

RUTERE JULIUS KINYUA

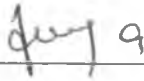
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**A Research Project Submitted in Partial Fulfillment of
Requirements of the Award of the Degree of Master of Education
in Curriculum Studies**

UNIVERSITY OF NAIROBI

DECLARATION

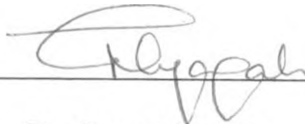
This research project is my original work and has not been presented for a degree award in any other university.



Rutere Julius Kinyua

E55/P/7019/07 Group 19

This research project report has been submitted for examination with our approval as University Supervisors.



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DEDICATION

I dedicate this work to my lovely wife, Evangeline Nkirote, to my daughter Emily Kathambi and to my son Kelvin Mwenda for their moral encouragement and patience during my studies.

ACKNOWLEDGEMENTS

I wish to thank the University of Nairobi for giving me an opportunity to undertake my degree course. Secondly, I further express special appreciation for the guidance, and critical comments provided by my Supervisors; Dr. Grace Nyagah and Mrs. Lucy Njagi, who were my advisors and mentors. They endowed me with intelligence and expertise, with which each meeting, shed more and more light to my project path. With persistence, they challenged me to learn, questioned my thinking and paved way forward towards this scholarly work. The participation of Head teachers, heads of departments and teachers of Kiswahili who set their time aside to complete the questionnaire is gratefully acknowledged.

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ABBREVIATIONS AND ACRONYMS

DEO	District Education Office
DQASO	District Quality Assurance and Standards office
GoK	Government of Kenya
HoD	Heads of Department
IKC	Integrated Kiswahili Curriculum
KCE	Kenya Certificate of Education
KCSE	Kenya Certificate of Secondary Education
KIE	Kenya Institute of Education
KNEC	Kenya National Examinations Council
MoEST	Ministry of Education Science and Technology
NCST	National Council of Science and Technology
SPSS	Statistical Package for Social Science
8-4-4	Eight years in primary school, four years in secondary school and four years in the university

ABSTRACT

The purpose of this study was to establish the effects of teacher-related factors on the implementation of integrated Kiswahili curriculum in public secondary schools in Nkuene division. The main objectives of the study were; to establish the effects of teacher's pre-service and in-service training on implementation of Integrated Kiswahili curriculum the effects of teaching experience on implementation of integrated Kiswahili curriculum. The effects of teacher's experience on implementation of integrated Kiswahili curriculum. The effects of teacher's academic and professional qualifications on implementation of integrated Kiswahili curriculum, teachers' attitude towards integrated Kiswahili curriculum, the choice and use of teaching styles by teachers of Kiswahili and their effects on the implementation of integrated Kiswahili curriculum. The study also sought to identify the strategies that should be put in place to enhance implementation of integrated Kiswahili curriculum.

The study adopted the descriptive survey design. Thirty four teachers of Kiswahili language, 17 heads of Kiswahili department and 17 head teachers of secondary schools in Nkuene Division were targeted for the study. A sample of 32 teachers, 17 head teachers and 17 heads of department participated in the main study. The study adopted purposive sampling techniques.

The majority of teachers of Kiswahili felt that teacher's pre-service and in-service training have effect on implementation of Integrated Kiswahili Curriculum, teachers academic qualifications, professional qualifications and teaching experience affect the implementation of integrated Kiswahili curriculum. The study made the following recommendations, during pre-services training at teacher training colleges, Kiswahili should be taught to teacher trainees as an integrated course to prepare them to teach in secondary schools. The study also recommends that the Ministry of Education, the schools administration and publishers should organize frequent in-service course for teachers so as to improve skills needed in the implementation of the integrated Kiswahili curriculum in schools whenever the curriculum is revised. The study further recommended that curriculum developers should incorporate views of teachers when selecting textbooks to ensure that they are not too complex to students and that they are also relevant to students.

In view of the delimitations of the study the researcher suggests further research to be carried out in other secondary schools in the rest of the country and also to target students who are major stakeholders as far as implementation of integrated Kiswahili curriculum is concerned. A study should be conducted incorporating views from students on integrated Kiswahili curriculum.

CHAPTER ONE

INTRODUCTION

1.1 Background to the study

Kiswahili is regarded as a world's language since it is widely spoken compared to many other languages. It is common means of communication between people of different nations. One person out of every ten in Africa can be reached through Kiswahili (Nabhany, 2011). Mbaabu (1998) points out that there are about 250 million people in the world who have a working knowledge of Kiswahili as a second language.

According to the Britanica online Encyclopedia (2009), Kiswahili originated from the East Africa coast and is now widely spoken in Africa, Europe, united states, Canada, Australia, Ireland, New Zealand and other various small nations in the Caribbean sea and Pacific ocean. Mazrui and Mazrui (1995) observe that Kiswahili is the most important language for radio broadcast in the East Africa region. Broadcasts, from foreign countries include Voice of America, All India Radio, Radio Moscow and British Broadcasting Corporation among many others.

Africa is one of the world's most multilingual areas (Crystal, 2003). The Republic of South Africa has recognized Kiswahili within its borders. Kiswahili functions as the official language of administration in Tanzania, it is recognized as one of the national language in Kenya and is widely used in Uganda, Malawi and Sudan (Crystal, 2003).

The teaching of Kiswahili in Kenya dates back to the pre colonial period when Kenya was a British colony (KIE, 2002). Immediately after independence the Kenya Education Commission (GoK, 1964) chaired by Ominde recommended the use of Kiswahili language in schools although English was declared both the official language in Kenya and the medium of instruction in the education system. Kiswahili also became one of the languages in the legislative assembly, commerce, judiciary and international relations (Waithaka, 1993).

Between 1970 and 1985, Kiswahili language and literature in Kiswahili were taught and examined as two different subjects in the Kenya certificate of Education (KCE). However, with the introduction of the 8-4-4 systems of education in 1985, Kiswahili language and literature were integrated into one subject, Kiswahili (MoE 1985). The rationale behind the integration was based on the premise that good mastery of the language enhances effective appreciation of literary materials. This was the first phase of integrated Kiswahili curriculum.

In 1992, the integrated Kiswahili curriculum was reviewed. It was intended to improve the 1986 syllabus review (KIE, 2004). The Kiswahili syllabus was found to be overloaded and with a few lessons allocated to the teaching of Kiswahili. As a result in form three and four, the number of lessons were raised from five to seven per week whereas in form one and form two, the lessons were set at six from five. During the same curriculum innovation, some advanced level components of literature were removed from the syllabus as they were found to be

too deep and complicated for ordinary level of students to comprehend. The emphasis in the 1992 review was the teaching of Kiswahili language and literature in Kiswahili as an integrated entity and not two different subjects.

In 2002, the secondary school Kiswahili curriculum was further revised starting from Form one in January 2003. A number of areas including grammar, oral literature, novels poetry, plays and summary writing were found to be difficult by students due to the approach adopted in teaching them (KIE, 2004). In the New Integrated Kiswahili Approach, the Kiswahili curriculum was sound integrated in practice both in teaching and examination. In this review, Kiswahili language was incorporated in literature and literature in Kiswahili incorporated in Kiswahili. The reason behind numerous reviews in the integrated Kiswahili curriculum was geared towards improving national performance in the subject (KIE, 2002).

The new phase of integration was examined in 2006. Table 1.1 shows the KCSE Kiswahili national performance and the performance for Nkuene and Abogeta divisions. The data shows that the national performance has registered a decline since 2006. The performance in Nkuene division improved in 2007 but dropped in 2008. Abogeta division has maintained a steady improvement since 2006. The study aimed at assessing the influence of teacher related factors such as pre-service and in-service training, academic and professional qualifications, teachers attitudes on integrated Kiswahili curriculum, teaching styles, teaching experiences and age on implementation of integrated Kiswahili curriculum teachers are the

key prayers in curriculum implementation and these factors infringe upon implementation and in essence performance.

Table 2.1

**Nkuene Abogeta divisions, Imenti South district and National KCSE
Kiswahili mean score 2006- 2010.**

Year	2006	2007	2008	2009	2010
National	39.76%	39.70%	33.79%	35.61%	36.24%
Imenti South	42.86%	53.32%	52.92%	54.23%	58.27%
Nkuene	41.79%	51.28%	51.20%	51.11%	59.28%
Abogeta	45.08%	56.16%	58.15%	59.20%	59.63%

Source: KNEC 2006- 2011 report

From table 2.1 Abogeta division has posted better results for the five years under investigation. The results are comparatively better to that of Nkuene division despite the two being in the same geographical area. Nkuene division has better results compared to the national.

1.2. Statement of the problem

The performance of Kiswahili in KCSE in Nkuene division has shown a gradual improvement since 2006. The desired level of achievement is (70%) while the

minimum is (50%) (KNEC, 2007). Although this performance is far below the desired levels, the mean score for Nkuene division is better compared to the national mean score. Abogeta division has registered better results despite being in the same geographical area with Nkuene. Teachers are the major agents in any curriculum implementation. Teachers do not only interpret the curriculum to the students who are the consumer, but also translate its meaning fully. The study aimed to assess the influence of teacher's related factors to the implementation of integrated Kiswahili curriculum in Nkuene division as these are critical issues that will determine the issues of curriculum implementation and a prompted this study.

1.3 Purpose of the study

The purpose of the study was to assess the influence of teacher's related factors on the implementation of integrated Kiswahili curriculum in public secondary schools in Nkuene division, Imenti south district.

1.4 Objectives of the study

The specific objectives of the study were to:

- i) To determine the extent to which teaching experience affects implementation of integrated Kiswahili curriculum.
- ii) To establish how the teachers pre-service and in-service training affects implementation of integrated Kiswahili curriculum.

- iii) To identify the academic and professional qualifications of teachers of integrated Kiswahili and their effect on implementation of integrated Kiswahili curriculum.
- iv) To establish the attitudes that teachers of Kiswahili have towards the implementation of integrated Kiswahili curriculum and integrated approach and how they affect implementation.
- v) To examine the choice and use of teaching styles by teachers of integrated Kiswahili and their effect on implementation.

1.5 Research questions

This study was guided by the following research questions:

- i) How does the teacher's pre service and in service training affect implementation of integrated Kiswahili?
- ii) To what extent does teaching experiences affect implementations of integrated Kiswahili curriculum?
- iii) How do the academic and professional qualifications of teachers of integrated Kiswahili affects its implementation?
- iv) What are the attitudes of the teacher of Kiswahili towards implementation of integrated Kiswahili curriculum and the integrated approach and how do they affect implementation?

- v) What are the choices of the teaching styles used by teachers of integrated Kiswahili and how do they affect implementation of integrated Kiswahili curriculum?

1.6 Significance of the study

The findings of this study may be significant to teachers of Kiswahili who are the implementers of the curriculum to assist them to re evaluate their styles of teaching and improve on them. It may also benefit the schools administration that organises, coordinates and monitors all the educational activities in schools including providing resources for curriculum implementation and allocation of teaching load. The study may also be significant to the District Quality Assurance and Standards Officers (DQASO) who supervise curriculum implementation thus enabling them to advise teachers of Kiswahili regarding the best way to implement integrated Kiswahili curriculum.

In addition, this study may help the curriculum planners and developers at KIE on the need to organize in-service courses for teachers of Kiswahili in line with the revised curriculum. It may also assist educators in the universities and the teachers' training colleges in preparing teachers of integrated Kiswahili curriculum and to harmonize their programmes with the changing trends in the teaching of Kiswahili in secondary schools. The book publishers may also find it necessary to evaluate the relevance of their books in line with the integrated

Kiswahili curriculum. The study may also form a base on which others can develop their studies. `

1.7 Limitations of the study

The study had certain limitations because it depended on the co-operation of the respondents. The researcher did not have control over the attitudes of the respondents which could have affected the validity of the responses. The respondents might have given socially acceptable answers to avoid offending the researcher, but not honest. The responses provided in the study could also be affected by wrong interpretation by the respondents and therefore affect the validity of the study. This was addressed by use of well constructed data collection instruments, avoiding any ambiguity. The purpose of the study was also stated at the beginning of every questionnaire and verbally explained to assure them that their responses serve no other purpose except for study.

1.8 Delimitations of the study

The study was carried out in public secondary schools in Nkuene division to the exclusion of private schools. This was because the former provides a controlled environment in terms of quality and quantity of teachers and the teaching effort as well as the quality of students (KIE, 2004). Further only teachers of Kiswahili and Heads of Kiswahili department were involved in the study because they are the ones charged with the responsibility of implementing the integrated Kiswahili

curriculum. The head teachers were included since they are responsible for supervision of curriculum, acquisition of textbooks and teaching materials as well as funding in-service courses for teachers of integrated Kiswahili curriculum. Students were excluded since they are not directly involved in the actual implementation of integrated Kiswahili curriculum.

