INSTRUCTIONAL INNOVATIONS APPLIED TO ENHANCE THE TEACHING OF KISWAHILI IN SECONDARY SCHOOLS OF BUSIA COUNTY, KENYA

BY

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A THESIS SUBMITTED TO THE SCHOOL OF EDUCATION DEPARTMENT OF CURRICULUM INSTRUCTION AND EDUCATIONAL MEDIA IN PARTIAL FULFILLMENT OF THE REQUIREMENT FOR THE AWARD OF THE DEGREE OF DOCTOR OF PHILOSOPHY IN EDUCATIONAL COMMUNICATION AND TECHNOLOGY

MOI UNIVERSITY

NOVEMBER, 2016

DECLARATION

DECLARATION BY THE CANDIDATE

This research thesis is my own work and has not been presented for a degree, diploma or any other award in any university

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ABSTRACT

Pedagogical practices that apply innovations all over the world are considered as a strategy of transforming the quality of education. The teaching of Kiswahili in public secondary schools in Kenya has undergone reforms to improve its quality. Despite the efforts made by the government and other stakeholders in education to improve the teaching and learning, the teaching of Kiswahili continues to face challenges. A large number of teachers face criticism for neglect of appropriate teaching approaches. Concerns raised on how teachers incorporate instructional resource materials and apply innovations to manage the learning environment need address. The focus of this study was to investigate the instructional innovations applied to enhance the teaching of Kiswahili in secondary schools in Kenya. The objectives of the study were, to find out instructional innovations applied by teachers of Kiswahili in Busia County to coordinate learning activities. The study examined how teachers incorporate resource materials as innovation to enhance instruction. It examined how teachers apply innovations to manage the learning environment. Lastly, the study examined possibility of mobilization of incentives as innovations. The Constructivist language learning, theory guided this study. The study adopted mixed method approach and descriptive survey design. It targeted all the 92 public secondary schools in Busia County, out of which, 28 schools participated Also included were 74 Kiswahili language teachers and 281 form four students from the sampled schools.The selection of schools and teachers was through stratified sampling, while students was through systematic random sampling technique. Data collection instruments included questionnaires for teachers and students, classroom observation and document analysis schedules. Validity of the instruments was established through expert opinion, while reliability through pilot studies. Data analysis was through descriptive statistics in form of frequencies and percentages. The qualitative data was interpreted and presented in form of narrations. The quantitative was presented form of figures and tables. From the findings; few cases were observed where teachers used resource materials as innovations. The study found out that innovations applied to manage the learning environment and incentives applied as innovations enhance learning. Based on these findings, this study recommended support be given to teachers through formation of collaborations, mentorship programs and other learning networks to encourage adoption of innovations in teaching. In addition, the study recommended, formation of regional language resource centers in county education offices, to offer support to teachers to incorporate innovations to improve teaching. It is hoped, the findings and recommendations of this study, will be useful in filling gaps on innovations in teaching. The findings will provide knowledge for curriculum developers and teachers to enhance the learning of Kiswahili.

DEDICATION

To the Almighty God through whose grace all that is good is granted to man. To my father, the late Gervase Obiero and loving mother Angy Masitsa who inspired me from a tender age. To my daughter Winfred Nasubo and sons Martin Musumba, Gervase Sitawa and Edgar Masitsa for their great encouragement.

ACKNOWLEDGEMENT

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ABBREVIATIONS AND ACRONYMS

AIDS	Acquired Immune Deficiency Syndrome
AU	African Union
BA	Bachelor of Arts
BED	Bachelor of Education
BOM	Board of Management
CD	Compact Disc
EAC	East African Community
ESD	Education for Sustainable Development
GOK	Government of Kenya
KLB	Kenya Literature Bureau
HIV	Human Immunodeficiency Virus
ICT	Information Communications Technology
IMR	Infant Mortality Rate
KCSE	Kenya Certificate of Secondary Education
KIE	Kenya Institute of Education
KNEC	Kenya National Examinations Council
KSL	Kiswahili Subject Learning
MDGs	Millennium Development Goals
MOE	Ministry of Education
NACOSTI	National Commission for Science Technology and Innovation
NGOs	Non-Governmental Organizations
QASO	Quality Assurance and Standards Officer
TAC	Teachers Advisory Centre
TOYA	Teacher of the Year Award
TSC	Teachers Service Commission
TRP	Teaching Resource Portfolio
TTCs	Teachers Training Colleges
UPE	Universal Primary Education

CHAPTER ONE

INTRODUCTION TO THE STUDY

1.1 Introduction

Language is the human system of communication that uses arbitrary signals such as voice, sounds, gestures, or written symbols to convey meanings. According to Whitely (1969), Kiswahili is an African language of Bantu origin that has borrowed words from other languages, mainly Arabic, Portuguese, Persian and English. The decision to have Kiswahili as an examinable subject, both at the end of primary and secondary levels of education was an instructional innovation aimed at offering solid assessment of its learning that greatly enhanced its status. The concept of innovation in education starts with decision-making process, which in turn determines the implementation. Application of innovative strategies involves coordination of learning activities, enlisting community resources, the use of technology and other activity based learning initiatives that challenge students to apply and demonstrate what they have learnt. In addition, innovation entails all the breakthrough activities that reward sustainable discovery, develop critical thinking and lead students to apply grammatical rules learnt. Basing on this, the chapter discussed the background to the study, statement of the problem and purpose of the study. This chapter outlined the objectives and research questions, the assumptions and significance of the study. Lastly, also included in the chapter are the scope and limitations of the study, theoretical framework and operational definition of terms.

1.2 Background to the Study

The word Swahili was used by early Arab vistors to mean 'the coast' ultimately; it came to mean the people and the language. According to Chiraghdin and Mnyampala (1977), the language began to be used for communication around the second century A.D, because of the Persians and Arab merchants and explorers creating settlements on the East African coast and nearby islands mixing and intermarrying with the local

Bantu people. Whitley (1969) suggests that, Swahili is an old language. Other studies showed that the arrival of the Arab traders from at least the sixth century helped spread the Kiswahili language. Long-term interactions with other people bordering the Indian Ocean spread Swahili to other distant places; such as, the islands of Comoro, Madagascar, and United Arab Emirates. In addition, trade and migration helped spread the language to the interior of other African countries like Tanzania, Uganda, Rwanda, Burundi, Congo, Central African Republic and Mozambique.

The missionaries spearheaded the earliest form of structural innovations when they prepared the Swahili-English Dictionary. The colonial administrators selected one dialect (Kiunguja) as the standard Swahili; to be used in schools, mass media for broadcast, books and other publications. Other aspects of innovation were realized when modern writing and formal type of education were introduced. Originally, Swahili was used for communication purposes, but it soon found its way in schools as a subject to be taught (Buliba, Njogu and Mwihaki, 2010).Thus, there followed structural innovations that addressed the problems which faced the teaching of Kiswahili. For example, the Beecher Report of 1942, recommended that Kiswahili be a language of instruction during the first four years of primary education in selected schools in towns and areas of settlement and from the fifth year onwards, the medium of instruction be English. At independence in Kenya in 1964, the Ominde Report recommended the teaching of Swahili subject at primary and secondary levels as a non-examinable subject, to promote national integration. However, many schools ignored the teaching of Kiswahili since it was not examinable. The implementation of the recommendations of Mackay report of 1981 greatly enhanced the status of Kiswahili. The subject became compulsory and examinable in the 1984 both at the end of primary and secondary education. The enhanced status in itself is an instructional incentive that calls for improved teaching and assessment approaches. Chimera (2002) adds that the new status was phenomenal. The enhanced status has

made it possible for Kiswahili to become a pre-requisite for career choice in higher institutions of learning and for programs at the university, such as Bachelor of Arts (B.A) and Bachelor of Education (B.Ed).

The need for quality and relevant education cannot be over-emphasized. The Education Act (2012), posit that relevant authorities and agencies work together and collaborate to ensure that all barriers to quality education are overcome. Over a number of years, Kiswahili has become a global language, used for communication purposes all over the world. Despite its potential, few studies have been done on the important aspect of instructional innovations in Kiswahili teaching. Instructional innovations require the involvement of all stakeholders as pointed out in the Education Act (2012). The Education Act highlights the importance of collaborations to enhance teaching, such that teachers and the community work together, at all teaching and learning stages, to incorporate instructional innovations. However, this may not always be the case as Verspoor (2008), points out, that at times, political pressures influence curriculum planners, and as a result, they rush their decisions and place emphasis on development of buildings. This affects sound educational policies, which are likely to promote the application of instructional innovations. Cases abound of school board of management laying greater emphasis on physical infrastructure, without taking into consideration the development of subject specific instructional resource materials or employment of technical staff to support use of innovations in teaching. Verspoor (2008), further observed that the school system contains curriculum innovations, poorly implemented which in turn affect the instructional practices as can be seen in poor monitoring of instructional practices by head teachers in some cases, a factor that contributes to poor achievement in the learning process by some schools.

Educational reforms and constant changes in the syllabus require pedagogical innovations in teaching to integrate the new content areas. As Kobia (2009) puts it,

teachers often encounter challenges in their bid to implement some reforms in education. More revisions to the teaching of Kiswahili came in 1992 and 1997 and more recently, 2002 (K.I.E, 2002). Because of some of these changes, new content areas in Kiswahili syllabi added include; Oral Literature, free use in Kiswahili poetry genre, the short story genre and Socio-Linguistics. The structure of the subject is such that new content areas address emerging issues in the society, which in turn calls for new teaching approaches as well. For example, the integrative approach to language teaching requires pedagogical innovations. Curriculum innovations requires teaching methodologies, which lead, the student to realize the link between items taught in Kiswahili grammar and literature .As a departure from the past, the teaching of vocabulary now finds meaning in the context as outlined in communicative language teaching approach. From the foregoing, innovations in education have benefits. Teaching innovations help maintain a delicate balance in teaching by addressing the emerging issues in learning without losing touch of the conventional practices. If innovations applied in teaching, they coordinate the learning activities. Further, it becomes easier for the practices in place to address aspects of different content areas that are silent in the curriculum as well. It is worthy to note that pedagogical innovations enable the curriculum to address and promote aspects of the African culture and other objectives of teaching Kiswahili in Secondary schools in Kenya (K I.E, 2002)

The fact that instructional innovations expand learning beyond the classrooms and create learning opportunities that reward discovery cannot be underestimated. In some cases, lack of application of instructional innovations in teaching may make the teacher to emphasize some topics at the expense of others. Instructional innovations become increasingly necessary to coordinate the learning activities across time and space and manage the different learning environments. According to Cohen & Ball

(2003), innovation in a teaching and learning situation is any deliberate attempt to enhance instruction, whereas instructional enhancement seeks for improved teaching.

Contextual factors affect learning and calls for the need to apply innovations (Babusa, 2011).The characteristics and dynamics of the student population, different entry levels, and types of school; whether public or private, national, county or sub-county and the community around the school, all affect the instructional practices employed. Thus, environmental factors do affect the learning experiences, and teachers must seek for the best type of innovation to suit their situation. Contextual factors which affect decision about instructional practices fall within three main categories; these are the student and family characteristics, instructional program features and socio-political and cultural considerations. Learner and family factors include a student's language knowledge based on the entry behaviour, his/her first language, as well as English language proficiency, socio-economic status and the school language policy. Some students have knowledge of their first language when they begin instruction in Kiswahili, while others use Kiswahili as their first language. Each of these factors affects academic outcomes independently and interacts with others in complex ways to affect instruction. Mocho (2008) points out that first language interference may have impact on instructional practices. The factors underpin the need for the application of instructional innovations to manage the diverse learning environments. Momanyi (2009) observed that students mixed Kiswahili words with English or other indigenous languages. The observation is similar to the findings of Omulando (2002), who established that some students carried out discussions by mixing languages, mainly Kiswahili, English and students' first languages in their English lessons. The innovations applied to coordinate the learning activities are determined by objectives of the lesson and learner's entry level. It is also important that teachers of Kiswahili; as the main agents in curriculum implementation, coordinate the learning activities against the available opportunities and challenges, at the same time mobilize

incentives to sustain learning of Kiswahili in secondary schools, through application of various instructional innovations.

Socio-political and cultural considerations affect the debates about appropriate instructional practices. According to the Constitution of Kenya (2010), Kiswahili is both official and national language alongside English. The medium of instruction in secondary schools is English and at the same time some schools teach other foreign languages like Germany and French. The country has other forty-two different languages, although other indigenous languages face the danger of becoming extinct. In addition, Kiswahili lessons for form one and two are five, and form three and four are six, compared to the English lessons, which are six for form one and two and eight for form three and four. During training, teachers of Kiswahili take an extra teaching subject as compared to English, where the teachers specialize in only English and literature. Educational policies, beliefs and poverty complicate and influence instructional decision-making (Francis & Mills, 2012). Despite these factors, it is important to seek to find and use the best types of instructional programs for Kiswahili learners in their communities, schools and classrooms. Such efforts involve adjusting the type of curriculum in place, based on the instructional methods applied (K.I.E, 2002).

The growth in population and the continued demand for education also saw the introduction of media resources as instructional innovations to enhance the teaching of Kiswahili in schools. Buliba et al, (2010) points out that the radio, television and newspapers like 'Taifa Leo' are some of the media resources materials, which enhance greatly the teaching of Kiswahili in schools. Changing trends in education imply there are more instructional innovations, such as the Swahili web site, which offers several links on many topics, through the internet connectivity to enhance the teaching and learning of Kiswahili in schools today (Miima, 2014). These innovations when shared on the website, promote networking, collaboration and sharing of

knowledge base in Kiswahili learning contrary to the traditional approach where the teachers of Kiswahili, using only textbooks, were the custodian of all knowledge (Whong, 2011). Instructional innovations promise a new approach to teaching that is inquiry-based, where the teacher becomes a facilitator, organizing, selecting, and directing the learning process. The teacher also continuously learns from the available learning communities, which forms an important element in the learning process by building cooperative teams. Research has shown; that some educational approaches, may not work for some topics, for some learners today (Bunyi, 2005).The teachers of the twenty-first century, need not stick to old approaches, of teaching. In addition, managing change in the society, calls for every effort to incorporate instructional resource materials as innovations (Ministry of Education, 2005).That is why it is imperative to include teaching aids and emerging technologies. Both community and other human resources applied as innovations in teaching, supplement and reinforce the work of the teacher

Learning in the twenty first century is also shifting towards activity-based learning as a way to increase learner involvement and interaction with the learning opportunities (Farrell, 2007, and Lowe, 2005). The activities lead to increased responsibility for learners to acquire knowledge; through self-discipline, using independent approaches to learning through teacher support, supervision and subject specific collaborations. This is in line with the ideas of Fullan (2010), who stresses the importance of developing collaborative practices to enhance instruction. Collaborations in teaching and learning situations means that, the teacher- student relationships have changed and that learners have equal access to information. This implies that learners can become equal partners in knowledge acquisition, through directed coaching by the experienced teacher. This, therefore, means there is need for the creation of regional Kiswahili language hubs, where there will be more sharing of knowledge concerning the teaching of Kiswahili. On the other hand, Kozma (2003) notes that innovative

practices entail-integrating technology into classroom practices. The fact that students also know how to use the computer and the internet and that, most of them are using social media networks to share their assignments to support each other in learning, also informs decisions to apply innovations Adoption of emerging technology in education has contributed to changes in curriculum implementation. The teachers of Kiswahili know how to harness the power of the internet and social media to get in touch with other teachers and even the students and share knowledge on teaching learning situations. For instance, the Swahili hub powered by Taifa Leo' and Mwananchi' publications, is an informative website feature, that is beneficial to both the teacher and the learner. The link consists of; lessons, award winning compositions and past Kenya certificate of Secondary Education (KCSE) examinations papers, used to enhance learning. Teachers can also share lesson plans, schemes of work, test papers online and other instructional approaches. These instructional innovations need to be encouraged to spread and adopted through research and policy (Rogers, 2003). According to Miima (2014), curriculum developers need to provide variety of the instructional resource materials accessed online by both the learners and teachers of Kiswahili. However, there are debates that the uses of social media platforms are trends that have no impact to the learning situation. Other researchers, such as, (Earle, 2002; Fullan, 2010; Farrell, 2007) point out that: too much emphasis on technology will deprive the classroom environment of its unique social interactions that have made schools, classrooms and even the teacher to be special. Scholars observe that there are many things that a teacher can do that cannot be done on the computer. That is why it is critical to consider the aspect of innovation in teaching using a holistic approach. Earle (2002) argues that many factors contribute to the success of instructional practices and not necessarily the integration of instructional technologies alone. Farrell (2007) also observed that, with the integration of emerging technologies in classroom activities during instruction, there were cases where teachers placed a lot

of emphasis on technology, other than teaching with technology, hence eroded beneficial classroom interactions. The use of advanced computer skills other than innovations in pedagogical applications deprives the classroom interactions of the best practices. Technology integration into learning yields the expected results only when students are actively involved in learning.

The use of technology is only a part of the general concept of innovation in education. According to Fullan (2010), enlisting community resources is another way in which innovations improve the teaching learning situation. For example, by combining classroom response with interactive whiteboard system, teachers can present learning items and receive feedback from students in order to direct instruction more effectively. The student may learn both grammatical rules and knowledge on interactive whiteboard and later demonstrate his or her acquisition on the same via classroom response system. The interactive language teaching approach makes learning interesting and meaningful (Miima, 2014). To enhance the application of instructional innovations, Kenya Institute of Curriculum Development (K.I.C.D), can come up with computer assisted learning programs for the Kiswahili learners.

Radio and televisions are other forms of community learning resources that, if used effectively as innovations, enhance the learning of Kiswahili. Their use, as innovation is greatly strengthened when used with other forms of emerging technology. For example, Deutsche Welle Kiswahili service is among popular radio programs. Besides broadcast, the Kiswahili service offers short messages (sms) via mobile phones for subscribers on Kiswahili language learning every day and other interactive learning sessions on social media platforms like twitter and face book www.dw-world.de/kiswahili. Farrel (2007) further observed that the adoption of instructional innovations into the practice of education is not something that began

with the emergence of new digital technologies, technologies such as radio, telephones and televisions have been in use for a long time for learning purposes. What is new, however, are the many ways that they can be combined and mixed to enhance teaching and if such practices can be sustained.

It is therefore important to examine the different ways in which teachers of Kiswahili re-invents everyday teaching that is able to incorporate learning opportunities in the available instructional materials, which enable the learners to interact with the instructional materials (Albirini, 2007). Further, Cohen and Ball (2003) posit that effective instruction occurs when there are meaningful interactions as observed between students and teachers, students themselves in a peer relationship and lastly, between the student and content in a given environment. The student is the most important part in any learning situation.

 In the recent years, the government of Kenya's priority has been to increase access to quality education (Education Act, 2012). The Education Act recognizes the fact that the use of emerging technologies provides opportunities for learner- centered teaching, through increased access and greater teacher-to student teaching. The technologies improve academic student-to-student communications and collaborations. According to Farrel (2007), learning with technology enhances instruction by providing stimulus variation and variety in learning opportunities. It is recognized that information communication technology promises better and improved methods of educational content delivery, methodology and pedagogical skills as well as expanding the available teaching and learning knowledge base. Technology also ensures greater enthusiasm for learning among students. With the presence of the fiber optic cable to promote Digital Educational Channel, learners are able to access audio video and multimedia content. The integration of information, communications and technology in everyday learning (ICT), becomes the regional platform to

empower educational institutions to adopt and use technology in knowledge acquisition (Bunyi, 2013). Digitization of the content of the Kiswahili curriculum is an instructional innovation that places the learner at par with those from developed countries giving the learner an edge in the use of technology to learn Kiswahili and even export it to the rest of the world. This does not mean that ICT will replace other types of resource materials used. This is because different content areas require different resource materials. This study aims at finding out the best way to enhance teaching of Kiswahili through use of different aspects of instructional innovations as entailed in the four aspects of pedagogical innovations. These innovations are coordination of instructional approaches, resource use, management of the learning environment and incentives applied to motivate learning. The focus is to examine how all these factors enhance teaching, hence the need for the study.

