

**USE OF INSTRUCTIONAL MEDIA RESOURCES IN TEACHING  
INTEGRATED KISWAHILI IN SECONDARY SCHOOLS: A CASE STUDY OF  
TURKANA COUNTY**

**BY**

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**DECLARATION****Declaration by the Candidate**

I hereby declare that this thesis is my original work and has not been presented for a degree in any other University. No part of this thesis should be reproduced without the authority of the author and/or Moi University.

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**Moi University –****ABSTRACT**

— Students perform poorly in Kiswahili subject in Turkana County secondary schools. The study therefore, was aimed at investigating the use of instructional media resources in teaching Integrated Kiswahili subject. The study addresses the following objectives; to identify the available instructional media resources for teaching Kiswahili in Turkana county, to establish teachers experience and the frequency in use of instructional media resources, to establish the use of instructional media resources to integrate Kiswahili among teachers, to find out the impact on the use of Instructional media resources on performance in Kiswahili in the integrated approach. The study adopted the Piaget's (1964) theory of Cognitive Development which is supported by Edger Dale's (1954) cone of experience. Dale's cone of experience explains a hierarchy existing between the concrete and abstract levels of thinking which has an analogy in understanding and use of instructional materials. A random sampling was used to select nine secondary schools in Turkana County. The sample consisted of 160 students of 100 boys and 60 girls in form three students randomly selected and 20 teachers teaching Kiswahili from the nine selected secondary schools in Turkana District. Data was collected by the use of questionnaires and interviews. Interview allowed the researcher to ask probing questions and clarify some points. Descriptive statistical techniques such as frequencies and percentages were used in the analysis of the data collected. From the findings of the study it was established that teachers are aware of the integration of lugha (grammar) into fasihi (literature) and fasihi (literature) into lugha (grammar). They say that instructional media resources can be used to teach the integrated Kiswahili syllabus and teachers had positive attitude towards the use of instructional media resources. However, the challenge is the unavailability of these instructional media resources. The findings will be of benefit to the curriculum developers as well as teachers who will get guidance on how to go about

the use of instructional media resources to teach the Kiswahili integrated syllabus. It is recommended that the government to supply instructional materials to secondary schools and parents to buy learning materials to their children for easy integration of the syllabus.

### **DEDICATION**

This thesis is dedicated to my children Ryne Kipchumba, Shirline Sheilah and Brian Kimutai. You are the pride of my soul.

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### **ABBREVIATIONS**

NPA	- New Primary Approach
DEO	- District Education Officer
KIE	- Kenya Institute of Education
TIQET	- Total Integrated Quality Education and Training
KNEC	- Kenya National Examination Council
KCSE	- Kenya Certificate of Secondary Education
OCTP	- On-campus Teaching Practice
OFFCTP	- Off-campus Teaching Practice
SAP	- School Attachment Programme
SPSS	- Statistical Practical Package for Social Science
PTA	- Parents Teachers Association

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## CHAPTER ONE

### INTRODUCTION TO THE STUDY.

#### 1.0 Introduction

This chapter presents the background information related to the study, a statement of the problem, the purpose of the study, specific objectives of the study, research questions, and justification of the study, significance of the study, assumptions of the study, scope of the study, limitations of the study, theoretical framework and definitions of terms.

#### 1.1 Background to the Study

Kiswahili is an African language spoken mainly by the people of Eastern and Central Africa. During the colonial rule, there was a greater shift between vernacular, Kiswahili and English regarding which language was to be used for instruction at various levels of schooling. For instance, the missionaries wanted the use of Kiswahili promoted in upper primary, 'gradually' being replaced by English (Ominde report, 1964). In 1949, Kiswahili and English were taught as subjects, Kiswahili being used as a medium of instruction in lower primary up to primary four.

In 1957, NPA advocated for use of English throughout the education system, because this would hasten its use and progress in education. At independence in 1963, vernacular was used as a subject from primary 1-3. English was used as a medium of instruction through all circles of education, as recommended by the Ominde Commission (1964) while Kiswahili and English have remained subjects on the syllabus both in primary and Secondary schools level. Kenya is a heterogeneous nation with "about 42 community

languages besides Kiswahili and English.” Kembo-Sure (1994 P.14). In the community, languages are recognized on a very small scale as a medium of instruction in lower primary schools. Community languages are used as medium of instruction in schools but not used in governmental contexts, though in some cases they are used in law courts where clients have no knowledge of Kiswahili or English. There is also radio broadcasting stations in Kenya conducted in vernacular language. Kenya’s vernacular languages are exclusively domestic languages whose significance as expressions of regional and local identity remains strong.

Other small group of languages include the foreign languages like French, Chinese, Japanese, German, Arabic and Hindu, which are largely acquired for their instrumental purposes but learning opportunities are only limited to those provided by schools and institutions. Despite the fact that the increase in access to education has brought numerous benefits, there are still a lot of challenges that need to be dealt with before realization of these benefits. Pressing concern include low academic performance in Kiswahili. The critical challenge is that of incorporating the use of media resource in teaching of Kiswahili so as to improve its performance among boys and girls in secondary schools. Studies have shown that most of the indigenous African languages including Kiswahili have been marginalized. These have been confined to the so called primary functions that are used within the family and friends, local markets, and used in streets (Adegbija 1994).

In this respect the government realized the importance of Kiswahili making it a key subject in the secondary school and primary curriculum thus a compulsory subject to all students in primary and secondary schools, (KIE report, 1979, 1986, 2003). However, performance in Kiswahili has been relatively poor despite national efforts made in developing a

curriculum that is appropriate to the needs of this country. The attainment levels have been low as testified by the annual reports by Kenya National Examination Council. Knowing that the world is now highly technological and language being the main medium of instruction the failure of these languages Kiswahili included may bear grave implications for the country. The research was done in Turkana County, North Rift Valley Province in Kenya. The study targeted secondary schools in Turkana County. The district was chosen because; Firstly the performance in the subject has been very poor as shown in Appendix 5, hence causing great concern to the parents, leaders and education officers in the district ( 2007/2008 Examination report, D.E.O's office, Turkana County). Secondly, researchers have researched on the culture in the district in which some cultural values have been known to affect education directly or indirectly hence low performance academically.

The concern is whether the use of instructional media is appropriately used and if it is a contributing factor. It is said that factors such as availability of teachers, classroom, desks, games equipments and other facilities is considered first in initiating a school project, there is little or no consideration given to the instructional media (Maundu, 1986).

Gachati (1976) recommended that Kiswahili should be taught as a compulsory and examinable subject in secondary schools; it was in this regard that the number of students in Kiswahili at the university level increased astronomically. The subject was made compulsory in primary schools and examined at the end of the primary school circle in 1985. In 1986 Kiswahili was made compulsory in secondary schools and was examined at secondary level for the first time in 1989. A study of Kiswahili is of both educational and ethical value. It is useful as a unifying language and as regional lingua franca.

Ileri, (1996), says that the use of Kiswahili as a compulsory and examinable subject in primary and secondary schools opened up new horizons for Kiswahili. Good performance in Kiswahili examination is a requirement for upward mobility, first in education system-joining University and qualifying to take certain courses in the universities and secondly in career training for various courses. In this view there is need to make the subject interesting and develop a positive attitude in the learners. Many efforts have been carried out to improve Kiswahili performance, among them being integration of the Kiswahili grammar (lugha) and Kiswahili literature (fasihi) in the 2002 Kiswahili syllabus(KIE 2002).

According to Luafata (1995 p.1), Integrated Curriculum refers to the fusion of knowledge from different related disciplines; the approach to learning and teaching from a variety of world views, strategies and resources; and tapping of real life situations for problem solving and critical thinking in the classroom. On his part Oberholtzer in Luafata (1995 p.1), when discussing about curriculum integration explains that:

“The philosophy underlying curriculum integration holds that education of the creative grappling with the situation while the world continually puts before us..... Education has the task of setting up programs so that the child may and will develop the ability to answer intelligently and faces courageously certain life problems with some skills in finding problem solutions.”

Before the introduction of the integrated Kiswahili course in Kenyan Secondary Schools in 2002, Fasihi (literature) and Lugha (grammar) were taught separately. The 2002 integrated Kiswahili syllabus was introduced owing to the gaps in 1995 syllabus. Among these gaps were:

overload of the content because learners were required to cover two novels and two plays in Fasihi katika Kiswahili ( literature in Kiswahili) in form three and four, hence learners were not able to master the expected skills.

Some of the content was beyond the scope of the learner's.

There were unnecessary overlaps within subject.

To fill these gaps, Koech Report (1999) advocated for TIQET. The Koech Report advocates for whole learning rather than compartmentalization of subjects into distinctive areas of specialization. In a parallel endeavor the K.I.E undertook the revision of the Kiswahili syllabus K.I.E, (2002, p 1-3). The Integrated Kiswahili syllabus (2002) was a result of this undertaking. This was done to implement the recommendation of the Koech Report of 1999.

The integration of literature (Fasihi) and grammar (lugha ) means that teachers are assumed to have mastery of grammar (lugha) and also a clear understanding and appreciation of literature (Fasihi) and are able to teach Grammar (lugha) using the various skills of grammar (lugha) such as listening, speaking , reading and writing. Currently there are three examination papers in Kiswahili as the case was before the introduction of the new syllabus of integration. These are: Insha (paper 1), Lugha (Paper 2) and Fasihi (paper 3). Therefore the testing of Literature (Fasihi) and grammar (Lugha) separately contradicts the essence of integrated Kiswahili. Some scholars have carried out studies on integration among them include Suter, Jomba and Kitito (2007) who carried out a study on teacher factors affecting the integrated approach in the teaching of Kiswahili in Kenya secondary schools; a case study of selected schools in Kwale district.



Jeruto (2009) studied on factors affecting the teaching and learning of poetry in the integrated English syllabus; A case of selected secondary schools in Nandi North District.

Makena (2009) on the other hand studied on effects of integrated instructional approach and conventional method on learner's achievements in oral narratives among form two learners in selected secondary schools in Meru-North District

Similarly, more studies have been undertaken on the use of instructional materials for teaching various subjects such as Mathematics, Social studies, Science, Home science and History. The majority of these studies were conducted at primary level, for example, Oure (1985) carried out a Survey on the learning resources in selected primary schools of Amagoro division in Busia district. Kafu (1976) conducted a study on an analysis of the Elementary school teachers' rationale concerning their use of various instructional media (Teaching "aids" in Elementary schools) teaching in Bungoma district and Eldoret municipality. Ogoma(1987), and Ikumi(1985), while Too(1994) surveyed on the availability and use of media resources in mathematics instruction in secondary schools of Nandi district in Kenya, and Mukwa (1979) carried out a study towards a systematic approach to educational media use in the secondary school education of the republic of Kenya; a field survey of tools and technologies for learning. In 1993 Patel and Mukwa studied on design and use of media education. Luvisia (2003) studied on availability and use of instructional resources in teaching Kiswahili grammar in selected secondary schools of Bungoma district. Muchilwa (1998) on the other hand studied on availability and use of instructional materials for teaching History in Mombasa district, while Cheruto (1986), studied on availability and use of media resources in the teaching of Geography in Kericho district, for secondary schools. Wanyonyi (2007) went deeper and carried out a survey of

Bachelor of education undergraduates' preparation in development and administration of instructional media technology by Kenyan universities. Makena (2009) broadened her study on effects of integrated instructional approach and conventional method on learner's achievements in oral narratives among form two learners in selected secondary schools in Meru-North District.

Kimenjo (2008) on contrary carried out a study on factors affecting the learning of Kiswahili at secondary school level; a study of selected schools in Keiyo District, Kenya. These studies focused on few schools in some parts of Kenya. There still exists a gap on information concerning the teaching of Kiswahili, hence the need for the researcher to investigate the use of instructional media resources to teach the integrated Kiswahili syllabus.

## **1.2 Statement of the Problem**

KNEC was established in 1980 by the government of Kenya through Act of parliament. Examinations are administered to the students in form four after completing four years in the secondary school level. Every year KNEC prepares reports on how each subject examined was performed. Such reports usually analyze how each paper in Kiswahili was answered and how it was performed. There has been a national outcry that the performance in Kiswahili examinations at secondary school level is still low. When releasing KCSE results for the year 2006 the Minister for education mentioned Kiswahili as one of the subjects that had dropped in performance (Peter, 2006).

Likewise in the year 2009 the minister of education Professor Ongeru announced that there was a drop in 15 major subjects which included Kiswahili. He stated;

“The results showed a drop in performance in 15 major subjects” Ongeru, (2009).

The 2008 Kenya National Examination Council Reported that there has been fluctuating low performance in the three examinable Kiswahili papers as shown in Table 1.2.

**Table 1.1 KCSE Results 2004 – 2007**

Year	Paper	Candidature	Maximum score	Mean score	Std deviation
2004	1		40	16.54	6.67
	2		80	27.78	11.47
	3		80	37.25	13.18
	<b>Overall</b>	<b>221,286</b>	<b>200</b>	<b>81.54</b>	<b>26.00</b>
2005	1		40	20.25	6.37
	2		80	34.08	10.61
	3		80	37.57	14.01
	<b>Overall</b>	<b>259,301</b>	<b>200</b>	<b>91.89</b>	<b>26.00</b>
2006	1		40	15.31	7.68
	2		80	40.60	11.80
	3		80	48.48	14.63
	<b>Overall</b>	<b>241,272</b>	<b>200</b>	<b>104.39</b>	<b>29.00</b>
2007	1		40	15.80	6.42
	2		80	32.22	11.91
	3		80	43.49	13.12
	<b>Overall</b>	<b>272,905</b>	<b>200</b>	<b>91.51</b>	<b>27.00</b>

Source: Kenya National Examination Council, 2007 KCSE report.

Wardhung, (1987) states; a common language is generally regarded as a potent unifying force. Kiswahili being an indigenous African language of Bantu origin spoken by majority of Kenyan population needs to be given equal status as English language. Apart from that, it is the language of wider communication in East and Central Africa. Consequently it is the language of inter ethnic communication in Kenya and has been declared a National language. Since 1984 Kiswahili has been compulsory and examinable subject from the first year of primary to last year of secondary school. For the language to be taught effectively

there is need for proper usage of instructional media so as to make the subject interesting. In Turkana County, Kiswahili performance has been very low and the trend seems to worsen as shown in Table 1.1. However, with the suggestion that integrated approach has to be used, it is not clear how teachers have been prepared for this and if there are media designed for integration. The Kiswahili syllabus has insisted on the integrated approach in teaching of Kiswahili (KIE 2004). The researcher in this case intends to find out the effects of using instructional media in the new integrated approach in teaching of Kiswahili.

### **1.3 Objectives of the Study**

The purpose of this study was to determine the impact of using instructional media as a mode of instruction in the new integrated Kiswahili approach.

The study was intended to:

- a). To identify the available instructional media resources for teaching Kiswahili in Turkana county.
- b). To establish teachers experience and the frequency in use of instructional media resources.
- c). To establish the use of instructional media resources to integrate Kiswahili among teachers.
- d). To find out the impact on the use of Instructional media resources on performance in Kiswahili in the integrated approach.

### **1.4 Research Questions**

The following were the major research questions that guided the study:

- a). Which media resources are available for teaching and learning Kiswahili in secondary school in Turkana County?
- b). Can the teaching experience affect the usefulness of instructional media resource?
- c). Do the teachers use instructional media resources to integrate Kiswahili among teachers.
- d). What impact does the use of Instructional media resources have in performance in Kiswahili in the integrated approach?

### **1.5 Significance of the Study**

The study seeks to point out the shortcoming in the manner of selection and use of the instructional media resources. The instructional materials lacking will be recommended and the affected schools take necessary action to acquire them.

The findings will be useful to the inspectorate section of the ministry of education development, interpretation and implementation of using integration method to improve performance thus enhancing unity which is the primary objective of teaching Kiswahili in schools. The study aims at benefiting secondary school teachers of Kiswahili in looking at the need to incorporate instructional procedures and strategies for better performance. The study also highlights some of the instructional resources that are available and for sometime have been underutilized if not used.

### **1.6 Assumptions of the study**

The researcher assumed that;

- Teachers teach topics specified in the revised syllabus,
- Teachers of Kiswahili use the integrated approach when teaching lugha (grammar) and fasihi (literature),
- Respondents give honest answers,
- Successful implementation of Kiswahili integrated approach will lead to desired performance of students in Kiswahili.
- 

### **1.7 Rationale of the study**

The philosophical justification for this investigation rested on the use of instructional media resources to the teaching of integrated Kiswahili syllabus.

This study aimed at making the subject practical and enjoyable to teach and learn by use of instructional media resources among other techniques of teaching. This could be possible if adequate instructional media resources were made available and used for teaching.