Although there were other factors which could have influence on the implementation of integrated Kiswahili curriculum, this study only focused on teacher related factors and therefore the findings cannot be generalized for action in any other part since Nkuene may be influenced by unique teacher related characteristics that may not be found in the rest of the country.

1.9 Assumptions of the study

The study was based on the following assumptions.

- i) All respondents were to be co-operative and reliable.
- ii) Every school had received and was implementing integrated Kiswahili curriculum guidelines.
- iii) Kenya certificate of secondary education is a valid and reliable measure of performance.

1.10 Definition of significant terms

This sub –section defines the significant terms used in this study.

Assessment refers to the process of curriculum appraisal.

Implementation refers to taking curriculum packages to consumers for execution.

In – service training refers to short courses offered to teachers who are already in teaching profession on different aspects of curriculum content. Methodology and preparation of teaching /learning materials.

Integrated Kiswahili curriculum refers to the teaching of Kiswahili language and literature as one subject.

Kiswahili integration refers to the horizontal relationship that exists between the content and learning experiences between the content and learning experiences between or among subject areas in order to enable students to perceive a unity of knowledge.

Teacher related factors refers to features of the teacher such as in-service, academic qualification and teaching profession that affect teaching of integrated Kiswahili curriculum.

Teaching styles refers to a set of personal characteristics and traits that clearly identifies the individual as a unique teacher.

Performance refers to varied academic achievement.

1.11 Organization of the study

The study is organized into five chapters. Chapter one, introduction, places the study in context under the following sub topics; background to the study, statement of the problem, purpose of the study, objectives of the study, research

questions, significance of the study, limitations and delimitations of the study, basic assumptions and definition of significant terms. Chapter two reviewed related literature and is subdivided into sub headings namely; introduction, the concepts of integration and integrated Kiswahili curriculum pro- integration and anti-integration views, pre-service and in service teacher training teachers academic and professional qualifications, teaching experiences and age, choice and use of teaching styles and attitudes of teachers to integrated Kiswahili curriculum, summary of literature review, theoretical and conceptual frameworks. Chapter three comprise of research methodology under the following sub headings; introduction, research design target population, sample size and sampling procedures, research instruments, data collection procedures and data analysis techniques. Chapter four consists of presentation and analysis of data, research findings and discussion of the findings. Chapter five provides the summary of findings, conclusions, recommendations and suggestions for further research.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter reviews literature related to the implementation of the integrated Kiswahili curriculum (integrated Kiswahili curriculum), under the following sub headings: the concept of integration and integrated Kiswahili in secondary schools, pro- integration and anti- integration views, effects of pre-service and in- service teacher training on implementation effect of teachers' academic and professional qualification, effects of teaching experience, effect of choice and use of teaching styles, attitudes of teachers of integrated Kiswahili curriculum towards implementation and integrated approach. Finally, summary of literature reviews, theoretical and conceptual frameworks.

2.2 The concept of integration and integrated Kiswahili

The integrated curriculum organization is rooted in the progressive education movement of the 1930's (Vars, 1987). It is lauded as a move away from memorization and recitation of facts to more constructivist view of learning which values indepth knowledge of subjects. This is seen as a curriculum organization geared towards teaching for transfer and thoughtful learning (Perkins, 1991).

The Kenya institute of education spearheaded the introduction of the integrated Kiswahili curriculum when the Eight years of primary school, Four years of secondary school and Four years of university (8-4-4) system of education was

introduced in 1985. (KIE, 2002) defines integration as a merging two autonomous but related entities so as to enrich each other. It explains exposure to literature; the learners improve their language skills. They do not only enrich their vocabulary but also learn to use language in a variety of ways. Similarly, an improved knowledge of language enhances the learner's appreciation of literary materials (KIE, 2002) meaning that listening, speaking, reading and writing should complement each other.

According to the (KIE, 2002), the integrated Kiswahili curriculum in secondary schools in Kenya was spelt out with following objectives. At the end of the secondary school course, the learner should be able to; listen attentively for comprehension and respond appropriately, use listening skills to infer and interpret meaning correctly from spoken discourse, listen and process information from a variety of sources, speak accurately, fluently, confidently and approximately in a variety of contexts, use of non verbal cues effectively in speaking, read fluently and efficiently, appreciate the importance of reading for a variety of purposes.

Bishop (1985) with the KIE view on integrated approach calls for a refashioning of education to form a new integrated system of teaching and learning geared towards the 21st century. This view was further supported by Indangasi (1991) who observed that, merger of Kiswahili 'lugha' and literature 'fasihi' poses a

challenge to teachers since some were trained in the 1970s and 1980s when Kiswahili language and literature were taught separately.

Shiundu and Omulando (1992), also observe that integration emphasizes the horizontal relationship between various curriculum areas in an attempt to inter relate contents or learning experiences to enable the students to perceive a unity of knowledge.

2.3 Pro- integration and anti- integration view

Some Kiswahili language and literature scholars support the practicability of integrating the two subjects while others disagree with the concepts of integrating knowledge. Brumfit (1985) supports the view that literature provides the learners with a convenient source of content for a course in language learning and that many teachers use literature to assist in development of competence in language. Arden (1988) supports integration in that the two components of Kiswahili language and literature complements each other in that language is and can be used to teach literature and literature can be used to teach language and that the two can not be separated. On contrary, Carter (1996) noted that integration of subjects leads to dilution of one or both, resulting into undue attention to language use with corresponding absence of detail in description of literature.

Indangasi, (1991) strongly believes in the advantage of the integrated approach of teaching Kiswahili language and literature. He however warns that, too much optimism as regards such a syllabus could be dangerous especially when one

subject might be made to subordinate to the other. Oxford (2001) advocates for an integrated skills approach to language teaching. His view is that integration approach has advantages as contrasted with the purely segregated approach. This is because integration exposes learners to authentic language and challenges them to interact naturally with language. Learners rapidly gain a picture of richness and complexity of language as employed for communication. Integrating the language skills also promotes the learning of real content and is highly motivating to learners because that is how language occurs in real life (Okwara, Shiundu and Indoshi, 2009).

2.4 Effects of pre service and in- service teacher training on implementation of IKC

Pre- service or initial teachers training is the course undertaken by teachers before entering the classroom as full responsible teachers. In many countries, this initial training takes place largely or exclusively in institutions of higher education. It may be organized according to two basic models. The consecutive model whereby a teacher first obtains a qualification in one or more subjects (often a first degree) and then studies for a further period to gain additional qualification in teaching; the 'concurrent' model whereby the teacher simultaneously studies both one or more academic subjects and the methodology of teaching that subject, leading to a qualification of a teacher of that subject (Wikipedia, 2010).

In Kenya, both the consecutive and concurrent models are used in the universities and teacher training colleges. Chepkonga (2004) carried out a study on teacher effectiveness as perceived by learners in secondary schools, in Baringo North. In her study, she found out that teacher discriminated against slow learners and this according to her study was attributed to inadequate pre-service teacher training.

In-service teacher training is also referred to as continuous professional development (Wikipedia, 2010). This is the process by which teachers reflect upon their competencies, maintain them up to date and develop them further. To be most effective in-service training should: Be spread over time, be collaborative, use active learning approach and be delivered to groups of teachers encourage experimentation and respond to teachers' needs (wikipedia 2010).

The introduction of the integrated Kiswahili curriculum prompted the need for massive in-service training for teachers of Kiswahili so that they could cope with the demand of the new course, which required new approaches of teaching (Waithaka, 1993). The concept of in-service teacher training has been supported by Bishop (1986) who noted earlier that in-service training is a conventional way of introducing teachers to new way of introducing teacher to new ideas and methodologies. Buchler (2003) observed that teachers should not be left on their own in the event of an innovation but need to be supported through in-service. These courses equip teachers with knowledge, skills and attitudes needed for the implementation of any given educational programme and sensitizes them on any changes in the curriculum. The integrated Kiswahili curriculum is an innovation

that calls for the teachers' in-service training to equip them with the necessary skills and knowledge necessary for its implementation (KIE, 2002).

This study sought to fill this gap by establishing the effect of pre-service and in-service training on implementation of integrated Kiswahili curriculum.

According to Sure (1986), teachers need adequate training in the integrated approach for them to function well in teaching of integrated Kiswahili course. This view on adequate training is supported by Orstein and Hunkins (1988) who note that effective implementation of any curriculum innovation can only happen if the teacher's pre-service and in-service are adequate and regular. This implies that teacher training is an important determinant of their potential for effective curriculum implementation. Ochieng (2006) is of the same view in his study on students attitudes towards Kiswahili and performance in integrated course in Rongo, Migori District. He found that, students' incompetence in Kiswahili is a result of the teacher's inadequate pre-service training.

2.5 Effects of teacher's academic and professional qualifications on implementation of IKC

Teacher qualifications shows an important but complex relationship to students' outcome (MoE, Wellington, 2006). Non qualified adults working as teachers or teacher aides do not generally have a positive impact on students' outcomes and in some cases have negative impacts. Conversely, highly qualified teachers can

have marked impacts on the outcomes for diverse students. Students learn more from teachers with high academic skills than teachers with weak academic skills. The implementation of integrated Kiswahili is greatly affected by the teacher's academic and professional qualifications. In Kenya secondary schools, Kiswahili is taught by three groups of teachers; graduate teachers who are trained in education from the university, diploma teachers from diploma teachers training colleges and some untrained teachers who may be university graduates but not trained as teachers. This has a lot of effect on implementation of integrated Kiswahili curriculum as well as performance at KCSE. A number of observations have been made by scholars regarding the importance of teachers' academic and professional qualifications.

Moseti (2007) noted that the effectiveness on any curriculum depends on the quality of teachers that are there to translate the syllabus into practical instruction materials in class. Similarly, Farrant (1988) observed that teachers with little or no training tend to use authoritarian and inefficient methods, that make students see schools as repressive places with little to enjoy. This view is further supported by Bishop (1986) who notes that for a teacher to be able to educate others he must himself be educated. This competence according to Mbulwa (1991) is built upon mastery of subjects' content, pedagogical training and teaching experiences. These studies did not however establish how the quality of teachers affects implementation of an innovation such as integrated Kiswahili curriculum. This

study intends to fill this gap by establishing the effect that academic and professional qualifications of integrated Kiswahili curriculum have on its implementation.

2.6 Effects of teaching experiences on implementation of IKC

According to Hussein (1978), all factors being constant, it is generally agreed that a teacher gains skills through experience and that the more experience a teacher has, the more successful he/she will be in his or her work. Most companies thus, prefer experienced workers to those without experience. Bishop (1986) also indicates that a teacher's experience has an impact on teaching and the importance attributed to understanding the influence of this past experience should be enhanced.

Muturo (2001) carried out a study on the factors that influence curriculum implementation. He concurs with Hussein (1978) that a teacher's experience determines competence and efficiency and continuous teacher training makes the teacher receptive and flexible in the implementation of the curriculum. His study however, did not consider the teaching styles that the teachers employ to effectively implement the curriculum. Barnes (1985) however, noted that the relationship between teaching experience and teaching effectiveness is curvilinear and there is an overall negative relationship between the years a teacher has taught and teacher's effectiveness. The study sought to establish whether a teacher's experience affects implementation of integrated Kiswahili curriculum.

2.7 Effects of choice and use of teaching styles on implementation of IKC

Teaching styles focus on teachers and their distinct approach to teaching. Oliva (1984), defines teaching styles as a set of personal characteristics and traits that clearly identify a individual as a unique teacher. Fischer and Fischer (1979) identified various styles of teaching; the task oriented teacher who prescribes the materials to be learned and demand specific performance on the part of the students, the cooperative- planner who plans the means and ends of instruction with student cooperation, opinions of the learners are not only listened to but are respected; the child centered teacher who provides a structure for students to pursue whatever they want to do or interest them, the subject centred teacher who focuses on organized content to near exclusion of the learner and the learning centred teacher who has equal concern for the student and for the curricular objectives.

The 8-4-4 integrated Kiswahili course advocates for learners centred methods of teaching (KNEC, 1995, MOEST, 1984). According to MoE a skilled teacher of integrated Kiswahili course is likely to use a variety of learner centred teaching styles to facilitate understanding. These styles are task oriented and participatory on the part of the learners and in essence affect the outcomes. Similarly, Tyler (1949) noted that learning takes place through active behaviour of learners. It is what learners does that he learns, not what the teacher does. However Kivuva (1977) found out that learner's centred methods of teaching are rarely used in

Kenya. This study intended to fill this gap by establishing the effects of the choice of teaching styles used by teachers of integrated Kiswahili in Nkuene division.