1.3 Statement of the Problem

Knowledge of the different innovations in education, are essential for the present and the future management of content delivery and language teaching. These are also prerequisite for improved classroom interactions which lead to; knowledge acquisition, critical thinking, communicative competence, provision of quality and relevant education (Bunyi, 2013). Unfortunately, there are some critical issues that face teaching, which include use of inappropriate methods (Kimosop, 2014). Cases abound where teachers do not incorporate instructional resource materials as innovations to improve learning (Becta, 2004). In addition, there is limited use of ICT related resources in some schools(Miima, 2014).In Kenya, the challenges that face the teaching and learning of Kiswahili in public secondary schools include; limited integration of ICT in Kiswahili teaching (Miima, 2014). Teachers experience challenges in teaching Kiswahili (Kamau, 2009; Kobia & Ndiga, 2013). Cases abound where there are inappropriate approaches applied to teach specific language skills (Murunga, 2013). Management of the learning environment is also a challenge (Odeo, 2007). Recent reports of declining performance at the national level in Kiswahili KCSE have prompted some educationist to question the instructional practices employed to teach Kiswahili (KSCE, 2012 & 2013). Momanyi (2009) points to the fact that students after their four-year course lack communicative competence in Kiswahili. Consequently, lack of communicative competence will also affect performance and credibility of students at higher institutions of learning, ultimately diluting the quality of Kenya's local language in a globalized environment.

A study on the application of instructional innovations to enhance teaching is a key component to providing data that will enable quantification of education quality and relevance (GOK, 2007). Lack of adequate data on the application of instructional innovations causes uncertainty in decision-making, planning of curriculum delivery assessments, and the management of the varying learning environments (Babusa, 2011). Thus, new techniques in the instructional processes, such as, the use of instructional innovations need to be developed, to gain a better understanding on improved pedagogical processes. As a solution to challenges facing the teaching of Kiswahili in secondary schools, the aspects of instructional innovations involve a systems approach that is multi-faceted as evident in: use of innovations to coordinate the learning activities. In addition, the use of resource materials as innovations and incentive to manage the learning environment are of great importance. Furthermore, the collection of new data to enable feasibility studies carried out for potential application of innovations is important. It is for this reason that the study sought, to examine the nature of instructional practices applied to enhance the teaching of Kiswahili in secondary schools. The study focused on how instructional innovations enhance the teaching of Kiswahili.

1.4 Purpose of the Study

The focus of this study was to examine the instructional innovations applied to enhance the teaching and learning of Kiswahili in public secondary schools in Busia County in Kenya.

1.5 Objectives of the Study

The specific objectives of the study were:

1 To find out pedagogical innovations that coordinate learning activities as applied by teachers of Kiswahili.

2 To examine how teachers incorporate resource materials as innovations to enhance learning.

3 To investigate how teachers apply innovations to manage teaching and learning environment.

4 To examine incentives applied as innovation that enhances teaching and learning.

1.6 Research Questions

The research questions that guided the study were:

1. What pedagogical innovations coordinate learning activities as applied by teachers of Kiswahili in Secondary Schools?

2. How do teachers incorporate resource materials as innovations to enhance learning?

3. In what ways do the teachers apply instructional innovations to manage the learning environments?

4. What incentives are applied as innovations that enhance instruction?

1.7 Justification of the Study

This study is justified by the need to apply innovations to enhance learning of Kiswahili in secondary schools. Reports from research conducted in Kenya show that, there are challenges that face the teaching of Kiswahili in schools (Bunyi, 2005, Kamau, 2009; Kobia & Ndiga, 2013).Enhanced learning improves students understanding of the language and gives them the ability to communicate effectively. In addition to developing lifelong ability to communicate, students will derive other benefits including; improved subject and overall school performance and superior problem-solving skills through effective communication. Kiswahili is the socio-lingua franca of a large part of the Kenyan society at all socio-economic levels (Momanyi, 2009). The language bridges the linguistic gap between communities. Kiswahili language is spoken in other countries, for instance: Rwanda, Somalia,

Burundi and Zaire and plays a significant role in fostering socio-economic relationships within the East Africa region. It is the language of the East Africa Community (EAC) and is a language of the African Union (AU), as proposed by member counties. Universities in other parts of the world, for instance, Germany, United States of America and China, teach Kiswahili language (Ogechi, 2003).

Enhanced learning of Kiswahili in secondary schools provides a solid foundation for students that will ultimately provide them with a competitive advantage in the workforce by opening up job opportunities and developing their deeper understanding of their own and other peoples culture (KIE, 2002). Mastery in the language improves global communication. Long-term benefits include use of Kiswahili for communication purposes, which help maintain the socio-economic and political interests of Kenya (Momanyi, 2009). Despite these potential, challenges occur that affect the teaching of the subject and these need to be addressed (Kobia, 2009). Teachers in secondary schools need knowledge on how best, to employ instructional innovations to enhance the learning of Kiswahili. The rationale for undertaking this study is to provide knowledge, on the current practices that will inform appropriate interventions.

1.8 Significance of the Study

Appropriate instructional innovations applied to teach Kiswahili promises relevant and quality education. The findings will help curriculum planners, to prepare relevant resource materials. The recommendations of the findings, if implemented will sensitize the teachers on how to use innovations, to embed learning opportunities in the available instructional resource materials and effectively manage the learning environment to ensure success in learning. Further, the findings will sensitize school management boards, to mobilize incentives as an instructional innovation to enhance the teaching of Kiswahili and the Teachers Advisory Centers (TAC) to in service teachers on the use of instructional innovations to enhance instruction.

1.9 Assumptions of the Study

The research was based on three assumptions. First, informants were, sincere and gave truthful responses about the topic. Second, the research assistants were honest and sincere as they participated in carrying out observation based on the study. Lastly, inclusion criteria for the teacher and student population was appropriate and thus assured, that they had experienced the phenomenon under study.

1.10 Scope and Limitations of the study

1.10.1 Scope of the Study

The scope of this study explored the main area of concern, the boundaries and the stated research problem, as outlined by the research objectives. The scope also outlined the limits of literature review as it related to the study objectives, location of the participants of the study and the methodology applied. The limitations on the other hand, outlined the drawbacks in relation to the methodology applied, that was outside the control of the researcher and could restrict the generalization of the study findings. Hence, as regards the area of concern, the study covered aspects of pedagogical innovations. Literature review outlined themes on innovation in education as it relates to; coordination of the learning activities, resource use, management of the learning environment and the general use of incentives to enhance learning. As regards the methodology applied and location of the study participants, the study was limited to public secondary schools in Busia County of Western Kenya. The selection public secondary schools were through stratified sampling. The target population comprised 74 teachers of Kiswahili, selected from the sampled schools using purposive sampling. The selection of form four students included in the study who participated in the study was through systematic simple random sampling technique. The study adopted descriptive survey, using a mixed method approach. Instruments of data collection included document analysis, classroom observation and questionnaires. The document analysis schedule sought evidence on how teachers incorporate instructional resource materials into teaching as innovations. Classroom observations sought to establish how teaching innovations enhance instruction. The questionnaires sought the respondents' opinions, perceptions and suggestions on innovations that enhance the teaching of Kiswahili. All these enabled the researcher to achieve the study objectives. Creswell (2003) observed that research questions determine the focus and scope of a study. The researcher hoped to get data on how innovations enhance the teaching of Kiswahili in secondary schools.

1.10.2 Limitations of the Study

There were inherent drawbacks related to the methodology, specifically the instruments of data collection As regards the questionnaire as instruments of data collection, there were cases where respondents did not respond to the questions in the questionnaires fully due to secretiveness and/or, lack of time and lack of confidence. In such cases, the researcher assured them of confidentiality of the information that they provided. Yetton and Sharman (2001) observed that respondents might not always be truthful in their answers to a survey.

As regards the classroom observation, the findings in some cases may not have been a true reflection of what normally happens in Kiswahili language classroom teaching because of observer effect, the teachers and students being aware that they were being observed, may have performed better than usual or anxiety may have caused them to perform less than usual. In such cases, the researcher triangulated the information gathered in the research instruments. In some schools, teacher respondents did not allow classroom observation; the researcher therefore used only one lesson from the sampled schools in the County. The researcher used multiple observers to minimize observer biasness, where six other teachers of Kiswahili, one from each of the six Sub-Counties not included in the study, participated in classroom observation. Maxwell (2005) observes that external checks legitimize data interpretation. Peer debriefing and discussions after the classroom observation provided external check on the research process. Lastly, for the document analysis, in some cases, the documents intended for the study had incomplete information or were missing altogether, or did not have information on instructional innovations; in such cases, the researcher correlated the information gathered in the questionnaires and the observation schedule. Creswell (2007) reported that multiple sources in data collection identify corroborating evidence and shed light on a theme or perspective.

1.11 Theoretical Framework

Kombo and Tromp (2006) define theoretical framework as a collection of interrelated ideas based on theories. Marlowe and Page (2005), explains that in language learning, constructivist classrooms, are learner-centered, where students construct knowledge as active learners and not passive or mere receivers of knowledge. The constructivist theory stresses the importance of cooperative learning; such as group work, social forms of learning and peer teaching. The teacher instructs the learner on how to become aware and take responsibility of his/ her own learning. The constructivist approach to language teaching is interactive in nature and includes language activities such as role-play, discussions and debates. The students construct additional knowledge in relation to language teaching. The teacher as a facilitator in such language activities leads the students for example, to design models, charts and board games. Examples also abound where students present plays, songs and role-play, depending on skills emphasized and the content. Lastly, the students find relevance in language activities when for instance, they write letters, minutes, diaries, memos and speeches in which real world activities stimulate their creativity. These language activities help raise the students' self–esteem and confidence. Through such approaches, students are encouraged to discover new ways to search for information, process what they find out and translate it into meaningful knowledge.

The constructivist theory is similar to the ideas of Levy Vygotsky (1997), who states that, people use language, based on various factors within the environment in his social constructivist theory. Levy Vygotsky brought out the important role of the adults as the major facilitator in language acquisition. The social constructivism theory highlights the importance of classroom interaction, which enhances learners' growth and development in knowledge acquisition. The interaction may be in form of teacher-student interaction, student-student interaction and other out of class activities such as fieldtrips. The theory justified the need to study innovation as an important factor to enhance the teaching of Kiswahili in Secondary Schools. The constructivist theory views the choice of appropriate methodology as a hallmark of quality. Innovations in pedagogical practices define the quality of teaching. The role of the teachers as a facilitator is determined by his/her capacity to; teach, prepare resource materials, organize classroom activities and provide learning incentives which are elements that the constructivist theory aims at. It is expected, that apart from teaching, teachers are in control of knowledge about methodologies suitable for different situations, which contributes to enhanced teaching. The constructivist theory guided the study to investigate how the use of innovation coordinates language-learning activities. Constructivism stresses the need for learner-centered classrooms with the use of relevant resource materials as innovations, which is the focus of this study

Pedagogically, attitudes, perceptions, and other experiential factors that both the teachers and the learners bring to the learning situation, largely determine the learning outcomes. Social forces found within the school and the larger community influences the learning environment. To achieve quality, the social contexts in which learners and teachers operate require investigation. This is because the aspect of innovation is not a single entity, but multi-faceted in nature. The study was thus, guided among other aspects, the need to examine how teachers apply innovations to manage the learning environment and the incentives applied as innovations to motivate the teachers and the learners.

1.12 Conceptual Framework

The Constructivist theory guided the construction of the conceptual framework in figure 1.1. This study held the view that teacher application of innovations in teaching leads to enhanced teaching. The independent variables are: teacher innovation, which coordinates the learning activities, use of resource materials as innovation, other innovations applied to manage the learning environment and use of incentives as innovations. The dependent variable was enhanced instruction. The interplay between the independent and dependent variables held constant, play a significant role in addressing the main concern of teaching innovation, brought out in this study and ultimately bring about improved learning outcomes. Graphical relationships of the variables of this study are presented in Figure 1.1.

Independent Variables

| Innovations in Pedagogical Practices |

Dependent Variable

| Resource Materials as Innovations |

| Enhanced Instruction and learning of KKKiswahili |

| Innovation to Manage Learning Environment |

| Incentives as Innovations |

Figure 1.1. Conceptual Framework
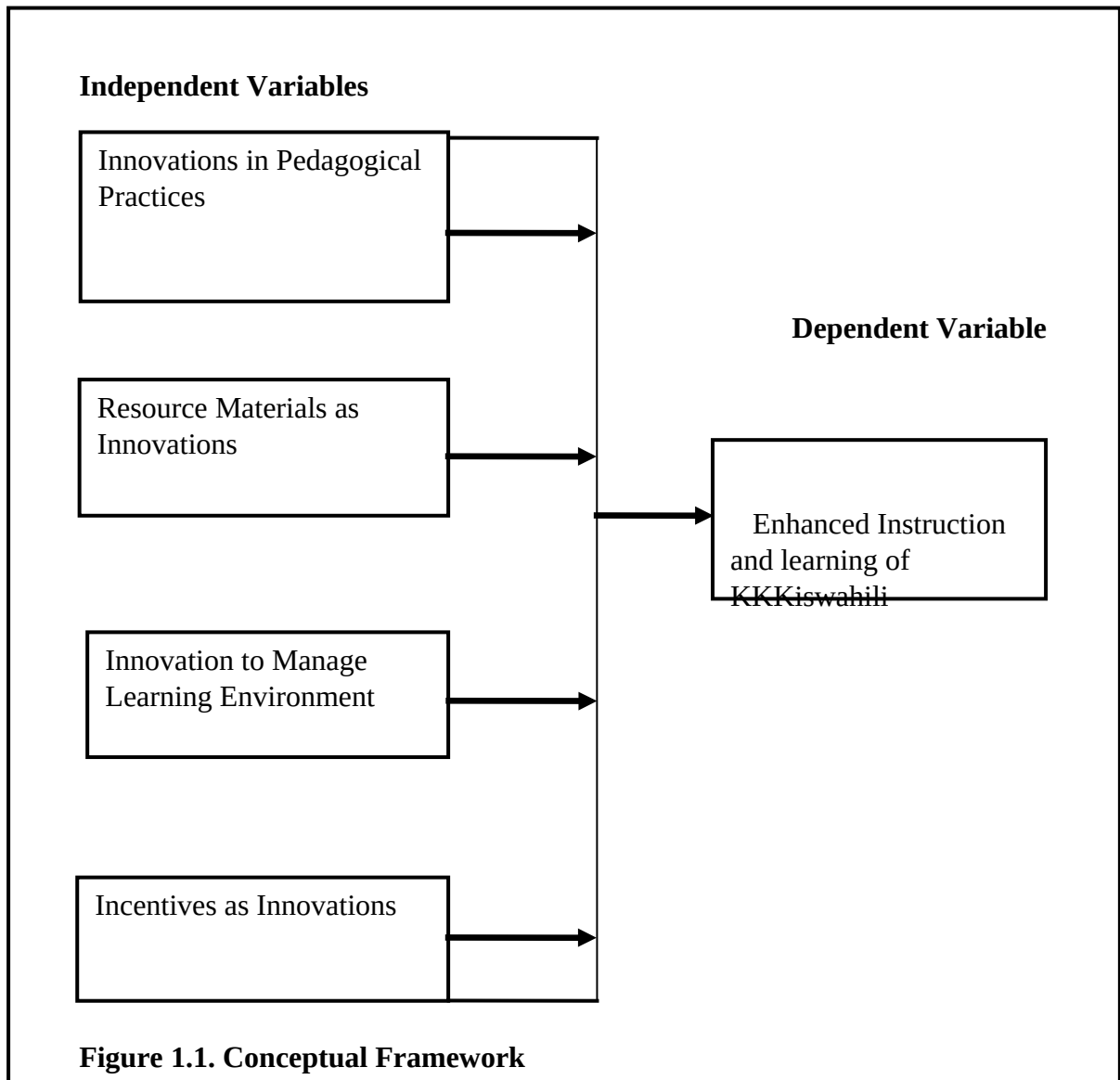
1.13 Operational Definition of Terms

Coordination-   This term refers to the skillful and effective planning, organization, and implementation of the different approaches in instruction in ways that lead to enhanced learning.

C**ollaborative**   Language teaching approach where, teachers and learners work, together to contribute to knowledge acquisition and sharing.

Enhance-   In the context of this study, it means to improve and make better the teaching of Kiswahili in terms of delivery of content which entails changing and refining the teaching methods, through the use of appropriate resource materials and evaluation procedures in order to enrich, boost and raise the standards of learning.

Incentives –   This term refers to positive motivations and interventions that support improved engagements in the teaching and learning process.

Integrated   Learning approach that incorporates multiple content areas, as an interdisciplinary method of teaching which helps students to remain engaged and draws from multiple sets of skills, experiences and sources to aid and accelerate the learning process.

Instructional Innovation-   The term was used to refer to the application of new solutions to meet the requirements of the learners. What is important is that the application breaks the traditional and monotonous ways of teaching. It referred to the positive

changes adopted by the teachers, that is, the way they implement the teaching strategies in a different and unique ways to make learning effective.

Instruction – The term was used to mean the process of teaching the learners the four language skills of listening, speaking, reading and writing that lead to passing over of knowledge contained in the language items .

Instructional Resource Materials- These are channels through which delivery of content and assessment procedures of the learners are facilitated. They exist in many forms such as; human resource, buildings in form of resource journals, textbooks, real objects, chalkboard, models, and teacher prepared handouts,

Instructional Approaches The term was used to refer to the different ways in which the Kiswahili teachers organize the classroom teaching in a way that meets the needs of the learner. It is the way in which teachers coordinate teaching techniques in terms of planning, use and management of learning components in relation to the total environment in which Kiswahili learning takes place.

Management of Environmental Factors – Management refers to teacher action that creates and maintains learning environment which may include the classroom or the area surrounding the school and how it affects learning. It also entails the circumstances in which learning takes place.

Pedagogy is commonly defined as the science and art of education. It refers to the actual teaching skills a teacher uses to impart content knowledge to a specific subject.

1.14 Chapter Summary

This chapter explained the background information to the study that is the teaching of Kiswahili in general in Kenya and more specifically the need for instructional innovations in teaching. The statement of the problem outlined the salient objectives of the study and research questions that formed the basis of inquiry. The chapter outlined the scope and potential weaknesses of the study. The justification section explained the reasons for the choice of the focus area of study, that is, instructional innovation to enhance the teaching of Kiswahili. The constructivist language teaching theory guided the study and it led to the construction of the conceptual framework. Lastly, also included was definition of selected terms in the context in which they were used within the study. The next chapter describes related literature on instructional innovations.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter reviewed literature related to instructional practices that enhance the teaching of Kiswahili, based on the concept of instructional innovations in a teaching and learning situation. The focus areas are; instructional innovations employed by teachers to coordinate learning activities and how teachers incorporate resource materials as innovations to enhance learning. The chapter discussed ways in which teachers apply innovations to manage learning environments, the mobilization of incentives as innovations and lastly, a review of related studies.

2.2 Instructional Innovations

Goko (2012) defined innovation in teaching as an idea, practice or object that is perceived as new by an individual, while Cohen, Manion and Morrison (2002) suggested that the term innovation in education refers to the application of learner-centered approaches, which make students to acquire new learning experiences to advance their understanding. Innovation in teaching and learning involve application of incentives to address performance. According to Fullan (2002), the aspect of innovation in education, is multifaceted; in relation to practices that lead to; learner interactions with the content, the available resource materials and the environment to gain knowledge, especially concerning the likely consequences of departures from conventional practices. As Rogers (2003), explains, innovation in education means, the willingness to try something new and being receptive to new experiences to improve performance. Innovations in education are important to all instructional implementers, but if teachers have limited understanding and appreciation of creativity in teaching, they will not appreciate the time and development of creative instructional designs. Some scholars such as (Fullan, 2002), argue that innovations in teaching does not mean being creative for the sake of it. Innovation in teaching and

learning situations requires the teachers, to explore the different techniques available, as well as the environment within which they work in order to employ suitable approaches (Lowe, 2005). It is important to note that innovation in teaching is an ongoing process, rather than isolated good ideas. No one individual teacher can possess all the skills of instructional innovation, but most skills can be practiced and enhanced.

