the learners indicating that Kiswahili is always a difficult subject, they only consult the teachers' sometimes on difficult areas in Kiswahili and 70.3% of learners do not allocate time for studying Kiswahili at all. The learners are not enthusiastic about Kiswahili as 68.0% of the learners are not active at all during Kiswahili lessons and none of the learners would pursue Kiswahili in college. The learners further show little interest in activities that would enhance their acquisition of reading skills as 83.0% of the learners do not all enjoy reading Kiswahili newspapers. Leaners show little interest in activities that enhance their fluency in Kiswahili as 60.2% of the learners do not all use Kiswahili language for communication and 75.4% do not all listen to Kiswahili radio programs. However, the learners show some interest in activities that enhance their writing skills as 62.9% of the learners sometimes enjoy writing Kiswahili Insha. The negative attitude towards Kiswahili may therefore reduce the pupil's interest in learning Kiswahili; fosters disbelief in their

ability to excel in Kiswahili and contributes to investment of lesser efforts in activities that enhance learning of Kiswahili.

5.2.5 Implementation of Kiswahili Curriculum among Refugee Schools in Kakuma

This study found that even though Kiswahili teachers have complied with Ministry of education guidelines on implementation of Kiswahili curriculum, there has been ineffective implementation of Kiswahili curriculum among schools in Kakuma. This is evident in the poor performance of leaners in Kiswahili and their inability to acquire Kiswahili literacy skills. Over half of the teachers (52.6%) rated their pupils' performance in Kiswahili as being poor; 26.3% indicated that pupils' performance in Kiswahili was average; and 21.1% indicated that pupils' performance in Kiswahili was very poor. The average mean grade in end of last term exams for male pupils was 35.9% compared to 44.1% for female pupils.

Teachers strongly disagreed that learners are able to read in Kiswahili with ease and fluency; write Kiswahili Mufti when writing Kiswahili Insha; understand Kiswahili texts and answer questions on the text they have read; and speak Kiswahili fluently without any difficulty. This can be attributed to insufficiency of Kiswahili instructional resources; high workload on Kiswahili teachers; inadequacy of teaches with pre-serving training in Kiswahili; and learners' negative perception towards Kiswahili.

5.3 Conclusions of the Study

This study draws the following conclusions:

Even though Kiswahili teachers have complied with Ministry of education guidelines on implementation of the Kiswahili curriculum, there has been ineffective implementation of Kiswahili curriculum among primary schools in Kakuma as evidenced by poor performance of leaners in Kiswahili and their inability to acquire Kiswahili literacy skills. This can be attributed

to insufficiency of Kiswahili instructional resources; high workload on Kiswahili teachers; inadequacy of teaches with pre-serving training in Kiswahili; and learners' negative perception towards Kiswahili. Effective implementation of Kiswahili curriculum has been adversely affected by:

Insufficient Kiswahili textbooks and revision materials and lack of Kiswahili story books; Kiswahili dictionary (Kamusi); Kiswahili radio/TV programmes; Kiswahili newspapers and remedial classes among majority of the primary schools in Kakuma Refugee Camp.

Inadequate Kiswahili teachers in comparison to the high number of learners in Kiswahili classes and the high weekly workload that overwhelm Kiswahili teachers and compromise their ability to supervise individual learners during Kiswahili lessons and their efficacy in equipping learners with Kiswahili literacy skills.

Shortage of professionally qualified teachers with pre-service training in Kiswahili who have been adequately prepared and equipped with skills required to implement Kiswahili curriculum. Lack of proficiency and mastery of Kiswahili among Kiswahili teachers with form four level of education that have not undergone in-service training to advance their teaching skills and competence in teaching Kiswahili language.

The negative perception by refugee pupils towards Kiswahili that has reduced their interest in learning Kiswahili; lack of confidence in their ability to excel in Kiswahili; and contributed to low level of participation in activities that enhance learning of Kiswahili.

5.4 Recommendations of the Study

This study recommends that:

1. Review of the Ministry of Education Policy on purchase and distribution of textbooks to facilitate inclusion of refugee primary schools among public schools that receive textbooks

and other teaching/learning materials that are centrally purchased and distributed to schools by Ministry of Education.

2. Head teachers of primary schools in Kakuma engage the Turkana County Education Office UNICEF, UNHCR and other humanitarian organization supporting refugee education to support refugee schools with teaching-learning materials that are inadequate and lacking in their schools.
3. The concerned organization to deploy more professionally trained teachers to primary schools in Kakuma and provides incentives to motivate teachers to work in Kakuma.
4. The board of management of primary schools in Kakuma seeks financial support from donors and other humanitarian organization supporting refugee education to finance in-service training of Kiswahili teachers without pre-service professional training.
5. Kiswahili teachers to use learner centred and creative approaches that make Kiswahili content more appealing to learners to re-invigorate their interest in learning Kiswahili.
6. Administration of primary schools in Kakuma introduces Kiswahili remedial classes to enable refugee learners with low level of proficiency to learn and improve their comprehension, reading and writing skills.