2.8 Attitudes of teachers of Kiswahili towards integrated approach and implementation

According to Bishop (1986), teacher's skills and attitudes count for a great deal more in curriculum renewal than to changes in content and method. It pointed out that many teachers often lack the necessary skills and knowledge to carry out an innovation. These teachers are understandably reluctant to break new ground and lack sense of inner security, so necessary in good teaching. Omollo (1990) in her study into techniques and problems of teaching English language and literature in Kenyan secondary schools reported a sizeable number of teachers had a negative attitude towards integrated English. This study intended to establish the attitudes of teachers of Kiswahili and how this affects implementation.

2.9 Summary of literature review

The review of literature has been compiled under 7 sub headings. The concept of integrated Kiswahili has been defined as merging of Kiswahili 'Lugha' and Kiswahili 'Fasihi' as a complementary measure, pro-integration scholars have supported integration of the subject whereas the anti integration feel it leads to dilution of one or both subjects. Pre- service and in service teacher training have been highlighted as well as academic and professional qualifications. Teachers' experience, attitudes and choice of teaching styles are discussed. A number of

studies have been conducted on integrated Kiswahili curriculum in Kenya but they have not addressed the effects of teacher related factors. This study intended to fill this gap.

2.10 Theoretical framework

This study was guided by the Rand Change Agent Theory of Curriculum implementation of (1970). It suggests three stages of implementation. In initiation stage, the curriculum leader needs to inform teachers about the change and how it might take place. During implementation, the abilities of the teaching and administrative staff determines the success of the innovation while during incorporation stage in-service and follow up activities are essential.

Further the theory puts emphasis that any curriculum innovation requires change agents, key among them being the teacher (Orstein and Hunkins, 1993). Teachers are initiators of change and they start the entire curriculum change process by planning specific units and in terms of being knowledgeable about the practice of teaching, teachers often present the best clinical expertise. The study adopted this theory because the issues raised about the teacher such as abilities, in-service, expertise and teacher as change agent are crucial in implementation of an innovation such as integrated Kiswahili curriculum on which the study was based.

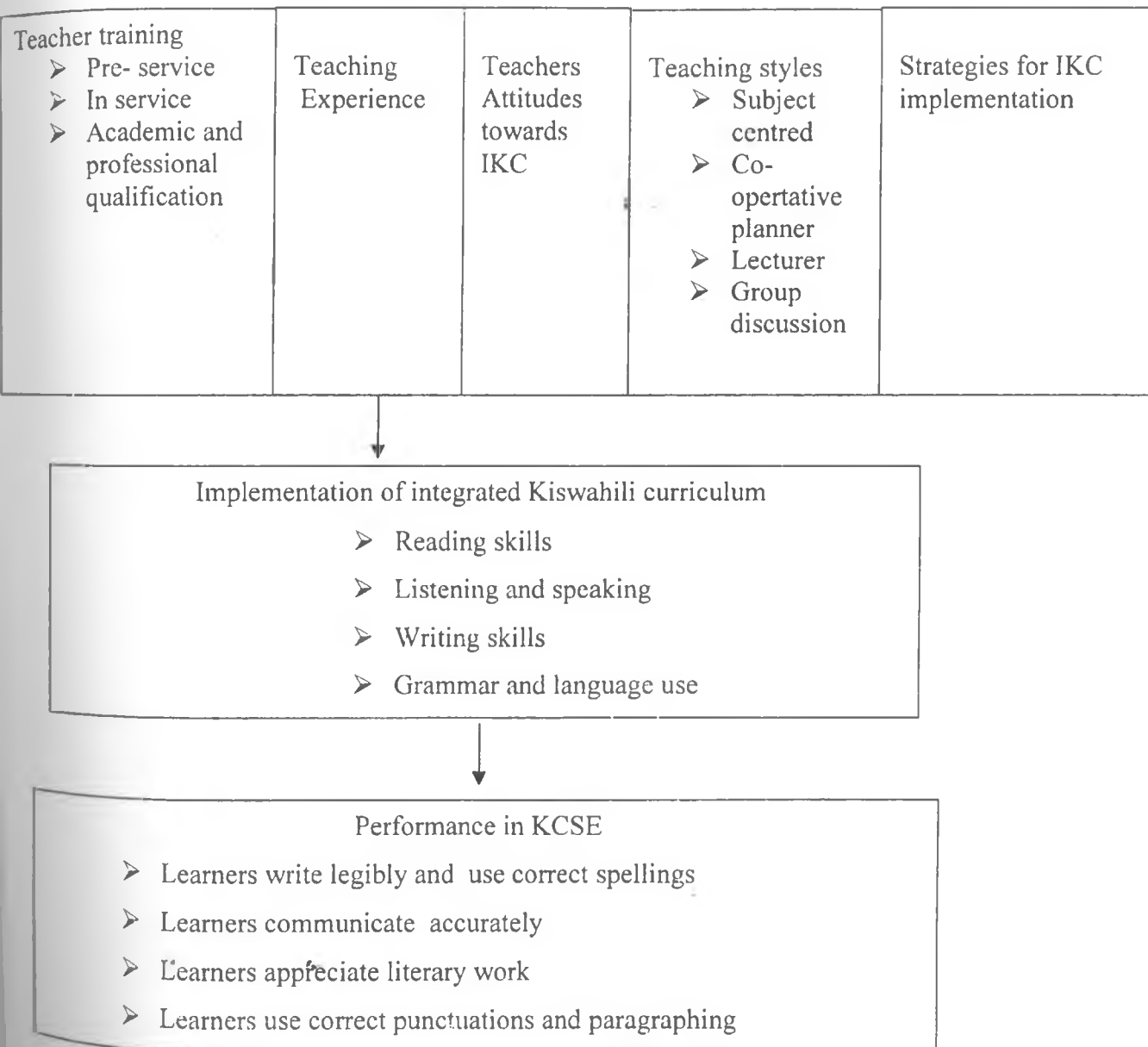
2.11 Conceptual framework

The conceptual framework illustrated in figure 2.1 represents the variables which shape the implementation of integrated Kiswahili curriculum. The variables

indicated are; teachers' pre service and in-service training academic and professional qualifications experience and age, teacher's attitude, choice and use of teaching styles.

Figure 2.1

Effects of teacher related factors on implementation of Integrated Kiswahili curriculum



The figure 2.1 shows the teachers related factors which are the input (variables), these are; pre- service training, academic and professional qualifications, teaching experiences, teachers' attitude towards the integrated Kiswahili curriculum. These teachers' related factors through the various teaching styles which are the subject centred, co- operative planner, the lecture and the group discussions which are the process determine the output which incorporates the implementation of the Kiswahili integrated curriculum. These features are inter-related and each plays a distinctive role during the implementation of integrated Kiswahili curriculum. The availability of the input variables enhances effective implementation which involves reading skills through comprehension, passages, class readers, set books (plays, novels, short stories); listening and speaking which involves pronunciations drills, debates, drama, stress, intonation, oral literature (narrative, oral poems, proverbs, tongue twisters and riddles; creative writing and riddle). Summary and note making, conceptions, personal writing, punctuations usage and grammar through looking at parts of speech (nouns, pronouns, verbs adjectives, adverbs, prepositions conjunctions) sentences, places and clauses. Implementation of all these determine performance in Kiswahili subject. These teachers' related factors which are independent variables affect the process of implementation of the integrated Kiswahili curriculum which is the dependent variable.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter presents the overall specific research methodology approaches and techniques to be used in the study. It contains the design, target population, sample size and sampling procedures, research instruments, instruments validity, instruments reliability, data collection procedures and data analysis techniques. Attempts to have been made to justify the specific techniques chosen.

3.2 Research design

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

3.3 Target population

A population can be defined as the complete set of subjects that can be studied (Kombe & Tromp, 2006). The study targeted all the 38 Kiswahili language teachers in the 19 secondary schools in Nkuene division, 19 head teachers and 19 heads of department. The statistics was obtained from the DEO's office Nkuene division Imenti South district.

3.4 Sample size and sampling techniques

Sampling is the procedure the researcher uses to gather people or things for study (Kombe & Tromp, 2006). There were 19 public secondary schools in Nkuene division. Seventeen schools were used in the main study while 2 schools were picked using random sampling for piloting. Using purposive sampling, all the 17 head teachers, 17 heads of department and 34 teachers of Kiswahili participated in the study. Mugenda and Mugenda (1999) allows the researcher to use cases that have the required information with respect to the objectives of the study. Kerlinger, (1993) argues that purposeful sampling is appropriate depending on the researcher knowledge of the population, its elements and goals of the study.

3.5 Research instruments

Two categories of questionnaires and an interview schedule were developed by the researcher. Questionnaires were used to solicit information from the teachers of Kiswahili and head teachers while the interviews schedules were used with the Kiswahili heads of department. The questionnaire had both structured and unstructured questions. The researcher preferred questionnaires because they are

easy to administer to respondents and are convenient for collecting information within a short span of time (Mulusa 1990). Moreover, the respondents are literate and therefore familiar with the language used in the questionnaire.

Teachers' questionnaires comprised of five sections. Section A mainly solicited information on teacher's biodata. Section B contained structured questions where the respondents were expected to tick suitable response and where applicable use his or her own words. This section solicited information on pre-service training.. In -service training information was solicited in C while section D dealt with the choice of teaching styles. Section E solicited information on the teachers' attitudes towards integrated Kiswahili curriculum, towards integrated approach and implementation of the integrated Kiswahili curriculum.

The head teachers' questionnaires mainly verified the information given by teachers. It had two sections; Section A gathered information on head teachers' background. Section B sought information on the head teachers' opinions towards the teachers, pre-service and in-service training, innovations in integrated Kiswahili curriculum, general implementation of integrated Kiswahili curriculum and challenges during implementation.

Interview schedule for Kiswahili heads for department contained six items. It solicited information on teacher's pre-service training, attendance of in-service training, experience, teaching methods the challenges faced in implementing

integrated Kiswahili curriculum and the remedial action taken by the Kiswahili teacher to overcome these challenges.

3.6 Instruments validity

Validity is the degree to which results obtained from the analysis of the data actually represents the phenomenon under study (Mugenda & Mugenda, 2003). To ensure the validity of the instruments the researcher consulted the supervisors who are experts in curriculum studies. After piloting the instrument were modified.

3.7 Instrument reliability

Reliability is the measure of the degree to which a research instrument yields consistent results or data after repeated trials (Mugenda & Mugenda, 2003). To test the reliability of the instrument, the study used Test-Retesting technique. Research instruments: questionnaires and interview schedule were administered in pilot school similar to those in the sample. Procedures used in Test-Resting the instrument were similar to those which were used in the actual data collection. Purposive sampling was used to select the school and the subjects for retesting the instruments. This exercise was repeated on the same respondents after a period of two weeks. This was important so as to correlate the scores for both testing periods and determine the extent to which research instruments yielded consistent results or data after repeated trials. Two weeks were preferred as being neither too short or too long. Too short and too long periods between testing might make the

subjects to remember their first responses and extraneous factors interfere with variables being measured respectively. If this happens computered coefficient may be high or low.

From the responses obtained, Pearson Product Movement formula was used to calculate the coefficient correlation a ± 5 level of significance order to establish the extent to which the items in the questionnaire were consistent in eliciting the same response every time they are administered (internal consistency test). The formula which was used to analyze the instrument reliability is given below.

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

where : rxy = Coefficient of reliability

\sum = Sum of

x = Deviation of x measures from the assumed mean

y = Deviation of y measures from the assumed mean

The coefficient was found to be 0.76, hence the instruments were deemed to yield data that had high test- retest reliability (Mugenda & Mugenda, 2003)

In the study, the researcher used the test/re-test (repeatability test) during piloting since most questions were open ended. The participants were given the same questionnaire on two different occasions at an interval of 2 weeks. The correlation between the two separate tests were determined using the Pearson product

correlation co-efficient formula using this formula; the researcher tested the reliability of the instruments.

3.8 Data collection procedures

A research permit to conduct research was obtained from the National Council of Science and Technology (NCST) the researcher reported to the District Education officer (DEO) Imenti South in order to obtain the necessary authority to proceed with the study. Permission was also obtained from the respective head teachers to conduct research in their schools. The questionnaires were administered to head teachers and teachers simultaneously and collected when dully completed, while interview for HoD's was conducted in schools with prior arrangements with the researcher.