This is consistent with the view held by Kozma (2003), when he observed that the first step to develop the use of teaching innovations in education is to decide that such innovations exist, and then gradually work on improving one's ability to apply them. Appropriate instructional innovations depend on building on what teachers already know, as well as employing different ways to address the needs of the learners. Other scholars argue that there are many and trusted ways of teaching that work well within defined contexts, the traditional methods, need not be abandoned because they are monotonous and repetitive. Generally, innovations applied to coordinate learning activities, seeks to avoid systems that encourage rote learning and mere memorization of facts. Innovative teaching practices discourage application of repetitive and monotonous practices that give little room for practice (Omulando, 2002).

Ndirangu (2004), asserts that lack of innovation in teaching, creates inappropriate results in learning. Lack of teaching innovations, contributes to ineffective instruction that do not meet the learning objectives. Such a situation is likely to undermine learner motivation, which in turn, leads to lack of sustained improvement in language acquisition and continued use. Thus, instructional innovations if applied, builds meaningful learner interactions. The application of instructional innovations can be constrained by factors related to both the individual teacher and the learner. According to Miima (2013), training and work place factors, can surely inhibit teacher's creativity and use of instructional innovations. Becta (2004) pointed out that knowledge about the barriers, which affect individuals, mainly the teachers, as

curriculum implementers and institutions may help, especially at the decision making stage, on integration of instructional innovations in everyday teaching. Fullan (2002) outlined the different roles of the stakeholders in education to foster the use of innovations. These are; national and regional governments, the school management boards, the head teachers and parents organs that must seek for new ways to support learning. The government role is clear in providing funds and other incentives, developing the needed infrastructure and formulating policies to enhance teaching.

2.3 Instructional Innovations Applied to Coordinate Learning Activities

Innovations in Kiswahili language teaching focus on exploring new approaches to language teaching and learning from a learner-centered perspective embedded in the instructional practices. Bruner's (1990) constructivist theory, support the use of teaching innovations that coordinate the learning activities in situations where teachers make sure all the learners get the desired knowledge. Teaching innovations involves incorporation of new approaches, inventions, interventions or creativity that greatly improves learning based on the learners' experience (Ingersoll, Merrill and Stuckey, 2014) among other researchers, held the view that the basis for the development of innovative teaching approaches and techniques is teachers' deep content knowledge and proficiency in general pedagogic skills. A teacher with good content knowledge and pedagogic skills would be able to apply innovations in teaching, to break up content and represent it to the learner in the form that learners' best understand (Koehler, 2009). Gatumbi and Masembe (2005), postulate that there are various instructional practices employed by the teachers that are determined by, lesson objectives, nature of the learners' and the teachers' preference. Explicit or direct approach involves the teacher using strategies that elicit the students' prior knowledge, to ensure that the students understand new knowledge. Direct instruction advocates, argue that the home and the community do not provide all language learners with experiences needed to be proficient and effective users of language.

Thus, teachers input, in form of instructions given, in a learning situation, enable the learners to acquire the desired language (Krashen, 1985).

Language teaching innovations, involve the application of challenging learning opportunities, such as, Kiswahili modeling and simulations. Team teaching is another teaching innovation that brings out variety in terms of the strengths of the teachers. Other teaching innovations are; peer teaching where students learn through their peers in a problem-solving approach through teacher supervision or coaching by an expert teacher. Farrant (2006) pointed out that, no single one method is best for teaching. Even the teacher–centered approaches that encourage mere memorization of facts and repetition become effective if used as teaching innovations. The variety in techniques selected, breaks the monotony of the methods applied (Kirsirkoi, 2014).

Scholars such as Roberts (2009) claim that, collaborative learning practices applied as instructional innovations promote the exchange of ideas by building cooperative teams, which take responsibility to share learning opportunities in ways that enhances the students' ability to learn. Further, coordination across departments, promotes the application of instructional innovations. Thus, as part of promoting innovations, departments in schools work together and share innovative practices. This is in line with the ideas of Fullan (2002), when he noted that, isolation and uncertainty is often associated within settings where teachers are not able to learn from their colleagues, to experiment and improve on their old teaching methods. The instructional innovations applied in teaching involve consultation practices to address specific content areas that prove to be difficult to the learners. Additionally, teaching innovations are carried out in form of benchmarking exercises observed by less performing schools in better performing schools to adopt methodologies that have worked. Through teacher coordination, depending on the instructional innovation applied, the approach employed, help to provide new information which increase learning opportunities. The use of innovations in teaching Kiswahili gives students

opportunities to practice the language items. Fullan (2002) observed that, when teachers talked less than twenty minutes, in a forty minutes lesson, in English language teaching, they gave room for the learners to practice. Enhanced teaching of Kiswahili is achievable if only teachers were to carefully select and apply innovations breaking the monotony in teaching approaches employed, to give room for learners to engage in language activities. This means that when a teacher talks for more than twenty minutes they may end up doing what the students would have done. An innovative teacher looks for ways of balancing the four language skills, when teaching the different content areas. Through various stages of learning, the learners are then led to make connections between the new content, with what they already know and their experience beyond the classroom, so that as they learn the language in a classroom situation, they are able to apply the language items across environment and contexts. Brumfit (1984), Communicative Language Theory, explains that, the role of an effective teacher is to facilitate the communication process, during the language learning process.

Another classroom language innovation of interest to educational researchers has been that of classroom collaborations in language teaching and learning (Lowe, 2005; Roberts, 2009 and Whong, 2011). Collaborations in Kiswahili language teaching refers to the processes, through which teachers and students interact with each other by building on each other's learning or research skills. For instance, when teaching Kiswahili oral literature, where the emphasis is on the listening and speaking skills in a classroom situation, the student after making a statement, a teacher might ask that student a question intended to help the student to elaborate or probe the language item a bit further. The student building on the teacher's questions or comments produces a statement with more depth, complexity or insight to build on learner's communicative competence (Krashen, 1985) .Through collaborations, teachers instruct the students to explore and understand language use beyond what they are able to do on their own.

Collaborations occur between the student and the teacher the students themselves or benchmarking with best performing schools or between schools and the general learning community (Fullan, 2010). Momanyi (2009) found out that students had problems in Kiswahili learning, they lacked fluency and ended up mixing Kiswahili with English Thus; deliberate intervention measures, put in place through innovative practices, address the challenges as they occur. Subsequently, deliberate intervention measures geared towards building collaborations using the problem-solving approach, increase fluency in language use and reduce the problems associated with code-switching and code mixing.

In other cases, teachers employ non-directive instruction to enhance learners' exploration and lay foundation for future careers. Proponents of indirect instruction argue that students have innate characteristics as language learners and that providing them with a stimulating rich language environment supplies them with tools needed for further developing their spoken and written language abilities. The complexity of language process requires that, students at various levels of language learning engage in complete or whole language activities, rather than isolated skill instruction activities, which distort language processes by stripping them of their complexities. Non-directive instruction is encouraged for extensive reading and creative writing (Njogu & Chimerah, 2011). Babusa (2011), in his study found out that, apart from the prescribed textbooks, students in most secondary schools in Kenya rarely read other Kiswahili books. Kiswahili teaching in secondary schools does not encourage much practice because of emphasis on examination performance, which gives little room for extensive reading for the majority of learners, as the teachers rush to cover the syllabus. Reports have shown that teachers ignore language items not tested in the national examinations (K.N.E.C, 2013). To overcome such challenges, requires application of innovations that encourage extensive reading. Extensive reading by the

students is encouraged through use of digitized library services and equipped regional community library services to encourage independent study approaches (Miima, 2014).

One language innovation practice that has received a great deal of attention has been that of language modeling, by an experienced teacher. Petty (2004) suggested the use of various activities aimed to increase learner motivation. Hence, instead of just providing an evaluation of a stimulus- response, the teacher provides additional information and re- voices students' response in a way that models for students on how to pronounce sounds and phrase the statements. This is further re-enforced by problem-solving approach, which help to reduce spoon-feeding and increase learners' creativity. Innovative practices enable the teacher to give instruction to engage the learners in activities found in real–life and not merely learning lists of rules, which make the students to mentally tune out or withdraw from active classroom participation (Kobia 2006; Gatumbi & Masembe, 2005; MOE, 2002). Moreover, in other cases teachers' direct learning through peer- teaching, which allow learners to learn from each other. In cases where students have problems in communication and writing skills, the type of instruction mainly focuses on exercises which lead them to overcome the problems. Ordinarily, problems stem from the learners first language or mixing Kiswahili with other languages found in the environment. Kimosop (2014) stressed the importance of research –based practices to teach the curriculum of different subjects during instruction. The instructional innovations encourage variety in teaching methodology and language learning activities such as, modeling, peer teaching and team-teaching. The strategies and approaches chosen as pedagogical innovations depend on the learners' needs and situation.

In the recent years, teachers have moved away from the traditional forms of teacher wanting to control the class as the custodians of all knowledge. The teacher's seek to give students feelings of confidence and competence by engaging them in classroom

language activities. Great emphasis on Kiswahili language teaching, in secondary schools is on student engagements and participation in classroom language engagements that employ activity-based approach to teaching. Musau and Chacha (2001) explained that if teachers' employ teaching approaches based on language learning theories, it would lead to meaningful classroom interactions. The activities include small group discussions, role-play, and drama, the use of conversations in Kiswahili language teaching and even the use of written and oral presentations. Real world activities have assumed greater importance, demonstrating not only, how to speak, but also for the learners to acquire knowledge through language instruction (Farrant, 2006).

Creative activities for Kiswahili language learning in schools are instructional innovations that energize students to think and use language in new ways. Saafin (2005) reported that students appreciate classes that are stimulating and relaxed. Kirsirkoi (2014) adds that there is a positive correlation between a relaxed, friendly environment and interactive practices. A good sense of humour, fun-filling games tailored to lesson objectives, puzzles and filling in cloze texts, are some of the unconventional ways applied to enhance language teaching (Stronge, 2010). However, Misigo (2012) argues, that some teachers may be humorous, although their humour may not relate with the subject matter and thus their humour does not add value, complement or enhance learning. Other activities include press conference, where specific questions, in specific areas in line with the curriculum requirements included in learning sessions encourage students' structured speaking. In other cases, memory games included in learning make the students to add new language items, on events, they have observed to a selected list in an alphabetical order, to allow order and sequencing of learning activities. Inter-class or inter-school Kiswahili language contests are some of the innovative practices aimed to enhance learning. The activities encourage interactive classroom atmosphere, which enhances teaching (Brown,

2001). Through the activities, the students' are able to listen, talk, write and read at the same time. Murunga (2013) found out in her study that teachers of Kiswahili had challenges teaching listening skills. Omulando (2009) confirms that oral skills in language teaching are given less emphasis. Other studies revealed that there are challenges in teaching the writing and reading skills (Manyasi, 2012). Additionally, the emergence of modern technology, has contributed to students having poor handwriting and using short forms of words and numerals to write their essays. All these factors makes it exceedingly necessary to use innovations to coordinate the learning activities .Innovative practices increasingly emphasize the diversity of students, who bring to the class different learning styles, strengths, interests and skills. Students have different experiential, cultural and linguistic backgrounds. In addition; they acquire knowledge at different rates. That is why in other cases, differentiated instruction is necessary to cater for individual differences. This is as Babusa (2011), puts it that uniformity in teaching methods across the country affect the approaches, since learners differ in their ability to learn.

The teachers of Kiswahili use a variety of teaching techniques in their daily practices. Inappropriate classroom skills, such as, the use of teacher-centered methods of teaching, poor classroom instruction and lack of teaching in context, may sabotage the achievement and goals of even the most meticulously designed curriculum (Ndirangu, 2004). Variety in teaching methods employed provides stimulus variation, which increase learner motivation. Consequently this leads to increased learner participation and improves the general performance of subject in assessments. Over the years, there has been outcry on the poor performance of Kiswahili in schools, especially the public ones. Reports on evaluation revealed that most students could not construct correct sentences in composition writing. The reports further revealed, there were cases of mother tongue interference in the writings of most students (KNEC, 2012, 2013, and 2014).Thus, to address the concerns of improved learning approaches, the focus on

innovative teaching approaches, rather than traditional ones will surely lead to enhanced instruction (Goko, 2012).

Kitito (2007) suggested that teachers of Kiswahili needed to abandon the predominant but un-motivating book/teacher mode of instruction as a way to improve performance. Teachers over reliance on text book as the only form of instruction kills learners' creativity and interest; hence, different forms of instruction when applied by the teacher greatly involve the learners. An innovative teacher maintains a balance between different learning techniques; for example, use of textbooks, individualized learning techniques and in some cases discussions. Different forms of discussion build the learners listening and speaking skills. An innovative teacher then comes up with innovative ways of balancing and building on the other language skills, reading and writing. In cases where students fail to participate fully in the discussions, the teacher has to come up with innovative ways to enhance participation, make learning more meaningful to the learner (Ingersol et al, 2014). This in essence leads to enhanced teaching as learners acquire both the language for communication and knowledge contained in the language items.

Innovations applied in teaching leads to enhanced teaching that is systematic, stimulating, and caring (Ongeti, 2011). The learning processes varies between teachers and different topics in Kiswahili language teaching (K.I.E, 2002).The learning process is also complex and challenging depending on the different learning environment. Ongeti (2011) further postulated that a good teacher presents the content clearly and stimulates the students to think deeply by drawing their attention to specific issues. Teachers who do not apply instructional innovations to coordinate teaching do not explain the themes and content in the different language items, they do not present content systematically and they do not motivate learners. Such teachers do not commence from what learners already know. They do not give examples; they give poorly framed questions and blame learners for not giving correct answers.

Ironically, they try to justify their failures by arguing that their approach reduces 'spoon-feeding. They pretend to justify that their kind of teaching is effective because somehow, it compels students to learn more intensely by themselves. Contrary to that belief, bad teaching confuses students, it reduces motivation, increases negative attitude to learning and yields lower achievement. To overcome such challenges the application of best practices using instructional innovations is important. Innovative practices allow the teachers to select techniques suitable for the level of the learners

Scholars such as (Lowe, 2005 and Roberts, 2009), suggest that planning tasks for students to pursue independently, improves instruction. Students learn better, when they believe that by their own effort they are responsible for their success or failure on a task. Students lose enthusiasm for learning when they believe that their success or failure largely depend on factors outside their locus of control such as lack of quality teaching. To facilitate successful learning, the teacher concentrates on building up learners' sense of control over their own work and gives them opportunities to exercise responsibility for their own learning. Choice of instructional innovation is determined by a number of factors among them compatibility with objectives, the time available, complexity and scope of content, learner differences, instructional resource materials available and class size (KIE, 2002). In addition, teachers differ in the ways they employ their instructional practices depending on their preferences, training and experience (Barasa, 2005). There are teachers who use activity-based instruction to increase learner proficiency in Kiswahili. For example, using selected texts in the literature teaching, teachers relate instruction to students' background, knowledge and experience and use techniques of language instruction such as, discussion, narration, role play and dramatization using the life approach style of teaching which has different strategies (Petty, 2004)

The teacher during instruction may refer to cases of human experience and lead students to discuss an event that relates to their present day living (Njogu &

Chimerah, 2011). The life approach to teaching Kiswahili; comprehension, summary, writing skills and other creative writing in composition require innovation in pedagogy. Albrini (2004) posit that, the introduction of innovation into education requires equal innovativeness in structural, pedagogical and curriculum approaches.

Another aspect of teaching innovations in terms of the methods employed abound in cases where the Kiswahili teacher uses the integrated approach to give instruction to shed light on the connection between different language items. Integration occurs in many forms, for example; between language skills or the teaching of literature and language. Integration may also be coordinated between students' first language and the teaching of Kiswahili or across subjects, between the teaching of English and Kiswahili. Integration in language teaching leads the student to begin to see the connection, between fiction in literature and the grammar rules (Babusa, 2011). Students need sufficient practice in oral skills and language practice to gain understanding from classroom language activities. Mocho (2009), found out that the students dialect, or in other cases first language, affected the learning of Kiswahili, as the students transferred the rules of their first language to Kiswahili, causing syntactic errors. Momanyi (2009) also found out that the use of English has effect on Kiswahili, in some cases, the students wanted to explain concepts in Kiswahili, using the English language. However, (Slavin & Cheung, 2005) and (Francis, Lesaux, & August 2006) suggested that there are positive outcomes for students in bilingual language instruction. Gray (2007) adds that vocabulary acquisition and reading comprehension skills transferred across languages enhance learning in the target language. The implication of this observation is that different skills, as learnt in English language, can be borrowed and used as innovations to enhance the teaching of Kiswahili.

According to Cohen et al, (2002) instruction occurs in complex interactions, which are easily fragmented. The most fundamental dimension of innovation in education is concerned with coordination of academic tasks among teachers, students and content.

Without proper coordination, the teacher might be trying to explain a concept but students might be bored, fiddling with pens or passing notes. When such a teacher begins class the next day, a couple of students will have forgotten what was taught, or might not have completed assignments, or copy answers from their friends without learning the concept and or students who were absent might not understand what was taught. Chelimo (2014), in her study found out that lack of teaching innovations, may cause disruptions in the learning process.

Similarly, some teachers might address certain skills, while curriculum developers intended the concepts to develop critical thinking in the learners (Manyasi, 2012). Further, if the teachers do not have some ways to probe students' ideas, they remain unaware of how the students understood the task and the topic. Hence, students might not be getting learning objectives as assumed by the teacher. It is possible that failure to integrate innovations in teaching will lead to a situation where the teacher connects with half the class, while the other half is in the dark. Cohen et al, (2002) pointed out the fact that instruction occurs over time creates fundamental problems of coordination. The questions that need answers on coordination are, how do teachers connect for each student with the work covered during a lesson and what happens two weeks later? How do students and teachers make small bits of work in lesson development over time, across such obstacles as absences and forgetting? How do different teachers, teaching Kiswahili in the same class coordinate their teaching and learning activities? Alternatively, how do teachers coordinate syllabus requirements, with the teaching and assessment methods and use of appropriate media? Other dimensions of coordination include how teachers connect interrelatedness with other subjects within the same classroom taught by different teachers. For instance, if a form three Kiswahili teacher expects learners to analyze themes in selected literature textbook, the teacher must figure out how to coordinate among students' expectations and what Kiswahili curriculum in form three emphasizes. Teachers also have to

manage connections between home, school and co-curricular activities to enhance learning. Lastly, in collaborative practices, how do the teachers' connect with other available learning communities? These are fundamental questions, whose answers lay the foundation for the use of teaching innovations to coordinate the learning activities. Fragmented organizations within educational agencies produce uncoordinated guidance for instruction and create organizational and cultural barriers to collective action (Manyasi, 2012). If students and teachers fail to focus on the same task, instruction is likely to suffer. To overcome these barriers, teachers focus on the application of instructional innovation in teaching is crucial, depending on their situation (Fullan, 2002).

The structural features of innovations to coordinate learning; include ways in which time and instruction are organized in the number of lessons per week, how the different language items in the Kiswahili curriculum are assigned to each lesson, the language skill emphasized in each particular lesson, the school calendar of events and how these factors affect learning (K.I.E, 2002). Students mobility within and between schools also bears on coordination. There are students who can hardly complete their four-year course in a school. In other cases, parents force students to repeat classes or the desire to achieve higher grades. All these factors make it necessary for coordination to be an important component of innovation in education.