Kiswahili is a compulsory subject in secondary school syllabus. To join university or a training college, a student is required to have passed either in Kiswahili or English. However, competence or the ability to use both written and spoken Kiswahili still wanting among learners, in that case, the students needs to develop greater creativity so as to articulate literary concept.

### **1.8 Scope and Limitations of the Study**

The scope of the study was teachers and students in secondary schools within Turkana district. It was limited to form three and four students from eight schools selected in Turkana District. The other limitation was on the time frame that could not allow the study

to be carried out in the whole and other Districts. Lack of finance also limited the study, as the schools in the district are placed far apart. The religious background of the schools will be ignored due to varied denominations existing in the district.

## **1.9 Theoretical Framework**

The theories behind the use of media resources are many and varied. The study utilized the Piaget's (1964) theory of cognitive development. The theory is supported by Edgar Dale's (1954 p 43) cone of experience. Piaget's theory of cognitive Development expounded by Wadsworth (1984), asserts that children's mental construct are developed through their experiences in their environment. The theory hold's that, the cognitive structure develops valiantly or sequentially and interactively forms the concrete to the more abstract one. In his theory, he specified four major stages of development.

### **1.9.1 The sensor-motor stage; birth to about 2 years**

This stage is characterized by the following, the child differentiates self from objects. Recognizes self as agent of action and begins to act intentionally for example, pulls a string to set mobile in motion or shakes a rattle to make a noise. Achieves object permanence realizes that things continue to exist even when no longer present to the sense.

### **1.9.2 Pre-operational period; approximately 2-7 years**

A child learns to use language and to represent objects by images and words. Thinking is still egocentric: has difficulty taking the viewpoint of others. Classifies objects by a single feature: for example, groups together all the red blocks regardless of shape or all the square blocks regardless of colours.

### **1.9.3 Concrete – operational stage; seven up to eleven years**

The child can think logically about objects and events. Achieves conservation of number (age 6), mass (age 7) and weight (age 9). Classifies objects according to several features and can order them in series along a single dimension such as size.

### **1.9.4 Formal operational stage; 11 years and up**

Here the child can use reasoning based on logic. He can formulate theories. The child is able to relate, differentiate, combine mentally and logically various ideas through symbols. Maximum ability at this stage is usually achieved through adulthood.

Piaget's theory implies that the child is not simply a passive organism that responds to any stimuli that occurs, but is an active organism. Piaget's theory implies that the activity of the child to learn more of the subject matter presented will increase as the child progresses through the different stages of cognitive development. Therefore when a teacher decides to use learning resources of teaching, he has to take into account the learners' stage of cognitive development, if the learners are going to benefit from them. There is also the implication that some learning resources are better adapted than others in the presentation of subject content, to individual of varying stages of cognitive development.

Piaget's theory suggests that teaching methods and materials should be consistent with the children's level of conceptual development. Regarding school experiences and cognitive development, Piaget wrote,

“Experience is always necessary for intellectual development. But I fear that we may get into the illusion of being submitted to an experience that is



sufficient for a subject to disengage the structure involved. But more than this is required. The subject must be active, must transform things and find out the structure at his own actions on the objects (Piaget 1964 p 4 in Wadsworth 1984 p 195)”

According to Piaget, cognitive re-organization resulting from assimilation and accommodation can come about only through actions of the child. Thus actions, physical or cognitive must occur if cognitive/ re-organization is going to take place. Piaget asserts that assimilation and accommodation of actions are always under internal control (Equilibration), and the re-organization of cognitive structure, in particular way, which can never be ensured by external organization of experience. Throughout the stage of concrete operations, the manipulation of objects and materials dealing with concepts to be learned is most important. During this stage, concrete experiences that result in reflective abstractions generate conceptual development (Wadsworth 1984).

Although Piaget was relating this theory to young children, it can as well be applied to the pupils at high school. Piaget argues that with the attainment of formal operations, children are able to develop some logical concepts without the aid of direct physical experience. However, conceptual development can proceed based on the child’s actions on written and verbal materials. Even the adolescent or adult with preponderance for formal operations continue to use concrete experiences in the development of concepts. Hence, concrete experiences will still be needed in order to develop new physical knowledge.

This theory was applied to secondary school students because most of them are at the critical stage of learning new concepts, which are as challenging to them at their level (form 3 and 4) and their new environment. Then, the theory lends itself well to the

secondary school pupils who are experiencing literature (fasihi) that some teachers have claimed to be confusing. For instance, if one has never had any experience with sailboats, it is difficult to acquire any useful knowledge about them unless teaching aids are used. It is the responsibility of the teacher to organize the learning process to be more meaningful to the learner as espoused by Wardsworth (1984)

“Most Piagetians believe that school experiences can have an impact on the children’s acquisition of knowledge if teaching practices are brought in line with children’s way of learning..... Most Piagetians agree that teachers can help facilitate cognitive development, but most argue for an enrichment approach that permits children to solidify and generalize the knowledge they have...” (Wardsworth 1984:197)

This observation calls upon the teacher to use among other things instructional media materials to enable the learner make meaning out of the concepts he/she learns. A teacher who conceptualizes intelligence as developing may be motivated to help the poor performer by use of instructional resources. How teachers conceptualize learning will influence their actions. Teachers’ expectations are communicated to students and they affect their achievement. How teachers conceptualize learning and how each organizes the instructional process, has a lot to do with how much is learned and who learns in their classrooms. Therefore teachers’ perception of learning will depend on attitude held.

Piaget’s theory holds that experiences are necessary for intellectual development. Those experiences are to be organized in order to convey the required message. However, learning through experience is just one of the many ways through which knowledge is imparted. A pupil could still learn through either the discovery method or apprenticeship

method among others. The theory emphasizes the importance and the needs for instructional resources to enable students develop concepts and skills easily. This theory was applied in the present study on the basis of its function and utility in predicting behaviors as well as the persuasive power, logic and novelty. It was on this ground that Piaget's theory continued to appear as a guide to the present study of the availability and use of instructional resources by teachers.

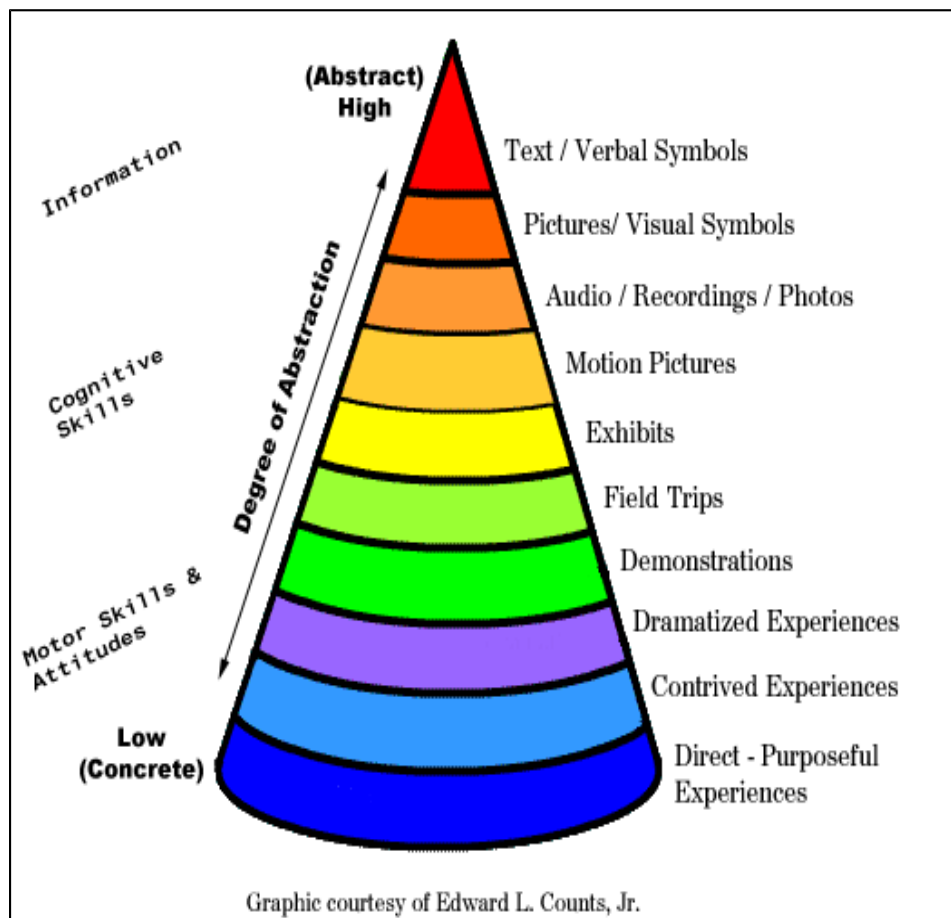
Piaget (1964) emphasizes throughout his work that cognitive and intellectual changes are the result of a developmental and coherent processes of successive qualitative changes of cognitive structure (schemata). Each structure and its non-commitment change derive logically and inevitably from the preceding one. The learning process starts at birth through primary education, where experiences are made vivid by use of concrete experiences, and when they join secondary schools the process of learning should be made continuous as Piaget argues. In order for learning process to be continuous the use of instructional resources even for adults or adolescence in secondary school is essential. The use of instructional resources make learning interesting, motivating and a fulfilling experience, especially where they are well selected and used, as they bring reality into the classroom (Miller 1990) Ayot and Wanga (1987) in their book "teaching practice" state that:-

"Teaching resources are used to increase learning to generate more interest and create a situation where the students would fully engage in the classroom activities. When teaching aids are applied adequately, they give students practical experience, which can help them develop skills and concepts easily ..." (Ayot and Wanga 1987:112)

Hence teachers should ensure that the child is given the benefit of linguistically stimulated environments. This will enable the child to develop the correct meaning of concepts as used in classroom by the teacher. The Piagets (1964) theory of cognitive development is fully supported by Edgar Dale's (1954) cone of experience. The cone is a graphical representation of a theory proposed by Dale (1954 p42) about the effects of the use of various instructional materials in education.

According to this theory, a hierarchy exists between the concrete and abstract levels of thinking which has an analogy in the understanding and use of instructional materials. The realism theories in education which underline the need for concrete examples as the basis for the acquisition of concepts are derived from Dale's Cone of experience.

**Figure. 1.** The cone of experience



Source: *Dale, E. Audio-Visual methods of teaching, New York.*

The cone is important to the teacher of Kiswahili because it can be used as a basis for the selection and use of instructional materials for classroom teaching. This study takes the stand that instructional materials are vital in the teaching and learning of Kiswahili and seeks to find out to what extent instructional media material are effectively used in Teaching the subject

In support of the realism theories, Sampath et al (1990 p.36) explains that human beings derive all experiences from three main sources namely, direct sensory contact which involves doing, pictures and other forms of representation of objects which involve observing; and oral or printed words which involve symbolizing of these three, many educational theorists agree that symbolizing is the least effective in teaching the young learners while Direct sensory is considered the most effective. Most of the learning experiences that can be used in classroom instruction are represented in Dale's cone with the verbal symbols at the top, and direct, purposeful experiences, at the base. Going down from the top of the cone, all the experiences are arranged in the order of increasing concreteness and directness. The cone classifies instructional materials according to their effectiveness in communication ideas. Thus verbal symbols are placed at the top of the cone because they are believed to be least effective in teaching.

Below the verbal are the visual symbols which include the chalkboard, maps, and diagrams. Visual symbols are also abstract representation, but they bring in the new dimensions of vision. Recordings, Radio and still pictures placed below the visual symbols are auditory and visual devices which provide learning experiences for writing competence.

Television and motion pictures can be grouped together. They are audiovisuals resources which communicate ideas without much need for reading and are excellent at not only capturing the attention of learners but also enhancing their imagination and hence help them to write creatively. Exhibits come below. These may consist of models, pictures, charts, posters and cartoons, and can survive as instructional materials to help learners' device plots in their storyline. Charts and cartoons can serve as instructional materials to help them develop logical sequence in their plots.

Exhibits are followed by field trips which may be in the form of visits, expeditions or excursions. They are undertaken when community resources are used for educational purposes. On field trips, learners can be both observers and participants, thus making the experience more concrete to the learner, and activating high imagination and creativity in writing. Demonstration and dramatized experiences come below field trips and can be grouped together. These are invaluable media resources in teaching and learning of Kiswahili as they relive the experience for the learner. Contrived experiences bring the learner closer to the real experience though they differ from the original size and complexity; they involve the use of models.

At the base of the cone are the direct purposeful experiences. According to Dale (1954 p. 42) direct, purposeful experience is the bedrock of all education. It is the purposeful experience that is seen, handled, tested, touched, felt and smelled. Dale calls it "Unabridged version of life itself"

## 1.8 Definition of operational key Terms

**Academic performance:** The general excellence of a form four students. This result shows the overall performance in the student's subjects (Kiswahili) that determine the marks and aggregate of certificate awarded.

**Education:** Process of teaching, training and learning especially in schools or colleges to improve knowledge and develop skills.

**Challenge:** These are the difficulties or obstacles experienced during the process of teaching and learning.

**Curriculum:** The subjects that are included in a course of study or taught in a school.

**Integrated Kiswahili approach:** This is a situation whereby various concepts are taught in another concept like teaching literature in the grammar section.

**Instructional media resource:** Use of any object or material, which enhances or enriches the teachers' presentation of lesson content.

**Syllabus:** A list of topics that students should study in a particular subject at school.

**Media:** Media is any material, equipment or instrument that facilitates the transfer of information. Physical tools of instructional technology, which include, printed materials, audio tapes, films, filmstrips and slides.

**Effective use:** Appropriate use of media resources that is relevant to the lesson topic.



## CHAPTER TWO

### LITERATURE REVIEW

#### 2.0 INTRODUCTION

This chapter presents and examines existing literature on the media resources in teaching and learning of Kiswahili. The chapter is divided into five sections namely;

- The meaning of learning resources.
- Literature related to instructional media resources.
- Literature related to studies in teaching of Kiswahili.
- Literature related to integrated curriculum.
- Literature related to selection, use and availability of instructional media resources.

#### 2.1 The Meaning of Learning Resources

The term learning resources has different meanings and it may mean different things to different people. In each context, however the concept learning resources has a universal meaning. Different educationists have given different definitions of the terms, but the meaning remains the same. According to Terry and Thomas (1978);

“... is anything which can be an object of study or stimulus to the pupil or aid to the teacher, but normally distinct from the equipment with which such resources are used or made available.”

To them a learning resource could include print forms, audio-visuals, museums, specimens and items in the local environment. Richard (1986), on the other hand, contends that learning resources are materials, which students can use to discover and explore a field of

study, sometimes guide and sometimes finding their own way. While Derek (1987) asserts that learning resources include money, materials and people necessary for the pursuit of a goal. He further says that, learning resources include teacher, students, skill models and other people knowledgeable in a certain subject from whom students may learn. In teaching and learning Kiswahili therefore, teachers and students need such resource persons, specimens and related aids such as the local environment, to enable them to teach and learn in order to achieve the stated objectives of learning Kiswahili. Further according to Davis (1975), a learning resource is any item, living or inanimate used during the learning process. He adds that in their broadest sense 'resources' can be anything in the school or in [it'sits](#) environment that may be used in teaching and learning.

All the above definitions stress the importance of the environment as an important resource in teaching and learning Kiswahili. Thus for any successful Kiswahili lesson/education, teachers need to make use of the local environment by taking their students for [practicalpractical](#) in the field to enable them to learn from practical involvement and interaction with phenomena in their natural setting. Media resources are therefore, any material, equipment, instrument in education that facilitates the transfer of information from the instructor to the learner.

## **2.2 Literature Related To Instructional Media Resources**

Learning and teaching is the concern of the trained teacher. But learning is a complex process. It can however be defined as a change in disposition; a relatively permanent change in behavior overtime and this is brought about by experience. Learning can occur as a result of newly acquired skill, knowledge, perception, facts, principles, new information at hand etc. Adeyanju(1997) in website. Learning can be reinforced with

learning aids of different variety because they stimulate motives as well as arrest learners attention for a while during the instructions process.

Instructional media is the use of any object or materials which enhances or enriches the teachers' presentation of lesson content and make it easier for the students to enjoy their learning. Learning aids are instructional materials and devices through which teaching and leaning are done in schools. Examples are learning visual aids, audio-visual aids, real objects and many others. The visual aids are designed materials that may be locally made or commercially produced. They come in form of wall-charts illustrated pictures, pictorial materials and other two dimensional objects. There are also audio-visual aids. These are teaching machines like radio, television, and all sorts of projectors with sound attributes.