3.9 Data analysis techniques

The survey instruments were designed to collect both qualitative and quantitative data, both the descriptive and inferential methods of data analysis were used. Simple quantitative responses that required a 'yes' or 'No' were coded 'Y' and 'N' respectively after data. These were summarized in tabular format using Statistical Package for Social Science (SPSS) computer software was also used to generate appropriate graphical presentations (pie charts, bars, histograms) Descriptive responses were analyzed for quality of content and relevance and then summarized into themes and topics to generate graphical representations of proportions (percentages) of specific responses and or recommendations. Demographic data was presented in both tabular and graphical format.

CHAPTER FOUR

DATA ANALYSIS AND INTERPRETATION

4.1 Introduction

This chapter deals with data analysis and interpretation based on the following research questions. How does the teacher's pre-service and in-service training affect implementation of integrated Kiswahili curriculum. to what extent does the teaching experience and age affects implementation of integrated Kiswahili curriculum how do the academic and professional qualifications of teachers of integrated Kiswahili affects its implementation. What are the altitudes of teachers of Kiswahili towards implementation of integrated Kiswahili curriculum and how do they affect implementation. What are the choices of the teaching styles used by teachers of Kiswahili and how they affect implementation of integrated Kiswahili curriculum. Data were obtained using questionnaire and interview schedule and summarized in tabular format using Statistical Package for Social Science (SPSS) version 19, Computer Software which was also used to generate appropriate graphical presentations (pie charts). Descriptive responses were analyzed for quality of content and relevance then summarized into themes and topics, then tabulated.

4.2 Questionnaire return rate

The sample for this study was 17 head teachers and 17 HoD's and 34 teachers from 19 public secondary schools in Nkuene division. All the head teachers returned their dully filled in questionnaires. Out of 17 heads of department, the researcher managed to interview 17 which is (100%) return rate. The researcher finally received dully filled in questionnaire from 32 teachers out of 34 which translated to (94.1%) return rate. The overall return rate was (98.0%) which the researcher found to be an adequate representation of the target population in this study (Mugenda & Mugenda 1999).

4.3 Demographic information of respondents

The Demographic information of respondents in this study was sought to establish gender composition of respondents and the types of schools they headed or taught. This was aimed at establishing the characteristics of the target population in relation to the implementation of integrated Kiswahili curriculum.

4.3.1 Head teacher's and teachers' gender

The gender of the head teachers selected for this study was sought and the findings are as shown in the figure 4.1

Figure 4.1

Head teachers' and teachers' gender

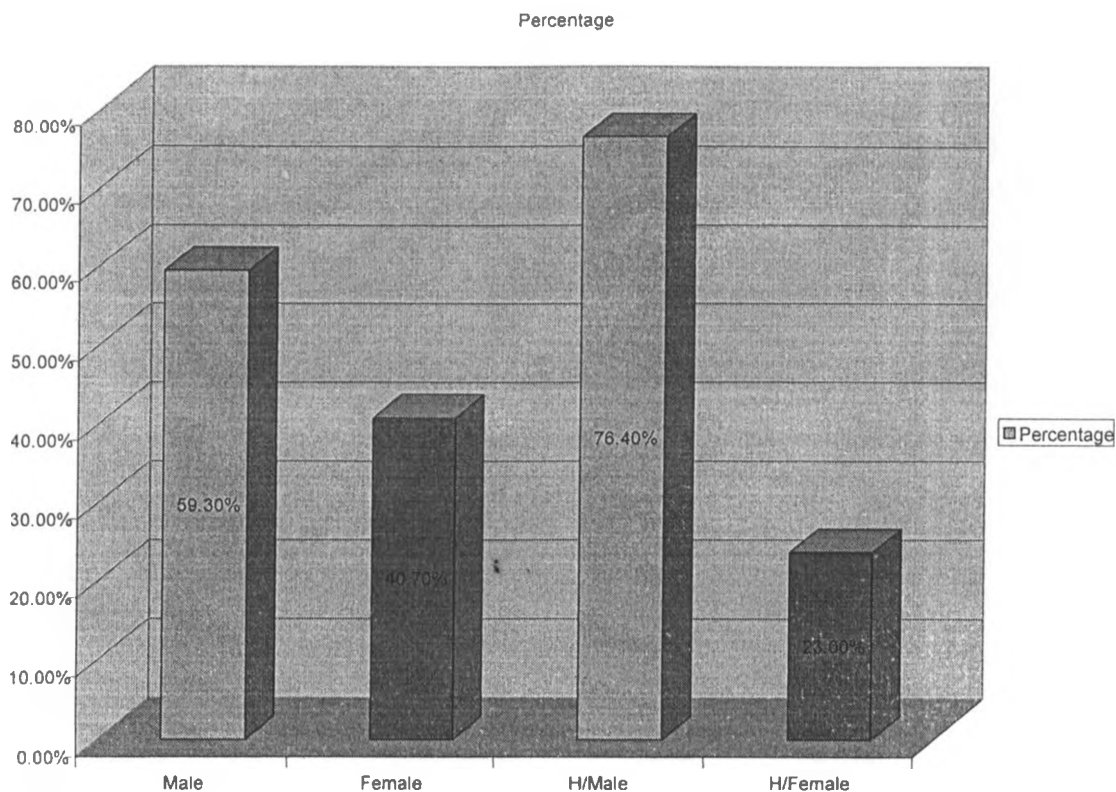


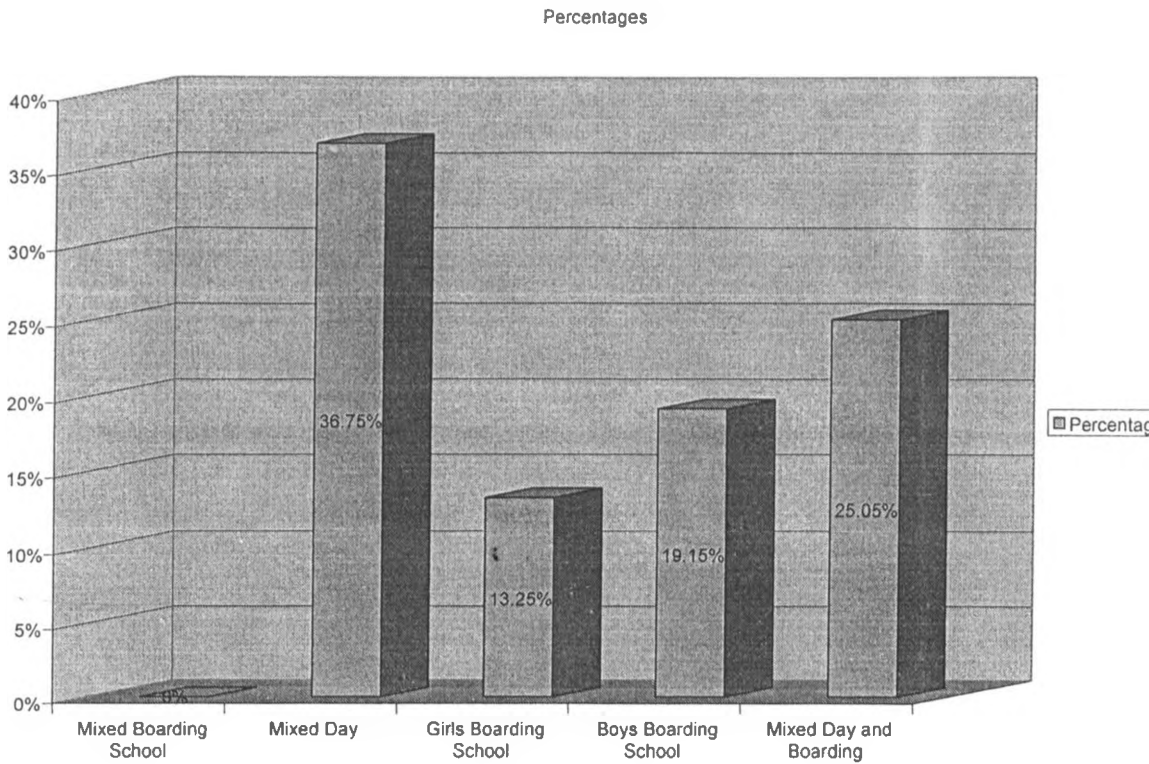
Figure 4.1 revealed that majority (59.3%) of teachers sampled for this study were male. Similarly majority (76.4%) of head teachers sampled were also male. This is an indication that female ascend to schools headship in the public secondary schools is not at same level with their male counterparts.

4.3.2 School type

In order to establish the characteristics of the schools sampled for this study, the head teachers were asked to indicate in the questionnaire the type of schools they head. Their responses are as shown on figure 4.2.

Figure 4.2

School type



The findings in figure 4.2 revealed that 36.75 percent of the schools sampled for this study were mixed day schools followed by 25.05 percent of the mixed day and boarding schools. This shows that majority of students in Nkuene division are day scholars. Therefore the implementation of the integrated Kiswahili curriculum is mostly carried out in this day schools.

4.4 Effects of teaching experience on the implementation of IKC

According to Hussen (1978) all other factors being constant, it is generally agreed that a teacher gains skills through experiences and the more experience a teacher

has, the more successful he or she may be in his or her work. The researcher, therefore, sought to establish the effect of experience on the implementation of integrated Kiswahili curriculum.

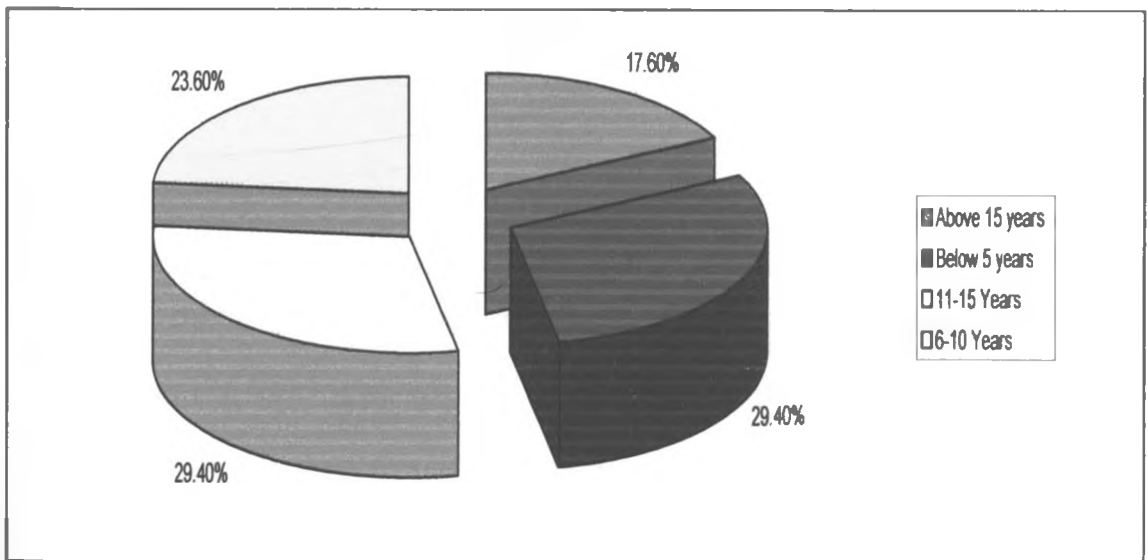
Research question 2: To what extent does the teaching experience in teaching and age affect the implementation of integrated Kiswahili curriculum?

4.4.1 Head teachers' experience in school headship

The researcher sought from head teachers how long they had been heading schools. Their responses are as shown in figure 4.3.

Figure 4.3

Head teacher's experience in school headship



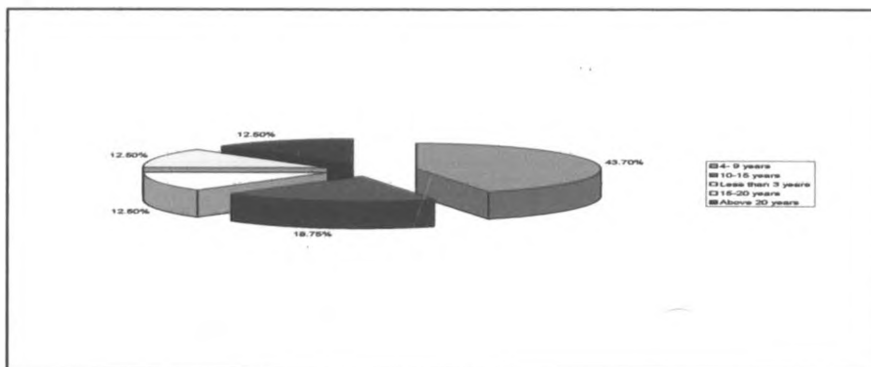
This shows that 100 percent of head teachers had been heading schools for more than six years and are therefore in a position to comment on the implementation of integrated Kiswahili curriculum.