2.4 Incorporating Instructional Resource Materials as Innovation to Enhance Teaching of Kiswahili

Instructional innovations entail the choice and use of instructional resource materials that require a delicate balance between use of textbooks and other resource materials. Njiiri (2002) identifies teachers as important resources in teaching and learning situation as they select, use and assess resource materials. Teaching resources exist in many forms, such as slides, charts and photographs. Kirsikoi (2014) noted that instructional resource materials exist in modern resource centers in form of computers

and internet connectivity. Other examples exist in form of animations and audio materials to model proper pronunciations and sounds in language teaching. According to Aggarwal (2007), audio-visual aids encourage learners' to listen carefully. According to Romiszowiski (1988), a picture can sometimes be worth a thousand words; pictures can encourage visual thinking and carry some kind of information more effectively than linguistic systems. Innovative ways of using instructional resource materials involve the way teachers; prepare, use and even store the resource materials. For effective use, teachers can access teaching resources from teachers' advisory centers (TAC). Other innovative approaches include, sharing resource materials among neighboring schools and accessing online instructional materials to promote variety in use. However, Kirsikoi (2014) established that some of these TACs, lacked relevant resource materials for teaching. Miima (2014) in her study found out that, there are limited materials on Kiswahili teaching on the internet, some of such resource materials poorly translated from English.

Some scholars argue that teachers can now break free of the limitations placed on them by traditional textbooks and instead utilize a variety of resources to create their own personalized, effective and enhanced instruction for every student (Kitito, 2007). Textbooks exclude some learners because they offer single instructional modalities. At the same time, there remains a major role for student's use of textbooks. However, teacher's use of other type of resource materials run the risk of emphasizing teacher delivery rather than student learning, for instance, the use of projected media may tempt the teacher to rush ahead and cover more content, without considering the pace at which learners acquire concepts. One way to avoid this is to consider the learners needs. The question is; are teachers of Kiswahili able to use wide range of teaching resources as instructional innovations or do they stick to the traditional way of textbook approach in their teaching of Kiswahili? Use of examples, through the inductive approach in reference to emerging issues like poverty, effect of different

diseases in the society, the role of science and technology, may require a teacher to refer to journals from the respective fields and even various reports from government site to teach a particular language skill, depending on the objectives of the lesson. According to Earle (2002), the concept of wholeness is important in the use of instructional resource materials; thus inter-relatedness and connectivity of all components and processes for learning to be effective.

Regarding the various classifications of resource types, Pollard, Collins, Simco, Swaffield, Warin, & Waarwick, (2002) identified four categories of resources that are essential. These are people, buildings, equipment, and materials. Further, both the quality and quantity of these resources have impact on what is possible to do in schools and classrooms. Many secondary schools have good classrooms and libraries, but few, if any have language laboratories to enable the Kiswahili teacher to teach effectively the language to international standards. MOE (2002) further underscores the importance of instructional resource materials as a key factor in effective delivery of the curriculum and quality of teaching.

Miima (2014) in her study also found out that a higher percentage of teachers of Kiswahili made limited use of ICT related instructional resource materials while Luvisia (2003) revealed that there is low frequency of the few available instructional media in Kiswahili teaching. Making Kiswahili an official language is not enough, what is important is putting in place deliberate measures to strengthen its teaching. Innovative practices to having relevant resource materials involve sourcing from the local communities to promote collaboration and partnership between the learning institutions and the relevant departments in the society both public and private.

The use of resources is more effective if teachers' have knowledge and skills on how to utilize them efficiently in the teaching learning process (Koehler and Mishra, 2009). Clearly, teachers' knowledge and pedagogical skills enable them to embed the

learning opportunities in appropriate instructional resource materials. Research findings indicate that use of ICT does not change traditional teaching practices(Albrini,2004).This finding point to the fact that the use of ICT based instructional resource materials need support of innovative pedagogical techniques

Goko (2012) argued that the adoption of instructional innovations into the practice of education is not something that began with the emergence of new digital technologies. What is new, are the ways such teaching resource materials can be combined. Innovation in use of resource materials considers how the new technologies are used alongside other already existing instructional media resources to enhance curriculum delivery. Barasa (2005) commenting on language in Kenya, highlighted the fact that, the availability of teaching resources and teacher awareness of their utility enhances learner performance. He further noted that situations where there is evidence to show failure by society or government to provide equal access to such resources was taken as denial of a child's right to proper education. This position is consistent with the ideas of Beckta (2004), who suggests that, it is important to identify barriers that affect individuals and institutions concerning the use of instructional resource materials as way of solving the challenges associated with their use. Barriers to use of instructional innovations in the teaching of Kiswahili include; teachers' beliefs and perceptions, the school culture and lack of basic infrastructure in some cases.

The society contributes to the learning situation when students go for fieldtrips to learn certain concepts in relevant fields or the learners participating in community service projects that recognize and reward the use of the language (Obiero, 2010). Media houses are a good source of language learning in collaboration with the schools, although in some cases, the media houses break the Kiswahili language rules for entertainment purposes and for their programs to sell. This has negative effect on the teaching of Kiswahili as it influences the learners negatively. Further, (Babusa, 2011), pointed out that apart from Taifa Leo, there were no other local newspapers in

Kiswahili, and even for Taifa Leo, its readers are few. In some places, there are different independent groups that act and present materials on selected course books for the literature teaching in Kiswahili. Some of these materials found in digitized form enhance learning, but some teachers experience problems in using them, especially when the materials replace the work of the teacher, instead of supplementing it. Kirsirkoi (2014) recommended teachers in their different subjects to download teaching and learning materials on the internet, print and distribute to the students. Some of such learning resource materials stored in soft copy become easier to access and use when needed.

Becta (2004) found out that lack of experience and confidence and teacher beliefs had influence on how teachers made use of instructional resource materials. The emerging technologies with the support of the other community resources, combined with the coordination and supervision of the subject teachers used as instructional innovations enhance the learning of Kiswahili in secondary schools in Kenya today. Research has shown that whereas some teachers shy away from use of technology for instruction (Kurgat, 2011), there is proof that uses of innovation to embed learning opportunities in appropriate resource materials enhance learning (Yusuf, 2000).

Moreover, some teachers are resistant to change and are not conversant with new technology. The field of Information Communication Technology has emerged with little time for a robust intellectual tradition to be established (Dillon, 2004). There are cases where teachers shy off to use ICT, because the students have better technological knowledge than the teacher does. Besides, there are constant revisions of the systems due to technological changes and teachers may not be fast enough to adapt to the changes. Some teachers may abdicate their role to use of technology. With no proper coordination of the learning activities, students may not meet the set objectives. Introducing and using ICT during instruction is a practice that greatly enhances language instruction. The use of ICT suits varied learning environments,

content areas and a wide range of teaching methodology (Rogers, 2003 and Kozma, 2003). Innovations in teaching enhance content delivery by the teachers and motivate the learners to discover more. However, research shows that most secondary schools in Kenya have not embraced computers in their curriculum yet (Wanami, 2010). This seems to imply that subject teachers have not embraced the use of ICT in the everyday classroom teaching and learning. Miima (2014) found out that there were no computers in the schools, specifically meant for Kiswahili language teaching; and that even though most teachers expressed confidence that they could integrate computers in the classroom, they were ill prepared for it. There are cases where school principals as heads of institutions, lacked vital computer skills to support the subject teachers. Frank (2007) observed that constraints exist due to lack of commitment of school administration to support teaching innovations. Additionally, any new teaching innovation often leave the subject teachers disadvantaged on how to go about the changes in instruction if they lack support from school administration and existing policies (Fullan ,2002).

In other cases, teachers opt not to use ICT because of time constraint, large number of students and characteristics of the students; their entry behaviour, exposure to ICT, interest and motivation. Outgoing and enthusiastic learners are more likely to learn faster and accommodate new forms of instruction in education technology, while the slow ones will tend to shy away and stick to traditional forms of instruction. Hew & Brush (2007) reviewed literature related to the barriers of the integration of technology into the curriculum by K-12 schools in both the United States and other countries and strategies to overcome those barriers. The findings identified barriers related to resources use, institution subject culture, attitudes and beliefs systems, teacher knowledge and skills, and assessment methods in place.

A number of factors guide the teacher to appropriately choose, prepare and use the various types of teaching aids as instructional innovations to enhance learning. These

include; the teachers' knowledge and skill, time available, the size of the class, the objectives of the lesson, instructional techniques, the content of the lesson, and the cost of the teaching and learning aids to be used. Furthermore, how the teacher plans to use these teaching aids influences the quality of the learning experiences. Commenting on the teaching resource portfolio (TRP) regarding the use of instructional resource materials, Schonwetter (2008) asserted that, identifying lists of teaching resources in a discipline is the first step, in providing for their effective use. It is also critical that these resources are reviewed to ensure that they are proper and of high quality.

Thus the teacher should ensure that the teaching aids are appropriate in quality, allow for practice, are learner friendly, are of the right size, are appropriately used ;and do not obscure the focus of the lesson. Proper handling of audio aids such as tape recorders and radios have entails keeping them away from damage. The same applies to visual aids: such as photographs, posters, videos, television, filmstrips and printed material that need protection from rain or stains, dust or sunlight to ensure high quality. Such materials also require special care, through proper handling and maintenance, something that the teacher may find demanding, especially in the cases of heavy teaching workload and the fact that teachers, have other duties to attend to in schools. Basic infrastructure in schools plays a very vital role in enhancing the use of resource materials as instructional innovations. This is not always the case as some schools, lack libraries equipped with relevant resource materials for the teaching and learning to be effective. In some cases, teachers use their own prepared notes and handouts to teach or improvise (Shiundu & Omulando 1992). The instructional resource materials include newspapers, journals, and artifacts and even in some cases, actual objects.

Kurgat (2011) lists a wide range of e-learning resource materials that have multisensory advantage over lack of innovation in using resource materials. Whereas, it is not possible to carry some relevant resource materials to a classroom situation, some are used beyond the classroom walls, hence the need to select, use and store appropriately. Where it is not possible to carry the resource materials to the classroom, the teacher may opt to draw diagrams to illustrate some language concepts, but if the teacher is not good at drawing, the picture drawn gives different idea to the intended meaning. Also, students depending on socio-cultural factors, interpret different pictures differently.

According to Mukwa and Too (2002), the teaching and learning resource materials used should not be used in isolation, but should augment and reinforce the work of the teacher. Students' involvement in preparation and use of instructional resource materials serves as instructional innovation that enhances learning. Indeed this is an innovative instructional approach that makes the students to own the learning. Together with the teacher, the learners can be motivated to collect, label and preserve the resource materials in a resource bank that the learners may use in carrying out some task given. In the process of instruction, the resource materials used for the teaching and learning are important because they are channels that facilitate delivery of content and assessment procedures of the learners. They generally encompass the instruction resources, practices, and procedures used by teachers to enhance classroom management covering a wide range of factors considered before, during and after instruction. From the aforementioned, use of resources as innovation largely depends on how the teacher; selects, uses and stores them (Cooper, 2003).

2.5 Innovation Applied in the Management of the Learning Environment

Management of the classroom situations and instruction are not separate entities, they are interwoven and complex. The complexities of the learning situation calls for deliberate efforts to apply innovations that make it easy for the learners to acquire

knowledge (Brunner, 1990). A teacher's classroom management system communicates a lot about teacher's belief about the learning process. According to UNESCO report (2008), it is the responsibility, of the teacher to establish favourable environment, which facilitate learning. Teachers also, prepare learning opportunities to improve learners' involvement in learning (Brophy, 2004). Teacher management of the classroom and learning environment in general determines the kind of instruction that will take place in a particular classroom. Where the situation demands, teachers outline rules and regulations that govern interactions for learning to occur. For instance, intensive reading to understand concepts demands that students take responsibility for their learning by maintaining silence in an enabling learning environment. Kiswahili teaching activities; discussions, repetitions and singing carried in an orderly and systematic manner makes it possible for learning to occur.

It is important that teachers provide an enabling environment that promotes learning through adequate instructions, which employ student-centered approaches to learning and provide adequate feedback of the learning tasks. Farrel (2007) argued that an innovative teacher creates a learning environment through use of instructional resource materials in which inquiry and problem solving approaches to learning increases achievement. In a classroom set-up, students have both the cognitive and social demands. In the cognitive demand, there is the academic aspect, where they seek to work with the content and understand it. In the social demand, students interact with others, but still maintain a learning environment. To create a learning environment, there is need for teachers to plan from the start of the year activities, which will enable them, achieve the learning objectives (KIE, 2002).Further considerations of establishing the learning environment are based on both physical and cognitive space. The physical space involves innovations that ensure that there are proper sitting arrangements and elimination of all forms of distractions. This may

also involve creating a motivational environment, by setting expectations to be achieved (Brophy, 2004).

As the school calendar progresses, maintaining a learning environment requires conscientious decision-making, concerning the student and the classroom. Chelimo (2014) found out that ineffective instruction and failure to manage learning environments, led to strikes in secondary schools. Instructional innovations are a prerequisite to maintaining a learning environment that is free from mental stress, an environment that takes cognizance of learner's mental health and emotional balance as envisaged in Maslow's hierarchy of needs, especially the need for safety.

Instructional innovation applied in teaching methods and instructional resource materials are necessary to ensure that students have enough learning activities to engage in. Teachers' choice of innovative approaches caters for their learning needs and interests (Kafu, 2010). In addition, the innovation ensures that classroom orientation is purposeful, with students doing variety of things and the ways to get the various learning activities done.

Classroom management styles strengthen the teachers' creative and innovative use of both verbal and non-verbal communication to enhance instruction. Teacher's praise and appropriate feedback offers encouragement to the learners. The teacher can use non-verbal communication in form of classroom mobility, pausing and eye contact, to maintain order in class. Non-verbal communication in classroom management reinforces verbal communication because if used in isolation, they can cause misunderstanding. Studies have revealed that there is stronger and more consistently positive influence of instructional management practices that include teacher body language, tonal variation and the ability to listen to what students say (Day, 2004).

Creativity and innovative ways involve the teacher raising his or her hand to regulate turn-taking or tonal variation or voice pitching to emphasize a point. When students

have misunderstanding about content, the instructional innovation in management of the learning environment, may include counseling sessions in Kiswahili teaching to improve clarity in teacher communication. Eisner (2002) observed that an effective teacher creates a favourable learning environment through mutual respect, caring for the learner to create trust and personal involvement in learning.

2.6 Incentives as Innovation to Enhance Teaching of Kiswahili

Mobilizing incentives as an instructional innovation can go a long way to enhance instruction. Often, emphasis is on student performance but it is not clear whether, there is consideration of what the teacher did against environmental factors, home influence and peer influence (UNESCO, 2008). There is need to close the gap by evaluating teacher's unique contribution. This requires improvement in working conditions, employment, remunerations, provision of health insurance facilities, and sound retirement pension plan. According to Fullan (2002) incentives such as improved salaries, funding given by the government to support educational programs and reducing teacher workload are crucial to make the teachers to enter and remain in low performing schools and close the achievement gap between different schools.

It is not also clear whether assessment scores from the previous years and classes work to identify high performing teachers. Few studies evaluate the success of such strategies, which creates a gap that needs to be addressed through a review of how uses of incentives as an instructional innovation enhance learning. Researchers have also shown that the family, school, peers and the community have an impact on student achievement. According to Henderson and Mapp (2002), how much support the students get at home, and the habits, they develop shape their engagement in learning and success. The implication of these to Kiswahili instruction is that; the school academic programs, social climate and organization structures generally have

impact on student learning. This may explain partly why some schools do better in some subjects as compared to others. When the society perceive academic achievement to mean solely test scores and grades rather than reading proficiency and critical thinking, this will be reflected in the instructional practices employed. That is why, there is need to consider these underlying factors and rethink on innovative ways of mobilizing incentives that lead to enhanced instruction. The provision of free secondary education and bursaries to needy students are innovations geared towards improving equity in education (Otach, 2008).

Innovation and creativity in the instruction process require the development and maintenance of a supportive learning environment. There is need for school managements to mobilize incentives and find projects that appeal to intrinsic motivation and avoid a culture of working exclusively for rewards. Intrinsic motivation is achievable by building working relationships, which allow teachers to develop and effectively apply innovations. Innovative ways of mobilizing incentives ensure that teachers and students do not rely on external evaluation and overreliance on rewards likely to make others to lose motivation. Scholars argue that the ranking system after the four-year course in the national examinations, hamper application of innovations in teaching as schools and subject teachers strive to outdo each other. Depending on the learner's entry level, high levels of competition and fear of not achieving highly in performance hamper teaching and such fear consumes energy, which in turn prohibits a person from applying instructional innovations to enhance learning. While it is true that evaluation is important to measure performance, there is need to come up with new and workable ways of measuring Kiswahili language learning in secondary school.

Assessment is also a vital activity of instruction. For the case of Kiswahili teaching, assessments can be in form of everyday assignments in class, essay writing or class presentations. It can also take the form of project work to address extensive reading

and creative work, or testing oral skills of the learners. Quist (2000) says that assessment is useful to all the stakeholders in education, class teacher, inspectors, parents, learners and heads of institutions. For the teacher, the progress records demonstrate how the learners are performing over a specified period of term. In the recent past, there have been various debates on the best way to improve the assessment especially the case of national examinations. The application of instructional innovations allows for the best practices, which create a balance between teaching and assessment.

Mulambula (2000) in his study found out, that most teachers and students, perceived the role of the government in the evaluation process as exaggerated. From his study, he pointed out that, it was their view that the teachers, students and parents play a greater role in evaluation than the government. The study also revealed that, students and teachers perceived public examinations as not being the most appropriate instruments to measure achievement in learning. The examinations may not be a true measure of what transpire during the learning process. This being the case and considering the different categories of schools and learning situations, what options do the schools have in carrying out assessments. Indeed, this calls for innovative ways of evaluation to help manage the learning environment and maintain sound academic standards because with the improved technology, there are now new ways of keeping data concerning the students' progress. From the foregoing, it is clear that the use of incentive to improve learning is an instructional innovation in education.

Manyasi (2012) on English language instruction pointed out the need, for teachers to use different approaches in language teaching. These include activity-based approaches aimed to build meaningful interactions. Among the activities are; role-play used by students to cut out miscommunications based on cultural differences. Discussion topics on the other hand, enhance learning, by addressing non-verbal behavior, such as, gestures and eye contact. In such cases, the learners' are motivated

as they interact with various learning opportunities. Similarly, home based instructions, can be applied in language teaching, where parents are involved in teaching reading skills that build the writing and speaking skills in an integrated approach. Such motivation relates well with the concept of incentives applied to promote Kiswahili language learning.

A related study on effective teaching of Organic Chemistry, Waswa (2009) noted that for teachers to be effective, it is important for them to structure subject matter as the basis for deciding how to sequence and synthesize the subject matter when drawing instructional objectives. In a teaching situation, this would require a teacher to be familiar with pre-requisite knowledge of the student before starting instruction. A variety of media is available to make the subject matter clearer. Further, Waswa (2009) noted that media exist as projected; in form of films, videos, shows and transparencies. Other resource materials are non-projected media in form of models, real materials and charts. His study is similar to this study in the sense that, if teachers' incorporate appropriate instructional materials, there is increase in learning the language skills, retention and transfer of knowledge. Effective learning and teaching occurs in situations where learners are actively involved in the learning, as teachers provide feedback and corrective instruction. Coordination in teaching entails checking the structure and sequence of what the teacher will teach. This, starts with, first, lesson preparation and deciding on the teaching approaches, second, selecting materials for each topic and third, deciding on the assessment method. Further, he found out, that teacher did not prepare lesson plans. The teachers also used teacher-centered methods and did not carry out projects provided in the syllabus. The teachers did not use three-dimensional models as resource materials.

In a similar study, (Macharia, 2013), established that poor instructional methods that employed teacher-centered methods that did not involve learners in learning activities contributed to poor performance in national examinations in Science and

Mathematics. This is similar to the coordination of the different learning activities. In addition, research and innovation in education must address how instructional resource materials can enrich pedagogy and how pedagogy can benefit from new technologies (UNESCO, 2010).