It is interesting to note that a large percentage of trained teachers and those undergoing professional training courses can teach with some of the learning aids. They do so consciously because they know that their uses have positive effect on learning outcomes as their cognate experiences during teaching practice supervision reveals. Adeyanju (1997) carried out a survey in Nigeria, using a sample of teachers with several years of teaching experience of between (03) and twenty-five (25) years. They claimed that learning aids improve methodology. They also claimed that learning aids reduce their talk and chalk method.

A teacher can make use of resources when they are available. There are many scholars who have done a lot in this field and generally concurred that the following results can be realized if instructional materials are carefully selected and used.

- Learning becomes more interesting ,effective and meaningful,
- Learning is retained longer than that acquired by purely verbal teaching,

- Learners acquire various skills like reading ,sentence construction, analyzing among others,
- Greater benefits can be obtained when all senses are involved in learning.

Muchilwa (1998 p. 4) says that instructional media resource in education can be grouped into four categories;

1. **Print materials**, which include textbooks reference books, newspapers magazines journals and deprogrammed instructional materials.
2. **Non print materials** such as Audio-visual materials including slide films, films strips transparencies, televisions, tape recorders, cartoons, charts, posters and diagrams.
3. **Community resources** such as persons, resource places, public libraries field trips, cultural events.
4. **Regalia** and representation of media which include real objects exhibits, museums, dioramas and panoramas.

Rudolf (1971) argues that the use of media is not a recent phenomenon, as it has been since it dates back to the pre-historic times. He asserts that the pre-historic methods of drawing a likeness on surface or shaping a figure in clay are still with us. They are profoundly useful and will remain so in the future.

This underlines the fact that concreteness in the presentation of facts and ideas is more super than mere verbal delivery.

The assertion that instructional media can increase interest, comprehension and retention is based on the hypothesis that the more abstract the content of a message the more difficult it

is to comprehend. There is therefore need to employ a variety of instructional media so as to improve the learning outcomes.

The secondary school teacher can be harnessed to enrich the teaching-learning process.

The materials that are immediately at hand include the chalkboard, pictures, graphic, three-dimensional materials, which are cheaper in cost. The more sophisticated instructional materials would include, films, slides, film strip, audio-learning materials, community study, video, programmed lessons in radio, computers connected to internets, mobile phones, and digital cameras (Mukwa 1979).

According to Rao and Renin (1992 p 106-107), teaching materials are important in learning because they are based on psychological principles of learning, and can produce significant results provided they are properly used. This will allow students involvement in the learning activity. Further, they offer a concrete basis for conceptual thinking and thereby reducing the meaningless word-responses of students. Thus the application of instructional media can pave way for creative pupil participation and literally fill the classroom with evidence of the student's accomplishment.

Parlato (1982 p 13) says “---radio plays an effective educational role, both as the sole medium or in conjunction with print and group support”. Dahama and Bhatnager (1992) supports by saying that teaching aids have to be used in support of a talk to bring out the salient features which we want the audience to learn. They are only aids to verbal words and the words depend on the teaching aids as much as the teaching depends on the words.

Kochhar (1991) says that teaching aid concretizes the knowledge to be presented and thus help in making a learning experience appear real, living and vital. They supplement the work of the teacher and help in the study of textbooks. Romiszowski (1988) holds the view

that media can help the learners to remember what they have learnt and also perform other instructional functions. When asked to explain a concept, read or even draw, they can do it because they have seen what they were asked about. Ajeyi (1984) carried out a study on the position of visual aids in teaching and learning in schools in Nigeria. From his study he concluded that media could facilitate students' understanding of any given subject. It acts as additional motivation material in the learning process.

Brown et al (1985 p. 64) holds that instructional resources are valuable because they enhance learning and if they are well used then, they lead to improve results. They observed that;

“One of the most valuable contributions of instructional resource to teacher's activities as instructors is the stimulation they give to teachers' creative abilities. Media activates students and as they learn actively, you can enjoy the evidence of their progress. Your initiativeness, your resourcefulness and your enthusiasm have direct visible results”

This supports the fact that, Instructional media resource is valuable both to the teacher and the learner. It is therefore necessary that they are made available so as to be used when needed.

Maranga (1993) asserts that resources and methods of instructions among others, affect the amount of learning that takes place. As such, effective learning and teaching demands that resource are made available to the students. He states that;

“The provision of quality and relevant education and training are dependent on, among other things the supply of adequate equipment and teaching materials”

Maranga (1993 p. 113)

Kafu, (1976) observed that some useful items or equipment available in some schools remain locked in stores or cupboards; hence some of the existing instructional resources are underutilized. For instance he maintains that the kind of innovation needed in Kenya's teaching profession is to ensure improved pre-service and in-service education.

Standa (1980 p. 3), say that more attention is required in the provision of adequate facilities and resources, and opportunities for teachers to share ideas on the use of available, accessible and appropriate resource in the solution of Educational problem

He says learning has to do with the individual for whom the instructional activities are designed. According to Standa, when a teacher goes to a classroom to teach, there are various things that he has to bear in mind among them, the learners age, what the learner knows prior to instruction, the goals that instruction aims at accomplishing and the relevant stimuli to expose to the learner, in order to achieve his goals. Learning will then take place if the learner's condition after being exposed to the stimuli shows that he has acquired more knowledge.

Fines (1983) and Duckwork (1962) assert that for effective learning, teachers must use the best media resources possible and that these aids provide a basis on which one can react an act. Garba (1973) on the other hand says:

“The combined use of various communication media could greatly increase their impact in education. Such an approach might provide guidelines for obtaining solutions to the current problems of the mass enrollment, teacher shortage and rapid growth of Knowledge.”

The emphasis made by Garba is that more than one media resources should be used in teaching a particular concept so as to increase their impact in education. This argument supported by Lawman (1985) who says that the use of educational media resources enrich the learning environment and provide a variety of stimulus, occupation and methodology, that when used properly by the experienced teacher will appeal well to the individual differences within the class. He says.

“Differences in intellectual ability among students will influence their speed of learning. Their differences will be more noticeable when the information is simple and concrete”

The use of instructional media resources is expected to simplify and make information more concrete and reduces the gap between the learners of different learning abilities.

Lawman further argues that media resources appeal to the emotion and enhance learning. He stresses that students learn “images as well as words and images are vivid and emotionally hinged”.

### **2.3 Literature Related To Studies in Teaching of Kiswahili**

Instructional media resources for teaching Kiswahili have become an area of interest to many schools and educators. Various scholars like Patel and Mukwa (1993) investigated the availability of audio-visual media in secondary schools and the role played by such media, in upgrading classroom teaching. The study findings showed that the available media to schools were print media, posters and flat pictures, tape recorders, radio programmes, television programmes and other techniques such as drama and folk media. Of these 45% have motivational and learners’ participation learning techniques designed in them. Most of them were perceived to be effective in upgrading teaching and learning.



However, business course teaching were more motivated in perceiving the value of media, followed by science, social studies, mathematics and language teachers. There is no difference in perception of media value between rural and urban-based teams. Mukwa's study was quite broad and covers several subjects. The present study however, will narrow itself to one subject that is Kiswahili. The study also will look at instructional media resources available for teaching and learning Kiswahili in the new integrated Kiswahili approach.

Musau (1999) says some useful instructional media for Kiswahili are well selected books, supplementary readers, drama, pictures, televisions and video, radio and audio tapes recorder and resource persons. Luvisia (2003) carried out a similar survey on the availability and use of instructional resources in teaching Kiswahili grammar in selected secondary schools of Bungoma district. The study findings revealed that there was a general inadequacy of instructional resources for teaching Kiswahili grammar. The most available teaching and learning resources were the chalkboard and the Kiswahili class textbooks. Luvisia (2003) observed that there was minimum use of the available instructional resources in the teaching and learning of Kiswahili grammar in secondary schools in Bungoma district. Teacher over-relied on the KIE textbooks and the chalkboard. He further revealed that teachers held a positive attitude towards the use of instructional resources in teaching Kiswahili grammar. As Luvisia studied on the availability and use of instructional media resources, the current study tries to see the use of instructional media resources to integrate Kiswahili syllabus.

Suter (2008), on the other hand carried out a research on the teacher preparedness in teaching Kiswahili oral literature in secondary schools in Marakwet District. Her

conclusion was that, it was clear that the learning of Kiswahili in Kenya and to larger extend Kiswahili literature is not supported by the necessary resources such as well selected books, supplementary readers and other materials. The absence of these materials limits what teachers and pupils can achieve in the learning of Kiswahili oral literature in particular, there is interaction between the learners and relevant material that can enhance the effective learning of Kiswahili oral literature in such circumstances, most of those who complete their Kiswahili oral literature course in secondary school cannot be said in all fairness to have mastered the language orally and in writing as prescribed by the syllabuses, Suter (2008).

Kimenjo (2008), in her study concluded that schools that are located in the rural areas experience first language influence, which affects the learning of Kiswahili language. Schools lack refresher courses and other form of training that can continuously improve the learning of Kiswahili and updating teachers on any new developments. The learning and teaching resources for Kiswahili are scanty and head teachers have no specific methods of ensuring that teachers make use of what is available. The ratio of Kiswahili books to students is too big for quality and effective learning. The Kiswahili teachers do not apply a variety of evaluation techniques; daily exercise is the most commonly used evaluation technique. Majority of the Kiswahili teachers predominantly make use of more than one teaching method. The present study therefore studies the use of instructional media in the integrated Kiswahili subject in general.

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## 2.4 Literature related to integrative curriculum

Jeruto, (2009), found out that the introduction of the integrated approach in the teaching was received with mixed feelings. Indagasi (1988) on the other hand, in a paper entitled *literature and the teaching of English* is in support of integration. In support of the integrated approach, Moody (1992) in a paper entitled *literature and language* asserts that “The study of literature is fundamentally a study of language in operation”. Infact Amateshe (1988) quoted by Jeruto V. (2009) strongly supports integration when he says;

“With regard to the revised English, syllabuses, emphasis is now being more and more on language aspects. This is because, we the educationalists strongly believe that a student who has a good command of the language inevitably follows more clearly other aspects of the school curricula ... it should be borne in mind that language acquisition depends very much on practice. The more exposures a student has with various forms of expressions the more he will develop confidence and competence in language”.

A new secondary education syllabus was introduced in 2002 and the director of education at that time was Naomi W. Wangai who in her introductory remarks stated that, the new secondary syllabus was replacing the original 8:4:4 education syllabus which was first introduced in 1986 and revised in 1992. The director of education mentioned the previous two syllabuses in order to show that, the new 2002 secondary education syllabus was designed in a better way than both. She did this by commenting about the secondary curriculum as a whole by saying that;

“In each syllabus the objectives have been clearly defined and the content spect out more specifically to give better guidance to users. (KIE 2002; V)”

This implies that the 1986 and the 1992 secondary education syllabuses, which had been in use for a total of sixteen years, had shortcomings which the 2002 (current syllabus) is trying to address. This could be one of the reasons why performance in Kiswahili in KCSE examinations has persistently been poor.

The director of education for once mentioned integration in the following words;

“The revised syllabus has clearly defined the integrated approach to make the teaching of the language more effective”. This can be taken to mean that for the years that the integrated approach had been used in the teaching of grammar, it was not clear to all those concerned what integration really meant. The 2002 syllabus unlike the earlier (1986 and 1992), 8:4:4 syllabuses clearly define integration. This is what the syllabus says in the introductory section about integration and its definition.

“The syllabus adopts an integrated approach to the teaching of language. Integration means merging two autonomous but related entities in order to strengthen and enrich both. Through exposure to literature, the learners will improve their language skills. They will not only enrich their vocabulary but also learn to use language in variety of ways. Similarly, an improved knowledge of the language will enhance the learners’ appreciation of literary material. On yet another rating integration means that no language skill should be taught in isolation. Listening, speaking, reading and writing skills should complement each other (KIE 2002 pg. 3).

In 2002, the government introduced the revised syllabus for teaching Kiswahili. The reason for this move may be attributed to the fact that in the traditional approach language (lugha) and literature (fasihi) were taught as if no relationship existed among them. The revised syllabus on the other hand makes it possible for a teacher to deal with grammar (lugha) and literature (fasihi) aspects in an integrated manner.

In 1995 syllabus, neither advice nor instructions were given to users at each stage. For instance, in the old syllabus teachers were supposed to start speech about the environment. The new syllabus has gone further by elaborating on the environment in question that is, school, home, location, and market.

Thus learning systematically develops from known to unknown. The Kiswahili integrated syllabus organizes content in terms of four language skills. They include

- a. Listening and speaking (kusikiliza na kuzungumza) like pronunciation, oratory, listening comprehension and oral literature.
- b. Reading (kusoma); the content includes reading aloud, reading comprehensions, intensive reading (selected literature text), extensive reading, dictionary and library use.
- c. Writing (kuandika): this contains creative writing, functional writing, essay writing and literary skills.

Kitito, (2007) carried out a study on the teacher factors affecting the integrated approach in the teaching of Kiswahili in secondary schools in Kwale district. He revealed that among the factors affecting the integration include lack of in-service, poor in-service and wide syllabus, teachers also lacked resource materials and management support for them to effectively implement Kiswahili integrated course.

Jeruto(2009), in her study established that teachers mostly depend on the text books as a learning resource. The study concludes that the value of using radio lessons, pictures and photos, diagrams and sketches, films and videos and real objects were not popular with most of the teachers. There is a need for teachers of English to design oral activities such as discussions, debates, reciting of poems and should implement the use of radio lessons so that they listen to how lessons are presented orally and the importance of using oral mode. This will help learners generate ideas encourage free flow of thoughts and help students discover proper ways of presenting themselves orally and in written forms in the interpretation of literary features.

Makena(2009), on the other hand studied on the effects of integrated instructional approach and conventional method on learner's achievements in oral narratives among form two learners. On her basis of findings of schools she concluded that the performance in integrated instructional approach is more effective in achieving better scores than the conventional method.

Wafula (2009) also carried out a study on challenges of the integrated method on the teaching of oral literature in Kenyan secondary schools in Eldoret municipality Uasin – Gishu district. In her study she concluded that;

1. The type of lesson taught such as a language oriented or literature oriented had some effect on the range and extend of integration.
2. The training that teachers had undergone had some effects on the range and extend of integration.

3. The category of school public/private that a teacher belong to affected the range of integration that took place between oral literature and other aspects of literature and language.
4. The in-service courses, seminars and workshops that teachers attended had a positive effect on the range and extend of integrating oral literature with other aspects of literature and language.

Gudu (2010), carried out a study of the 2002 integrated approach to instruction of speaking skills in English; A case of secondary schools in Eldoret Municipality. in her study she established that teachers utilize integrated approach to teachers speaking skills, although they are experiencing some challenges in integrating English and literature at the contend level owing to their inadequate training in handling the content of integrating English and Literature. The study found that teachers, irrespective of school category, heavily rely in text books and novel for teaching peaking skills. However, to a lesser extend, they use newspapers articles. The rest recommended materials such as charts, pictures, flash cards, magazines, tapes and CDs, television, video, radio, resource persons, own prepared hand outs and periodicals are rarely utilized. Teachers of English face five major challenges which include; integration of English and literature is to demanding in terms of skills and time on the part of the teachers, shortage of teaching time allocated for teaching speaking skills which is only once a week, large number of students in classroom, mother tongue dominance and inadequacy in teacher training that failed to equip teachers with the adequate skills to handle integrated approach. Gudu, carried out his study in English, whereas the current study borrows from Gudu but in Kiswahili as Kiswahili is a language like English.

According to Mwingirwa Kithure (Sunday standard of January 27<sup>th</sup> 2008), it is not possible for a reader to enjoy a good work of literature with disregard in the role of language. This is like enjoying a sumptuous cake without caring about its ingredients and baking process. He believes that the use of literary texts can be a powerful teaching tool. Therefore we need a rationale for an integrated method of teaching literature in the language classroom. This can be based on the principle, literature is language and language can indeed be literary!

In contemporary lifestyles, communicative competence is more than acquiring mastery of structure and form. It also involves acquiring the ability to interpret the scores in its social and cultural contexts. Hence, the use of oral literature in the classroom can provide a powerful educational tool in student's linguistic development and not play second fiddle to language as many feel.

Mwingirwa further argues that although there is historical divergence between language and literature occasioned by intensive academic researchers and the panels among linguistic and critics, the middle ground appears to be the general acceptance that they are twins. The existence and progress is dependent on being left to thrive jointly. For example, how would one enjoy a narrative or a song without appreciating the abundantly enticing images and proverb smartly littered in this text? The separation of literature from language is therefore a false dualism.

Lewy (1991) argues that since integrated curricula are free to select familiar objects which students find interesting, it is considered in various cases to argument motivation especially for students who have little interest in subject.