4.4.2 Teachers' teaching experience

According to Bishop (1986), a teacher's experience has an impact on teaching. The researcher asked Kiswahili teachers to indicate their teaching experience in years. The findings are shown in figure 4.4.

Figure 4.4

Teachers' teaching experience



According to the findings on figure 4.4, 43.7 percent of teachers had taught for between 4 to 9 years followed by 18.75 percent who had taught for 10 to 15 years. Only 12.5 percent who had taught for less than 3 years, 15 to 20 years and above 20 years respectively. The results are an indication that majority of teachers have a substantial teaching experience (above four years) which means that they were in a position to handle integrated Kiswahili curriculum as noted by Mutoro(2001)

that a teacher's experience determines competence and efficiency. According to Bishop 1986, a teacher's experience has an impact in teaching.

4.4.3 Effect of experience on implementation of IKC according to teachers

The researcher further asked teachers to indicate whether teaching experience affects the teaching of integrated Kiswahili curriculum. The results are shown in table 4.1.

Table 4.1

Experience on implementation of IKC according to teachers

Statement	Frequency	Percentage
Affects implementation of IKC	27	84.4
Does not affect implementation of IKC	5	15.6
Total	32	100.0

According to table 4.1, majority (84.4%) of teachers were in agreement that experience affects the teaching of integrated Kiswahili curriculum. Only (15.6%) felt that it does not. This is in agreement with Mutoro (2001), Bishop (1986) and Hussien (1978) who argues that a teacher's experience has an impact on teaching and implementation of curriculum.

Teachers who said that experience affects implementation of integrated Kiswahili curriculum (84.4%) felt that the more experience a teacher has the better a teacher

one becomes. They also said that experience equips one with skills and knowledge required in the setting and preparation of students for national examinations. With experience, a teacher is also able to understand the core needs of the two subjects particularly the integration of Kiswahili (lugha) grammar and Kiswahili (Fasihi) literature. Experiences also enable teachers to predict what area to lay emphasis on as they teach the two subjects. In addition they felt that the better one is to grasp the contents, new methodologies as well as adjusting to changes in the curriculum. They further said that, with more experience, a teacher is exposed to diverse students and how to handle different learning situations. The teacher learns to handle different areas of the curriculum in line with the type of students he/she is teaching.

Teachers also said that the more the teacher gets experienced, the more confident he/she gets and with more in-service and seminars, the teacher get enough exposure on various aspects of the Kiswahili curriculum. Finally, teachers felt that experiences helps the teacher to understand the special needs of students in different learning environments and having taught the same subject has masterly of skills, and confidence in content delivery.

The researcher also asked head teachers whether they felt experience affects the implementation of integrated Kiswahili curriculum. Their responses are as indicated in table 4.2.

Table 4.2

Head teachers' opinions on effects of experience on implementation of IKC

Statement	Frequency	Percentage
Affects implementation of IKC	13	76.5
Does not affect implementation of IKC	4	23.5
Total	17	100.0

The results on table 4.2 shows that majority of head teachers (76.5%) felt that experience affects the implementation of integrated Kiswahili curriculum. Only (23.5%) of them felt it does not. These findings concur with the views of teachers that experience is one of the determinants to effective implementation of integrated Kiswahili curriculum.

The Head teachers (76.5%) felt that experienced teachers are able to handle the teaching of integrated Kiswahili curriculum better than those joining the service. They also felt those teachers who have worked or a long time tend to relate well with learners and are friendlier to them. Experience improves the teacher's word power and one encounters different learning situations. Head teachers further felt that with more experiences, teachers become experts in time management and avoid repeating mistakes. Experience also make a teacher well tuned to the content and teaching methods.

The researcher further sought from heads of Kiswahili departments whether they felt experience affects the implementation of the integrated Kiswahili curriculum. Their responses are indicated as in table 4.3

Table 4.3

Effects of experience on teaching of IKC according to heads of department

Statement	Frequency	Percentage
Affects implementation of IKC	15	88.2
Does not affect implementation of IKC	2	11.8
Total	17	100.0

From table 4.3, majority of heads of department (88.2%) were of the view that experience of teachers of Kiswahili affect implementation of integrated Kiswahili curriculum while only (11.8%) felt otherwise. Those who said it affect cited the fact that with long service, teachers get to know most of the common errors that students make, how to correct them, how to demystify the content. They also felt that experienced teachers understands learners needs better than inexperienced ones. They also felt that the more a teacher is experienced the better skilled he or she is and gains a wider perspective of the subject which is key to effective content delivery.

Heads of department felt that the more a teacher attend in-service course, the more they are exposed to the various changes that take place in the curriculum and learn how to adjust to them.

4.5 Teacher's academic qualifications and implementation of IKC

Research question three: How do the academic and professional qualification of teachers of integrated Kiswahili curriculum affects its implementation. Ninety eight percent of teachers agreed that teacher's academic qualification affect the implementation of the integrated Kiswahili curriculum. This concurs with (MoE, Wellington, 2006) that teachers qualification shows an important but complex relationship to student outcome.

4.5.1 Teacher's professional qualifications

According to (Bishop, 1986) the implementation of curriculum is greatly affected by the teacher's academic and professional qualifications. The researcher therefore asked teachers to indicate their academic qualifications in the questionnaire. The results are as shown in table 4.4.

Table 4.4

Teachers' professional qualifications

Qualifications	Frequency	Percentage
A-Level	1	3.1
Diploma	4	12.5
Bachelor of Education	22	62.5
Bachelor of Arts	1	3.1
Masters' level	2	6.2
PGDE	4	12.5
Total	32	100.0

The results indicated on table 4.5 show that majority (62.5%) of teachers were holders of Bachelor of education degree. An indication that majority of teachers have attained the required qualifications.

4.5.2 Effects of teacher's professional qualifications on implementation of IKC

The researcher asked the teachers whether professional qualifications and any effects on implementation of integrated Kiswahili curriculum. The results are as shown in table 4.5.

Table 4.5

Teacher's professional qualifications on teaching IKC according to teachers

Statement	Frequency	Percentage
Affect implementation of IKC	29	90.6
Do not affect implementation of IKC	3	9.4
Total	32	100.0

From table 4.5, an overwhelming majority of teachers (90.6%) said that teacher's professional qualifications affects the implementation of integrated Kiswahili curriculum while only (9.4%) of them said it does not. This indicated that there is a strong link between teacher's academic and professional qualifications and the implementation of integrated Kiswahili curriculum as it is shown in the National examinations.

Teachers of Kiswahili who said that teacher's academic and professional qualifications affects the implementation of integrated Kiswahili curriculum stated that experience broadens a teacher's mind and makes one to acquire a lot of information which given to students correctly is highly educative. Thus, the higher the level of professional qualifications the better one is placed to teach integrated Kiswahili curriculum.

Teachers also added that a well qualified teacher may have gone through specific training on how to teach the subject and, therefore, delivery may be of quality. The content mastery may be better for a professional teacher. They further observed that professional qualification determine the teaching methodology used for maximum benefit to the students. They lay strong foundation on teaching methods and content and in the professional course; the teacher is exposed to the root principle of the subject.

Teachers went further and said that professional and academic qualifications equips a teacher with analytic skills, fluency in language use, skills in pronunciation and the art of literature use. They make a teacher an authority in his/her area of teaching, thus making him/her to teach confidently and objectively since teaching integrated Kiswahili curriculum requires a broad understanding of issues covered in most subjects in and out of schools (KIE, 2004). It was also revealed that academic and professional qualifications help in the analysis of literature set books' helps in gradual delivery of the curriculum from the known to the unknown and that trained teachers are able to use different teaching methods thus affecting content delivery positively. These qualifications also offer a wider range of knowledge which is essential for content delivery.

These findings are in agreement with Moseti (2007) who noted that, the effectiveness on any curriculum implementation depends on quality of teachers ,who are there to translate the syllabus into practical instructional materials in

class. Similarly, Farrant (1988) observed that teachers with little or no training tend to use authoritarian and inefficient pedagogy and make the students to take schools as repressive places with little to enjoy. This is further supported by Bishop (1986) who notes that for a teacher to be able to educate others he/she must be well educated. This competence according to Mbulwa (1991) is built upon mastery of subject's content, pedagogical training and teaching experience.

Those teachers who were of the view that academic and professional qualifications have no effect in implementation of integrated Kiswahili curriculum indicated that teachers of integrated Kiswahili curriculum depends heavily on the attitude of the teacher. They observed that: as much as one may have qualifications, experience and on the job training is very important and that lastly implementation of integrated Kiswahili curriculum depends on the teacher levels of interest in the subject.

The researcher further asked heads of department if teacher professional qualifications have any effects on implementation of integrated Kiswahili curriculum and found that all heads of department (100.0%) said that teacher's professional qualification affect implementation of integrated Kiswahili curriculum. They cited the fact that the more qualified a teacher is, the more one is equipped with skills and knowledge to implement integrated Kiswahili curriculum. They observed that untrained teachers tend to read textbooks to students rather than teach them and they lack confidence during teaching.

They added that qualifications improve implementation of integrated Kiswahili curriculum since trained teachers are more at ease when delivering the curriculum as demonstrated by the performance. A teacher who is not qualified cannot effectively teach because he/she has no skills and knowledge of content delivery. It was also felt that a qualified teacher finds it easy to interpret the curriculum but unqualified one may have problems understanding the rationale behind many elements in the curriculum.

4.5.3 Head teachers teaching Kiswahili in schools

In order to assess head teacher level of knowledge in as far as the implementation of integrated Kiswahili curriculum is concerned, the researcher found it important to ask head teachers whether they are involved in the actual teaching of Kiswahili in their schools. The results are as shown in table 4.6.

Table 4.6

Head teachers teaching Kiswahili in Schools

Statement	Frequency	Percentage
Those teaching Kiswahili	1	5.8
Those not teaching Kiswahili	16	94.2
Total	17	100.0

Table 4.6 shows that majority of head teachers (94.2%) were not teachers of Kiswahili, with only (5.8%) teaching Kiswahili. This to some extent

compromises their understanding of the requirements of integrated Kiswahili curriculum and its demands on teachers and students.

4.5.4 Teacher's specific training in implementation of IKC

The researcher further sought from Kiswahili teachers whether they have received specific training tailored towards implementation of integrated Kiswahili curriculum. Their responses were as shown in table 4.7.

Table 4.7

Teacher's specific training in IKC Implementation

Statement	Frequency	Percentage
Teachers have received specific training in implementing IKC	16	50.0
Teachers have not received specific training In implementing IKC	16	50.0
Total	32	100.0

Table 4.7 reveals that a number of teachers (50.0%) have not received specific training on implementation of integrated Kiswahili curriculum. This according to teachers makes the implementation of integrated Kiswahili curriculum challenging. They also said that teachers struggle to integrate Kiswahili (Lugha) and literature (Fasihi) since teaching them as integrated course requires a lot of

expertise and training. They observed that there is a possibility of concentrating on one and ignoring the other thus missing the integrated approach.

Teachers further felt that it calls for extensive research to be abreast with the upcoming issues, know what to disseminate to students and how; it gives teachers challenges related to preparing schemes of work and allocation of time to integrated Kiswahili curriculum and that teachers usually see lesson as either language or literature lesson. Integration of two subjects is also very superficial as it is majorly done with examinations in mind and therefore little efforts is made to integrate during teaching since some parts are mutually independent.

Teachers also felt that when it comes to teaching, it takes a teacher a lot of time to prepare for the lesson and also integrate learning materials, both in Kiswahili language and Kiswahili literature. Also allocation of lessons becomes a problem since the teacher has to balance the allocated time to cover both.

4.6 Teacher's pre- services and in-service training

Research question 1: How does the teacher's pre-service and in-service training affect implementation of integrated Kiswahili?

4.6.1 Effects of teacher's in service on IKC implementation

According to Orstein and Hunkins (1988) effective implementation of any curriculum innovation can only happen if the teacher's pre- service and in- service training are adequate and regular. With this in mind, the researcher asked head

teachers whether teachers in their schools attend in- service training. The findings revealed that all 17 head teachers (100.0%) indicated that teachers in their schools attend in-service on the implementation integrated Kiswahili curriculum. This is an indication that in-service training on implementation of integrated Kiswahili is being or has been carried out in secondary schools in Nkuene division.

The researcher also asked teachers to indicate whether they had attended in-service programmes on the implementation of integrated Kiswahili curriculum. Their responses are as presented in table 4.8.

Table 4.8

Teachers' attendance of in-service training on IKC implementation within the last six years according to teachers

Statement	Frequency	Percentage
Teachers who have attended in service training	23	71.9
Teachers who have not attended in- service training	9	28.1
Total	32	100.0

According to table 4.8, majority of teachers (71.8%) have attended in-service courses on implementation of integrated Kiswahili curriculum. Only (28.1%) said that they had not. This is in contrast with head teacher's position which indicate all the teachers in their schools have attended these in-services courses.