Bigambo (2002) suggested that guided practice in speaking in language instruction is important for learner's communicative competence. Guided practice in Kiswahili teaching of four language skills with the aid of innovations to embed learning opportunities in appropriate instructional resource materials is paramount. It involve multidimensional instructional approaches in which the teacher engage learners in listening (Murunga, 2013) and speaking skills (Omulando, 2009), which are meant to build the reading and writing skills that coordinate learning activities that discourage distractions. A gap in teaching in the way the four language skills are interrelated may result in uncoordinated learning. While some students may remain focused on task, others may appear to be distracted or confused. That is why if instructional innovations in a systems approach are not effectively and clearly formulated to coordinate learning activities, there will be a number of students who will simply not have assimilated what is to be done, or will get only part of the information. Any failure to understand teacher instructions based on instructional approaches will undoubtedly result in unwanted behaviour or the failure of students to perform the tasks. This forces teachers to use reprimands or reminders, repeat things all the time and get angry, because learners fail to comply. In such circumstances, the teacher fails to achieve lesson objectives.

Onyango (2014) in his study, found out that lack of instructional innovations contributed to poor choice of instructional methods that led to time wastage and the teachers skipping some topics while teaching, a pointer to uncoordinated learning which in turn contributed to low academic achievement in the learners.

In a related study on English language teaching, Magoma (2014) pointed out that good intentions aimed at enhancing teaching, might not succeed if the teachers, as the main curriculum implementers, lack support. He found out in his study that, curriculum innovation in the use of integrative approach in English language teaching, faced challenges because the teachers lacked understanding of the concept and hence taught English language and literature as separate entities. Teaching was not also effective, as the teachers lacked appropriate instructional resource materials. The same can be observed in Kiswahili language teaching, where teachers experience problems in the use of integrative approach and end up teaching Kiswahili grammar(Matumizi ya lugha) and literature(Fasihi) as separate entities.

Several scholarly works have written on innovation in education (Trow, 1970; Rogers, 2003; Kozma, 2003 & Farrel, 2007). While it is true that a number of significant studies have been done recently on innovation, there is need to add to the existing literature on innovation in education, specifically, the teaching of Kiswahili. Studies examine the teaching of Kiswahili in secondary schools in Kenya, but in these studies, little has been done on the aspect of innovations to enhance learning (Babusa, 2011; & Onyamwaro, 2012). Consequently, from the literature reviewed, there exists little evidence on how teaching innovations enhance learning. The study intends to fill this gap in existing research literature and make contributions on how innovations enhance learning.

2.7 Chapter Summary

This chapter has provided an overview of literature related to the study. Review of literature was from studies done both locally and internationally. Literature review discussed some aspects of enhanced teaching, specifically the four aspects of instructional innovation, coordination, and resource use, management of the learning environment and use of incentives. The reviewed literature thematically addressed the

objectives and research questions of the study. The following chapter describes the research design and methodology that guided the study.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.1 Introduction

The purpose of this chapter was to describe the research design and methodology. Methodology is the process or theory and analysis of how the research should proceed. It is the plan of action that shapes the choice and application of particular methods and links them to the desired outcomes (Momanyi, 2010). The chapter described the study location and the philosophical foundations, followed by a description of the research approach and design. It described the target population, sample size and sampling procedures. The chapter also gave a description of the data collection instruments, together with validity and reliability of these instruments. Finally, also included in the chapter was description of how data was collected, ethical considerations and data analysis.

3.2 Study Area

The research location was public secondary schools of Busia County. The study covered; Budalangi, Butula, Funyula, Nambale, Teso and Busia Township Sub-Counties. Selection of public secondary schools was because, they represent typical instructional practices and therefore contained aspects of the phenomenon under study (M.O.E, 2007).The choice of Busia County was because of the good transport and accessibility that enabled the researcher to carry out the study with ease. Alternatively, the researcher wanted to add to existing knowledge on enhanced instructional practices and more specifically, the application of innovations to enhance the teaching of Kiswahili teaching in secondary schools.

3.3 Philosophical Foundations

Paradigms serve as the philosophical anchor of social inquiry, providing research designs that strengthen the assumptions. This study adopted a pragmatic approach, which is the philosophical stance for a mixed method approach (Tashakkori &

Teddie, 2003). The dialectic stance underpins the mixed method approach, in which the qualitative and quantitative paradigms, act as important frameworks for inquiry practice .The mixed method approach leads to a situation where the findings of a study are invoked by juxtaposing different paradigms to generate more complete insightful research understanding (Mackenzie & Knipe, 2006). This study took on this philosophical paradigm, since it sought to combine both qualitative and quantitative approaches in finding out, innovations employed to enhance the teaching of Kiswahili in Secondary Schools. Meaning gathered from instructional practices were collected through classroom observation, document analysis schedules and open-ended questions from the questionnaires, using qualitative and close-ended questions for the quantitative data at the different stages of inquiry. The mixed method approach adopted in this study was defined by (Feizler, 2010; p 8) "...as a paradigm that focuses on what works as the truth regarding the research under investigations" According to (Cresswell, 2003), both qualitative and quantitative approaches are complimentary. The mixing of methods occurs at both the philosophical and the methodological levels. Research in this approach, is not restricted by the use of traditional approaches to data collection, but is guided by a foundation of enquiry that underlies the research activity, in relation to specific questions and purpose of research. Creswell (2009) observed that for mixed method research, pragmatism opens the door to multiple methods and worldviews as well as different forms of data collection and analysis.

The study applied quantitative and qualitative approaches simultaneously, also known as triangulation mixed method design. Thus, mixed method design, was important for this study, because of the need to explore in-depth the views of the respondents and observe them in their natural setting. Adoption of the mixed method design is in line with the views of (Somekh & Lewin, 2005) who argue that methods of data collection and analysis are chosen as those most likely to provide insights into the research

problem with no philosophical loyalty to any alternative paradigm. Hence, the corroboration and triangulation of information, from different sources enriched the findings and strengthened interpretations and conclusions drawn from the study. The use of pragmatic paradigm in this study concurs with the views of (Gorard, 2004), who summarizes the philosophical position of mixed method when he stated ..."research is strengthened by the use of a variety of methods."

3.4 Research Approach

Research approach is the strategy or plan of action that links methods to outcomes and governs the choice and use of methods (Creswell, 2007). Since the research examined the instructional innovations used to enhance the teaching of Kiswahili in secondary schools, the study employed mixed method approach. The study employed observation, document analysis and the use of questionnaires as tools of data collection to gain understanding on the concept of innovations applied in teaching from the real world to meet the research objectives. Sampling procedure for the teachers was purposive which lends itself well to a qualitative approach. The study obtained data, rich in description of the use of instructional innovations to enhance teaching to gain understanding of the phenomenon. The organization of the results was in narrative description, which provided explanations of the findings, under themes in form of words that are qualitative in nature. The study employed mixed method approach, in form of numerals to address the quantitative data, from the frequencies and percentages, collected from the close-ended questions in the questionnaires.

3.5 Research Design

The study adopted a descriptive survey. Nsubuga (2000) observes that the intention of a survey research is to collect data at a particular time and use it to describe the nature of the existing condition. Descriptive survey design was suitable to finding out the instructional practices employed to enhance the teaching of Kiswahili in secondary

schools. Data was collected from the teacher and student population to determine the current status of the population with respect to the independent variables; instructional innovations employed by teachers to coordinate learning activities, incorporation of appropriate instructional resource materials into learning, mobilizing incentives as an instructional innovation and use of innovations to manage the learning environment. For this study, the dependent variable was, enhanced learning of Kiswahili (Johnson & Christensen, 2004).

3.6 Target Population

According to Anyona (2009) and Otieno (2005), two categories of respondents are necessary in research and these are the informed specialists and the consumers or the users. The specialists tend to have ideas and usually have considerable experience to draw upon. Consumers on the other hand are in a position to express their needs and dissatisfaction that point to the difficulties or opportunities in using a good, service or facility. Anyona (2009) further identifies four groups of people with a right to give their views in the education of any country. These are; the academics who are experts in education, institutional managers who have a broader trans-disciplinary academic view point, the government representing the interests of a society as a whole and students as the consumers of the academic services. The study targeted students of secondary schools in Busia County as the main consumers of the educational product hence in a position to express their views on application of instructional innovations to enhance the teaching of Kiswahili. Teachers of Kiswahili in selected secondary schools in the county also formed the target population. Teachers were the informed specialists and had considerable experiences as main implementers of learner-centered approaches as explained in the constructivist theory.

3.7 Sample Size and Sampling Procedures

The secondary schools in Busia County are into strata's of public and private schools of which, only public schools participated. Other categories were national schools,

extra-county schools, county, sub-county and day schools. Therefore, stratified sampling selected the schools from each of these categories. The County had ninety-two public secondary schools out of which, twenty-eight schools were sampled to form 30% of the total population. The researcher selected schools from each category as summarized on Table 3.1.

The students of form four participated in the study, because they have wider experiences after learning Kiswahili in secondary schools for four years as compared to the form one, two and three, hence able to provide more information to answer the research questions. In addition, the aspect of instructional innovation is an ongoing process; thus at form four, the students have been exposed to a great variety of instructional innovations. The researcher, gathered information from the County Education office which revealed, there were 2810 registered form four students in the County at that time. This formed the basis of selection of the 281 students to form 10% of the total number of form four students, since the student population was homogenous(Ary & Razvieh, 2002).The researcher with the assistance of the Kiswahili teachers of form four used the class registers to select, the student population. The selection dwelt on sampled schools, using the odd-even number technique, to select every third, fifth, seventh, depending on the total number of students in a class.

The selection of Kiswahili language teachers included in the study was through stratified and convenience sampling techniques. This involved selecting the sub-total of Kiswahili teachers of form four from within the total number of all Kiswahili teachers found in schools. This was in proportion to the total number of Kiswahili teachers found in each particular school to make it more representative and avoid bias. This sampling technique was preferred since all the Kiswahili teachers targeted had equal chances of representation. Hence, seventy-four teachers of Kiswahili, teaching form four classes participated in filling the questionnaires. The researcher applied

convenience-sampling technique to select the twenty-eight teachers, one from each of the sampled schools for classroom observation, to give equal chance for all the schools to be included in classroom observation (Maxwell, 2005).

Table 3. 1: Summary of sampled schools and respondents.

Category.	Total no of schools	Sampled schools	Sampled teachers	Sampled students
National	2	1	4	20
Extra-County boarding Schools	6	1	4	14
County Girls boarding Schools	10	3	10	36
County Boys boarding Schools	20	6	18	44
Sub-County mixed day and boarding schools	15	5	15	55
Mixed day schools	38	11	22	110
Girls' day schools	1	1	1	2
Total	92	28	74	281

3.8 Research Instruments

The researcher used: questionnaires, classroom observation and document analysis schedules. Together, these instruments provided triangulation to limit the effects of extraneous variables. The choice of an instrument, was guided by how well, they satisfied the needs of the study by some absolute standard.

3.8 .1 Questionnaires

The use of questionnaires was because they enabled the researcher to reach large samples of the respondents. The schools are located far apart geographically and it was possible to reach out many respondents by use of questionnaires thus reducing the cost. The use of questionnaires enabled the respondents to give well thought out answers as they had adequate time. The questionnaires used had mainly closed questions in a standardized form that was uniform for all respondents. According to Fraenkel and Wallen, (2006), close-ended questions enhance consistency of responses across respondents. However, close-ended questions can limit breadth and depth of responses. To overcome this, the researcher also included open-ended questions.

Open-ended questions invited personal comments from respondents and therefore, were able to catch the authenticity, richness and depth of responses (Cohen et al, 2002). The questionnaires explored instructional innovations applied to coordinate the learning activities. The questionnaires also, examined how resource materials applied as innovations enhance learning. Further, the questionnaires, investigated innovations applied to manage the learning environment and finally, how, incentives are mobilized as instructional innovations to enhance instruction.

3.8.2 Classroom Observation Schedule

The researcher used systematic classroom observation and note taking. Systematic classroom observation is a qualitative method of measuring classroom behaviour, from specific direct observation that specified the events or behaviour observed and how to record the findings. Note taking saved the observers the time and risk of losing important information (Robson, 2002).The study employed direct observation in data collection, where six other observers, apart from the researcher, watched and listened to what the teachers did or said with regard to the teaching of Kiswahili in secondary schools. Each of the observers visited four different schools to investigate patterns of instructional innovations and hence, in this study, twenty-eight lessons were observed. There was prior training and discussions on what to observe concerning instructional innovations. The researcher defined the behaviour that formed the focus of observation, according to the research questions that were measurable to make the results more accurate. The researcher together with research assistants observed the entire lesson that lasted forty minutes, which focused on aspects of innovation. Basing on this, there was writing of notes against the items that showed the application of instructional innovations in approaches employed to teach Kiswahili in public schools of Busia County. The organization of the notes was by title. Categorization of the information gathered was by themes, drawn from the research objectives and questions. Pre-observational meetings held provided for member checking. The

classroom observation allowed the researcher to study the target population in a natural setting, hence provided more detailed and precise evidence to triangulate the information gathered from the questionnaires.

3.8.3 Document Analysis Schedule

Documents exploration was in systematic ways, which considered patterns and themes related to research questions. The sources of the documents included: schemes of work, minutes of meetings, records of work, teachers lesson notes, newsletters, course books and other instructional resource materials prepared by the teacher such as real objects, newspaper cuttings and technology-based multimedia that relate to the use of innovation to enhance instruction. The qualitative data collected from the documents were used for triangulation purposes to corroborate with information collected in the questionnaires and the classroom observation. The instruments used for this study and the nature of data collected are summarized on Table 3; 2

Table 3. 2: Research instruments used for data collection

Instrument	Nature of data collected
Questionnaires	Respondents' perceptions, opinions and suggestions on innovations.
Non-participant observation	Instructional innovations as reflected in classroom practices and the general learning environment.
Document analysis	Existing evidence on instructional innovations.

3.9 Validity of the Instrument

The notion of validity in an evaluation of an educational program is to demonstrate the honesty, depth and richness in data (Oso & Onen, 2008). It refers to how well a test measures what it purports to measure. The validity of an instrument is its ability to measure what it is supposed to measure (Wanami, 2010). Validity measures the degree to which the results obtained from the research instruments actually represent the phenomenon under study (Mugenda, 2008). To be valid, the instrument must be relevant to the purpose to which it is used.

The study considered face validity by using appropriate format, increased by data triangulation through use of different sources of data to increase the validity of the study. Cohen and Manion (2000) define triangulation as an attempt to map out, or explain more fully the richness and complexity of human behaviour by studying it from more than one standpoint, while O'Donoghue and Punch (2003) explain that triangulation is a method of crosschecking data from multiple sources to search for regularities in the research data. The literature reviewed included different perspectives not limited to application of instructional innovations in Kiswahili teaching, but related literature on the use of instructional innovations in teaching in general.

Content validity for the classroom observation schedule was mainly concerned with accuracy of data through corroborating items in the questionnaires and document analysis. Content validity involved systematic examination of items to determine whether the items cover a representative sample of the behaviour under observation. This refers to the appropriateness of the items to cover the overall content in the research questions and maintain interest of the focus of the study (Creswell, 2003). Content validity is the degree through which items in the research instruments represent the domain measured. Content validity considered the overall content that addressed the research questions to make the items to be more representative. Validity of the observation schedule was enhanced through pre-observation meetings to offer guidelines on what to observe and using a reliable observation schedule to avoid variations. Field notes applied checked for misinformation introduced by the observers during the study.

The researcher obtained the validity of the questionnaires, by requesting the supervisors and colleagues, from, Moi University, school of Education, department of Curriculum Instruction and Educational Media, to rate the ability of each item in the instruments, to measure and elicit the anticipated information. Together, they assessed

the suitability of the information in relation to the stated research objectives and questions (Momanyi, 2010). The supervisors and colleagues offered suggestions and advice used to modify the instruments and make them more adaptable to the study.

Pilot study was done in two selected schools, of Bungoma County. Pilot study provided validity of the study. Through the pilot study, the researcher was able to improve on the questions in the questionnaires and related items in the observation schedule and document analysis that did not meet the research objectives. Some items, which were ambiguous or did not address the research objectives,were either dropped or reframed. Hence, validity was addressed by, multiple methods of data collection, multiple observers and pilot study.

3.9.1 Reliability of the Instruments

Reliability refers to the stability of the findings of a study. It means that the research should produce the same result for another similar situation. Pilot study further established reliability of the study instruments

Reliability of the observation schedule was based on inter-rater reliability. This measured the ability of the same set of items to measure the same behaviour if the observation re-administered to the same respondents. Observations were carried out twice on the same subjects by two different observers after which, the findings were compared.

3.10 Pilot Study

A pilot study is important in shaping future research instruments. According to Kothari (2004), pilot study can reveal deficiencies in the design of proposed research instruments. The purpose of carrying out a pilot study is to find out if the instruments are appropriate, unambiguous and practical. From the pilot survey, there was improvement made on the research instruments before use in the main study. Two schools were involved in pilot study in Bungoma County because these schools share

similar conditions with the schools in the main study, as instructional innovation in Kiswahili is a common phenomenon, which is observable in almost all public secondary schools in Kenya. From the two schools, teachers of Kiswahili in the selected schools participated in answering questions for the teachers' questionnaires and the students of form four participated in answering questions from the students' questionnaires. Further, two lessons were observed twice in each school, by two different observers, hence in total, eight lessons were observed. Piloting enabled the researcher to locate ambiguities and make amendments on some questions in the questionnaires that were not clear .The pilot study also helped the researcher to improve on the skills of using the classroom observation and document schedules before the main study.

3.11. Data Collection Procedures

The researcher sought permission from the department of Curriculum Instruction and Educational Media, School of Education, of Moi University to carry out research. Moi University, granted permission, which enabled the researcher to seek for permission from National Commission for Science, Technology and Innovation, to conduct the study in Busia County, Kenya. The researcher sought permission from the County Director of Education, Busia County, and after which, visited the sampled schools to seek permission from the Principals and Heads of language department (Kiswahili), to allow data collection in their schools. After securing respondents willingness to participate, the researcher then arranged for the administration of the questionnaires and classroom observation. Dates were booked for data collection for the purpose of the study.

The researcher generated the questionnaires, numbered and gave them in person to teachers of Kiswahili. These were collected at the end of the day to ensure high return. In cases where that was not possible, the questionnaires were collected a day

after. The study used self–administered questionnaires that allowed respondents to give their own considered answers to the questions

The researcher also used an observation schedule for non-participant classroom observation. Six observers carried out, the observation in at least four of the sampled schools, hence twenty-eight lessons observed. The observers sat at the back or side of the class and did not interrupt the flow of the lesson. The frequency of behaviour under observation was indicated using field notes, which were placed under specific item for every occurrence on the event-recording schedule.

3.12. Data Analysis

There was organization of the data collected, before meaningful analysis was done. Data analysis commenced with pre-processing, that identified the obvious problem in the raw data leading to removal of the unusable data. There was coding for the various responses from the questionnaires for analysis. Arrangement and analysis of items from the close-ended questions in the questionnaires were done according to themes and categories. The findings of the open-ended questions, were assigned numerical codes for analysis and presented in form of descriptive statistics, using percentages and frequencies, which represented the data. Analysis of the findings of the data was through descriptive statistics. The observation schedule provided qualitative data arranged thematically and presented in form of narratives.

3.13 Ethical Considerations

Ethical considerations in social research are important in promoting aims of research; to provide knowledge that contains no fabrications, falsifying information or misrepresentation of data. Thus, the researcher sought voluntary consent of the respondents to participate in the study. There was confidentiality of the data given since the respondents did not indicate their names. The researcher concealed the personal identity of the participants and the data gathered was purely for research purposes. The researcher respected the interest of the participants; the teachers did not

allow photographs taken, videotaped or tape-recorded. Their responses were recorded honestly to avoided biasness and misrepresentation. The researcher undertook to protect the rights and interest of the participants. There was no exposure of the participants to any stress and discomfort as there was no intrusion in the respondents' lives. The researcher also ensured that there was proper citation of all sources of information quoted in the study.