Perkins (1991) advocates teaching for transfer and thoughtful learning when he states: A concern with connecting things up, integrating ideas, within and across subject matters and with elements of out-of-school, inherently is a concern with understanding in a broader and a deeper sense. Accordingly there is a natural alliance between those making a special effort towards integrative education.

This view supports the notion of curriculum integration as a way of making education more meaningful. Concerns about national achievement levels and high drop out rates have put the spotlight on any educational change that can lead to an increased student success.

Finally the movement towards a global economy and international connections as well as the rapid changes in technology is pushing education towards integration. The ability to make connections to solve problems by looking at multiple perspectives and to incorporate information from different fields will be an essential ingredient for success in the future and enduring argument of integration is that it represents a way to avoid the fragmented and irrelevant acquisition of isolated facts, transforming knowledge into personally useful tools for learning new information, Lipson et al, (1993 p. 252).

Romiszowski (1988 p. 123) states that;

“Selection of media includes not only the objectives to be achieved but also the information to be presented, the responses to be evoked, the knowledge of results to be given, the sequence of instructions and the pace at which the instruction is to occur”

Teachers have the noble responsibility of selecting relevant instructional materials that are relevant for the topic to be covered. In doing this, the teacher may sometimes be influenced by his/her preference on what instructional materials to be used. However, this does not give the teacher the authority to reject any instructional resources because of personal bias. Instructional objectives would be more effectively achieved when instructional resources are used but contrary to this, some teachers consider this a waste of time.

## **2.5 Literature related to Selection, use and availability of instructional media resources**

The instructional media resources available for the teaching and learning the integrated Kiswahili subject are many and varied. In most cases more than one media resource may be used to teach a particular skill. This therefore calls for the teacher's ability to select the most relevant and appropriate media resources that can convey the message more accurately. The selection of the appropriate media resource is determined by a number of factors that have been studied by several authors and are discussed in the following section.

Brown (1973) has listed six criteria that should be used in media selection. These are purpose, content, appropriateness of the item for the message, evidence of valid field testing, cost and circumstances of use. In order to make a good selection of the instructional media resources teachers must

- State the purpose of the lesson
- Be knowledgeable of the lesson content
- Be able to judge appropriateness of the item to the lesson

- Must be able to use instructional media resources and have technical knowledge on how to use media
- Assess the cost and also determine the relevance of the item to the circumstances in his/her school.

It is therefore important that the teacher must be trained to be equipped with the relevant knowledge and skills in order to select and use instructional media resources appropriately. Walkin (1982) says that an aid should be used at the right time, in a right place, and in the right manner. According to him the aid should be chosen for its function and for its predicted effect on the audience. Thus instructional media resources can be used to deliver different messages and hence a careful selection is a very essential component.

According to Shipley (1968) the use of still visual aids, requires the same careful planning as that of any other aids. He gave guidelines that can be used by teachers of Kiswahili in the selection of the media resources.

These are;

- i. Determine the contribution that the device will make to your instructional program in relation to the specific purpose and content of what is being taught.
- ii. Study the information from all available sources on how to use device most efficiently and effectively.
- iii. Plan on how to integrate the use of the device with the learning experience of your students.
- iv. Arrange both for facilities conducive to learning with the device and for scheduling so that the greatest number of students will benefit

- v. Evaluate its contribution after a fair trial and then modify your use of it in whatever way this may improve instruction.

He continues to advise that the choice of a particular instructional method will often determine or at least limit our choices and presentation of media. The special characteristics of some students will also directly influence the media choice. Other factors that Shipley identified that influences instruction media selection include administrative and economic constraints. A supportive school administration will always supply media resources that are needed by teachers for teaching.

Romiszowski (1974 p 45-58), on the other hand says that, the following factors influence the selection of media for a particular lesson.

1. learning content;
2. type of learning task;
3. teaching strategies;
4. student/pupil characteristics;
5. practical limitation;
6. Preference of the docent/teacher.

He says that the following two types of media characteristics have to be taken into account in media selection:

1. **Essential media characteristics.** It is these characteristics that will improve the **clarity** of the presentation;
2. **Optional media characteristics.** It is these characteristics that will improve the **quality** of the presentation.

The teacher / docent should first reflect on what essential media characteristics should be brought up in a particular lesson and then give attention to the optional media characteristics Romiszowski, (1974, p 63- 76) in van zyl, (1977). Then a list of appropriate media characteristics, then eliminate the media that are impractical, unavailable or can't be used in the limited space. Romiszowski (1994, p 71-76) gives a whole series of schemes for selecting different media such as visual, verbal, auditory media. Then there has to be a choice of the final combination of media for each phase of a particular lesson. The meaningful integration of media into instructing implies an accountable selection of media and not merely a haphazard choice.

According to Romiszowski the following are preconditions that arise when reflecting on integrating media and teaching.

1. The docent / teacher should have a positive attitude about the use of media in teaching.
2. Media are only one component of the lesson planning that now has to be interwoven with the other components.
3. The docent / teacher has to have knowledge of the possibilities and limitation of the various media.
4. The docent / teacher has to be skilled in using the media.
5. Teaching locations / classrooms must be equipped for media use.
6. Apparatus and programs must be available.
7. A support service which among other things provides for apparatus and programs, their repair and the production of programs is indispensable.

Kafu (1976) established that the cost of the industrially produced media resources is another factor that limits the choice of media resources a teacher can use. Consequently in most schools, therefore, teachers have to produce their own teaching aids from cheap and locally available resources.

Groeawagon (1985) asserts that, in deciding on media choices considerations such as availability of media, economic constraints and preference of producers and consumers often play a decisive role. In media selection it is important to match attributes to task learner situation characteristics. This is because different tasks, different learning abilities of the students and different school environment will need different types of media resources to convey the same message. Due to these complexities Brown (1975) came up with the following generated eight principles of media selection.

- No one media is best for all purposes
- Media uses should be consistent with objectives
- Users must familiarize themselves with media content.
- Media must be appropriate with the mode of instruction.
- Media must fit students capabilities and learning style
- Media are neither good nor bad simply because they are either concrete or abstract.
- Media should be chosen objectively rather than based on personal preference or bias.
- Physical conditions surrounding uses of media affect significantly the results obtained.

The use of media resources must, therefore, be based on a careful selection. He says that emphasis should be on the blend of media integration and personal interaction which he says meets the diverse needs of students and which teachers feel secure and comfortable.

Too (1994) carried out a survey on the availability and use of media resources for mathematics instruction in Nandi district secondary schools. The study findings revealed that most of the media resources required for teaching and learning of mathematics were inadequately available in most of the schools. He observed that there was minimum use of the media in the teaching and learning of mathematics in secondary schools, in Nandi district. The materials that were reported by the students as not being used include special chalk-board and 3-dimensional materials, playing cards, reflection mirrors, felt boards, tracing paper and globes. Further this study found that there was a strong relationship between teachers' qualifications and the use of instructional media resources in teaching 3-dimensional geometry, with the diploma holders using media resources more appropriately as compared with trained graduate and the untrained graduate teachers. There was a significant relationship between teachers experience and the use of instructional materials in teaching 3-dimensional geometry, with the more experienced teachers using instructional resources more adequately.

Too (1994) therefore concluded that experience is a strong influence in media use in teaching and learning mathematics and that there was no significant relationship between teachers' qualification and attitude towards the use of instructional media in teaching mathematics as all teachers were found to have similar views on the use of media resources in mathematics instruction. This finding on the availability and use of media resources are

in line with the current study. However, while his study examined use and availability of instructional media in mathematics in Nandi District, this study was on the use of instructional media resources in the integrated Kiswahili subject in Turkana District.

Cheruto's (1986) Study took more or less a similar study but in the teaching of Geography in Kericho. Her findings revealed that most of the instructional materials needed in the teaching of geography were either inadequate or not available. The materials that were seriously inadequate or unavailable include globes, pictures and maps.

Muchilwa's (1998) study on availability and use of instructional materials for teaching history in Mombasa district revealed that most of the schools (Involved in the study) did not have adequate instructional materials for teaching history. She found that majority of the schools had some of the recommended pupils text-books but very few of the non-book instructional materials for teaching their subjects. In addition, financial and administrative support was not easily obtainable for the acquisition and use of instructional materials. Head teachers did not seem to sensitize their teachers on the importance of using instructional materials. Therefore, history and government was mainly taught through verbal presentation.

Adeyanju (1997) carried out a survey on Teachers perception of the effects and use of learning aids in teaching in Winneba basic and secondary schools in Nigeria. In his survey he concluded that;

1. Teachers whether those on training or those that have qualified perceives the use of learning aids in teaching as advantageous to the students. Their use reduces the talk and talk method of teaching.



2. The effect which organized practice teaching sessions have on teacher like the OCTP, OFFCTP, SAP and mini-teaching exercises are yet to be determined as they remain a subject of debate.
3. Teachers improvised teaching aids for their teaching: they also borrowed some learning aid from the Ghana Education services and from other schools.
4. Teachers used relevant and quality instructional materials to teach their lessons.
5. The most frequently used instructional materials are educational boards, textbooks materials, real objects and the charts.
6. Audiovisual materials like radio are available in schools.
7. Interest in the use of learning aids to teach often diminishes when student teachers have qualified.

He further recommended that, the media unit of the university should mount periodic training sessions for teachers on the use of learning aids to teach. It is also suggested that devices like audio and visual materials should be used by all teachers, in order to add the practice of technology to the training of teachers, physically. Teachers who are already in the field should be retrained on the recent findings on the use of learning aids. In addition, the university should appeal to the non-governmental organizations the private sectors, individual and industries to assist in supplementing and in substituting obsolete educational materials and learning aids like audio and visual materials and software packages. Student teachers should be involved in curriculum development. They should be familiar with the teaching content of the higher and lower school syllabus. Both teachers on training and those in the field should be sensitized on the need to update their knowledge on effective

teaching. Teachers on training and those in the field should also have a forum for meeting periodically to assesassess the effectiveness of their teaching using the method of instructional and educational technology as applicable to the organization of the content of the school syllabuses at both basic and junior secondary schools. Teachers should design packages (software) materials that could be used in teaching their various subjects. This forum should be supported by the government.

### Summary

Among the scholars who have researched on these field include; Kitito, (2007) researched on teacher factors affecting the integrated approach in the kiswahili to secondary schools. A case of kwale district. He revealed that among the factors include, lack of in-service, poor in-service and wide syllabus, teachers also lacked resource materials and management support for them to effectively implement Kiswahili integrated course. Wafula (2009) studied on challenges of the integrated method on the teaching of oral literature in kenyan schools in Eldoret municipality. Jeruto, (2009), found out that the introduction of the integrated approach in the teaching was received with mixed feelings she established that most teachers mostly depend on the text books as a learning resource

## CHAPTER THREE

### RESEARCH DESIGN AND METHODOLOGY

#### 3.0 Introduction

This chapter describes the area of study; the method of study, sampling procedures and instruments used to collect data. It also describes the reliability and validity of the instrument employed to collect the data.

#### 3.1 Location of the Study

The study was carried out in Turkana County, in Rift Valley Province of Kenya. Turkana lies in the north western part of Kenya. It is bordered by the countries as follows, Sudan at the Northern part, Ethiopia to the North West and Uganda to the Western part. To the southern part the neighboring County is Pokot, south east is Samburu and to the East is Lake Turkana. At the time the research was carried out, Turkana County had a total of fifteen (15) schools one being provincial and the other 14 district schools. The respondents were selected from among boys and girls using purposive sampling techniques and 16 teachers from eight selected schools. Turkana county was chosen because the performance in Kiswahili is poor.

#### 3.2 Research Design

The researcher used the descriptive statistical technique. This included the collection of data in order to determine the current status of the population with respect to stated variables. It also gave room to collection of quantifiable information from the sample.

Survey is a present oriented methodology used to investigate population by selecting a sample to analyze and discover occurrences. Oson and Onen(2005); a sample of the

targeted population was used in this case. In this study the researcher sought to find out the instructional media available in secondary schools and whether they could be used in the integration approach.

### **3.3 Target population**

The research targeted all secondary schools in the Turkana County, but the study could not reach all the schools in the county due to the distance and the remoteness of the location of schools. That is the schools are situated in the interior part of the county thus making it difficult to access due to poor infrastructure and the locals hostility. The researcher therefore, carried out his research in schools that were placed along/near the highway.

### **3.4 Sampling procedures**

The sample for the study included 16 teachers of Kiswahili and 160 students in the selected schools. A sample of 8 schools was selected for the study. Selection of study sample was done using a purposive sampling technique, these were schools along the high way because infrastructure was poor. The schools selected for the study are shown in Table 3.1.

Mugenda and Mugenda (1999) say that all members of the population have an equal and independent chance of being included in the sample. All teachers of Kiswahili were involved in the study. One hundred and sixty students of form three were selected as indicated in Table 3.1. The selection of the students was done randomly as follows, for the pure boys and girls' school, after assembling students in the hall, small pieces of paper were cut equivalent to the number of students. 20 papers were written YES and the rest NO then folded thoroughly mixed, then student were allowed to pick the papers, those who picked YES were given questionnaires to fill. In mixed school, after assembling students,

pieces of paper were cut equivalent to the number of boys then 15 papers were written YES and the rest NO papers were then folded and students allowed to pick those with yes participated, for girls 5 papers were written YES and those who picked yes participated. This ensured that sample from each school was proportionally and adequately distributed between the gender of the learners.

**Table 3.1:** *Schools and Respondents Selected for the Study*

School	Teachers	Students	
		Boys	Girls
1. School A	2	-	20
2. School B	3	20	-
3. School C	2	20	-
4. School D	2	20	-
5. School E	3	10	10
6. School F	2	-	20
7. School G	1	15	5
8. School H	1	15	5
<b>TOTAL</b>	<b>16</b>	<b>100</b>	<b>60</b>

The table shows the number of teachers, students and the schools selected to participate in the study.

### 3.5 Sample size

Dalen (1979) recognizes a sample of between twenty to thirty percent of the total population as being appropriate for the study in social studies. Therefore, sixteen secondary school Kiswahili teachers participated in the study. They were drawn from eight schools selected for the study. Teachers were chosen because they are agents of any curriculum implementation. 160 students from the 8 selected schools were also chosen for the study. The chosen students were the form three students only because they were

experiencing a lot of challenges with the introduction of literature from the selected textbooks, hence the need for integration for easy understanding of the subject and the form fours were exempted because they were preparing for the national exams. The sample size was as shown in Table 3.1.

### **3.5 Instruments of the study**

The data collection for this study was through administering of the questionnaires as well as the interviews with the students and teachers. Questionnaire is getting information about persons by asking them rather than watching them, Tuckman (1978). The respondents normally fill it. It is preferred because it has the ability to reach a larger population. Similarly it is economical in terms of time, Kerlinger (1983). Kennedy (1989) says that by using the questionnaire the teacher is able to obtain personal ideas and opinions from the respondents.

However, questionnaire as a means of collecting data has certain limitations. The respondent may leave out important information required in the study and it may also confuse respondents as to the nature information required. A cover letter requesting respondents' involvement was attached.

The researcher administered the questionnaires in person to individual respondents in a given school and collected them immediately after respondents filling the questionnaires. The questions were mainly open ended to give respondents a chance to discuss freely problems faced in the use of instructional media resources in teaching the integrated Kiswahili subject.

### **3.6 Reliability and Validity**

Mugenda and Mugenda (1999) define validity as the accuracy and meaningful of inferences, which are based on the research results. In other words, validity is the degree to which data actually represents the phenomenon under study. Content validity is defined as ‘a measure of the degree to which data collected using a particular instrument represents a specific domain of indicators or content of a particular concept (ibid: 102)’. In this case the study established how all the forms of communicative competence, even in their smallest units affect interaction in language classroom. From the literature reviewed consultations were made with colleagues in the field and suggestions sought from the supervisors on whether the questions designed would be able to yield responses required. Consultations were made with experts in the Department of Curriculum, Instruction and Educational Media of Moi University to ascertain whether questions designed measured up to the required content validity.

Reliability on the other hand is defined by Mugenda and Mugenda (1999) as a measure of the degree to which a research instrument yields consistent results or data after repeated tests. Reliability was determined using the test-retest technique. The study administered the instrument twice to the same subjects during the pilot study in two schools within the county at the interval of two weeks the two schools were not included in the actual research. This lapse of time helped to avoid remembering previous responses by the respondents during the school testing, and hence producing unrealistically high comparisons. Responses from both testing period were compared. The results of the two sessions of the pilot study showed a high correlation. The results of the pilot are presented in Table 3.2.