5.6 Suggestions for Further Research

This study recommends that:

1. A similar study to be conducted in Daadad Refugee Camp to establish influence of school based resources on implementation of Kiswahili curriculum in refugee primary schools to determine extent to which the Kiswahili curriculum has been implemented to address the challenge of language barrier among refugee learners.

2. There is also need to examine factors influencing the quality of education among schools in refugee camps as this study has established inadequacy of fundamental resources required to ensure quality learning among schools in Kakuma.

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APPENDICES

Appendix I: Introduction Letter

Chepkoech Mary

University of Nairobi

P.O. Box 30197

Dear Sir/Madam,

RE: PERMISSION TO DO A STUDY IN YOUR SCHOOL

I am a postgraduate student undertaking M.E.D course at the University of Nairobi. I am conducting a research as a requirement in partial fulfillment of the degree course. This research investigate will the **influence of school based resources on the implementation of Kiswahili curriculum in refugee primary schools in Kakumacamp, Turkana 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 interview. Moreover, I will be having questionnaires to be filled by some of teachers and learners in your school. All responses will be used for research purpose only and your identity will be treated with strict confidentiality.

Yours faithfully,

Chepkoech Mary

Appendix II: Questionnaire for Kiswahili Teachers

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 [ ]

3. 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 [ ]

4. What is your academic/professional qualification?

Kenya Certificate of Secondary Education [ ]

Certificate in Primary Teacher Education (P1) [ ]

Diploma in Education [ ]

Degree in Primary School Education [ ]

Master's in Education [ ]

Section B: Teaching and learning resources

7. Please **TICK** the space provided for Kiswahili resources in your school among the following types of Books

Type	**Available and Adequate/enough**	**Available but not adequate/enough**	**NOT Available**
Kiswahili course book			

Kiswahili story books			
Kamusi			
Kiswahili revision books			
Kiswahili Newspaper			
Radio/TV programmes			
Remedial classes			

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

……..……..……..

9. What is the ratio of Kiswahili textbooks to learners in your class?

……..……..……..……

……

12. 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 Response	**SA**	**A**	**U**	**D**	**SD**
Availability of adequate materials for teaching Kiswahili enables teachers to adequately prepare for the lesson and deliver quality instructions to Kiswahili learners					
Availability of sufficient textbooks is necessary for enhancing learners ability to undertake learning of Kiswahili comfortably with minimum interruptions					
Pupils accessibility to textbooks for personal use outside the class hours helps to enhance their reading and fluency in Kiswahili					
The Kiswahili Kamusi are critical in building up learners Kiswahili					

vocabulary and comprehension of complex words					
Teaching aid/Materials such as Kiswahili story books, newspapers and radio programmes play an important role in enhancing learners comprehension, reading and fluency in Kiswahili					
Remedial classes in Kiswahili are critical in enhancing learners performance in Kiswahili					

Section C: Teacher learner ratio

12. What is your average class size? Below 30 [ ] between 31-40 [ ] between 41-50 [ ] Over50 [ ]

13. What is your weekly workload? ……

15. Express your feelings by ticking the correct answer in the box. The key below will guide you.

Key SA – Strongly Agree, A– agree, UD- Undecided, D – Disagree, SD – Strongly disagree

Statement Response	**SA**	**A**	**U**	**D**	**SD**
I am overwhelmed by the workload					
I am able to attend to individual learners					
I am able mark all the assignment of the learners daily					
I am able to do follow ups to the learners					
I have mastered the talented, average and below average learners in class					

Section D: Professional qualification

16 (a) My pre-service professional training was in Kiswahili Language? Yes [ ] No[ ]

17. (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 frequent?

……

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

…….

(b) Does the in-service training influence the implementation of Kiswahili curriculum? Briefly explain _____

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

The key below will guide you to make your choice

Key SA – StronglyAgree**, A–** agree**, UD-** Undecided**, D –** Disagree, **SD –** Stronglydisagree

Statement Response	**SA**	**A**	**U**	**D**	**SD**
Teachers pre-service training in Kiswahili enhances their mastery of the language and competency in teaching Kiswahili					
Teachers with pre-service training possess skills in preparation of Kiswahili lessons plans, schemes of work and teaching /learning aids.					
Professionally trained teachers use learner centred and creative pedagogical approaches in disseminating curriculum content in manner that is appealing to learners					
Professionally trained teachers are able to determine learners acquisition of reading, writing, comprehension and speaking skills through periodic assessment the progress and performance of learners in Kiswahili					
In-service training for teachers without professional training in Kiswahili is essential in enhancing their ability to implementing the Kiswahili Curriculum					

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

22. Express your feelings/perspective on learners' attitude towards Kiswahili based on their participation in activities that enhance learning of Kiswahili by ticking the correct answer in the box

Key: 1=Rarely; 2=Occasionally; 3=Sometimes; 4=Often; & 5=Very Often):

Statement Response	**1**	**2**	**3**	**4**	**5**
Learners actively participate in class through asking and answering of questions during Kiswahili lessons					
Learners are enthusiastic and enjoy Kiswahili lessons					
Consulting teachers whenever they have difficult learning, reading and understanding Kiswahili					
Use Kiswahili in communicating with teachers and other pupils					
Borrowing of Kiswahili Materials (Text books, story books, Kamusi& Newspaper) for Personal Use					