The researcher further asked the heads of departments to indicate whether teachers in the department attend in-services programmes on the implementation of integrated Kiswahili curriculum. Their responses are as shown in table 4.9.

Table 4.9

Teachers' attendance of in –service within the last six years according to HoDs

Statement	Frequency	Percentage
Teachers who have attended in-service training	12	70.6
Teachers who have not attended in-service training	5	29.4
Total	17	100.0

According to table 4.9 just like teachers and head teachers, majority of heads of departments (85.7%) indicated that teachers of Kiswahili in their departments had attended in- service training within the last six years. Only (14.3%) of them said they had not. This is an indication that public secondary schools teachers of Kiswahili in Nkuene division have attended in-service training on the implementation of integrated Kiswahili curriculum.

4.6.2 Frequency of attendance of in- service training

The study sought from the teachers the frequency of the attendance of the In-service training course. The results are as presented in table 4.10.

Table 4.10

Number of times teachers have attended in- service within the last six years according to teachers

Number of times	Frequency	Percentage
Once	3	13.4
Twice	10	43.4
Thrice	2	8.6
Four times	2	8.6
More than four times	6	26.1
Total	23	100.0

From the Table 4.10, (43.4%) of the teachers said that they have attended in-service course twice. This is followed by (26.1 %) of those who said they had attended in- service courses more than four times, then (13.4%) who attended once and lastly (8.6%) who had attended thrice and four times respectively. These findings indicates that most teachers in public schools in Nkuene divisions have at least attended in-service courses on teaching integrated Kiswahili curriculum. The study also sought from the heads of department who indicated that teachers in

their department had attended in-service courses. The results are as presented in table 4.11.

Table 4. 11

Number of times teachers attended in-service according to HoDs since 2011

Number of times	Frequency	Percentage
Once	4	17.4
More than once	19	82.6
Total	23	100.0

From the table 4.11, majority of the teachers in their departments (82.6 %) have attended in-service training more than four times. This according to heads of department is adequate to enable teachers to implement integrated Kiswahili curriculum.

4.6.3 Funding of in- service training on implementation of IKC

The study then sought from head teachers the person or organizations funding the in-service training on integrated Kiswahili curriculum implementation and the findings were as shown on table 4.12.

Table 4.12

Funding of in-service training on the implementation of IKC according to head teachers

Statement	Frequency	Percentage
The school administration	30	94.1
Publishers	13	41.1
Ministry of Education	9	29.4

N = 32

According to the findings on table 4.12, majority of head teachers (94.1%) revealed that the in-service training on integrated Kiswahili curriculum were funded by the school administration. This was followed by (41.1%) that were funded by the publishers and lastly (29.4%) head teachers reported that they were funded by the Ministry of Education.

The study also sought from the heads of departments the persons or organizations funding the in-service training in integrated Kiswahili curriculum implementation and the findings were shown in table 4.13.

Table 4.13

Funding of the in-service training on IKC implementation according to heads of department

Statement	Frequency	Percentage
The school administration	5	27.2
Ministry of Education	7	39.8
Publishers	13	75.4
Canadian teachers without borders	1	5.9

N = 17

Table 4.13 shows (75.4 %) indicated that publishers are the main financiers of the in-service training followed by (39.8%) who indicated the Ministry of Education and the school administration respectively, lastly (5.9%) indicated it was done by Canadian teachers without boarders. This was an indication that most of the funding of the in-service courses in the implementation of integrated Kiswahili curriculum in Nkuene is shouldered by the publishers, Ministry of Education and school administration.

4.6.4 Organisers of in-service training in IKC implementation

The researcher also asked 32 teachers who had indicated that they have attended in-service training to indicate who organized the in-service courses and the findings were as shown on table 4.14.

Table 4.14

Organisers of in-service courses according to the teachers

Statement	Frequency	Percentage
The school administration	12	38.2
Publishers	17	54.4
Ministry of Education	22	67.8

N= 32

The findings of table 4.14 indicates that majority of teachers (67.8%) said that in-service courses were organized by the Ministry of Education, (54.4%) said they were organized by the Publishers while (38.2 %) said they were organized by the school administration. The findings show that the Ministry of Education and the publishers were the major organizers of the in-service courses on the implementation of integrated Kiswahili curriculum in Nkuene division.

4.6.5 Effects of in-Service training on implementation of IKC

In order to assess the impact of in-service teachers training on the implementation of integrated Kiswahili curriculum, teachers were asked to indicate whether it affects the implementation or not. Their responses were as shown in table 4.15.

Table 4.15**Effects of in-service training on implementation of IKC according to teachers**

Statement	Frequency	Percentage
In-service training affects IKC implementation	28	87.5
In-service training does not affect IKC implementation	4	12.5
Total	32	100.0

From the findings on table 4.15, majority of teachers (87.5%) were of the view that the in-service teacher training affects implementation of integrated Kiswahili curriculum while only (12.5%) said it does not. This shows that teachers in public schools in Nkuene division view in-service teacher training on implementation of integrated Kiswahili curriculum as important.

Teachers indicated that in-service helps to address the contemporary issues in teaching and examining. They also felt that it updates them on curriculum innovation, new set books and exposes them to the dynamics of teaching the subjects thus enhancing a teacher's teaching skills. In-service training was also viewed as helpful in equipping teachers with new examination guidelines to help the students in answering questions in KCSE Kiswahili. It was further established that in-service training exposes teachers to new methodologies of implementing the syllabus and exchanging ideas, provides forums where concepts of integration

were interpreted for the teachers and the teachers get exposed to various materials for teaching and other relevant teaching experiences.

Head teachers on the other hand felt that in-service enables teachers to understand various methodologies required during curriculum implementation and how to deal with the wide Kiswahili curriculum. Teachers were updated on the changes taking place in the Kiswahili curriculum. It was also observed that in-service teacher training enables teachers to cover the syllabus on time and engage the learners in different teaching methods and teachers were exposed to the new changes in the approach of KCSE Kiswahili examinations and enable them to guide the students through improving the results in Kiswahili.

4.6.6 Effects of pre-service teacher training on implementation of IKC

Teachers were asked to indicate whether pre-service teacher training on implementation of integrated Kiswahili curriculum affects implementation of integrated Kiswahili curriculum. The findings are as shown on table 4.17

Table 4.16

Effects of pre-service teacher training on implementation of IKC according to teachers

Statement	Frequency	Percentage
Affects IKC implementation	25	78.2
Does not affect IKC implementation	7	21.8
Total	32	100.0

According to table 4.16, majority of teachers (78.2%) stated that pre-service teacher training affects the implementation of integrated Kiswahili curriculum. The (21.8%) who said it does not cited the fact that this training was mostly subject-centred thus it did not fully cater for the needs of the learners. Moreover, the integrated part was not emphasized and each was taught independently and that they were not taught on how to integrate the two in terms of time allocation.

Heads of department were also asked to indicate whether pre-service teacher training affect implementation of integrated Kiswahili curriculum. The findings are as shown in table 4.17.

Table 4.17

Pre-service teacher training and implementation of IKC according to heads of department

Statement	Frequency	Percentage
Affects IKC implementation	10	58.8
Does not affect IKC implementation	7	41.2
Total	17	100.0

According to the findings on table 4.17, majority (58.8%) of the heads of department said that pre-service training affects implementation of integrated Kiswahili curriculum while the other (41.2%) indicated that it does not. Those who said it does indicated that it helps the teacher to employ skills in teaching adequately and that it equips teachers with skills to prepare students for Kiswahili papers. It was also observed that pre-service training enabled teachers to teach Kiswahili comfortably since they were equipped with skills and knowledge to implement integrated Kiswahili curriculum.

Those who said it does not indicated that, teachers in their department still experience problems in integrating language and literature since the curriculum keeps changing making knowledge acquired during pre-service inadequate and teachers were mostly influenced by their preferences in the two areas.

4.7 Choice and use of teaching styles and implementation of IKC

Research question 5: What are the choices of teaching styles used by the teachers of integrated Kiswahili and how do they affect implementation of integrated Kiswahili curriculum? Oliva (1984) stated that teaching styles focus on teachers and their distinct approach to teaching. The researcher therefore sought from the teachers' of integrated Kiswahili curriculum styles they use. The results are as shown in table 4.18.

Table 4.18

Choice of teaching styles on implementation of IKC according to teachers.

Teaching styles	Frequency	Percentage
Group discussion	30	93.8
Task oriented	23	71.9
Dramatization	20	62.5
Lecture	10	31.3

N= 32

The findings of Table 4.18 shows that majority (93.8%) of teachers use group discussions, followed by (71.9%) using the task-oriented, (62.5%) using dramatization and lastly (31.3%) of teachers using the lecture method. These findings are an indication that Kiswahili teachers in Nkuene division mostly use group discussing and task- oriented methods.

The researcher also sought from heads of Kiswahili department the choice of teaching styles teachers were using to implement integrated Kiswahili curriculum.

The results are as shown in table 4.19.

Table 4.19

Choice of teaching styles on implementation of IKC according to heads of department

Teaching styles	Frequency	Percentage
Group discussion	17	100.0
Task oriented	14	82.4
Dramatization	12	70.6
Lecture	7	41.1

N=17

The findings on table 4.19 indicate that the most commonly used teaching style was lecture method as cited by all heads department (100%). This was followed by group discussion cited by (82.4%) then task-oriented cited by (70.6%) and the least used being dramatization as cited by (42.8%) of heads of department. This shows that most teachers of Kiswahili prefer group discussion according to HoDs.

According to heads of department, the choice of teaching methods is key in helping learners to understand, integration aspects enhances interaction between

the teachers and learners which provides suitable conditions for teaching and determines students levels of participation in the classroom teaching.

4.7.1 Innovation of integrated Kiswahili curriculum

The researcher asked head teachers whether they have ever witnessed any innovation in the integrated Kiswahili curriculum. The responses are as shown on table 4.20.

Table 4.20

Head teacher witnessing innovation in IKC

Statement	Frequency	Percentage
Have witnessed innovation	11	64.7
Have not witnessed	6	35.3
Total	17	100.0

The findings of table 4.20 reveal that majority (64.7%) of heads teachers have witnessed innovation in integrated Kiswahili curriculum implementation. Only (35.3%) said they had not. The findings were an indication that innovations have been undertaken in integrated Kiswahili curriculum in public secondary schools in Nkuene division and as supervisors of the school curriculum implementation the head teachers were aware of these innovations and aware of the integrated Kiswahili curriculum.

4.7.2 Number of innovation

The researcher went further and asked head teachers the number of innovation they witnessed. The results are as shown in table 4.21.

Table 4.21

Number of innovation in IKC

Number of innovation	Frequency	Percentage
One	7	41.2
Two	5	29.4
Three	5	29.4
Total	17	100.0

According to table 4.21, (41.2%) of the head teachers have only witnessed one innovation while (29.4%) said they had witnessed two and three innovations respectively. This is an indication that public secondary schools in Nkuene division have undertaken innovation in the implementation of integrated Kiswahili curriculum since 2006.

4.7.3 Challenges experienced by teachers when implementing IKC

When implementing integrated Kiswahili curriculum the researcher further asked teachers whether they experienced challenges when using the indicated teaching styles and their responses are as shown in table 4.22.

Table 4. 22

Teacher's encountering challenges when implementing IKC

Statement	Frequency	Percentage
Teachers having challenges when implementing IKC Using various teaching styles	28	87.5
Teachers not having challenges when implementing IKC using various teaching styles	4	12.5
Total	32	100.0

According to table 4.22, majority (87.5%) of Kiswahili teachers, indicated that they encounter challenges when using the various styles highlighted in table 4.19. Only (12.5%) of the teachers said that they do not encounter any challenges. These findings indicate that the teachers of Kiswahili in Nkuene division are faced with a number of challenges when using these teaching styles. Some topics such as stress and intonation poses the greatest difficulty to student and making them understand takes time. The students find it hard to grasp the concept of integration and are often mixed up as they cannot tell what literature is and what is in grammar.

Teachers also felt that excerpts taken to teach comprehension skills may sometimes come from a set text that students find boring and less interesting. So, they end up not participating in class discussions. The other challenges cited was that the time set books are introduced is not ideal. They should be introduced in

Table 4. 22

Teacher's encountering challenges when implementing IKC

Statement	Frequency	Percentage
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Teachers not having challenges when implementing IKC using various teaching styles	4	12.5
Total	32	100.0

According to table 4.22, majority (87.5%) of Kiswahili teachers, indicated that they encounter challenges when using the various styles highlighted in table 4.19. Only (12.5%) of the teachers said that they do not encounter any challenges. These findings indicate that the teachers of Kiswahili in Nkuene division are faced with a number of challenges when using these teaching styles. Some topics such as stress and intonation poses the greatest difficulty to student and making them understand takes time. The students find it hard to grasp the concept of integration and are often mixed up as they cannot tell what literature is and what is in grammar.