Table 3.2: Results of pilot study

SCHOOL	No of responses (both tests)	Test-retest Difference(D)	D <sup>2</sup>	∑D <sup>2</sup>
1	4	0	0	0
2	4	1	1	1
TOTAL	8	1	1	1

The difference in the test-retest results was due to the respondent in one of the schools answering a question (13) which had not been answered in test one. The reliability index was determined using the spearman correlation coefficient.

$$r = 1 - \frac{6\sum D^2}{N(N^2-1)}$$

Where,

r = Spearman correlation coefficient

∑ D<sup>2</sup> = The sum of squares of differences between the test and retests

N = Number of respondents

Therefore, from the results in Table 3.2 above;

$$r = 1 - \frac{6(1^2)}{8(8^2-1)}$$

$$r = 1 - \frac{6}{8(63)}$$

$$r = 1 - \frac{6}{504}$$

$$r = 1 - 0.0119$$

$$r = 0.98$$



According to Mugenda and Mugenda (1999) a reliability index of 0.65 and above means that the instrument is reliable.

### **3.7 Data collection procedures**

Clearance to conduct this study was sought out from the District Education Officer in Turkana district. The researcher personally delivered a covering letter to the teachers involved through the head teachers in the research sample. The cover letter stated the purpose of the research and its importance. The researcher explained to the respondents personally the aim and purpose of the study, and their expected participation. The respondents were assured that the outcome of the study was directly beneficial to them, as the findings were freely accessed at the Margret Thatcher Library at Moi University.

The researcher delivered the questionnaires to the form three and four students in the sample population assisted by their subject teachers and collected them after they were dully filled in on the same day.

### **3.8 Data analysis**

Data collected was processed coded and analyzed to facilitate answers to research questions using descriptive statistical technique. Descriptive analysis, including frequencies, percentages, standard deviation and tables were used to summarize and organize data. Data capturing was done using excel software. The data from the completed questionnaires was cleaned, recorded and analyzed using the SPSS programme.

### **3.9 Ethical Consideration**

Despite the high value of knowledge gained through research, knowledge cannot be pursued at the expense of human dignity (Oso and Onen, 2005). A researcher should describe how he or she would ensure that ethical requirements are upheld in the study. The major ethical considerations a study should observe are that respondents should be able to: Know about the study; have a right to keep some information from the public; keep their identities from becoming a salient feature unless with consent. The study should also uphold the dignity of respondents.

In view of the above, the study found the privacy and confidentiality of the respondents a major ethical issue. This was because the study involved getting access to specific information about the students, teachers and schools. The teachers of Kiswahili language, students and administrators were talked to before they filled the questionnaires, to clear any doubts on the purpose of the study, and to get their consent before filling questionnaires. The respondents were informed that the information gathered would be used only for the purpose of the study.

## CHAPTER FOUR

### DATA PRESENTATION, ANALYSIS, INTERPRETATION AND DISCUSSION

#### 4.0 Introduction

This chapter provides presentation, analysis, interpretation and discussion of the data collected in the study. It presents descriptive statistics on background information of the respondents and the findings of investigation on the use of instructional media resources in teaching integrated Kiswahili in Turkana secondary schools. This investigation was carried out in Turkana County. In analyzing the responses to the items in the questionnaire, the researcher assigned each response a score. All the data was then analyzed by use of descriptive statistics such as frequencies and percentages. This analysis uses measures of central tendency mainly to analyze the characteristics or personal information of the respondents according to the information of the respondents and how each item appeared on the questionnaires. The data analyzed addressed the following objectives of the study:

1. To identify the available instructional media resources for teaching Kiswahili in Turkana county.
2. To establish teachers experience and the frequency in use of instructional media resources.
3. To establish the use of instructional media resources to integrate Kiswahili among teachers.
4. Find out the impact on the use of Instructional media resources on performance in Kiswahili in the integrated approach.

## 4.1 Analysis of Background Information of the Respondents

The research carried out comprised of thirteen male teachers and three female teachers, this implies that in the marginalized area especially the area of study there are few female teachers compared to male.

### 4.1.1 Qualifications of Teachers

Table 4.1 indicates that in most schools teachers of Kiswahili were qualified, having all 16(100%) teachers who were interviewed being trained graduate teachers.

**Table 4.1: Qualifications of Teachers**

<b>Professional qualification</b>	<b>Frequency</b>	<b>Percentage (%)</b>
Diploma	0	0
Trained graduate	16	100
Untrained graduate	0	0
Others	0	0
Total	16	100

### 4.1.2 Teaching Experience

The main purpose of this study was to investigate the use of instructional media resources in teaching integrated Kiswahili in secondary schools in Turkana district. Teaching

experience in this case is taken to be the number of years the respondent has been teaching in the field. The researcher therefore, found out it imperative to establish the period for which the respondents had been teaching in the current school. This is because the situation above calls for proper familiarization with the study area. The respondents were expected to be familiar with the operations of the school, know the materials available for the teaching and learning of integrated Kiswahili syllabus. Know the perception of teachers and students towards the teaching and learning process of integrated Kiswahili and to know the instructional approach used by the teachers in teaching Kiswahili. The major finding of the study is as shown in the table 4.2.

As shown in the Table 4.2, it indicates that in Form one 3(18.75%) of the teachers had never taught form one, 9(56.25%) had taught form one for less than one year, 2(12.5%) having a teaching experience of less than two years, none of the teachers had taught form one between three and four years and 2(12.5%) having taught for more than four years. In Form two none of the teachers had never taught Form two, 6(37.5%) teachers had taught for less than one year, 8(50%) had taught between one and two years, 2(12.5%) of the teachers having a teaching experience of between three to four years and none had taught for more than four years. In Form three, 2(12.5%) of teachers had never taught in that class, 6(37.5%) had a teaching experience of less than one year, 4(25%) teachers had a teaching experience of between one and two years, 4(25%) had taught between three and four years and none had taught for more than four years. Finally in Form four, 2(12.5%) had no teaching experience in form four, 8(50%) had taught for less than one year only, 1(6.25%) had taught between one to two years, 2(12.5%) for three to four years and 3(18.75%) having a teaching experience of more than four years that is up to seven years.

From the above information it implies that most teachers in the area of study had good teaching experience with most of them having taught for more than a year. This indicates that the discrepancy in performance lies somewhere which, ought to be unearthed. It clearly indicates that more has to be done in order to improve the performance in Kiswahili. Experience has to be incorporated with the new changing times and world of technology. From the experience in teaching, especially in teachers of forms three whereby there is the introduction of teaching Literature (Fasihi) as a different entity a teacher is comfortably capable of integrating the literature (Fasihi) and Grammar (Lugha) using instructional media resources. As shown in Table 4.1 that the quality of Kiswahili teachers (i.e. in their training) is not a basic problem.

**Table 4.2 Teachers' Experience**

N=16

	Number of Years					Total
	0	0-1	1-2	3-4	4<	
Form 1	3(18.75%)	9(56.25%)	2(12.5%)	0(0%)	2(12.5%)	16(100%)
Form 2	0(0%)	6(37.5%)	8(50%)	2(12.5%)	0(0%)	16(100%)
Form 3	2(12.5%)	6(37.5%)	4(25%)	4(25%)	0(0%)	16(100%)
Form 4	2(12.5%)	8(50%)	1(6.25%)	2(12.5%)	3(18.75%)	16(100%)

### 4.1.3 Experience and usage of instructional media resources

The researcher carried out a research to establish the relationship between the usage of instructional media resources and the teaching experience. Table 4.3 shows the findings of the research.

As indicated in the Table 4.3, there were 7 teachers who had a teaching experience of 0-1 years, 4 had 1-2 years, 3 teachers had 3-4 years and only 2 teachers had a teaching experience of more than four years. It is further revealed that none of the teachers with experience of 0-1 years very frequently use instructional media resources in teaching integrated Kiswahili syllabuses, 2(12.5%) teachers frequently use and the majority 4(25%) rarely use instructional media resources, whereas, 1(6.25%) teachers, do not use instructional media resource. It is worth nothing that 1(6.25%) of the teachers with experience of 1-2 years do not use instructional media resources at all while 1(6.25%) rarely use, 1(6.25%) frequently use and 1(6.25%) very frequently use instructional media resources in teaching the integrated Kiswahili syllabuses . It is further indicated that 1(6.25%) of the teaching experience of 3-4 years very frequently and 1(6.25%) frequently use instructional media resources, whereas 1(6.25%) rarely use and none of them do not use instructional media resources in teaching integrated Kiswahili syllabus. However, 1(6.25%) of the teachers with experience of more than four years very frequently and 1(6.25%) frequently use instructional media resources in teaching integrated Kiswahili syllabus there was none who said that they rarely use neither did they said that they don't use instructional media resources in teaching integrated Kiswahili.

**Table.4.3 Frequency of Teachers Experience and use of media.**

N=16

V.F – Very Frequent

F - Frequently Used

R.U – Rarely Used

N.U – Not Used

<b>Experience</b>	<b>V.F</b>	<b>F.U</b>	<b>R.U</b>	<b>N.U</b>	<b>TOTAL</b>
<b>0-1</b>	0(0%)	2(12.5%)	4(25%)	1(6.25%)	7(43.75%)
<b>1-2</b>	1(6.25%)	1(6.25%)	1(6.25%)	1(6.25%)	4(25%)
<b>3-4</b>	1(6.25%)	1(6.25%)	1(6.25%)	0(0%)	3(18.75%)
<b>4&gt;</b>	1(6.25%)	1(6.25%)	0(0%)	0(0%)	2(12.5%)
<b>TOTAL</b>	<b>3(18.75%)</b>	<b>5(31.25%)</b>	<b>6(37.5%)</b>	<b>2(12.5%)</b>	<b>16(100%)</b>

This implies that teachers with experience embrace the use of instructional resources in teaching Kiswahili.



They have been trained on use of instructional media resources. Therefore they need to use the media resources to integrate Kiswahili subject as recommended by the Ministry in the new syllabus for them to produce good results, as it is stated by Woodhall (1985) and Kanoya (1988) that instructional resources are essential ingredients in learning and teaching Kiswahili. When they are carefully selected and used by the teacher, students learn with a lot of ease and lead to improved results.

Benners et al (1994) emphasizes by saying that;

“Some of the teachers have been accused of never using teaching aids because their elder colleagues do not use them. Many teachers are boring to listen to. Some teachers enjoy talking and even punishing students who doze in class when they are teaching. Some tell students to run around the school, and others tell to stand up in class for the rest of lesson just because they are dozing. Teachers should not rely only on words to explain facts and concepts. The use of teaching aids make teaching both lively and interesting to students.” Benners et al, (1994 p. 225).

The analysis above is based on the objective that seeks to find out relationship between teachers experience and use of instructional media resources. It was realized that all the teachers who responded were trained graduates, and most of them have experience in teaching, especially in forms three and four whereby there is the introduction of teaching Literature (Fasihi) as a different entity. The teacher is capable of integrating the literature (Fasihi) and Grammar (Lugha) using instructional media resources. This is shown in the Table 4.2 that the quality of Kiswahili teachers (in their training) is not a basic problem. It was therefore realized that those teachers who have been in the field for many years use

instructional materials in teaching frequently than those who are young in the field. This concurs with Too (1994). In his study he found out that;

There was a strong relationship between teachers' qualification and the use of instructional media resources in teaching 3-dimensional geometry, with the diploma holders using media resources more appropriately as compared with trained graduate and the untrained graduate teachers. There was a significant relationship between teachers experience and the use of instructional materials in teaching 3-dimensional geometry, with the more experienced teachers using instructional resources more adequately. \_\_

#### **4.2 Materials used by teachers for teaching Kiswahili**

The researcher sought to establish the types of textbooks that the teachers use in teaching Kiswahili. The responses on this item are as shown in Table 4.4. It is instructive to note that 3(18.75%) teachers said that they use Chemchemi za Kiswahili by Longhorn publishers, 2(12.5%) use Kiswahili Kitukuzwe by Kenya Literature Bureau (KLB), 1(6.25%) said that they use Kiswahili Fasaha on the other hand 2(12.5%) say that they use both Kiswahili Kitukuzwe and Chemchemi za Kiswahili, 1(6.25%) use Chemchemi za Kiswahili and Kiswahili Fasaha. 2(12.5%) of the total population Chemchemi za Kiswahili and Jipime na Uimarike, similarly 2(12.5%) said that they use Kiswahili Fasaha and kitukuzwe, those who use Chemchemi za Kiswahili and Gateway were 1(6.24%), Jipime na Uimarike 1(6.25%) and 1(6.25%) said that they use the three books that is Kitukuzwe, Chemchemi and Fasaha in teaching Kiswahili.

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**Table 4.4 Types of books used by teachers**

N = 16

<b>Books</b>	<b>Frequency</b>	<b>Percent</b>
Chemchemi za Kiswahili	3	18.75
Kiswahili Kitukuzwe	2	12.5
Kiswahili Fasaha	1	6.25
Chemchemi and Kiswahili Kitukuzwe	2	12.5
Chemchemi and Fasaha	1	6.25
Chemchemi and Jipime na Uimarike	2	12.5
Chemchemi and Gateway	1	6.25
Fasaha and Kitukuzwe	2	12.5
Jipime na Uimarike and Kitukuzwe	1	6.25
Kitukuzwe, Chemchem and Fasaha	1	6.25
<b>Total</b>	<b>16</b>	<b>100</b>

Apart from the identified books, are the three compulsory set books for form three and form four recommended by the KIE which are the Utengano- novel(Riwaya) by S.A

Mohammed, Kifo Kisimani- Play (Tamthilia) by Kithaka wa Mberia and the Mayai Waziri wa Maradhi na Hadithi Nyingine – short story (hadithi fupi).

Teachers were asked the question of adequacy of books and its ratio to students was asked.

Table 4.5 shows the frequency at which the ratio of a book to students was given.

From Table 4.5, 3(18.75%) of the teachers who answered the question had the ratio of sharing being one book shared among two students (1:2), 3(18.75%) teachers also had one book being shared among three students (1:3) and 8 (50%) teachers had one book being shared among four students (1:4) and to make matter worse we had 2(12.5%) teachers who had one book being shared among seven students in a class. Further it is shown that in most schools, the use of textbooks seemed to carry the order of the day. Teachers only rely on the written materials as a medium of instruction. A good percentage of the learning and reference materials used in teaching Kiswahili is written materials. This limits teaching and learning resources to written materials. It then leaves a gap in Sampath's finding (1990) which can be simplified as hear, see and do. It further states that we remember 10% of what we read, 20% of what we hear, 30% of what we see and hear, 80% of what we say and 90% of what we say and do. From his findings, only 40% is what gets utilized in most schools thus, making teaching and learning of Kiswahili difficult.

**Table 4.5: Ratio of a Textbook to Students**

N=16

<b>Ratio. (book to students)</b>	<b>Frequency</b>	<b>Percentage</b>
1:2	3	18.75
1:3	3	18.75
1:4	8	50
1:7	2	12.5
<b>Total</b>	<b>16</b>	<b>100</b>

KIE recommended Kiswahili textbooks, “Chemichemi za Kiswahili” (Wamithila and Waihiga-2010), Kiswahili Kitukuzwe (KLB-2007) among others, are very comprehensive in terms of content required by the syllabus. However, the fact still remains that the subject requires more than this if good performance is to be realized. Similarly, these textbooks are not even enough to cater for each student’s individual needs. In most schools, students have to share the textbooks where the number of books available is not equal to the number of students per class. This creates another limitation on the accessibility of the textbook to individual students.

As shown in Table 4.5, available text books are shared. It is solely true that in some schools the discrepancy of textbooks is so high that one book is used by seven students in a class. The least number of usages is two students per book. This discourages especially the weak students who are not motivated to access to the book. Some end up not using the text even for a whole term. This also raises the risk of losing the few available books since accountability and responsibility is minimal. Teachers have a challenge of giving assignments especially reading comprehension since the books are few in the same case even reading in class becomes a problem when seven students have to crowd over a book. Good reading skills will improve performance through exposing the learner to new sentence structure and different registers. Therefore learners ought to be exposed to so much reading if good performance is to be realized. Through integration approach, learners are to be exposed to both literary materials which they ought to read.

The available text “Kifo Kisimani” (play) by Kithaka Wa Mberia, “ Utengano” (novel) by Said A. Mohammed and Mayai Waziri wa Maradhi na Hadithi Nyingine (short story) by

Wamitila are good avenues to integrating teaching of Fasihi and language. However it is noted that most schools in the area of study do not have copies of this texts, learners are forced to buy the text. From the challenges within the area most students find it hard to purchase the books thus unable to access these reading materials. Some students only rely on what is taught in class. It is therefore imperative that teachers ought to identify various ways to incorporate other teaching resources in teaching other than depending on written materials only.