23. How does the leaners attitude affect implementation of Kiswahili curriculum?

……

……

SECTION F: Implementation of Kiswahili curriculum

24. How many Kiswahili lessons do you teach per week?

……

……

25. How is the performance of the learners in Kiswahili?

Excellent [ ]

Good [ ]

Average [ ]

Poor [ ]

Very Poor [ ]

26. 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 response	SA	A	U	D	SD
Learners are able to read in Kiswahili with ease and fluency					
Learners are able to write Kiswahili Mufti when writing Kiswahili Insha					
Learners are able to understand Kiswahili texts and answer questions on the text they have read					
Learners are able to speak Kiswahili fluently without any difficulty					

27. Which measures would you recommend to be put in place in order to improve implementation of Kiswahili curriculum?

……

Thank you for your cooperation

Appendix Iii: Questionnaire for Pupils

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 [ ]

3. What language(s) do you use at home? English [ ] Kiswahili [ ] others [ ]

4. What language(s) are used by your teachers in class? English [ ] Kiswahili [ ] both [ ] others []

5. What mark do you score in your last exams? ……..

Section B: Respond to the following statements by ticking (√)

Availability and access to materials and resources	**Always**	**Sometimes**	**Not at all**
Kiswahili books are available in the school			
There are enough Kiswahili text books during Kiswahili lesson			
I share Kiswahili book with my friends			
There Kiswahili revision books materials in the school			
There are Kiswahili Story books in the school			
I am allowed to borrow Kiswahili books from the school			
Radio/ is available for learning Kiswahili			
There are Kiswahili Newspaper in the School			

Section C: Respond to the following statements by ticking (√)

Observed behavior	**Always**	**sometimes**	**Not at all**
I consult teachers on difficult areas in Kiswahili			
I like writing insha			
Kiswahili is a difficult subject			
I use Kiswahili language frequently during my			

communication			
I feel great when speaking Kiswahili with my classmates			
I enjoy reading Kiswahili newspapers			
I like listening to Kiswahili Radio station than any other language			
I would like to study Kiswahili related course in college			
I am very active during Kiswahili lessons			
I allocate myself time for Revising Kiswahili			

Thank you for your cooperation

Appendix IV: Interview Guide for Head Teachers

The study will be guided by the following questions

1. **Availability of teaching and learning resources**

(a) What teaching/learning resources are available to implement Kiswahili curriculum

……..……..……

……

(b) Are the Kiswahili materials adequate?

…….

(c) In what ratio does your pupils share Kiswahili Textbooks?

……..

(d) Comment on the availability and use of the following text books in your school.

i) Kiswahili course book……..

ii) Kiswahili Dictionary……..

iii) Kiswahili Revision books……..

iv) Kiswahili story books……..

2. Teacher learner ratio and implementation Kiswahili curriculum

(a) How many Kiswahili teachers do you have in your school?

……..

(b) How many pupils do you have in your school? ……..

(c) What is the average number of lessons that your Kiswahili teachers teach in your school?.....

(d) What is the average enrolment of student in classes in your classes?

…….

3. Professional qualification of Kiswahili teacher and implementation of Kiswahili

(a) Do you think the pre-service training adequately prepared Kiswahili teachers to implement the curriculum adequately? ……..

(b) How often do Kiswahili teachers attend in-service trainings?

……..

(c) After the in-service training, do you make up a follow up to see implementation of what they learn? If yes, does it have positive impact? ……..

4. Attitude of the learners and implementation of Kiswahili curriculum

(a) What could be the attitude of your pupils towards Kiswahili? Positive [ ] Negative[ ]

(b) If negative, what do you think can be done to improve learners' attitude?

……..……..……

…… (c) Please explain how learners' attitudes affect implementation of Kiswahili in your school?

5. Implementation of Kiswahili curriculum

a. Which language do you encourage your students to use? Kiswahili ( ) English ( ) English & Kiswahili ( ) Others (please specify)

……..……..……..

b. Which languages do your students prefer using when communicating among themselves? English & Kiswahili ( ) English ( ) Kiswahili ( ) Sheng' ( ) Mother tongue ( ) Others specify

……..

Thank you for your cooperation

Appendix V: Research Permit

REPUBLIC OF KENYA

NATIONAL COMMISSION FOR SCIENCE,TECHNOLOGY& INNOVATION

Ref No:308995

Date of Issue: 05 /April/ 2023

RESEARCH LICENSE

This is to Certify that Ms..Chepkoech Mary of University of Nairobi, has been licensed to conduct research as per the provision of the Science, Technology and Innovation Act, 2013 (Rev.2014) in Turkana on the topic: INFLUENCE OF SCHOOL BASED RESOURCES ON IMPLEMENTATION OF KISWAHILI CURRICULUM IN REFUGEE PRIMARY SCHOOLS IN KENYA. A CASE OF KAKUMA CAMP for the period ending : 05/April/2024.

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