3.14 Chapter Summary

The chapter described the geographical location of the study. It also presented a discussion on the philosophical stance that guided the study, the research approach and design. There was a description of the target population, sample size and sampling procedures. In addition to this, the chapter gave a detailed description of how data was collected using various research instruments and how validity and reliability of the research instruments was achieved. Finally, the chapter described how data was analyzed and ethical considerations. The next chapter presents findings of data collected in the field, analysis and discussions.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND DISCUSSION OF FINDINGS

4.1 Introduction

This chapter discusses the presentation, analysis and interpretation of data collected on the instructional innovations applied to enhance the teaching of Kiswahili in secondary schools in Kenya. The purpose of data analysis is to reduce data to intelligible and interpretable form so that, the relations of the research problems are studied and tested Creswell (2003). Put differently, it is the process of developing answers to questions through examination and interpretation of data. The following research questions guided the arrangement of this chapter.

1. What pedagogical innovations coordinate learning activities as applied by teachers of Kiswahili?

2. How do teachers incorporate resource materials as innovations to enhance learning?

3. In what ways do the teachers apply instructional innovations to manage the learning environments?

4. What incentives are applied as innovations to enhance instruction?

4.2 Response Rate

A total of 281 questionnaires were administered to the student respondents. This formed 10% of the total number of form four students in the county. It was established from the County office that there were 2810 form four students at the time hence (n=281, 10%).The response rate for the students was adequate as Ary & Razavieh (2002) puts it, that a sample of between 10%-20% representative is appropriate for any study.

4.3 Teachers Response Rate

Further, 74 questionnaires were administered to teachers of Kiswahili sampled from the selected twenty-eight schools in Busia county. The response rate for the teacher respondents was adequate, as the target population for teacher respondents were form four teachers of Kiswahili only. The response rate indicate that the teachers of Kiswahili in the county, were interested to contribute on the topic of instructional innovations

On the status of the schools, descriptive, results from the teacher questionnaires (Table 4.1) showed that most teachers included in the study (n=55, 76%) taught in schools found in rural areas, as compared to those who taught in urban-based secondary schools (n=19, 24%). These proportions reflected the relative populations of people in Busia County living in urban areas (just slightly over 15% of the total population) with the rest living in rural areas.

Table 4. 1: Biographic Information of Teachers

Bio-Graphic Information	Category	Frequency	Percentage
Status Of School	Urban	19	24%
	Rural	55	76%
	Total	74	100%

The responses from the teacher questionnaires also indicate that teachers sampled in the study were found to have B.Ed (Arts) (n= 57, 77%). A few of them had postgraduate qualifications (n= 5, 7%), diploma in education (n=8, 11%) and other qualifications (n=4, 5%). This information is presented in Table 4.2.

Table 4. 2: Teacher Qualification

Qualification	Frequency	Percentage
Post Graduate	5	7%
Graduate	57	77%
Diploma	8	11%
Others	4	5%
Total	**74**	**100%**

Further, from the teacher questionnaires, it came out clearly that the study also sampled teachers with diverse responsibilities; for instance principals (n=4, 5%) games masters (n=4, 5%); ICT specialists (n=6, 8%) and teachers with other responsibilities (n= 60, 81%), as seen in Table 4.3. The latter category consisted of teachers with an assortment of responsibilities, for example, heads of departments, class teachers, subject heads, class teachers and patrons of clubs. The information on teacher qualification is summarized on Table 4.3.

Table 4. 3: Teacher Added Responsibilities

Responsibility	Frequency	Percentage
Principals	4	5%
Games Masters	4	5%
ICT Specialists	6	8%
Others	60	81%
Total	**74**	**100%**

The fact that teachers of various responsibilities were included, points to the collaborative approach in the use of instructional innovations across departments. The teacher questionnaires further sought information on instructional innovations applied to coordinate the diverse learning activities.

4.4.0 Instructional Innovations Applied to Coordinate Kiswahili Teaching in Secondary Schools of Busia County

The first objective sought to establish the instructional innovations applied to coordinate the teaching and learning activities. The questionnaires for the teachers sought to find out the instructional approaches considered as innovations applied in their schools to coordinate the learning activities to enhance instruction. From the teacher responses, the study established that teachers employed a wide range of new approaches to coordinate the learning of Kiswahili. The innovations in approaches employed were as follows: direct approach (n= 46, 62%), followed by collaborative approach (n= 16, 22%), then activity based approach (n= 9, 12%) and lastly, the problem solving approach (n=3, 4%). This information is presented in Table 4.4.

Table 4. 4: Instructional Approaches Employed

Approach	Frequency	Percentage
Direct	46	62%
Collaborative	16	22%
Activity-Based	9	12%
Problem Solving Approach	3	4%
Total	**74**	**100%**

The results for activity based approach were (n=9, 12%) and problem-solving approach (n=3, 4%). The direct approach that mainly focuses on teacher activities was high (n= 46, 62%). This involves teacher talk, as the students are passive receivers of knowledge. The results also indicate that the use of learner-centred approaches in teaching Kiswahili was not adequate. Table 4.3 had shown that the teachers in Busia County had the professional qualifications to teach Kiswahili. However, the fact that teachers were highly qualified was not reflected in the approaches that they applied. The implication of this finding is that despite their qualifications, teachers' need continuous support to adopt innovative pedagogical approaches and techniques to enhance student's active interaction and participation in learning process. According to Rogers (2003), teachers need to adopt and practice innovation for effective teaching to take place.

Instructional Methods Applied as Innovations

The questionnaires for the teachers sought their opinions on instructional methods applied as innovations to enhance the teaching of Kiswahili. This study established that teachers of Kiswahili perceived language-modelling activities during instruction as an instructional method that is an innovation (5.23), followed by classroom language games (role-play, drama, and storytelling) (5.07) and classroom discussions (5.04). These results are presented in Figure 4.1.
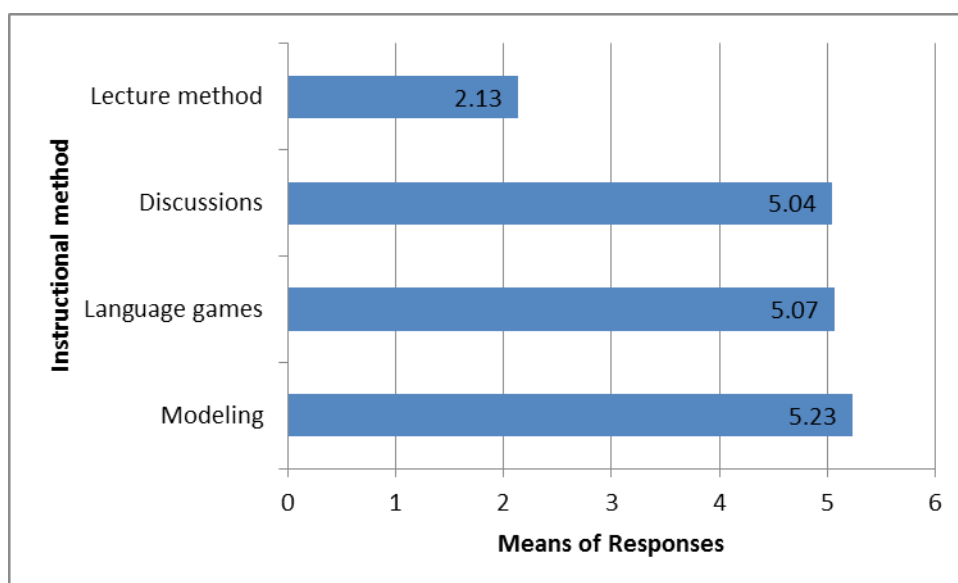
Figure 4. 1: Teachers' View of Instructional Methods Applied as Innovation

From the teacher responses, the highest method was modelling (5.23) and the lowest was lecture (2.13). From this finding, the teacher perception is that lecture method is not effective in the teaching of Kiswahili, other instructional methods, such as, the use of language games (5.07) and discussions in teaching (5.04) had high responses than the lecture.

Items from the students' questionnaire sought to find out about instructional methods used in teaching that are innovations that enhance the learning of Kiswahili, to corroborate teacher responses. The student's responses from the questionnaires

indicated the methods as; language games (4.73) with the highest response, followed by classroom discussions (4.16), then peer teaching (4.09) and finally teacher modelling of language activities at (3.28). The highest mean from teacher response was teacher modelling at (5.23) and the lowest was use of lecture at (2.13). According to the students' responses, the highest was activity-based techniques (4.73) and the lowest was lecture method at (1.96), as presented in Figure 4.2.
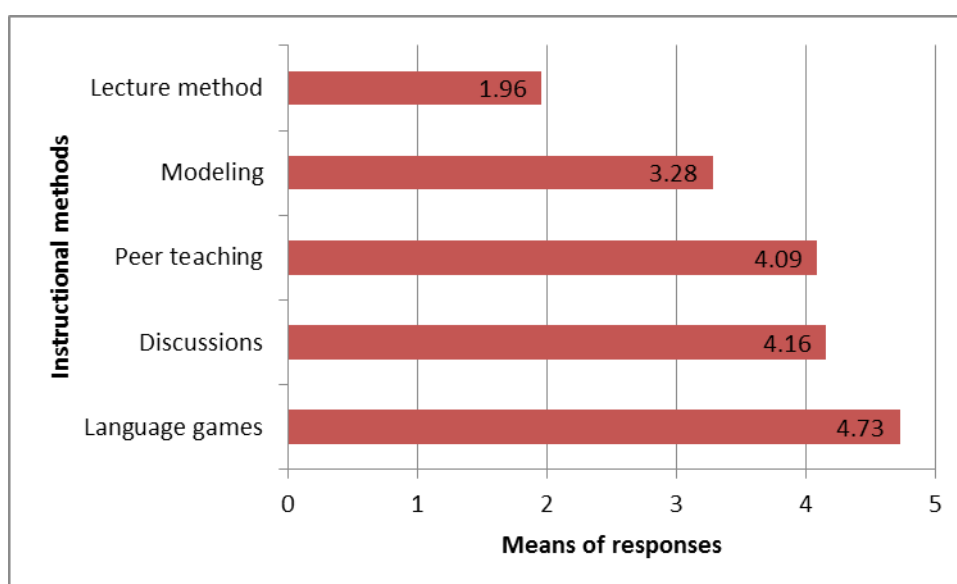
Figure 4. 2: Students' View of Instructional Methods Applied as Innovation

Innovation in teaching methods applied is achievable through teacher use of variety of language activities to avoid monotony and lack of student participation. According to Ndirangu (2004), variety in teaching methods enhances teaching, thus learning by encouraging learner participation and hence high retention of knowledge. Ongeti (2011) also reported that best practices selected by the teacher need to address lesson objectives taking into consideration the learning styles to increase learner motivation and interest in learning. The best practices are evident in the variety of language activities as employed by the teacher.

Reasons for the Application of Instructional Innovation to Coordinate Learning Activities

Items from the teachers' questionnaire sought their opinions on the possible reasons as to why they apply instructional innovations to coordinate learning activities. The findings on teachers' responses were as follows: (n=45, 60.8%) strongly agreed that they applied innovations, because they help to provide quality education. Further, (n=38, 51.3%) strongly agreed that they lead to knowledge acquisition. Only (n=2, 2.7%) strongly disagreed that they provide quality education as shown in Table 4.5. This goes on to confirm that instruction innovations are relevant in providing quality and relevant education (GOK, 2007). The results further imply that, teachers of Kiswahili in Busia County have positive attitude on the application of instructional innovations.

Table 4. 5: Reasons for Applying Instructional Innovations

Reasons for Applying Instructional Innovations								
Reason	SD		Disagree		Agree		Strongly Agree	
	Fq	%	Fq	%	Fq	%	Fq	%
Provide quality education	2	2.7	0	0	27	36.4	45	60.8
Lead to knowledge acquisition	2	2.7	2	2.7	32	43.2	38	51.3
Promote self-paced learning	0	0	16	21.6	42	56.7	16	21.6
Cater for individual differences	5	6.7	10	13.5	33	44.5	26	35.1
Lead to high retention of knowledge	0	0	9	12.16	50	67.5	35	47.29
Different sections allow for different approaches	2	2.7	0	0	41	55.4	31	41.8
Embrace emerging technologies	3	4	5	6.7	30	40.5	36	48.6

Key: SD=strongly disagree, D-disagree A-agree, SA- strongly agree, Fq=frequency

Reasons for Non-application of Instructional Innovations to Coordinate Learning Activities

Following concerns raised about teaching methods employed to teach Kiswahili, items in the questionnaires sought to find out why teachers do not apply instructional innovations to coordinate, the learning activities. The findings, were as follows; innovations lack adequate information to prepare students for examinations (n= 49, 62.2%). Heavy teacher workload was found to have significant effect on the use of instructional innovation to coordinate learning activities (n=32, 43.2%), only (n=5, 6.7%) indicated that various types of instructional innovations, were not applied to coordinate the learning activities because they did not help achieve lesson objectives. The frequencies on reason for non-application of innovations because of varied content areas were (n=22, 29.7%). Others reasons were, use of innovation to coordinate learning activity is a time waster (n=15, 20.2%) for strongly agree as presented in Table 4.6.

Table 4. 6: Reasons for Not Applying Instructional Innovations in Teaching.

Reasons	SD	%	D	%	A	%	SA	%
Inadequate prep for exams	10	13.5	3	4	12	16.2	49	62.2
Heavy teacher workload	14	18.9	25	33.78	3	40	32	43.2
As time wasters	14	18.9	8	10.8	37	50	15	20.2
No enough time	17	22.9	25	33.78	3	4	29	39.18
Content areas are many and varied	10	13.5	12	16.2	30	40.5	22	29.7
Do not help achieve lesson objectives	26	35	36	48.6	7	9	5	6.7

Key: SD=strongly disagree, D-disagree A-agree, SA- strongly agree, Fq=frequency

The findings indicate that teachers gave the reasons for non-application of innovations in teaching as, not adequately preparing the candidates for examination with the highest mean for strongly agree(n= 49,62.2%), followed by teachers heavy workload (n=32, 43.2%). Only (n= 10, 13.5%) strongly disagreed that the content areas are many and varied and that innovations in teaching are time-wasters (n= 14, 18.9%). The results indicate that teacher perception and beliefs affected the way in which they applied innovative approaches to enhance learning. Perhaps, the system of education, which puts emphasis on performance in national examinations, without considering the general, benefits of learning, influences such perceptions.

For easy comparisons, items in the student questionnaires sought to find out reasons for lack of teaching innovations to enhance learning. The results differed with the findings from the teacher responses on reasons for not applying innovations in teaching, with the highest mean being that innovations employed in teaching and learning activities are time wasters (n=140, 49.52%) for strongly agree. Other notable responses from the students questionnaires for reasons for not applying innovations in teaching, were that teacher heavy workload (n=86, 30.6%) and they do not help achieve lesson objective (n=81, 28.32%). This information is presented in Table 4.8 These findings confirm that teachers' belief and practices have a direct effect on the

learning process. Seemingly, teacher belief and practices in turn affected students' perception as indicated on Table 4.7

Table 4. 7: Reasons for Not Applying Instructional Innovation in Learning Situation

Reasons	SD	%	D	%	A	%	SA	%
No adequate prep for exams	72	25.62	84	29.89	66	23.48	59	20.99
Heavy teacher workload	63	22.41	62	22.06	70	24.91	86	30.6
As time wasters	18	6.4	53	18.86	70	24.91	140	49.52
No enough time	64	22.77	69	24.55	94	33.45	54	19.21
Language activities are many are many and confusing	53	18.86	87	30.96	55	19.5	86	30.60
Do not help achieve lesson objective	52	18.50	64	22.77	84	29.89	81	28.82

Key: SD=strongly disagree, D-disagree A-agree, SA- strongly agree, Fq=frequency

Content Areas Suitable for the Use of Instructional Innovations

The questionnaires further sought to find out the content areas that were suitable for use of instructional innovations. From the teacher responses, the highest mean was (n=50, 67.56%) for the teaching of Kiswahili novel under the literature section and comprehension categorized under the grammar section as shown in Table 4.8. This finding supports the use of innovations in the teaching of Kiswahili using the integrative approach. The means as recorded in different content areas show that teachers value the use of instructional innovation in teaching Kiswahili. The fact that innovations were found to be very relevant for most content areas, is an indication that such innovations if effectively applied are likely to enhance the teaching of Kiswahili.

Table 4. 8: Content Areas Suitable for the Use of Instructional Innovations in Teaching

Content	NR	%	LR	%	R	%	VR	%
Comprehension	0	-	6	8	18	24.3	50	67.56
Composition	5	6.7	6	8	27	36.48	36	48.6
Summary writing	2	2.7	2	2.7	50	67.56	20	27
Sociolinguistics	0	-	5	6.7	5	6.7	64	86
Oral literature	5	6.7	22	30	24	32	23	31
Play	4	5.4	6	8	16	21.62	48	64.86
Novel	0	0	2	2.7	22	30	50	67.56
Short story	5	6.75	6	8	25	33.7	38	51.35
Poetry	3	4	10	13.5	26	35	35	47.2
Grammar	3	4	12	16.2	28	37.8	31	41.8

Key, VR- very relevant, R-relevant, LS- less relevant NR-not relevant

According to the students responses, on the content areas suitable for the use of instructional innovations in teaching and learning, the highest frequency for very relevant was (n=158, 56.2 %) grammar, followed by (n=115, 40.9%) for composition and novel ((n=98 34.8 %), as presented in Table 4.9. For any particular area the means for innovation not being relevant, were relatively very low, for both teachers and students respondents. The implication of these findings prove the significant impact of using instructional innovations in teaching subject specific content in Kiswahili.

Table 4. 9: Content Relevant Areas for Instructional Innovations for Learners

	NR	%	LR	%	R	%	VR	%
Grammar	18	6.4	8	2.8	73	25.9	158	56.2
Comprehension	0	0	8	2.8	106	37.72	97	34.5
Composition	5	1.7	0	0	87	31	115	40.9
Summary	3	1.0	8	2.8	125	44.4	93	33.09
Sociolinguistics	0	0	3	1.0	87	31	54	19.2
Oral literature	7	2.4	10	3.5	58	20.3	94	33.4
Play	9	3.2	46	16.3	57	20.2	70	24.91
Novel	12	4.2	51	18.1	52	18.5	98	34.8
Short story	18	6.4	23	8.1	55	19.5	73	25.9
Poetry	16	5.6	48	17	64	22.77	77	27.4

Key, VR- very relevant, R-relevant, LR- less relevant NR-not relevant

4.5 Incorporating Instructional Resource Materials as Innovations to Enhance Instruction

The second objective sought to establish how teachers of Kiswahili use innovations to incorporate instructional materials that enhance instruction in Kiswahili. This section presents results on the ways in which teachers use instructional resource materials as innovations to enhance instruction.

4.5.1 Incorporating Instructional Resource Materials as Innovations

Items on the teachers 'questionnaires sought to establish why teachers use a variety of instructional resource materials. The results indicated that teachers used various instructional resource materials in Busia County to enhance learning. The teachers indicated that they used the resources because they were readily available (n=60, 64%), have relevant information (n=48, 51%), resource materials enhance knowledge acquisition (n= 45, 48%), make the students to pass in national examinations (n=70, 74%) and finally, to reinforce teachers instructional methods (n= 45, 48%).

Table 4. 10: Possible Reasons why Teachers of Kiswahili Use various Instructional Resource Materials

Reasons	Frequency	Percentage
Readily available	60	81%
Have relevant information	48	64%
Enhance knowledge acquisition	45	60%
Make students to pass in their examinations	64	86%
Reinforce teaching methods applied	44	59%

The results on Table 4.10 indicate that teachers mainly selected instructional resource materials that were readily available (n= 60, 81%) and because the resource materials were likely to promote high achievement in examinations (n=64, 86 %) having the highest mean. The means of responses for teachers' use of instructional resource materials to reinforce teaching methods applied were low (n=44, 59%).