The researcher also asked the students to identify the frequency that the teacher uses an instructional media resource in their class during Kiswahili lesson as listed in Appendix 5. The instructional media resources were grouped into visual, audio-visual, audio and digital. Table 4.6 shows their responses. From Table 4.6 it shows that the most frequently used instructional resources by the teachers in classes were the visual resources like the chalkboard and textbooks. This is seen in Table 4.6 with a mean of 1.94 and standard deviation of 1.3. On the other hand, audio with mean of 1.1 and deviation of 0.5, audio-visual which had a mean of 1.2 and deviation of 0.36 and digital of mean 1.05 with a standard deviation of 0.27 were rarely used by the teachers. In these cases this could be the reason to why some students feel that Kiswahili should not be a compulsory subject since it is difficult or a boring subject. It should be noted that the use of instructional media resources simplifies work for the teacher and the learner but if they are not used then the reverse is true.

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**Table 4.6** *Use of Instructional Media resource during Kiswahili lesson*

N=160

V.F – Very Frequent

F - Frequently Used

R.U – Rarely Used

N.U – Not Used

	<b>V.F</b>	<b>F</b>	<b>R.U</b>	<b>N.U</b>	<b>N</b>	$\bar{X}$	<b>SD</b>
Visual	36(22%)	10(6.2%)	22(13.8%)	92(58%)	160(100%)	1.94	1.3
Audio -visual	0(0%)	8(5%)	8(10%)	136(85%)	160(100%)	1.2	0.5
Audio	0(0%)	2(1.2%)	14(8.8%)	144(90%)	160(100%)	1.1	0.36
Digital	0(0%)	2(1.2%)	4(2.5%)	154(96.3%)	160(100%)	1.05	0.27



The above analysis was based on objective one which was to find out the available instructional media resources for teaching Kiswahili in Turkana County. Basing on this objective it can be deduced that, in Turkana County, among the many and varied instructional media resources, teachers in the district rely on the written instructional media resource, which are text books. It is point to note that text books are just but an example of many resources in which despite the fact that the teachers in the area of study lack other instructional media resources they do not use the variety of books as required, they rely on the recommended KIE class text books which it disastrous because these books are not sufficient in class. For instance a school may have one or two types of textbooks and the examinable set books only. As we can see from table 4.6 other essential instructional media resources are not used or rarely used among them are Audio visual, Audio and digital. Since Language is dynamic and Kiswahili being a language, suffers the same fate. It keeps on changing from time to time to suit the context and the setting of a given place as it changes. This calls for a lot of aggressions in terms of teaching it to the fast moving generation. It calls for a lot of integration and not just textbooks written at a particular time.

Basing on objective one, The researcher therefore realized that teachers rely only on the recommended class text books by KIE which are comprehensive and have examples that do not suit the area of study this is because, a learner will easily identify with examples within his/her context than using examples that are far removed. For instance, an example of a sentence "*Tumelima Shamba*"(we have dug the land) in a semi arid area where agriculture is not practiced is farfetched. This is the case in the area of study. The sentence,

“*Tumechungu Mbuzi*”(we are herding goats), in the area of study will be more relevant than the former. This therefore, requires the learners to be very keen on the use of the written materials. In most cases it does not cover or give a wide coverage in terms of all area, in different environments. That is why integration is very essential.

#### **4.3.1. Use of instructional media resources in teaching to integrate Kiswahili syllabus.**

Integration as stated earlier means adopting and merging two autonomous but related entities in order to strengthen and enrich both. The new syllabus, adopts an integrated approach to teaching of language in a sense that Kiswahili language (lugha) and literature (fasihi) in Kiswahili are integrated. Through exposure to literature (Fasihi) the learner will improve their language skills. They will enrich their vocabulary and learn how to use language in a variety of ways. Similarly, an improved knowledge of the language will enhance the learner’s appreciation of literary materials. No language can be learned in isolation. Listening skills, speaking skills, reading and writing skills should compliment each other. Literature (Fasihi) provides expensive sample of language (lugha) in context. This is because it concerns issues affecting the society and it appears more natural. Themes in these literary materials are what happen in day to day life. Therefore integration as realized by the ministry is an approach that is relevant especially in teaching lugha (language).

The researcher therefore investigated the teacher’s frequency in use of instructional media resources towards the integrated syllabus; the response is shown in Table 4.7

**Table 4.7: Teachers perception towards the integrated syllabus**

<b>Statement</b>	<b>N</b>	<b><math>\bar{X}</math></b>	<b>SD</b>
Do you support the Ministry for introducing the integrated approach in teaching Kiswahili?	16	4.55	0.51
Integration will help improve performance in Kiswahili	16	4.4	0.75
Instructional media used in teaching Kiswahili can produce high grades	16	4.5	0.51
Instructional materials used to collect information on oral literature in Kiswahili can also be used to teach Kiswahili poems and Literature	16	4.1	1.41
Set books used to teach literature can be used to teach grammar.	16	2.95	1.7

From the data in Table 4.7 it can be noted that most of the teachers strongly agreed with the curriculum developers for introducing the integrated approach in teaching Kiswahili. This had a mean of 4.55 with standard deviation of 0.51. When asked if integration approach

will help improve performance in Kiswahili, majority of the respondents strongly agreed that instructional media used in teaching Kiswahili can produce high grades in Kiswahili. This was indicated by a mean of 4.4 and standard deviation of 0.75. Table 4.7 also shows that most of the teachers strongly agreed that instructional materials used to collect information on oral literature in Kiswahili can be used at the same time to teach Kiswahili grammar. A mean of 4.5 and standard deviation of 0.51 was obtained. Also it can be seen from the data that an average of 4.1 and standard deviation of 1.41 was obtained which indicates that majority of teachers strongly agreed that set books used to teach literature can also be used to teach Kiswahili poems and Literature. However, a majority of the respondents were undecided on whether set books used to teach literature can be used to teach grammar.

From the observation above, it can be concluded that most teachers agree that integration will really boost the performance in Kiswahili if learners and teachers understand that indeed the two fasihi (literature) and lugha (language) are not different entities that the knowledge of one will boost the other. Writers use language to express their views and concerns on the society. For example, the set books used in fasihi (literature) talk about the emerging issues in the society like corruption, nepotism, tribalism and conflicts. Therefore the use of instructional media resources to teach the integrated Kiswahili syllabus will produce fruitful results.

#### **4.3.2 Students perception to Kiswahili as a subject**

Apart from the teachers questionnaires the researcher also used students' questionnaires to collect data. The questionnaires issued to the students were 170 but only 160 were collected and so the data was analyzed using 160 questionnaires. There were 100(62.25%)

male students and 60 (37.75%) female students. The researcher wanted to know the perception of students towards Kiswahili as a subject. Table 4.8 shows their responses.

From Table 4.8 it shows that 82 (51.2%) students felt that Kiswahili was a very good subject while 72(45%) students felt that it was fairly good but 9(3.8%) students felt that Kiswahili as a subject is not good at all. Students were asked to give an opinion if Kiswahili as a subject should be compulsory or elective the following were their responses: 118 students agreed that it should be compulsory because firstly it unite people, and secondly it is a national language in Kenya but 42 students said that it should not be compulsory because English is a language hence needless to be compulsory. Others said that since its not formal language then it should not be compulsory.

**Table 4.8** *The perception of students towards Kiswahili.*

N=160

<b>Attitude</b>	<b>Frequency</b>	<b>Percent</b>
Very good	82	51.2
Fairly good	72	45.0
Not good	9	3.8
Total	160	100.0

The researcher asked learners to list the textbooks they use in learning Kiswahili. Table 4.9 shows the responses.

**Table 4.9** *Text books used in learning Kiswahili*

<b>Books</b>	<b>Frequency</b>	<b>Percentage</b>
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Chemchemi, Kitukuzwe, Gateway	96	60
Chemchemi, Kamusi ya kiswahili, Fasaha	42	26.25
Kitukuzwe	22	13.75

From table 4.9 it shows that 96(60%) students listed chemchemi za Kiswahili, Kiswahili Kitukuzwe and gateway Kiswahili, and 42(26.25%) were using Chemchemi za Kiswahili, Kamusi ya Kiswahili and Kiswahili fasaha but 22(13.75%) were using Kiswahili Kitukuzwe only.

Students were asked to list books they frequently use during Kiswahili lesson. The response was as follows.

**Table 4.10 Books used during lessons**

<b>Books</b>	<b>Frequency</b>	<b>Percentage</b>
Kitukuzwe only	62	38.8
Chemchemi, kitukuzwe, Jipime Uimarike	32	20
Kitukuzwe, Chemchemi	32	20
Chemchemi only	32	20
None	2	1.2

From table 4.10 it shows that 62(38.8%) student said that they use Kiswahili Kitukuzwe only, 32(20%) students used Chemchemi za Kiswahili only, Kiswahili Kitukuzwe only and Jipime Uimarike, 32(20%) students were using Kiswahili Kitukuzwe and chemchemi za Kiswahili while 32(20%) students used chemchemi za Kiswahili only but 2(1.2%) students said they were using none of the text books.

The researcher was interested to know the number and the type of textbooks a student owned, table 4.11 shows the results.

**Table 4.11 Books owned by the students**

<b>Books</b>	<b>Frequency</b>	<b>Percentage</b>
High flier Kiswahili series revision book	30	18.75
Kiswahili sanifu	18	11.25
Kiswahili Gateway	28	17.5
Ijaribu Na Uikarabati	36	22.5
None	48	30

From Table 4.11 it shows that, 30(18.75%) students had high flier Kiswahili series revision book, 18(11.25%) had Kiswahili Sanifu 28(17.5) had Kiswahili Gateway, 36(22.5) had Ijaribu na Uikarabati and 48 (30%) had no Kiswahili textbook. From the textbooks that students said they were using Kiswahili Kitukuzwe was mostly used as class text, the finding indicates that there was only one type of revision text book which is high flier. None of the students mentioned or listed the literature books that are the set books, which must be used in teaching literature.

From the study it was realized that majority of the teachers have welcome the idea of the integrated syllabus. Similarly, majority of students are contended with the Ministry of education for making Kiswahili a compulsory subject. Despite the fact that both students and teachers have positive attitude they have few textbooks to use. With the teachers' knowledge on the use of instructional media resources to integrate Kiswahili, it is therefore possible that the few students who are of the view that Kiswahili should not have been compulsory can be encouraged to have a positive attitude towards the subject.

#### 4.4. Use of instructional media resources to integrate topics

Just like integrating literature (Fasihi) to teaching grammar (Lugha), the use of instructional media resources will improve learning and teaching of Kiswahili. The research was carried out further on the individual instructional media resource that can be used in teaching a specific topic(Fasihi) and at the same time can also be used to teach other topics (Lugha).

For example, an extract from literature textbook can be used to teach grammar, social linguistics and Kiswahili composition.

The teachers were given options if an instructional material could be used at the same time to teach literature, Kiswahili comprehension, social linguistics and poems. The responses were as shown in Table 4.12.

From Table 4.12 it shows that 12(75%) teachers agreed that chalkboard could be used to teach all topics at the same time integration of concepts while 4(25%) of the teachers agreed that chalkboard can be used to integrate all topics in Kiswahili except in poems only that can be taught independently. On the use of textbooks, the response was overwhelming, all teachers 15(93.75%) agreeing that a textbook can be used to integrate all topics during lesson time. Similarly was the past papers but the response was contrary to mobile phone where 1(6.25%) said they can never be used to teach.

In the use of manila papers, 11(68.75%) teachers agreed that it can be used to teach all the topics at the same time. While 3(18.75%) said that it can be used to teach grammar only and 2(12.5%) said that it can be used to teach poems only, 8(50%) teachers said that Radio can be used to teach all topics, while 2(12.5%) said that it can be used to teach literature



only, 3(18.75%) teachers said that it can be used to teach comprehension, 2(12.5%) teachers said that can be used to teach Kiswahili social linguistics and only 1(6.25%) said that it can be used to teach poems.

**Table 4.12 Instructional materials used to integrate topics**

<b>Teaching aid</b>	<b>Topic</b>	<b>Frequency</b>
Chalkboard	All topics	12(75%)
	All except poems	4(25%)
Textbooks and past papers	All topics	15(93.75%)
Mobile phones	Speaking and listening skills	1(6.25)
Manila papers	All topics	11(68.75)
	Grammar only	3(18.75)
	Poems	2(12.5)
Radio	All topics	8(50%)
	Literature only	2(12.5%)
	Comprehension only	3(18.75%)
	Social linguistics only	2(12.5%)
	Poems only	1(6.25%)
Television	All topics	11(68.75%)
	Kiswahili literature	3(18.75%)
	Social linguistics	2(12.5%)
Videos	All topics	10(62.5%)
	Comprehension	2(12.5%)
	Composition	1(6.26%)
	Kiswahili literature	3(18.25%)
Digital cameras	All topics	5(31.75%)
	Kiswahili literature only	5(31.75%)
	Composition	4(25%)
	None	2(12.5%)
Projectors/slides/films	All topics	7(43.75%)
	Social linguistics and Kiswahili literature	6(37.5%)
	None	3(18.75)

Internet	Social linguistics Poems None	4(25%) 3(31.25%) 7(35%)
Pictures	All topics Composition Comprehension and composition	6(37.5%) 6(37.5%) 4(25%)
Cartoons and comics	All topics None No respond	1(6.25%) 3(18.75%) 12(75%)
Charts	All topics Social linguistics Grammar	10(62.5%) 4(25%) 2(12.5%)
Posters	All topics Grammar Composition Poems	9(45%) 5(31.25%) 1(6.25%) 1(6.25%)
Diagrams and sketches	All topics Grammar Composition Poems	6(37.5%) 1(6.25%) 7(43.75%) 2(12.25%)
Newspapers	All topics Grammar Poems	13(13.25%) 2(12.5%) 1(6.25%)
Photographic discs	All topics None Composition	4(25%) 6(37.5%) 6(37.5%)
photographs	All topics Composition Poems	10(62.25%) 4(25%) 2(12.5%)

On the use of television it was indicated that 11(68.75%) teachers agreed that it can be used to teach all topics while 3(18.75%) teachers said that can be used to teach Kiswahili literature and 2(12.5%) said that it can be used to teach social linguistics. On the Videos 10(62.5%) teachers said that can be used to integrate all topics, but 2(12.5%) said comprehension, 1(6.25%) said composition and only, 3(18.75%) said that it can be used to teach Kiswahili literature only, 5(31.75%) teachers said that the digital cameras can be used to teach all topics while 5(31.25%) teachers said that it can be used to teach literature only and 4(43.75%) on composition while 2(12.5%) said that it can never be used in any topic. There were 7(43.75%) teachers who accepted that projectors/ slides/films

could be used to integrate all topics at the same time, 6(37.5%) teachers said that it can be used to teach social linguistics and Kiswahili literature while 3(18.75%) said that they can never be used in any topic.

On the use of internet the response was alarming as we had 7(35%) teachers who said that internet can never be used to teach any topic in Kiswahili, 4(25%) teachers said that they can be used to teach social linguistics and 5(31.25%) teachers said that it can be used to teach poems only, 6(37.5%) teachers said that pictures can be used to teach all topics while 6 (37.5%) teachers said that it can be used to teach composition and 4(25%) teachers said that it can be used to teach comprehension and composition only on cartoons and comics only 1(6.25%) teacher said that they can be use to integrate all topics. While 3(18.75%) said that it can never be used to teach any topic the rest had nothing to say. We had 10(62.5%) teachers saying that charts can be used to integrate all topics in Kiswahili while 4(25%) said that they can be used to teach Kiswahili social linguistics and 2(12.5%) said that they can be used to teach grammar. 9(45%) teachers said that posters can be used to integrate all topics at ago while 5(31.25%) said that it can be used to teach grammar only. 1(6.25%) composition and 1(6.25%) poems. In diagrams and sketches we had 6 (37.5%) teaches say that it can be used to integrate all topics while 1 (6.25%) say grammar, 7(43.75%) teachers, composition and 2(12.5%) teaching said that it can be used to teach poems.

The researcher realized that newspapers are widely used because 13(81.25%) teachers saying the newspapers can be used to integrate all topics in Kiswahili while 2(12.5%) say that it can be used in grammar and 1(6.25%) teachers say that newspapers can be used to

teach Kiswahili poems only. In Photographic disks 6(37.5%) teachers said that they cannot be used in any topic while 4(25%) said that it can be used to integrate all topic but 6(37.5%) said that it can be used to teach Kiswahili composition only on the other hand it was realized that 10(62.25%) teachers accepted that photographs could be used to integrate all topics while 4(25%) said that it can be used in Kiswahili composition only and 2(12.5%) teachers said that it can be used to teach poems only.