Teachers also felt that excerpts taken to teach comprehension skills may sometimes come from a set text that students find boring and less interesting. So, they end up not participating in class discussions. The other challenges cited was that, the time set, books are introduced is not ideal. They should be introduced in

Form two so that there is adequate time to read and analyze them, that learners are unable to grasp and integrate the information; that the integrated Kiswahili curriculum comes with too much content which is sometimes not fully covered due to inadequate time; that it is problematic to handle both grammar and literature in a single session and that different approaches are used by different book publishers thus causing confusion to both learners and teachers.

Teachers further stated that mother tongue influence from primary schools undermines students' language use, writing skills, punctuation and pronunciation. Also that literature in Form Three and four takes more time than grammar since it is introduced late some learners are lazy while others are withdrawn. Another challenge teachers' cited is that some students are weak owing to poor background at primary schools gave learners a lot of challenges. These problems have made implementation of integrated Kiswahili curriculum problematic to teachers. The researcher also asked heads of department whether teachers of Kiswahili are experiencing problems when implementing the integrated Kiswahili curriculum. Their responses are as shown in table 4.23.

Table 4.23

Head teachers' opinion on challenges encountered by teachers when implementing IKC

Statement	Frequency	Percentage
Not trained to implement IKC	10	56.4
Too wide curriculum	7	41.1
Lack of reference materials	11	62.8
Favouritism by teachers to either Fasihi or Lugha	2	11.7

N= 17

From table 4.23, teachers encounter various challenges when implementing integrated Kiswahili curriculum. Some of the challenges reported according to head teachers were that teachers complained that they were not trained to implement integrated Kiswahili curriculum in college hence making its implementation a big challenge. Also, teachers tend to dwell more on Kiswahili (Lugha) grammar or literature (Fasihi) depending on what they are comfortable with thus disadvantaging the other. They complained that the curriculum is too wide and that there is lack of reference materials with updated information, thus teachers rely on pamphlets written by individuals.

Head teachers also said that teachers have issues with the fact that the syllabus is very expensive and the changes in the syllabus were not followed immediately with adjustment in textbooks. They also felt that students background from

primary schools is weak and that there is too much use of vernacular by students. They also cited lack of learning materials, changing of set books too often, students' unwillingness to read through set books on their own and teachers experiencing a hard time shifting from the previous Kiswahili curriculum to integrated Kiswahili curriculum.

According to the findings of heads of departments (100%) indicates that teachers of Kiswahili in their departments experience problems when implementing integrated Kiswahili curriculum. According to them some of the problems are that teachers receive poorly prepared students from primary schools under heavy influence of the respective mother tongues and a negative attitude towards Kiswahili coupled with poor reading culture among them.

Teachers also indicated that since they have to complete set books, they find it hard to concentrate on grammar even if it is a grammar lesson since there is limited time to teach the set books; that teachers lack skills to intergrate the two. Also, the lesson has 40 minutes which may not be adequate for teaching literature and that teachers struggle to frequently adjust to the changing syllabus and set books without in- service training.

4.8 Teachers attitudes towards integrated approach and implementation of IKC

Research question 4: What are the attitude of the teachers of Kiswahili towards implementation of integrated Kiswahili curriculum in secondary schools and integrated approach and how they affect implementation?

According to Bishop (1986), teacher's skills and attitudes account for a great deal more in curriculum renewal than do to changes in content and method. With this in mind, the researcher sought to investigate teachers' attitude towards the implementation of integrated Kiswahili curriculum and the findings are revealed on table 4.24.

Table 4.24

Attitudes of teachers' towards integrated approach and implementation according to teachers

Statement	Response	Frequency	Percentage
IKC should be revised	Strongly Agree	16	50.0
	Agree	9	28.1
	Undecided	3	9.4
	Disagree	2	6.2
	Strongly Disagree	2	6.2
	Total	32	100.0
IKC is too tasking	Strongly agree	14	43.7
	Agree	11	34.3
	Undecided	0	0.0
	Disagree	7	21.8
	Strongly Disagree	0	0.0
	Total	32	100.0
I enjoy teaching IKC	Strongly agree	4	12.5
	Agree	15	46.8
	Undecided	5	15.6
	Disagree	8	25.0
	Strongly Disagree	0	0.0
	Total	32	100.0
Integrated Kiswahili Curriculum is Boring	Strongly agree	4	12.5
	Agree	11	34.3
	Undecided	2	6.2
	Disagree	9	28.1
	Strongly Disagree	6	18.7
	Total	32	100.0
I like the old approach to teaching Kiswahili	Strongly agree	10	31.2
	Agree	13	40.6
	Undecided	4	12.5

Table 4.24

Attitudes of teachers' towards integrated approach and implementation according to teachers

Statement	Response	Frequency	Percentage
IKC should be revised	Strongly Agree	16	50.0
	Agree	9	28.1
	Undecided	3	9.4
	Disagree	2	6.2
	Strongly Disagree	2	6.2
	Total		32
IKC is too tasking	Strongly agree	14	43.7
	Agree	11	34.3
	Undecided	0	0.0
	Disagree	7	21.8
	Strongly Disagree	0	0.0
	Total		32
I enjoy teaching IKC	Strongly agree	4	12.5
	Agree	15	46.8
	Undecided	5	15.6
	Disagree	8	25.0
	Strongly Disagree	0	0.0
	Total		32
Integrated Kiswahili Curriculum is Boring	Strongly agree	4	12.5
	Agree	11	34.3
	Undecided	2	6.2
	Disagree	9	28.1
	Strongly Disagree	6	18.7
	Total		32
I like the old approach to teaching Kiswahili	Strongly agree	10	31.2
	Agree	13	40.6
	Undecided	4	12.5

Table 4.24

Attitudes of teachers' towards integrated approach and implementation according to teachers

Statement	Response	Frequency	Percentage
IKC should be revised	Strongly Agree	16	50.0
	Agree	9	28.1
	Undecided	3	9.4
	Disagree	2	6.2
	Strongly Disagree	2	6.2
	Total	32	100.0
IKC is too tasking	Strongly agree	14	43.7
	Agree	11	34.3
	Undecided	0	0.0
	Disagree	7	21.8
	Strongly Disagree	0	0.0
	Total	32	100.0
I enjoy teaching IKC	Strongly agree	4	12.5
	Agree	15	46.8
	Undecided	5	15.6
	Disagree	8	25.0
	Strongly Disagree	0	0.0
	Total	32	100.0
Integrated Kiswahili Curriculum is Boring	Strongly agree	4	12.5
	Agree	11	34.3
	Undecided	2	6.2
	Disagree	9	28.1
	Strongly Disagree	6	18.7
	Total	32	100.0
I like the old approach to teaching Kiswahili	Strongly agree	10	31.2
	Agree	13	40.6
	Undecided	4	12.5

	Disagree	1	3.1
	Strongly Disagree	4	12.5
	Total	32	100.0
<hr/>			
The content of IKC is irrelevant			
to students	Strongly agree	2	6.2
	Agree	4	12.5
	Undecided	2	6.2
	Disagree	2	6.2
	Strongly Disagree	24	68.8
	Total	32	100.0
<hr/>			
IKC should not be revised			
	Strongly agree	3	9.3
	Agree	3	9.3
	Undecided	2	6.2
	Disagree	11	34.8
	Strongly Disagree	13	40.6
	Total	32	100.0

The findings in table 4.24 show that teachers felt that integrated Kiswahili curriculum should be revised as indicated that (50.0%) teachers strongly agree, (28.15% who agree, (6.2%) disagree and (6.25) strongly disagree with this position. This is followed by the fact that teachers felt that the content of integrated Kiswahili curriculum is too tasking as revealed by (43.7%) teachers who strongly agree, (34.3%) agree, while only (21.8%) disagree with this position.

The least cited is the fact that teachers felt that integrated Kiswahili curriculum should be revised as seen by (25.0%) teachers who strongly disagree, (15.6%) who agree, (18.7%) undecided while only (21.8%) disagree and (18.7%) strongly disagree with this position. These findings concur with Omollo (1990) in her

study into the techniques and problems of integrating the teaching techniques and problems of integrating the teaching of Kiswahili language and literature in Kenyan secondary schools where it was reported that a sizeable number of teachers had a negative attitude towards integrated Kiswahili.

Table 4.25**Strategies to enhance implementation of IKC according HoDs**

Strategy	Frequency	Percentage
Separate the two subjects	12	85.7
Provide more in-service for teachers.	10	71.4
During Pre-service training Kiswahili should be taught as an integrated course	10	71.4
There should be more consultation between KIE and teachers before choosing of course books	9	64.2
Introduce double lessons especially when tackling literature	9	64.2
Reduction of work load especially in from three	9	64.2
Simplification of the syllabus at various levels of learners	8	57.1
Compulsory in –service for teachers	7	50.0
Inculcate the culture of reading in students	7	50.0
The government should employ more teachers of Kiswahili	7	50.0
Implementation of Kiswahili in primary schools to be closely monitored and supervised	7	35.7
Provision of reference books	7	35.7
Teachers to interpret the subject at learners level	5	35.7
The curriculum developers should consider learner’s needs when designing curriculum	5	35.7
The KIE should undertake the revision of the syllabus in the upper classes	5	35.7
Make up lessons to cater for those attending seminars	3	21.4

The findings of table 4.25 shows that majority of heads of departments (85.7%) felt that the two subjects (Kiswahili grammar and literature) should be taught as two separate subjects. This was followed by the view that the government through the Ministry of Education, publishers and school administration as well as any would be sponsors and facilitators should provide in-service training to teachers of Kiswahili. During pre-service training, Kiswahili should be taught as an integrated course as cited by (71.4%) of the heads of departments. (21.4%) of the heads of department indicated that teachers should make for their lessons after attending in-service training so that they can cover the syllabus as expected. These findings are an indication that most teachers in public secondary schools in Nkuene division felt that the two subjects should not be integrated and also that more training of teachers of Kiswahili should be undertaken to make them better prepared to implement the integrated Kiswahili curriculum.

4.9 Summary of the findings

From the findings of the study, it is clear that public secondary schools in Nkuene division are carrying out the implementation of the integrated Kiswahili curriculum. The findings also show that there exists a link between implementation of integrated Kiswahili curriculum and the teachers' pre- service and in- service training, teachers' qualifications and experiences, teachers attitude towards integrated Kiswahili curriculum and the choice of teaching styles and the implementation of integrated Kiswahili curriculum.

The study also shows that the implementation process is faced with a number of challenges emanating from the frequent changes in the curriculum as well as time allocated towards the teaching of Kiswahili. This had led to a number of strategies being put in place key of them being the need to separate the two subjects.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 INTRODUCTION

This chapter gives the summary of the study, findings, discussions, the conclusions and the recommendations. The first section gives the summary of the study, the summary of the findings and conclusions of the study. The second section gives recommendations of the study and suggestions for further research.

5.2 Summary of the study

The purpose of the study was to establish the effects of teacher related factors on the implementation of the integrated Kiswahili curriculum in public secondary school in Nkuene division. To achieve this, the researcher formulated research questions. How teacher's pre-service and in-service training affects implementation of integrated Kiswahili curriculum, effects of teaching experience on integrated Kiswahili curriculum. In addition, the researcher investigated the effects of teachers' academic and professional qualifications on integrated Kiswahili curriculum implementation, teachers' attitudes towards the Implementation of integrated Kiswahili curriculum and the choice and use of teaching styles by teachers and their effects on implementation of integrated Kiswahili curriculum. The study also identified the strategies that should be put in place to enhance implementation of integrated Kiswahili curriculum.

The study adopted the descriptive survey design and targeted all the teachers of Kiswahili language, all heads of Kiswahili department and all head teachers of the public school in Nkuene division. Using purposive sampling 34 teachers were selected for the study. In addition, all the 17 head teachers and 17 heads of department were selected for the main study.

The findings of the study showed that majority of teachers of Kiswahili (84.3%) are in agreement that experience affects teaching of integrated Kiswahili curriculum. This is in agreement with Mutoto (2001), Bishop ((1986), and Hussen (1978) who agrees that a teacher's experience has an impact on teaching and implementation of the curriculum. The study also indicated that majority of teachers of Kiswahili have attained the required qualifications (Bachelor of Education degree) to teach in public secondary schools. Teachers of Kiswahili also indicated that there was a strong link between teacher's academic and professional qualifications and the implementation of integrated Kiswahili curriculum.