To investigate further how teachers incorporated multimedia resources to enhance teaching, the teacher questionnaire further sought teacher opinion on the frequency of use of emerging technology and other ICT based instructional resource materials. The findings on teacher responses on why the teachers used variety of resource materials, on a scale of 1-4, as never, rarely, sometimes and always are presented in Table 4.11.

Table 4. 11: Emerging Technologies Used by Teachers as Media Resources

Technology	Never	%	Rarely	%	Sometimes	%	Always	%
Email	36	48.6	27	36	8	10.8	3	4
Sms and phone calls	3	4	8	10.8	14	18.9	49	66
Social media platforms	39	52.7	17	22.9	10	13.5	8	10.8
Interactive whiteboard	64	86	5	6.7	5	6.7	0	0
Projectors	26	35	25	33.78	17	22.9	6	27.56
Laptops	12	16.2	5	6.7	14	18.9	41	55

The findings showed that the highest form of emerging technology applied always as instructional innovations were the use of short messages(sms) and phone calls (n=49,66%). This was followed by the use of laptops (n=41, 55%). However, the interactive whiteboards were not used (64, 86%), as indicated by the teachers' response on the frequency of use of multi-media instructional resource materials. The frequency for non-use of email as a platform for interactive learning sessions was significantly high (36, 48.6%) as recorded from the teacher responses. The implication is that the availability and knowledge about the emerging technology does not necessarily translate into their use as innovations. To assess the relevance in use of emerging technology, the study sought to examine situations in which the technology is incorporated into teaching as innovations.

Situations in which Emerging Technologies are Incorporated into Teaching Innovation

Items from the questionnaires for teachers sought to explore about situations and the frequency in which they used emerging technologies to enhance teaching. Such technologies include internet, whiteboard, projectors, PowerPoint presentations and websites.

Table 4. 12: Situations in which Emerging Technologies are Incorporated into Teaching as Innovations

Situation	V.F	%	F	%	L.F	%	N.O	%
Access content	14	18.9	2	2.7	26	35	32	43.2
Prepare professional records	46	62	14	18.9	12	16.2	2	2.7
Exam setting and analysis	55	74.32	10	13.5	5	6.75	4	5.4
Content delivery	21	28.37	18	24.32	4	5.4	31	41.89
Communication	62	83.78	5	6.75	4	5.4	3	4

Key: VF- Very frequent, F- Frequent, LF-Less frequent NO- Not observed

The study established that the emerging technology in the teaching learning situation is mainly used for examination setting and analysis (n=55, 74.32%). Technology based resource materials are also used for communication (n=62, 83.78 %) rated as very frequent. However, the means for use of emerging technology based resource materials for content delivery (n=49, 52.12) and access (n=40, 42.5%) were relatively low.

Items from the students' questionnaires sought to explore about the situations in which the emerging technologies are incorporated into learning to corroborate the findings from the teacher questionnaire. The findings on students responses about situations in which emerging technologies enhance learning, are presented on Table 4.13

Table 4. 13: Situations in which Emerging Technologies are Incorporated into Learning as Innovations

Situations	V.F	%	F	%	L.F	%	N.O	%
Content delivery	58	20.64	44	46.80	61	21.70	63	22.41
Exam setting and analysis	144	51.24	44	46.80	20	7.11	2	0.7
Access content	49	17.43	64	22.77	70	24.91	78	27.75
Online discussions	26	9.25	58	20.64	74	26.33	80	28.41
Preparation for learning	112	39.8	70	24.9	56	19.92	43	15.30

Key: VF-Very frequent F- Frequent LF- Less frequent NO- Not observed

From the students responses, the highest learning situation in which the emerging technology was used was for examination setting and analysis (n=144, 51.24%). The finding corroborate with teacher responses, that in teaching and learning process, the emerging technology based resource materials are mainly used in exam setting and analysis. This was followed by the use in learning preparation (n=112, 39.8%) rated as very frequent. The findings are in line with the recommendations of the policy framework on education, which advocates for the use of digital based instructional resource materials to suit the various learning environment, depending on the content areas and a wide range of teaching methodologies (Policy framework on education, 2012). It is important that the teachers adopt innovation in the use of digital technology alongside other instructional resource materials to enhance learning.

Items from the questionnaires sought to investigate what limits the use of emerging technologies as instructional innovations. The teacher responses on some of the factors that limit the use of emerging technology to enhance teaching are, summarized on Table 4.14.

Table 4. 14: Factors that Limit Use of Emerging Technologies to Enhance Teaching

`Reason	SD	%	D	%	A	%	SA	%
Time wasters	2	2.7	10	13.5	34	45.95	28	37.83
Have no relevant information	3	4	4	5.4	31	41.89	36	48.64
Expensive to buy and maintain	18	24.32	10	13.5	18	24.32	28	37.83
Lack of basic infrastructure	6	8	10	13.5	28	37.83	30	40.54

Key- SD- Strongly disagree D-Disagree A-Agree SA- Strongly agree

The study established from the teacher responses that (n=36, 48.64%) strongly agreed that some of these technologies have no information relevant to Kiswahili teaching. Other reasons for strongly agree are that they are expensive to buy and maintain (n=28, 37.83%) and that there is lack of basic infrastructure in form of electricity and storage facilities in schools to support their use (n=30, 40.54%). Mukwa and Too (2002) postulate, that appropriate instructional resource materials need not, be used for sake of it, but must have the relevant information to reinforce teaching.

The student responses on the factors that limit the use of emerging technologies to enhance learning in their schools are, summarized on Table 4.15.

Factor	SD	%	D	%	A	%	SA	%
Time wasters	40	14.23	56	19.92	69	24.55	113	40.21
Have no relevant information	18	6.4	40	14.23	64	22.77	156	55.51
Expensive to buy and maintain	32	4.38	35	12.45	78	27.75	21	43
Lack of basic infrastructure	9	3.2	54	19.21	72	25.12	144	51.2

Table 4. 15: Factors that Limit the Use of Emerging Technologies to Enhance Learning.
Key- SD- Strongly disagree D-Disagree A-Agree SA- Strongly agree

Use of Emerging Technologies to Enhance Learning

Among the reasons for the limited use of emerging technology according to the student response were that; they have no relevant information (n=156, 55.51%) and that there is lack of basic infrastructure in schools (n=144, 51.2%). Other reasons given include; they are expensive to buy and maintain (n=121, 43%) and are time wasters (n=113, 40.21%). These findings corroborate well with the findings on teacher responses that uses of such technologies encounter challenges based on perceptions and other environmental factors that limit their use.

4.6 Challenges that Limit the Application of Instructional Resource Materials as Innovations

Items in the questionnaires sought to examine challenges that limit the application of instructional resource materials as innovations to enhance teaching and learning of Kiswahili in specific environments: classrooms, schools, homes and the local community. Answers to the open-ended questions provided responses, summarized in broad themes as follows; teachers felt that the main challenges that limited the application of instructional innovations, in homes included; lack of role models (n=21, 28.37%) and mother tongue dominance (n= 19, 25.67%) while large student population (n=27, 36.48 %) was the major challenge in the classroom. Teachers were

of the opinion that lack of facilities in schools (n=23, 31.62%) and lack of technical

support (n=21, 18.91%) were also of significant challenge. The findings about

challenges that limit use of resources as innovations are presented on Table 4.16.

Table 4. 16: Challenges Limiting the Application of Instructional Innovations in Use of Resource Materials According to Teachers

Reasons	Themes	Frequency	Percentage
Home	Lack Of Electricity	16	21.62
	Mother Tongue Dominance	19	25.67
	Distance	7	9.45
	Lack Of Role Models	21	28.37
	Financial Constraints	11	14.86
	Total		
Classroom	Lack Of Space/Facilities	22	29.72
	Lack Of Time	14	18.91
	Teachers Workload	11	14.86
	Large Student Population	27	36.48
	Total		
School	Peer Influence	14	28.37
	Lack Of Clear Language Policy	16	21.62
	Lack Of Space/ Facilities	23	31.08
	Lack Of Technical Support	21	18.91
	Total		
Local Community	Mother Tongue Dominance	42	56.75
	Illiteracy	24	32.43
	Total		

This study established from teacher responses on challenges that limit the application

of innovations in the local communities from where the students came from were,

mother tongue interference (n=42,56.75%) and illiteracy (n=24,32.43. Fullan (2010)

observed that to implement the changes in instructional practices, there is need for the

various stakeholders: that is, the parents, the BOM, the teachers and heads of schools

to work together to provide an enabling environment that facilitates learning. This

creates cooperation-based innovations in which different organs work together to

facilitate the learning process. What is important is that instructional practices

employed provide students with experiences and contexts that make students able and

willing to learn.

On the other hand, the major challenges in the application of instructional innovations as found in different environments that enhance the teaching of Kiswahili, according to students were: In the homes, distractions (n=51,38.6%) and too much household chores mainly for the day scholars (n=47,35.6%). Other significant challenges in classroom environment were too many assignments from other subjects (n=53, 44%), and lack of clear language policy (n=38, 31.6%) and effect of first language use as a challenge in the local community (n=50, 43.8%). Challenges exist in different situations and circumstances that surround the student and hence the need to coordinate learning across time and space. The challenges limiting the application of instructional innovations to incorporate instructional resource materials according to students are on Table 4.17.

Reasons	Themes	Frequency	Percentage
Home	Distractions In Homes	51	38.6%
	Too Much Household	47	35.6%
	First Language Use	34	25 75%
	Total	**132**	**100**
Classroom	Too Many assignments from other subjects	53	44%
	Lack Of Clear Language Policy	38	31.6%
	Poor Attitude Towards Learning Kiswahili	29	24%
	Total	**120**	**100**
Local Community	First Language Use	50	43.8%
	Lack Of Motivation	46	40%
	Lack Of Support	18	15.7%
	Total	**114**	

Table 4. 17: Challenges Limiting the Application of Instructional Innovations to Incorporate Appropriate Instructional Resource Materials According to Students

This research established that the various responses from students were not too high except challenges from classrooms, too many assignments (n=53, 44%), home; influence of first language use (n=50, 43.8%). This indicates that to overcome such challenges, there is need to select and use appropriate instructional resource materials.

Items from the open-ended questions from the questionnaires sought to find out the possible ways through which the above challenges could be managed. The responses provided broad themes, categorized, according to the responses. A total of (n= 45, 60.8%) of teachers indicated technical support and in service courses to be offered for teachers to update their skill and knowledge on use of innovations. Others solutions offered include, integrate ICT in every aspect of education and training (n=42, 56.75%), followed by collaborating with other stakeholders to create an enabling environment for use of innovations in education (n=38, 51.35%) and formulation of a national policy framework on use of innovations in education (n=29, 39%).

However, it is surprising from the findings on the open-ended questions that teachers suggested various ways in which instructional innovations enhance the teaching of Kiswahili in secondary schools. The fact that teachers suggested innovative ways, such as, integration of ICT based resource materials; imply that teachers are at various stages of adopting new approaches to language teaching.

The students, on the other hand emphasized the need to include fieldwork in teaching topics, such as, sociolinguistics and oral literature (n=64, 22.77%) as a way of addressing the challenges. The other solutions were to have more learning programmes that support language use including debates and other activities promoted by the Kiswahili club in schools (n=51, 74%). Students also suggested the need to have more motivational talks from experienced mentors and role models (n=45, 16%). These findings imply that students prefer more interactive learning sessions and not teacher- centred approaches to learning. The implication of the findings is that to overcome some of the challenges that face the teaching and learning of Kiswahili, the application of appropriate instructional resource materials is a priority (Romizowski 1988).

Items in the questionnaires sought to establish the benefits of incorporating instructional resource materials as innovations. The benefits of incorporating instructional resource materials as innovations, according to the teacher respondents were found to be that, they encourage learner participation (n=34, 45.94%), followed by reinforcing teaching methods (n=27, 36.48%) for strongly agree that the benefits of incorporating instructional resource materials is that they encourage learner participation. Other notable responses were, use of instructional resource materials as innovations encourage learners discovery of knowledge and problem- solving approach to learning (n=28, 37.83%). However, (n=31, 41.89%) strongly disagreed that benefits of using instructional resource materials as innovations was that, they catered for learners varied needs. The findings seem to imply that, teachers used

instructional resource materials that were uniform to all learners irrespective of their different learning abilities and capabilities.

The various means for the various responses were not so high, which implied that teacher perception on the benefit of instructional resource materials, affected their use of such resources. This study found out that when teachers face challenges in the use of the resources, it tends to limit the use of such resources. The benefits of incorporating instructional resource materials as innovations to enhance teaching are summarized on Table 4.18.

Table 4. 18: Benefits of Incorporating Instructional Resource Materials as Innovations to Enhance Teaching

Benefit	SD	%	D	%	A	%	SA	%
Reinforce teaching methods	12	16.2	15	20.2	17	22.97	27	36.48
Encourage learner participation	6	8	12	16.21	22	28.37	34	45.94
Cater for learners varied needs	31	41.89	17	22.97	19	25.67	07	9.4
Encourage discovery and problem-solving approach	13	17.56	19	25.67	28	37.83	14	18.91
Assess learning activities	20	27	28	37.83	13	17.56	13	17.56

Key- SD- Strongly disagree D-Disagree A-Agree SA- Strongly agree

To corroborate information gathered from teacher responses, the students were, also asked about the benefits of incorporating instructional resource materials as innovations. The students' responses are, summarized on Table 4.19.

Table 4. 19: Benefits of incorporating Instructional Resource Materials as Innovation to Enhance Learning.

Benefits	SD	%	D	%	A	%	SA	%
Reinforce teaching methods	18	6.4	55	19.57	89	31.67	96	34.16
Encourage learner participation	24	8.54	66	23.48	102	36.29	89	31.67
Cater for learners varied needs	53	18.86	89	31.67	65	23.13	74	26.33
Encourage discovery and problem	111	39.50	94	33.45	52	18.5	24	8.54
Assess learning outcomes	88	31.31	74	26.33	79	28.11	36	12.81

Key- SD- Strongly disagree D-Disagree A-Agree SA- Strongly agree

The study established that students perceived the benefit of incorporating instructional resource materials as; reinforcing the teaching methods (n=96, 34.16%) for strongly agree, followed by, they encouraging learner-participation (n=89, 31.67%). The lowest mean for the benefit were that, they encouraged discovery and problem-solving approach were (n=24, 8.54%) and that they assessed the learning outcomes (n=36, 12.81%).

Use of Incentives as Innovations to Enhance Learning

The fourth objective sought to investigate incentives applied as innovations to enhance teaching and learning. The teacher responses on some of the incentives applied as innovations are, summarized on Table 4.20.

Table 4. 20: Incentives to Enhance Teaching

Incentive	Frequency	Percentage
Improve Working Conditions	70	94%
Reduce Teacher Workload	67	90%
Provide More In-Service Courses	57	77%
Self-Appraisal Mechanisms	54	72 %
Encourage Income-Generating Activities To Support Government Funding	42	56.75%
Extra Rewards and Tokens For Improved Performance	64	86.48%

The study revealed that majority of the teachers indicated that improved working conditions (n= 70, 94%) and reducing teacher workload (n= 67, 90%) were considered to be some of the instructional incentives that, if applied would lead to enhanced teaching.

To corroborate teacher responses, items on the students' questionnaire sought the students' responses on the type of incentives that enhance learning and findings are summarized on Table 4.21.

Table 4. 21: Incentives to Enhance Learning

Incentive	Frequency	Percentage
Prizes To Award Improvement	74	26.33%
Offer Interactive Websites	64	22.77%
Write Articles In School Magazines	66	23.48%
Participate In Debates	144	51.24%
Language Contests	213	75.80%
Badges/Certificates For Recognition	146	51.95%
Symposium	158	56.22%
Bursaries For Bright Students	52	18.50%

The student responses on incentives greatly differed from the teacher responses. The majority of students, indicated that language contests (n= 213, 75.80%) and symposiums (n= 158, 56.22%) were some of the instructional incentives that are used to enhance learning. The findings revealed that students valued activity based incentives and recognition for continued improvement. The student suggestion on various forms of incentives as indicated on Table 4.21 is a clear indication that instructional innovations if in teaching enhances learning of Kiswahili.

Knowledge creation and sharing among all the stakeholders in the education sector, is key incentive that enhances teaching (Constitution of Kenya, 2010).As regards the use of incentives as innovations, items in the teacher questionnaires sought to establish some of the avenues through which they acquired and shared information on instructional innovations. The findings of their responses are on Table 4.22

Table 4. 22: Means of Sharing of Instructional Innovations According to Teachers

Means	V.O	%	O	%	L.O	%	N.O	%
In service courses	18	24.32	3	4	2	2.27	11	14.86
TAC	6	8	4	5.4	21	28.37	33	44.59
Sharing with colleagues	34	45.94	18	24.32	6	8	16	21.62
Partnership with universities	3	4	2	2.27	35	47.29	30	40.54
Research and publications	1	1.35	1	1.35	6	8	66	89.18
Collaboration with private sector	3	4	2	2.27	44	59.45	33	44.59

Key: V.O -Very Often, O-Often, L.O-Less Often, N.O-Not Often

From teacher responses, the highest frequency for the response of very often for sharing information on innovations between colleagues were (n=34, 45.94%) and in service courses (n=18, 24.32%). However, the results for the frequency, for research and publications in secondary schools was low (n= 1, 1.35%). Other findings for the frequency for collaboration with universities and the private sector were relatively low for very often (n=3, 4%).

Instructional Enhancement According to Teachers

Questions from the open-ended items in the questionnaires sought to establish possible ways of enhancing the teaching and the learning of Kiswahili in secondary schools. The teacher respondents provided suggestions that identified and summarized the possible enhancers in broad themes. The findings of their responses are on Table 4.23

Table 4. 23: Instructional Enhancement According to Teachers

Enhancement	Frequency	Percentage
Technical support on technology	69	93.2%
Avail more resource materials	67	90.5%
Organize workshops and seminars	62	83.78%
Create regional support centers	56	75.67%
Teach language and literature as separate	51	68.9%
Create ways for peer support	50	67.56%
Collaboration with private sector	21	28.3%

The teacher responses on how to enhance instruction ranged from; technical support given to use technology based resources as the highest (n=69, 93.2%), followed by availing more resource materials for instruction (n=67, 90.5%) and organize workshops and seminars to update teacher skill in use of innovations (n=62, 83.78%). This study established that teachers of Kiswahili in Busia County were concerned about the use of instructional innovation to enhance instruction.

Open-ended questions in the students 'questionnaires, sought their suggestions on how to enhance the learning of Kiswahili in secondary schools. The findings of their responses are on Table 4.24.

Table 4. 24: Instructional Enhancement According to Students

Enhancement	Frequency	Percentage
Employ more teachers	177	62.98%
Offer more online materials	54	24.19%
Provide more time for assignments	120	42.70%
Provide language contests	104	37.0%
Encourage teamwork among students	40	14.23%

The findings revealed that the majority of the students considered employing more teachers as a way of enhancing instruction (n=177, 62.98%), followed by providing more time for assignments (n=120, 42.70%) as the highest means for the students

responses. The students response on providing more time for assignments and encouraging teamwork among learners supports the earlier discussion that enhanced teaching is encouraged through learner interaction with other learners and even learner interaction with environment to gain understanding. According to Draft on Policy Framework for Education (2012), lack of sufficient incentives to both the learners and the parents are some of the contributing factors that drive learners away from schools. Hence, it is important for any school system to apply flexible ways and apply incentives that encourage high retention and completion rates in secondary schools, to avoid wastage and high dropout rate.