The researcher also gave room the respondent to explain the reasons to why they should appreciate the introduced integrated approach. Some of the reasons are listed as follows;

1. The integrated approach has helped to make teaching simple and to make students understand content.
2. The integrated approach makes teaching practical and difficult topics to be understood easily.
3. The integrated approach saves time of teaching as what is taught in one area can as well be covered in the other area and what is taught using the approach is retained in the mind of the learner
4. The learning process is made easier as students are exposed to more than one aspect of the language at the same time.
5. In the integrated approach, students will be well versed with above 50% of the topics handled.
6. The integrated approach allows use of instructional materials and all the materials that can be used in the integration process could be found in various areas for example, Libraries, shops, press, audio- visual centre etc.
7. In the integration approach the information from one topic to the other are linked.

#### 4.5 Instructional Media Used To Integrate Topics

The main instructional media resources that can appropriately be used to integrate the topics in Kiswahili subject was also investigated and Table 4.13 shows the summary of the responses on topics that can be taught at once using one instructional media resources during Kiswahili lessons.

**Table 4.13: Instructional material that can be used to integrate topics in Kiswahili**

<b>Instructional material</b>	<b>Topics( taught at the same time/one lesson)</b>
i) Radio Programmes	- <i>Lugha</i> (grammar), <i>kusikiliza na kuzungumza</i> (listening & speaking skills) and <i>isimu jamii</i> (social linguistics)
ii) Tape Recorder	Recorded oral literature to teach;  - <i>Fasihi</i> (Literature), <i>isimujamii</i> (social linguistics), <i>lugha</i> (grammar),listening, speaking and writing skills.
iii) Television	-Aplay/comedy can be used in;  <i>kusikiliza na kuzungumza</i> (Listening and speaking skills), <i>lugha</i> (grammar), <i>fasihi</i> (literature) and <i>isimu jamii</i> (Social linguistics)
iv) Videos	- <i>Fasihi</i> (literature) play can also be used in;  <i>lugha</i> (grammar), <i>isimu jamii</i> (social linguistics)
v) Projectors	- <i>Ushairi</i> (Poetry) and <i>Lugha</i> (Grammar)
vi) Internet	- <i>Fasihi</i> (literature) and <i>Ushairi</i> (poetry)
vii)Textual	Comprehension can be used to teach;

material	- <i>lugha</i> (grammar), <i>fasihi</i> (literature) <i>isimu jamii</i> (social linguistics) and <i>ushairi</i> (poetry)
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From the Table 4.13. its seen that teachers said that the programme in one of the radio station is used to teach *lugha*(grammar), '*kusikiliza na kuzungumza*' (listening and speaking skills), '*kuandika*'(writing skills) as well as the '*isimu jamii*' (social linguistics) at the same time using the program in the radio. Tape recorder can also be used to integrate topics. *Fasihi*(literature), '*isimu jamii*'(social linguistics), '*kusikiliza*', '*kuzungumza*' na '*kuandika*' (listening, speaking and writing skills) and *lugha*(grammar) can be taught at once using a recorded oral literature say a story from a certain community. The television is used to integrate *fasihi* (literature), *lugha* (grammar) and '*isimu jamii*' (social linguistics) during the same lesson. Likewise to the television, videos can be used to integrate *fasihi* (literature), '*lugha*' (grammar) and '*isimu jamii*' (social linguistics).The projected information using projectors can be used to teach '*ushairi*' (poetry) and '*lugha*' (grammar) at the same time. Internet can be used to teach *fasihi* (literature) and '*ushairi*' (poetry).while the comprehension from the textual materials can be used to teach '*lugha*'(grammar), '*fasihi*'(literature), '*isimu jamii*'(social linguistics) and writing skills.

As shown in Table 4.13, various media resources can appropriately be used to integrate the teaching of Kiswahili subject though most teachers use the textual materials their insufficiency where by in some schools four students share one book. Kiswahili just like English has various aspects that are important in learning and understanding the subject.

This includes; listening skills, speaking skills writing skills, reading skills and grammar. The knowledge of the above skills enhances the learning of language in its context- sociolinguistics literature (fasihi) and oral literature. The new syllabus insists on the integration approach to teaching of Kiswahili integration means adopting and merging two autonomous but related entities in order to strengthen and enrich both. Through exposure to literature (fasihi), the learner will improve their Kiswahili skills; enrich their vocabulary and how to use language, in different contexts. Integration of various techniques in teaching will help students to gain familiarity with many different linguistic uses, forms and conventions both in written and oral mode.

Language is not learned in a vacuum. It revolves around issues and concerns that affect us on daily basis. The use of instructional media such as Radio programmes enables the learner gain knowledge both on, what is happening, gain skills such as speaking and listening. A good example is captured from a radio programme on “*mmomonyoko wa udongo*” on Kenya Broadcasting Corporation (KBC). This is a programmes that is educating people on soil conservation. Exposing learners to such programmes will not only help them understand how to conserve soil but will also help to gain confidence in listening and presentation in terms of speaking, it will also boost the teaching of Isimu Jamii (Social Linguistics). Radio cassette recorders will provide the learner with materials such as recorded lectures, set books, oral literature and poetry in Kiswahili. For instance baring materials recorded on story narration in Kiswahili will enhance the learner to capture conventions such as tonal variation in narration, pronunciation, comprehension and listening. The learner will conceptualize words spoken by a character for example in a play (*Mchezo wa Kuigiza*) easily than just reading it.

Practical examples make learning more exciting and interesting to the learner thus improving competence. Radio cassette recorder can cover a wide range. For example a teacher can choose to tape record some lessons on pronunciations and have it presented in class. The sound projection of the machine can be adjusted unlike when the teacher is teaching especially in a crowded class where he/she cannot shout or project his/her voice. In Kiswahili poetry (Ushairi), a teacher can have recorded recited poems. This will help learners familiarize with performance in poetry (Ushairi).

At the Kenya National Library Services (KNLS), the tapes are available but rarely get to the schools. This is especially in areas that are marginalized. A challenge of accessing these resources is evident. Listening comprehension can be tape recorded to enhance listening skills. Use of television in integration to learning Kiswahili will cover 50% of what Sampath (1990) says we gain as it involves seeing and hearing. Since language cannot be learned out of context, use of television will expose learners to real life situations thus promoting language acquisition.

It will help learners understand the language not just for examination sake but for communicative competence. This will expose the learner to all language skills listening, speaking, use of language in context and this will improve the proficiency. The media is promoting so much on the use of Kiswahili as a national language by having sessions on televisions that gives learners forums for competition. A teacher can purpose to allow learners to watch news being broadcasted in Kiswahili.

Videos and television will also cover 50% of what is to be learned. It will help learners appreciate the world of art (Usanii). Videos on relevant subjects can be shown to learners in pursuit of improving their skills in language. For instance, a video recorded on set books



of literature can be used to teach grammar (lugha), social linguistics (isimu jamii) and composition thus enhancing listening, speaking and writing skills. The world is moving at a very fast rate. The use of projectors is a highly improved technology. This will ease the work of the teachers. A teacher can have his/her information projected in class and this will save time. There were different reasons to why teachers identified the instructional materials. They said that instructional materials can be used to integrate the topics. Further, 5 teachers had the reasons that the materials enable students to appreciate the different parts of language, 9 teachers said that it makes learning process to be easier while 2 teachers said that it makes teaching simple.

The teachers were asked on the acquisition of instructional media resources. Table 4.14 shows the responses.

**Table 4.14. Acquisition of instructional media resources.**

N = 16

<b>Acquisition</b>	<b>Frequency</b>
Bought by the school	8(50)
Hired by the school	5(31.25)
Borrowed	2(12.5)
Improvised by the teacher	1(6.75)

From Table 4.14 it is realized that the acquisition of the instructional media resources was incurred at a larger percentage by the school which was as follows; 8(50%) teachers said that the materials were bought by the school, 5(31.25%) teachers said that they were hired by the school, 2(12.5%) teachers said that they were borrowed from other schools but 1(6.25%) said that they were personal or improvised by the teacher. Basing on this data, it can be deduced that majority of instructional resources used in schools are bought by schools and there is minimum effort on the part of the teachers to supplement this effort,

neither were students allowed to produce. This is a sad affair if students cannot produce media they are in essence losing an opportunity to learn and grasp concepts that are acquired in such a process. Gopsil (1973) asserts that;

“When teachers and students produce media resources, the students will be guided by the teachers who in most cases will be explaining the intrinsic concepts of the media resources. It is also expected that the resources produced by both the teacher and the student will be of more educational value than those made by the teachers alone. This is because the student will gain more insight from experience, observation and teacher’s explanation”.

In this case, there is need to sensitize teachers on the use of improvised materials in enhancing the teaching of integrated Kiswahili syllabuses.

#### **4.6. Areas most suited for use of learning resources from the respondents**

The researcher also wanted to find out from the respondents the type of instructional materials that in the respondent’s point of view could be used in the new integrated approach and to state the resources that he/she has ever used. Table 4.15 shows the responses.

**Table: 4.15. Frequency of instructional materials could be used**

N = 16

<b>Skills</b>	<b>Instructional media that could be used</b>	<b>Frequency</b>	<b>Instructional media they use</b>
Listening and speaking skills	Audio	2(12.5%)	Textbooks and chalkboards
	Passage	2(12.5%)	
	Radio programmes	6(37.5%)	
	Tapes and Radio	6(37.5%)	
Writing skills	Chalkboard	4(25%)	Chalkboards, textbooks and exercise books
	Sample of composition	2(12.5%)	
	Newspapers	3(18.75%)	
	Text/exercise books	7(43.75%)	
Reading skills	Class reader	2(12.5%)	Story books, text books and
	News papers	4(25%)	

	Text books	10(62.5%)	resource persons
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From Table 4.15 it is realized that in the listening and speaking skills, those who said audio materials were 2(12.5%) teachers, passages was 2(12.5%) teachers, Radio programmes was 6(37.5%) teachers and those who said tapes and radio was 6(37.5%) teachers, but in listening skills it was realized that the teachers used only textbooks and the chalkboards out of the possible instructional media resources.

In the writing skills those who identified chalkboard as the instructional media were 4(25%) teachers. 2(12.5%) teachers said the samples of composition could be used and those who identified the newspapers were 3(18.75%) teachers but 7(43.75%) teachers said that textbooks/ exercise books could be used to enhance teaching in the integration approach but surprisingly the teachers used only chalkboards and textbooks/exercise books in teaching of Kiswahili as an integrated subject.

In reading skills, only 2(12.5%) teachers identified class readers, 4(25%) teachers said the news papers, and 10(62.5%) identified the use of textbooks in teaching and enhancing reading skills for the better performance in the integrated syllabus 6(37.5%) teachers said that charts could be used in teaching of oral literature, 4(25%) said extracts, those who said radio programmes were 3(18.75%) and the story books were 5(31.25%) teachers. 4(25%) teacher identified short stories & proverbs from students that is, use of persons. The used materials are the story books/textbooks and very few, only 1 teacher use resource persons, that is; students narrating short stories in classroom during the lesson. On the other hand the teaching of literature (set books), it was realized that most teachers 11(68.75%) used

the textbooks (set books), 2(12.5%) used television and 3(18.75%) teachers used video to enhance the teaching of literature.

#### **4.6.1. Seminars on use of instructional media resources in teaching integrated syllabus**

The researcher further investigated on whether the teachers have been attending to any workshops and seminars on the use of media to integrate Kiswahili. From the analysis, 17(85%) teachers have never attended any in-service course or seminars while 3(15%) have attended, where use of instructional resources in teaching of integrated Kiswahili syllabus is emphasized since their first posting to their present school. In-service courses and seminars can be a good remedy to prepare teachers already in the field on the use of various instructional materials. The findings are presented on the table 4.16.

**Table: 4.16.** *Frequencies of seminars/in-service attended by teachers on use of instructional resources*

<b>In-service</b>	<b>Frequency</b>	<b>Percent</b>
Yes	3	15%
No	17	85%
<b>Total</b>	<b>20</b>	<b>100%</b>

From the teachers' questionnaire as well as the interview questions asked, it can be concluded that teachers strongly agree that the integrated approach in teaching Kiswahili can help to improve the academic performance in Turkana County. It can also be concluded that instructional media resources can be used to integrate topics and simplify the teaching of Kiswahili. Though there are some instructional media resources that could be used as identified by teachers, very few are used though the expense of acquiring them

is incurred by the school, by either buying them or hiring them. There are fewer 1(6.25%) teachers (Table 4.15) who could improvise their own instructional media resources. When the teachers were given the chance to give their own view on the materials that could be used to integrate the topics in Kiswahili, no one mentioned people as resource persons and the real object or Rialia for teaching. This means that in Turkana County there is no teacher who uses resource persons and real objects like visiting resource places and museums in teaching of Kiswahili.

The discussion above was based on the fourth objective which sought the relationship between the use of instructional media resources and Kiswahili performance in the integration approach. From this discussion it can be deduced that teachers do appreciate the fact that the use of instructional media resources to integrate Kiswahili syllabus helps to make the teaching simpler, that it enables teaching to be practical and difficult topics to be easily understood by the learners within a short period of time since the teaching of different aspect can be taught at the same time using the integration method. The integration approach allows the topics or information to be linked thus making the students to be versed with above 50% of the topics taught. By so doing it improves the performance of the teacher and the learner having improved in his/she performance the learner will be in a better position to do better academically as all the teachers do appreciate and accept that integration improves performance in Kiswahili.

## **CHAPTER FIVE**

### **SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS**

#### **5.0 Introduction**

In chapter five, the findings obtained from the data in chapter four are used to draw some conclusions, give recommendations and highlight possible approaches that would enhance the teaching and learning of Kiswahili with a future perspective in mind by giving possible action to be taken. The broad objective of the study was to investigate the state of affairs concerning the use of instructional media resources in teaching of the integrated Kiswahili syllabus in Turkana district secondary schools.

## 5.1 Summary of the Findings

The study was carried out on the use of the instructional media resource in teaching of the integrated Kiswahili syllabus. The study was guided by the following specific objectives

- i. To identify the available instructional media resources for teaching Kiswahili in Turkana county.
- ii. To establish teachers experience and the frequency in use of instructional media resources.
- iii. To establish the use of instructional media resources to integrate Kiswahili among teachers.
- iv. Find out the impact on the use of Instructional media resources on performance in Kiswahili in the integrated approach.

In order to achieve these objectives, a sample of 16 teachers and 160 students were chosen from the selected secondary schools in Turkana district to participate in the study. An attempt was made not only to investigate the available media resources that could be used to integrate the Kiswahili subject but also which and how the media resource is used. This was examined on the basis of the teacher qualification, training, experience and the attitudes towards the use of the media in the integration process. The study found out that the visual (chalk wall and the text book) were mostly used but the audio and the audio visual including the community resources was not used. It was realized that the Kiswahili textbooks available in schools were inadequate. All teachers were qualified with bachelor's degrees with little experience in their teaching profession. It was found out that teachers generally have a high regard for media and recognize them as important tool for learning

and also these resources can comfortably be used to integrate Kiswahili subject. Generally the summary of the findings are provided in relation to the research questions raised in chapter one as follows;

### ***5.1.1 Media resources available for teaching and learning Kiswahili in secondary schools in Turkana County?***

The data collected and analyzed revealed that Turkana district secondary schools have some of the basic instructional media resources for teaching integrated Kiswahili syllabus. These included printed instructional media resources (class text reference books) and chalk wall. All the schools have chalk wall materials and the recommended textbooks by the Kenya Institute of Education (KIE) required for teaching Kiswahili. However, the instructional materials are not adequate for all students it was discovered by the researcher during interview and the filling of the questionnaires as the ratio of the text books available could not match with the number of students. Generally there are inadequate instructional media resources as teachers tended to rely on traditional ones like the chalk walls.

### ***5.1.2. Use of media resources to integrate Kiswahili in Turkana County.***

From the data analyzed in the table 4.6, it revealed that the teachers interviewed held a positive attitude towards the use of instructional media resources and should therefore be made available and be used appropriately. Furthermore, all teachers who participated in this study are aware of the importance of instructional media



resources and that learning is enhanced. Surprisingly, teachers appreciate their importance but they rarely or hardly use a variety of the available resources other than the chalk wall and the prescribed textbooks.

### **5.1.3. *Teachers experience and the frequency on the use of instructional media resources?***

There was no evidence from the data analyzed to the effect that a teachers' qualification influenced the performance in Kiswahili. All teachers participated in the study had bachelors degree in education and therefore have been trained to teach and use instructional media resources. From the data analyzed a teachers' experience do not affect the usefulness of instructional media resources since all teachers had a bachelors degrees, they were trained on the use of instructional resources and their importance.