These findings are in agreement with Mosesti (2007) who noted that, the effectiveness of any curriculum depends on the quality of teachers who are to translate the syllabus into practical instructional materials in class. It was however worth noting that half of the teachers (50%) have not received specific training on the implementation of integrated Kiswahili curriculum. This, according to teachers, makes implementation challenging.

This study, in addition, showed that, in-service training on the implementation of the integrated Kiswahili curriculum is being carried out or has been carried out in Nkuene division and that most teachers in public secondary schools in Nkuene division have attended a few in-service courses. Much of the fundings of the in-service courses in the implementation of integrated Kiswahili curriculum in Nkuene division according to teachers is being shouldered by schools with Ministry of Education and Publishers being the major organizers of those in-service courses. Teachers view in-service teachers training on implementation of integrated Kiswahili curriculum as very informative.

The findings further shows that majority (78.1%) of teachers felt that pre-service teacher training affects implementation of integrated Kiswahili curriculum. (21.8%) who said it does not cited the fact that training was mostly subject centered thus did not fully cater for the needs of the learners. They said that, pre-service training did not include teaching Kiswahili as an integrated course and each was taught independently thus posing challenges to them during teaching.

The study also revealed that teachers of Kiswahili in Nkuene division are using group discussion and learners centred methods in implementation of integrated Kiswahili curriculum. However, the findings indicate that Kiswahili teachers in Nkuene division are faced with a number of problems when using these teaching styles.

On teachers' attitude towards implementation of integrated Kiswahili curriculum, the study revealed that there was a general feeling that integrated Kiswahili curriculum in its current form is problematic and needs to be revised. Teachers however felt that the content is relevant to the students. These findings concur with Omollo (1990) in her study into the techniques and problems of integrating the teaching of Kiswahili grammar and Kiswahili literature in Kenyan secondary schools where it was reported that a sizeable number of teachers had a negative attitude towards integrated Kiswahili.

5.3 Conclusions of the study

The study established that implementation of integrated Kiswahili curriculum was going on in public secondary schools in Nkuene division. Its success has been shown to heavily depend on teacher's teaching experience, academic and professional qualifications, and teachers' pre-service and in-service training, attitudes of teachers of Kiswahili towards implementation of integrated Kiswahili curriculum and the choice and use of teaching styles used by teachers of integrated Kiswahili. In-service training has been organized and more should be carried often. Teachers of Kiswahili are however apprehensive about the integrated Kiswahili curriculum and felt that it should be revised.

5.4 Recommendations of the study

In view of the findings the study makes the following recommendations:-

- i) During pre-service training in teacher training colleges, Kiswahili should be taught to teacher trainees as an integrated course to prepare them to teach in secondary schools and not as two separate subjects as found in the study, this would assist the teacher trainees in the field.
- ii) The Ministry of Education, management of schools and publishers should organize frequent in-service courses for teachers so as to impart skills needed in the implementation of integrated Kiswahili curriculum in school whenever the curriculum is revised. The study revealed that teachers were not consulted when curriculum is revised and therefore they experience challenges in its implementation.
- iii) The KIE should incorporate views of teachers when selecting set books to ensure that they are not too complex to students and that they are also relevant to students, the study revealed they were not consulted and there are challenges during implementation.
- iv) The KIE should reinstate the double lessons in schools so as to ensure that there is increase in time allocation to enable teachers cover all the content. The research study found out that teachers were not comfortable with time allocation because of the wide Kiswahili curriculum
- v) The TSC should employ more teachers of Kiswahili so as to lessen the workload on teachers thus allowing more time for lesson preparation. The research found that the teachers were over burdened.

- vi) The Ministry of Education should revise the curriculum so as that Kiswahili grammar and Kiswahili literature in schools are taught as separate subjects without integrating so that each skills is given its due emphasis. The research study found that sometimes teachers gave more emphasis to either fasihi or lugha hence resulting to unfair advantage of one of the two components of integrated Kiswahili curriculum.

5.5 Suggestion for further research

In view of the delimitations of the study, the researcher suggests further research in the following areas.

- i) Since the study was carried out in Nkuene division which might have unique characteristics, a similar study should be carried out in other public secondary schools in the rest of the country.
- ii) The study also targeted public secondary schools in Nkuene leaving out private schools which also implement integrated Kiswahili curriculum, a similar study should therefore be carried out incorporating these schools.
- iii) The study targeted teachers of Kiswahili, heads of Kiswahili department, and head teachers leaving out students who are major stakeholders as far as the implementation of integrated Kiswahili curriculum is concerned. A similar study should be conducted incorporating views from students on integrated Kiswahili curriculum

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APPENDICES

APPENDIX I

THE LETTER OF INTRODUCTION

University of Nairobi,
Department of
Educational,
Administration and
Planning,
P.O.Box 30197
Nairobi

Dear Respondent,

REF: REQUEST FOR RESEARCH DATA COLLECTION

I am a post graduate student at the University of Nairobi, pursuing a Master of Education degree in Curriculum Studies, I am conducting research on **“EFFECTS OF TEACHER RELATED FACTORS ON IMPLEMENTATION OF INTEGRATED KISWAHILI CURRICULUM IN SECONDARY SCHOOLS IN NKUENE DIVISION, IMENTI SOUTH DISTRICT, KENYA”** I request you to assist me by filling the attached survey document as honestly as possible. The document is meant for this research only and the identity will be confidential. No name of the respondent or institution is required.

I thank you for your participation in this important exercise.

Yours faithfully,

Rutere J. Kinyua.

APPENDIX II

TEACHERS' QUESTIONNAIRES

The questionnaire is for the purpose of investigating the effects of teacher related factors on implementing of integrated Kiswahili Curriculum in Public Secondary Schools in Nkuene Division, Kenya. You are kindly requested to complete this questionnaire indicating your honest response by putting a ticking (✓) against you answer.

Section A: Background information

1. What is your gender? Male [] Female []
2. Which is your school type?
 - a) Mixed i) Boarding [] ii) Day []
 - b) Girls i) Boarding [] ii) Day []
 - c) Boys i) Boarding [] ii) Day []
3. Which is your age bracket?
 - i) 20 – 30 years [] ii) 31- 40 years []
 - iii) Above 40 years []

Section B: Pre- Service Training and Experience

- 4 a) Which is your highest professional qualification?
Certificate [] Diploma [] Bachelor degree []
- b) What is your academic qualifications?
KCSE [] Diploma [] Bed [] Bsc []
Med []

5a) Do you believe that academic and professional qualifications affects teaching of IKC?

Yes [] No []

b) Explain briefly

7 a) Which subjects in schools curriculum did you specialize in?

i) _____ ii) _____ iii) _____

b) Which subjects are you currently teaching?

i) _____; ii) _____ iii) _____

8a) Do you feel that the pre- service training you got adequately prepared you to teach integrated Kiswahili course?

Yes [] No []

b) If no. what was lacking in the training?

9a) How long have you taught Kiswahili in any secondary schools?

i) 0 – 3 years [] ii) 4 – 9 years [] iii) 10 – 15 years []

iv) 16-20 years [] v) Above 20 years []

b) In your opinion, does experience and age affect teaching of IKC?

Yes [] No []

Explain

Section C: In – Service Training

10 a) Have you ever attended any in- service training on how to implement the new integrated Kiswahili Curriculum?

Yes [] No []

b) If the answer is yes, how many times have you attended such in- service courses?

One [] Two [] Three [] four [] More than four []

11a) What teaching methodologies were advocated in teaching of integrated Kiswahili during the in- service training? _____

b) Who organized the in-service training?

i) School administration ? [] iii) Ministry of Education []

ii) Publishers [] iv) others, specify _____

12. Do you think in –service training is helpful or affect implementation of integrated Kiswahili?

Yes [] No []

Explain:

Section D: Teaching Styles

13. a) What teaching styles do you use in your teaching of integrated Kiswahili lesson?

(Tick as many as possible)

- i) The task oriented [] ii) Group discussion [] iii) Lecturer []
iv) Dramatization []

b) Please explain why you prefer these teaching styles

14) In your opinion, how do teaching methods affect teaching of IKC ?

15 a) Do you encounter any problems in teaching of integrated Kiswahili Course?

Yes [] No []

Explain in each case;

Section E : Attitudes of teachers' towards IKC

Please indicate how far you agree or disagree with the statement below by ticking (√) against the given codes in the table below, where;

Strongly agree (SA) Disagree (D) Uncertain (U) Strongly Disagree (SD)

	Statement	SA	A	U	D	SD
16	Integrated Kiswahili Curriculum (IKC) is boring					
17	I enjoy teaching IKC					
18	IKC is too tasking					
19	I KC should be revised					
20	IKC should not be revised					
21	I like the old approach of teaching Kiswahili					
22	The content of IKC is irrelevant to the students					
23	The content of IKC is relevant to the students					

24) What strategies would you like to be put in place towards the improvement of integrated Kiswahili Curriculum?

APPENDIX III

INTERVIEW SCHEDULE FOR KISWAHILI HEADS OF DEPARTMENT

- 1a) How many teachers of Kiswahili are in the department?
- b) Do you think the pre-service training adequately prepared them to teach IKC?
- c) How has this affected the teaching of integrated Kiswahili?
- 2) In your view, is there any relationship between a teacher's qualification and Implementation of IKC? Explain
- 3 a) Have the teacher attended any in- service training since the introduction of the new Integrated Kiswahili in 2002?
- b) If yes, who funded it?
- c) What is the frequency of in- service training of teachers of IKC?
- d) Do you think the in- services courses enhance implementation of IKC?
- 4) In your opinion, does the teacher experience affect the teaching of IKC?
- 5a) What teaching methods do the teachers use during the implementation of integrated Kiswahili ?
- b) How do these teaching methods affect effective implementation of IKC?
- 6 a) Are these challenges that the teachers of IKC face during implementation?
- b) Explain in each case
- c) What remedial action would you recommend to deal with these challenges?

APPENDIX IV

HEAD TEACHERS' QUESTIONNAIRE

This questionnaire is for the purpose of investigating the effects of teacher related factors on the implementation of integrated Kiswahili Curriculum in Nkuene division. You are kindly requested to complete this questionnaires indicating your honest response by ticking (✓) against your answer and filling in the spaces. This information is for the purpose of study and will be treated with utmost confidentiality.

Section A: Background Information

- 1) What is your gender? Male [] Female []
- 2) How long have you been a head teacher?
 - i) Below 5 years
 - ii) 6 -10 years
 - iii) 11- 15 years
 - iv) Above 15 years []
- 3) Which is your highest professional qualification?
 - i) Certificate
 - ii) Diploma
 - iii) Degree
 - iv) Master
 - v) Others, specify.

Section B: Factors affecting Implementation of IKC

- 4) Are you a teacher of Kiswahili?
Yes [] No []
- 5a) Have you witnessed any innovation (s) in the integrated Kiswahili Curriculum during your tenure as principal?
Yes [] No []
- b) If yes, how many? _____
- 6a) Do the teachers of Kiswahili in your schools attend in – service training?
Yes [] No []

b) If yes, who funds them?

i) School administration []

ii) Publishers []

iii) Ministry of Education []

iv) Others, specify _____

c) How do the in-service courses affect the teachers' implementation of integrated Kiswahili Curriculum?

Explain:

7) In your opinion, does a teacher's experience affect the teaching of IKC?

Explain:

8a) Are there any challenges that have been reported to you with reference to implementation of integrated Kiswahili curriculum?

Yes [] No []

b) Explain:

c) If yes, what remedial action has your office taken to address these challenges?

APPENDIX V

RESEARCH PERMIT

REPUBLIC OF KENYA



NATIONAL COUNCIL FOR SCIENCE AND TECHNOLOGY

Telephone: 254-020-2213471, 2241349
254-020-310571, 2213123, 2219420
Fax: 254-020-318245, 318249
When replying please quote
secretary@ncst.go.ke

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

Our Ref: **NCST/RCD/14/012/542**

Date: **21st May 2012**

Julius Kinyua Rutere
University of Nairobi
P.O.Box 30197-00100
Nairobi.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on "*Effects of teacher related factors on implementation of integrated Kiswahili curriculum in public secondary schools in Nkuene Division, Imenti South District, Kenya,*" I am pleased to inform you that you have been authorized to undertake research in **Imenti South District** for a period ending **31st July, 2012**.

You are advised to report to the **District Commissioner and the District Education Officer, Imenti South District** before embarking on the research project.

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


DR. M. K. RUGUTT, PhD, HSC.
DEPUTY COUNCIL SECRETARY

Copy to:

The District Commissioner
The District Education Officer
Imenti South District.