### **5.1.4. *Types of instructional media resources available and used in the teaching of integrated Kiswahili syllabus?***

From the research, it was realized that, various media resources can appropriately be used to integrate the teaching of Kiswahili subject, but the problem is that they were not used by teachers. For instance, the radio programmes could be used to teach grammar, listening and speaking skills and social linguistics at the same time of broadcasting. The recorded oral literature can be used to teach literature, social linguistics, grammar, listening, speaking and writing skills. Plays in the televisions and videos can also be used to teach grammar social linguistics and the four

learning skills. Projectors and internet can comfortably be used to integrate grammar, literature and social linguistics, while comprehension from textual materials could be used to integrate grammar, literature, social linguistics and poetry during one lesson. From this study it shows that if these media resources are made available and properly utilized by teachers then they could bear fruitful results in Kiswahili not only in Turkana district but also Kenya as a whole.

## **5.2 Conclusion**

Based on the findings, it can be concluded that there is a general adequacy of instructional media resources for teaching the integrated Kiswahili syllabus sufficient to make an impact if well selected and utilized. It was found in the study that there is an acute shortage of Kiswahili textbooks in Turkana County secondary schools. This is evident by the ratio to which a textbook is shared among a larger group of learners as shown in the findings where one textbook was shared among seven students.

It was found out that all teachers were trained in their teaching subject. This is because all teachers were holding a bachelors degree certificates in which they are capable of using instructional media resources in teaching the integrated Kiswahili subject. Though, it was not clear, if teachers could be using the instructional media resources satisfactorily. The study revealed that there has never been or little in-service course or seminar for training teachers on the use of instructional media resources for teaching integrated Kiswahili subject as emphasized by the syllabuses. Furthermore from the finding it can be concluded that the chalkwalls (board) are available and mostly used in all the secondary schools in the District and also teachers are over-dependent on the class textbooks only. Other

instructional media resources are available in very low percentages especially the written materials but the crisis is on the audio and the audio-visual media resources.

### **5.3 Recommendations**

The study showed that there is an acute shortage of Kiswahili textbooks found in the Turkana District secondary schools. A possible remedy to alleviate this problem is to involve the parents by mobilizing them to raise funds for buying books in bulk which can be recycled and used in the subsequent years. These will supplement the books granted by the government to schools, which are very few.

This is to say that the ministry of education, secondary teachers, parents and students should be encouraged to purchase, produce, develop and provide relevant instructional resources for teaching the integrated Kiswahili. The government currently provides instructional media resources at primary level. This should also apply to the secondary school level not only supplying textbooks. The ministry of education science and technology should ensure this through the ministry to over-see acquisition and distribution of materials to schools. This is because teachers perceive positive towards the use of instructional media resource to integrate the Kiswahili syllabus, there is need therefore, to put more effort in the production, purchasing and availing variety of instructional media resources for teachers to easily obtain and select the relevant for use during Kiswahili lessons.

The school Board of Governors, head teachers and teachers should be encouraged to produce, acquire and avail some of these instructional media resources. However, parents should also be encouraged to buy the recommended textbooks for their children not abdicating this responsibility to schools who are not enthusiastic to buy them.

Training is a very important component in the teaching profession. It was found in the study that the teachers were required to use instructional media resources to teach the introduced integrated Kiswahili syllabus but there was no seminars or workshops organized to re-train the teachers. Therefore there is need for the Kenya institute of Education (KIE) and ministry of Education Science and Technology to organize frequent seminar workshops and in-service courses for teachers. The purpose of these seminars is among others, up-dating, refreshing and sharpening teachers' knowledge and skills on production and using instructional media resources for teaching the integrated Kiswahili subject in relation to the current technological development in theory and practice.

In addition, training institutions should be urged to structure their courses such that emphasis is given to the use and production of instructional media resources that can easily and comfortably be used to integrate topic and subject, the teaching of instructional media should be broadened in all training institutions and if possible be made independent department so as to expose a teacher to a variety of media resource.

#### **5.4 Suggestion for further research**

During the study on the use of instructional media resources in teaching the integrated Kiswahili subject it was realized as a wide field, which could not be covered exhaustively in this present study. There are other related issues that came up during this study that require further research. In this regard it would be very useful if further research is carried out in the following areas.

- i. The availability and the use of instructional media resources to integrate Kiswahili subject in other districts.



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**APPENDIX 1****INTRODUCTION LETTER**

Dear respondent,

I am a student at Moi University pursuing a Masters Degree in Curriculum Instruction and Educational Media and carrying out a research on “Use of Instructional Media Resources in Teaching Integrated Kiswahili in Secondary Schools in Turkana District”

I am requesting for your assistance by filling in the questionnaire provided. The information will help me accomplish the research objectives and will be treated with confidentiality.

Thank you

Yours Faithfully,

SAMWEL K. MAIYO.

## APPENDIX 2

The following is a sample of questionnaire administered to the secondary school teacher.

### SECONDARY SCHOOL TEACHERS QUESTIONNAIRE

Respond by putting a tick or fill in these space where applicable

1. Name of School \_\_\_\_\_

2. Gender      Male    [    ]      Female    [    ]

3. Qualification

a) Diploma                    [    ]

b) Trained Graduate        [    ]

c) Untrained Graduate [    ]

d) Other (specify) \_\_\_\_\_

4. How many years have you been teaching \_\_\_\_\_

5. Which classes do you teach or have taught Kiswahili and for how long in your present school?

Class	No. Of Years Taught			
	0-1	1-2	3-4	4<
Form 1    [    ]	[    ]	[    ]	[    ]	[    ]
Form 2    [    ]	[    ]	[    ]	[    ]	[    ]
Form 3    [    ]	[    ]	[    ]	[    ]	[    ]
Form 4    [    ]	[    ]	[    ]	[    ]	[    ]

6. List the textbooks that you use for teaching Kiswahili.

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---

7. Are the recommended textbooks by the KIE good? Yes [ ] No. [ ]

If no state the reason\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

8. Are the textbooks used in class adequate? Give the ratio.

To	Adequate	Inadequate	Ratio (Book to Student)
Form 1	_____	_____	_____
Form 2	_____	_____	_____
Form 3	_____	_____	_____
Form 4	_____	_____	_____

9 Indicate in the table below the instructional materials that in your view could be used to enhance the teaching and learning process in the new integrated approach.

Topic	Materials could be used	Used materials
Listening and speaking skills		
Writing skills		
Reading skills		
Teaching oral literature		
Literature (set books)		
Kiswahili poetry		

10. a). Which instructional media can appropriately be used to integrate the topics

Instructional material	Topics
------------------------	--------

i)	
ii)	
iii)	
iv)	
v)	
vi)	

10. b). Explain why you use the materials you identified above.

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11. How do you obtain these instructional materials for teaching of Kiswahili?

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12. Fill in the table below by (✓)

[Key: SA-Strongly Agree, A-Agree, U-Undetermined, D-Disagree, SD-Strongly Disagree]

	Statement	SA	A	U	D	SD
a	Do you support the ministry for introducing the integrated approach in teaching Kiswahili?					
b	Integration approach will help improve performance in					

	Kiswahili					
c	Instructional media used in teaching Kiswahili and produce high grades.					
d	Instructional media can be used in teaching Kiswahili literature can be used at the same time to teach grammar.					
e	Instructional materials used to collect information on oral literature in Kiswahili can be used at the same time to teach Kiswahili poems and literature.					
f	Set books used to teach literature can be used to teach grammar					

13. Explain any other reason to appreciate integrated approach

---

14. Have you attended any in-service since the introduction of integrated Kiswahili syllabus? If yes how many times.



### APPENDIX 3

#### SECONDARY SCHOOL STUDENT QUESTIONNAIRE

A sample of questionnaire administered to the students was as follows.

Tick or fill in the space provided appropriately.

1. Name of School \_\_\_\_\_

2. Form \_\_\_\_\_ Sex: Male [ ] Female [ ]

3. How do you find Kiswahili as a subject?

a) Very Good [ ]

b) Fairly Good [ ]

c) Not Good [ ]

4. Given opportunity to give an opinion should Kiswahili be compulsory or elective subject? Give reason \_\_\_\_\_

\_\_\_\_\_

5. List the textbooks that you use in the learning of Kiswahili?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

6. Which textbooks do you most frequently use in class?

\_\_\_\_\_

\_\_\_\_\_

7. How many personal Kiswahili textbooks do you have? List them

\_\_\_\_\_

8. Indicate by a tick (v) the frequency of use of the following learning materials have been used during your Kiswahili lesson.

[Key: VF – Very Frequent, F – Frequent, R-Rarely]

<b>Materials</b>	<b>Frequency</b>			
	<b>VF</b>	<b>F</b>	<b>R</b>	<b>Not Used</b>
Chalk board				
Text books				
Manila papers notes				
Past exam papers				
Radio programmes				
Radio cassette recorder				
Television				
Videos				
Digital cameras				
Projectors ( Slides/films)				
Mobile phones				
Internet				
Pictures				
Cartoons/Comics				
Charts				
Posters				
Diagrams/ Sketches				
Newspapers				
Photographic discs				
Photographs				

## APPENDIX 4

**Table 1.1** Turkana County Kiswahili Performances

	<b>School</b>	<b>2005</b>	<b>2006</b>	<b>2007</b>	<b>2008</b>
1	Turkana Girls Sec	6.5200	8.0278	6.2468	6.7500
2	Lodwar High School	5.975	7.8839	6.5431	5.0275
3	KakumaBoys sec. school	6.4737	7.4659	5.7294	4.9280
4	Katilu Boys sec. school	7.3370	6.6667	5.9778	6.9181
5	St. Kevin's sec. school	6.5096	6.6115	5.1771	4.7540
6	Our Lady's Girls sec. school.	5.5294	6.4286	5.2791	3.817
7	AIC Kangitit Girls sec. school	5.4127	6.1111	5.7556	4.400
8	S.A Lokitaung sec. school	3.8571	4.5946	3.6279	3.5023
9	RCEA Lokori sec. school		4.5362	4.0645	3.6911
10	Trans Afrika sec. school		3.7742	2.8684	2.7826
11	Moi High sec. school				2.666
12	AGC Lokichar sec. school				3.4166
13	Kainuk sec. school				
14	Songot sec. school				
15	Uhuru Sec School				
	<b>Mean score</b>	<b>6.0827</b>	<b>6.5049</b>	<b>5.3868</b>	<b>4.3880</b>

Source: Kenya National Examination Council, 2007 KCSE results. D E O's office

Turkana County.

## APPENDIX 5

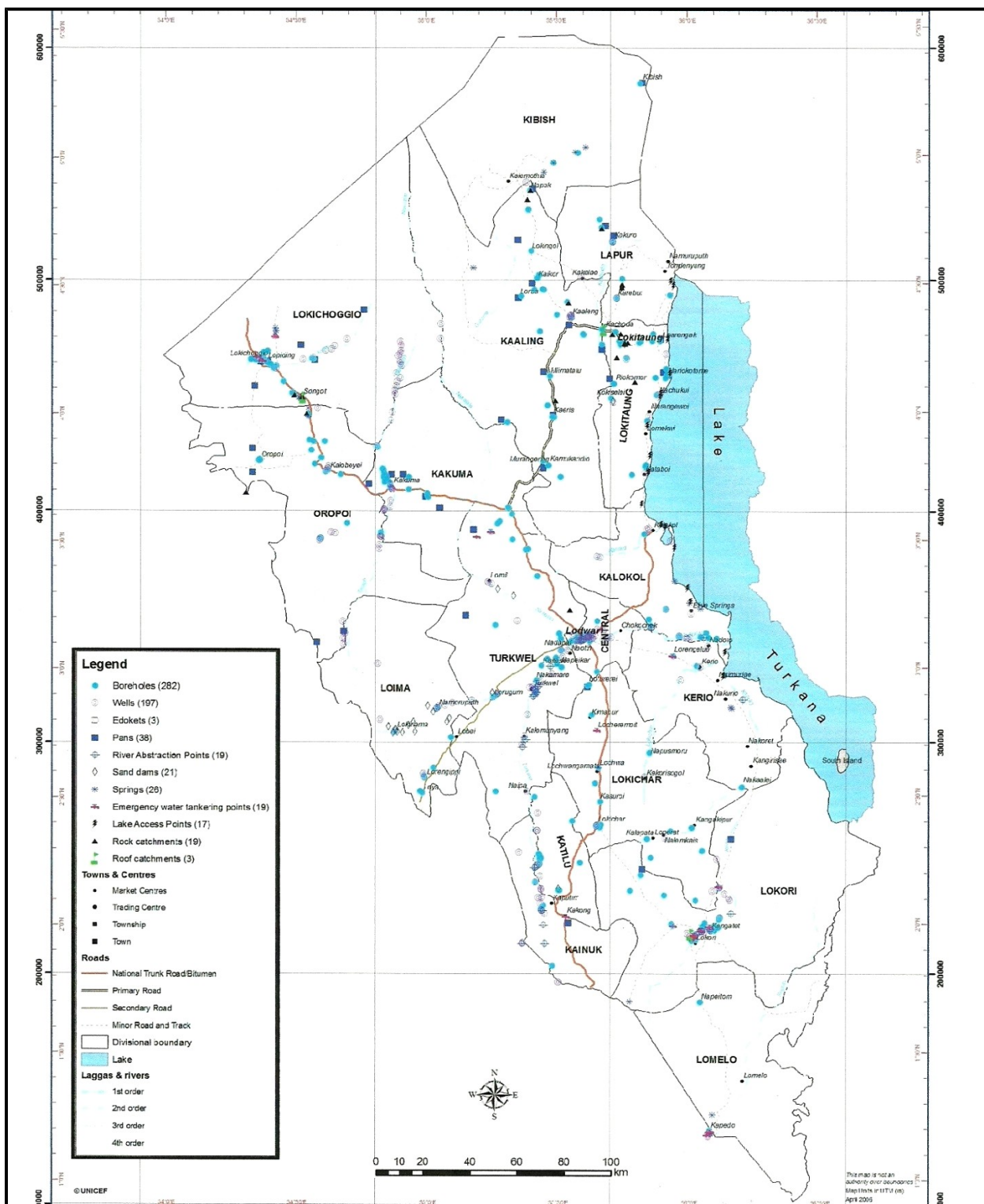
### *Instructional Media resource used during Kiswahili lesson.*

Materials	Very frequent	Frequent	Rarely frequent	Not used	Total
Chalk board	64(80%)	14(17.5%)	2(2.5%)	0(0%)	80(100%)
Textbooks	44(55%)	34(42.5%)	2(2.5%)	0(0%)	80(100%)
Manila paper notes	1(1.2%)	1(1.2%)	26(32.6%)	52(65%)	80(100%)
Past exam papers	4(5.0%)	24(30%)	39(48.8%)	13(16.2%)	80(100%)
Radio programmes	0(0%)	1(1.2%)	10(12.5%)	69(66.3%)	80(100%)
Radio cassette	1(1.2%)	1(1.3%)	4(5%)	74(92.5%)	80(100%)

recorder					
Television	6(7.5%)	7(8.7%)	11(13.8%)	56(70%)	80(100%)
Videos	1(1.2%)	7(8.8%)	19(23.8%)	53(66.8%)	80(100%)
Digital cameras	0(0.0%)	1(1.2%)	2(2.5%)	77(96.3%)	80(100%)
Projectors (slides/films)	0(0.0%)	2(2.5%)	7(8.8%)	71(88.7%)	80(100%)
Mobile phones	0(0.0%)	0(0.0%)	0(0.0%)	80(100%)	80(100%)
Internet	0(0.0%)	0(0.0%)	0(0.0%)	80(100%)	80(100%)
Pictures	1(1.2%)	3(3.8%)	15(18.8%)	61(76.3%)	80(100%)
Cartoons/comics	0(0.0%)	0(0.0%)	7(8.7%)	73(91.3%)	80(100%)
Charts	5(6.2%)	4(5%)	20 (25%)	51(63.8%)	80(100%)
Posters	5(6.2%)	3(3.8%)	16(20%)	56(70%)	80(100%)
Diagrams/sketches	6(7.5%)	12(15%)	20(25%)	42(52.5%)	80(100%)
News papers	5(6.2%)	11(13.8%)	27(33.8%)	37(46.3%)	80(100%)
Photographic discs	0(0.0%)	0(0.0%)	0(0.0%)	80(100%)	80(100%)
Photographs	1(1.2%)	3(3.8%)	7(8.8%)	69(86.3%)	80(100%)
Others	0(0.0%)	0(0.0%)	0(0.0%)	0(0.0%)	80(100%)

## APPENDIX 6

### Turkana County



# APPENDIX 7

KENYA PROVINCIAL ADMINISTRATIVE BOUNDARIES