Findings from the Classroom Observation and Document Analysis

4:2:1 Innovation Applied to Coordinate the Learning Activities

Investigations of innovations applied to coordinate learning activities established that teacher selection of the teaching methods and learning activities largely determined the learning outcomes. In this study, the professional documents of the teachers were analyzed to investigate teacher preparation on the use of instructional innovations to coordinate the learning activities. The documents analyzed included KIE and KNEC syllabi, and Teachers' Schemes of Work and Lesson Plans. All the teachers observed in this study had no Lesson Plans. Lack of preparation of the Lesson Plans would be interpreted to mean that, the teachers failed to plan for innovative language activities in classroom learning from the lesson introduction, development and conclusion (Kafu, 2010). Out of the total 28 lessons observed, only 8 had the KIE and KNEC syllabi. The findings are a clear indication of lack of coordination that involves planning for innovation in teaching and learning situations in line with the curriculum requirements.

However, all the teachers observed had Schemes of Work. The researcher and the study assistants, observed that *Lessons* 5, 8 and 16; the teachers had prepared their

own Schemes of Work. In the rest of the lessons, the Schemes of Work had been downloaded online, a clear example of collaborative teaching approach in sharing the teaching materials. A further inquiry in the schemes of work on the topic section indicated that, the four language skills were not well coordinated. The research and the study assistants, through corroborating, information from the schemes of work, topic section and established that, the skill of listening, was less emphasized. This finding is similar to the study carried out by Murunga (2013), who established that the listening skill was not emphasized in Kiswahili teaching.

Also, the remarks column on the teachers' Scheme of Work were observed to investigate teacher own evaluation of the lesson. In l*esson 3* and 11 for example, the teachers gave general remarks, such as,*malengo ya somo yalitimia* (lesson objectives were achieved) and *somo lilifunzwa* (the lesson was taught) respectively. Self-evaluation is an instructional innovation if stated clearly by the teacher offers important insights of the teaching and learning activities, these remarks shows the achievements of the activities and offer suggestions for remedial measures in cases where the lesson objectives were not achieved. Failure to provide self-assessment measures might imply failure to incorporate innovations to include monitoring mechanisms based on the teachers' own evaluation of the lesson.

During classroom instruction, it is important for the teachers of Kiswahili to use variety of teaching methods depending on the lesson objective, resource materials available and the topic (Ongeti, 2011). On this account, there was observation of the classroom interactions to determine the variety of methods used to teach Kiswahili. Although a number of teachers used the question and answer method as indicated by field notes gathered by the researcher and corroborated by the research assistants, the findings showed that in all the twenty eight lessons observed, the teachers decided type of the questions, sequence and who to answer. In some cases, the teachers did not give a chance to the students to ask questions. Most of the questions asked by the

teacher, did not allow interactive opportunities for the students to expound their answers. Interactive language sessions support students' communicative competence. For example, in *lesson 7,* a lesson on oral literature, as recorded in the field notes collected by the researcher and corroborated by observer six, teacher asked: *eleza changamoto zinazokabili ukuaji wa Fasihi –Simulizi* Student responses; *student* A,*tecknolojia,* Student B *kuishi mijini,.* The student responses lacked the relevant explanations best achieved in the listening and speaking skills emphasized in the teaching of oral literature. Also in this particular lesson, the observer noted that the teacher offered answers to questions that students failed to answer. This is contrary to communicative language approaches where a language teacher ought to probe student responses further, or give more questions to prompt students to think deeper. Krashen (1985) input-output hypothesis suggest that, students in second language learning, learn better when the teacher, acting as a facilitator, provides opportunities for language learners to interact with the content. The findings may explain why students, after their four years course in secondary schools, lack communicative competence.

Further investigation of the variety in teaching methods applied, revealed that few teachers used various teaching methods that were learner-centred at the same time. This is contrary to the position held by Gatumbi & Masembe (2005) who observed that ,variety in methods applied provide learners with opportunities to practice with the intended language items and motivate the learners. For example in one particular lesson observed, *lesson 5,* as noted by the researcher and observer two, the teacher used a variety of teaching methods to teach Kiswahili Poetry. The students were led by the teacher to read aloud a poem on; *Mbele ya Safari.* There followed recitations that involved the whole class. The teacher gave a lecture on, styles, themes and persona. This generated a whole class discussion that engaged the students in the learning process. Through teacher organization, the students dramatized a few lines that highlighted themes in the poem. The students were engaged in various learning

activities: listening, speaking, writing down teacher important notes as summarized on the blackboard, answering questions and reading aloud. This was a clear example of how a teacher can use various teaching methods as innovations to address lesson objectives and learning needs of the learners depending on the topic. Farrant (2006) adds that there is no one single method, which is neither best for all learners nor inherently superior. Teacher's use of various teaching methods increases learner participation and involvement in learning. This type of learning is likely to promote discovery of facts, knowledge construction and high retention (Kirsikoi, 2014).

A caring teacher uses innovations in language pedagogy to create an enabling environment for learner participation. Ongeti (2011) suggests that to achieve this, the learning activities should be appropriate, systematic and should be at the level of the learners. The teacher can also expose learners to a variety of learning activities that are not tested in examinations, but which yield greater learning achievements. Such activities include language contests, fun games and press conference. Farrant (2006) adds that efficient learning depends on well-chosen and managed activities that make the students to learn by doing and find interest and pleasure in learning. This greatly sustains learners' attention. However, such innovative language activities were less practised as observed the lessons by the researcher and research assistants.

Team-teaching was observed by the researcher and research assistants; two three and four, for three different teachers teaching three streams at the same time, for *lessons 12, 13and 14.* The three teachers were all observed teaching Kiswahili literature play *Mstahiki Meya.* The teachers were observed to have employed all four language skills; of listening, speaking, reading and writing. However, the learner involvement was minimal because of the learning activities involved. As noted from the field notes collected by the researcher and collaborated by three different observers, the teachers

introduced the lessons, gave the learners opportunity to read page after page of the texts, followed by note taking dictated by the teachers. The teaching methods employed did not provide opportunities for the student to demonstrate what they had learned.

Similarly, during observation of *lesson 15,* the researcher observed failure to use the integrative approach in Kiswahili teaching was an impediment to student understanding and construction of knowledge (Kirsikoi, 2014). The integrative approach in language teaching aims at making the students to see the connection between, the fiction in literature and grammar items. In this particular *lesson* 15, the teacher taught a grammar lesson on punctuation marks: colon, semi-colon and brackets. Illustrations of the punctuation marks are in the literature playbook, Mstahiki *Meya* and yet the teacher failed to use the examples as a link of what was taught in grammar lessons and literature. The examples given were limited to the ones found in the course book only. There was no coordination between the teaching of literature and grammar. In addition, there was no reference to the previous lessons. This finding is similar to the finding by Magoma (2014) who established that teachers lacked curriculum innovations to implement the integrative approach in English language teaching in Nairobi County.

However, there was overwhelming students' attention of *lesson 16* as recorded by the researcher and observer five. In this particular lesson, innovative activities were the peer teaching accompanied by teacher supervision and coaching. A student, under the direction of the teacher presented a grammar lesson on objects (Shamirisho *kitondo, shamirisho kipozi na shamirisho ala).* The other students in the classroom responded to the questions asked by peer-student teacher and gave many examples than other lessons where the teachers did most of the talking. The students were also able to seek for clarification and offered more illustrations in addition to the explanation given by the peer facilitator. As a departure from the norm, the teacher acted as a student at

times posing to ask for explanation that elicited students' further responses. Petty (2004) observes that teaching innovations must seek to improve learner participation that includes innovative activities such as role play, peer-teaching and language games that motivate learners to participate.

The researcher also observed the teaching of Kiswahili comprehension in *lesson 2.* The students were instructed by the teacher to read aloud in turns, one after the other, then silently for each student, after which they answered the questions found in the course book *Chemichemi za Kiswahili Kwa Kidato cha Nne.* The teacher did not show interest in the comprehension passage like reading parts of the passage, giving a narration as an introduction to reading or using appropriate instructional resource materials. Consequently, from the observation, some students looked out of the window as some read the passage in turns. The teacher seemed to engage only the outgoing students in reading aloud, some appeared disinterested and hence the teacher did not connect with all the students. This underscores the importance of teachers' use of variety in teaching methods to increase learner participation (Ndirangu, 2004).

The use of instructional innovations promotes coordination of all learning activities. The researcher observed the teaching of Kiswahili oral literature on a topic on legends in *lesson 19.* One of the objectives of teaching oral literature is to help preserve African culture and promote values of patriotism (KIE, 2002). During this lesson, the teacher asked questions about relevant examples of legends from the different communities in the County. However, both the teachers and the students, failed to give examples from their different communities. Slavin & Cheung (2005) observed that there were positive outcomes in bi-lingual language instruction. Lack of examples from the first languages is an impediment to use of indigenous knowledge systems as innovations to enhance learning.

4:2:2 Resource Materials Incorporated into Teaching as Innovations to Enhance Learning

The researcher and research assistants examined the incorporation of resource materials as innovations to enhance teaching. In all the 28 lessons observed, the researcher and the research assistants noted that teachers made use of print media and the chalkboard. The print media and the chalkboard were used for, lesson presentation, giving exercises, assignments and setting examinations as gathered from the field notes.

The researcher and observer one found out few cases on the use of various instructional resource materials in *Lesson 4.* In this lesson, the teacher used pictures from newspaper cuttings to teach Kiswahili composition. The teacher displayed four different pictures related to the topic of discussion on road carnage. The learners portrayed a better understanding of the content. The students participated actively they assisted the teacher to pin the pictures on the blackboard and gave additional points on the topic. The incorporation of the newspaper cuttings served as instructional innovations that greatly aroused learners' interest. Romizowski (1988) asserts that pictures increases learners creativity.

There were rare occasions for use of real objects and other teaching aids. In only one lesson, *lesson 5* recorded in field notes by the researcher and observer 2, did teacher refer to real objects; pens, books, students and schools when teaching classification of nouns (aina *za nomino)*. This particular teachers' presentation was more interesting and meaningful to the learners as compared to *lesson 18* on adjectives (*aina za vivumishi)* as recorded in field notes by observer four. In this lesson, the teacher taught without any form of instructional resource materials. Consequently, there was less learner involvement. The teacher talked more than thirty minutes, the observers found out minimal learners' activities. Aggarwal (2007) observes that, audio-visual aids encourage learner active participation.

The study sought to examine the incorporation of emerging technology as instructional innovations. In all the schools observed, some of the innovative ways to integrated emerging technology were in preparation of, lesson notes and Schemes of Work, setting examinations and keeping student data on performance. The researcher and observer two found the use of emerging technology *lesson 10*; the teacher used projected media on CD, which contained teaching materials on Kiswahili novel *Kidagaa Kimemwozea.* The students assisted by the teacher to fix the CD, for projection, for the rest of the students to view. However, the students did not actively participate in the lesson. They sat passively, watching the tape play. Most of the students did not have notebooks or a copy of the novel to make connections. The teacher did not make any effort to draw the attention of the students to important parts of the novel as shown, but sat at the back of the room marking students assignments. ICT room was also small for the student population. As a result, many students appeared tired after some time of watching and some asked for permission to move out. The findings imply that incorporation of the emerging technology into learning also requires innovative methodologies to make learning more meaningful.

The researcher observed the use of internet in *lesson one,* where the teacher downloaded internet materials on nouns and made copies that were distributed to the students. The material downloaded gave additional information on classification of nouns and examples that were not included in the course book. The teacher also read out questions to be discussed later using the mobile phone to access questions from the selected set book *Kidagaa Kimemwozea.* The students showed great enthusiasm as they read the copies given to them by the teacher. Miima (2014) suggests that technology based materials when used appropriately enhances student learning.

The researcher also observed *lesson 19* in which the teacher made use of an invited resource person. The resource person gave presentation on key points to consider in the classification of Kiswahili legends. The students asked questions that sought for

clarification on items that were not clear to them and answered questions asked by the resource person. The session was interactive, a clear example of collaborative approach used in language learning.

4.2. 3 Innovations Used to Manage the Learning Environment

Items on the observation schedule sought to establish how the teachers applied innovations to manage the learning environment. A number of teachers had various ways of managing the learning environment. Some innovative ways of managing the learning environment were in organization of the classroom setting and coming up with rules, for students to follow. For instance, the researcher and observer two in lesson 5, found a list of Kiswahili discussion groups posted on the classroom walls with tasks for the students and deadline for presentations. Each group had a secretary to coordinate the activities of the group. The groups consisted of between five to six students. Doyle (1986) pointed out that class organization and management strategies enhance student learning. In the second instance, after lesson 5, instead of the teacher teaching for a double lesson, the students, after the first lesson that took forty minutes, the students went under tree sheds to read. As a result, there was silence was observed. The change in environment provided stimulus variation that enhanced students' concentration through silent reading. This in turn reduced teacher talk and increased student involvement in reading. This is consistent with Kamau (2009) who pointed out that, as part of overcoming challenges in teaching, providing students with enough learning opportunities increase their involvement, thus more interactive learning sessions. Variation of the learning environment to enhance student involvement is a clear indication of the changing views, occurring not only, in language teaching but also, in education in general. Petty (2004) adds that, the role of the teacher is to provide activities aimed to encourage learners' involvement.

The impact of the environment on instruction is well documented (Kafu, 2010). Provision of adequate physical facilities and adequate space ensures comfort and

effective control of the learning environment. Observation of some lessons revealed that there was congestion in some classes in some schools, which was an impediment to student interaction with instructional resource materials. Such a case was observed in *lesson 15,* by the researcher and observer six. Albrini (2004) asserts that, instructional resource materials need the support of innovative pedagogical techniques.

However, the learning space was adequate as recorded by the researcher for *lesson 1,* thus it offered a favourable atmosphere for learning, which allowed learner interaction with the content. The room was large enough and so it allowed space between the rows. The total student population was 37 students in that particular class. The book ratio was 1: 2. The classroom had large painted widows which, allowed proper ventilation. The painting was on the lower part of it, especially for the windows that faced a tarmac main road to avoid distractions. Consequently, there was greater teacher mobility when marking the students' exercise books. The frequency of the students' maintaining eye contact with the teacher was high. This helped the learners to concentrate on learning tasks better than *lesson 10* recorded by observer two who reported that because of a higher student population in that particular class, there was less teacher mobility. Farrant (2006) observed that effective learning depends on well-chosen and managed activities.

The ability to set goals and maintain academic standards is an instructional innovation applied in management of the learning environment. From the teachers' professional records, assessment records were discovered during discussions with the teacher of Kiswahili, after classroom observation of *lesson 13,* by observer three. The records revealed that assessment strategies coordinate the learning activities. For every test done by the students, an in-depth analysis followed that led to target setting for each student and strategies outlined for achieving the targets. The students who achieved low marks were attached to other members in the Kiswahili department to offer

remedial lessons. Further documents of the Schools' Newsletter as observed by the researcher, proved parents that were requested to be involved in monitoring the students' progress when at home during the holidays. The researcher discovered documents in form of question papers, which revealed tasks given to students to perform during holidays, which offered them opportunities to carry out research. Research –based learning approach, is an innovation, which leads students to discover, explore and solve problems as an individualized learning approach. Brophy (1998) underscores the important role played by the teacher in assessing the needs of the learner to offer opportunities, which promote learning.

Use of verbal and non-verbal communication is one of the traditional ways that teachers use to offer encouragement and manage the learning environment. What is new is teacher use of such strategies depending on the situation and its effectiveness. Use of encouragement and teacher direction in students marking of their learning task was observed in *lesson* 1 in which classification of nouns was taught. As part of the lesson, students marked their own exercise books, under the supervision of the teacher. The students' participated by giving the answers for each item marked, by raising their hands in turn –taking pattern that was controlled by teacher. For all the marks attained, the teacher directed on the complimentary remark to be included alongside the mark attained. There followed a session of clapping of hands depending on the marks attained. The lesson was relaxing, caring which increased the learners, enthusiasm to participate; at the same time it enabled the teacher to achieve the lesson objectives: of listing types of nouns, constructing sentences using the nouns and students answering the questions as indicated on the scheme of work and finally, having the exercise marked (Eisner, 2002). Kimosop (2014) also observes that, for effective learning to occur, it is the role of the teacher to establish a climate conducive for learning and use approaches to meet a variety of learning styles.

4.2.4 Incentives Applied as Instructional Innovations

The study also sought to observe incentives that enhance teaching and learning activities. Use of incentives was observed in deliberate intervention put in place to support and increase learner motivation. Likewise, incentives used as innovations are deliberate strategies and policies put in place to enhance learner-achievement. For instance, observations made for *lesson 1* by the researcher and observer three, revealed there were programmes put in place to encourage the use of Kiswahili outside the classroom situation. Posters found in school, contained different messages, written in both Kiswahili and English. This implies that the two languages have equal weight. The study found out that in this particular school, Kiswahili day were on Tuesdays and Fridays and debates on Tuesdays, with Kiswahili subject alternating with English, as observed by topics posted on the Schools' Notice Board, for the students to prepare for debate that was to take place between 4.00pm to 5.00pm. Similar observations were made by observer one and the researcher in *lesson 4 and* observer five and the researcher in *lesson 16.* Atwoto (2007) observed that, some schools lacked language policies to support instructional practices and hence student learning. This study established that deliberate language programmes, put in place in form of language policy, acted as incentives to enhance the learning of Kiswahili.

Further investigation revealed that recognition and promotion strategies were other instructional innovations applied to enhance learning. Field notes collected by observer six, for *lessons 20,* clearly outlined the role played by responsibilities given to the students. The observer noted that the class had subject secretaries and champions for each subject identified by a badge. The subject secretary collected books for teacher marking, hence coordinated the learning activities by providing an important link between the teacher and the students. Documents discovered by the researcher, indicated that the Kiswahili subject teacher got the teacher of the year award and certificate of recognition, in the Sub-County, for exemplary performance in

KCSE examinations. Cuban (2003) asserts that rewards get teachers to teach better and learners to learn more.

Discussion of the Findings

4.3 .1 Innovations Applied to Coordinate the Learning Activities.

The biographic information of the teacher respondents from the sampled schools indicated that the teachers of Kiswahili in Busia County were well qualified and had the pre-requisite knowledge and training to apply and adopt innovations in teaching. This is as Barasa (2005) notes that teacher training; preference and experience determine the type of instructional practices that they adopt. However, on innovations applied to coordinate the learning activities, this study found out that the predominant approaches applied to teaching Kiswahili in Busia County, were mainly teacher-centred. Goko (2012) observed that, educational reforms and innovations, should be aimed improving the learning outcomes. Learner-centred innovations are evident approaches that reward discovery, communicative competence and academic performance. During the classroom observations, there were cases where teachers applied direct approaches; hence learner-participation was minimal. Learner-centred approaches largely depend on the objectives of the lessons and the resource materials available (Gatumbi & Masembe, 2005). The learner-centred approaches require the teachers to form cooperative learning teams or use problem-solving approach at addressing particular subject content, especially content areas which, prove to be challenging to the students. What is critical is that the approach employed involves the learners in interactive classroom activities aimed to enhance learning (Krashen, 1985). The study established that the learning approaches that encourage students' participation in interactive activities were relatively low.

The findings also indicate that training and teaching experience gained over a number of years alone, does not necessarily translate into the best practices to coordinate the

teaching activities. From the findings of the study, it is clear that teachers, with the necessary qualifications and experience still applied approaches, which lacked relevance to the teaching experiences.

On instructional methods applied as innovations, the student responses showed that they preferred activity- based techniques. This implies that when deciding on teaching methods, it is critical that teachers, as facilitators of the learning process, consider the interests of the learners and the objectives of the lesson to make learning more relevant to the needs of the learners. There are times when teacher choice of method may not necessarily address the learning needs. This study also found out that in some cases, teachers fail to apply innovations to coordinate teaching and learning due to perception and beliefs. These findings are similar to the findings of a study by Albrini (2007) in which he established that teachers fail to apply instructional innovations due their perceptions, attitude and lack of clear-cut policy on the adoption of instructional innovations.

4. 3.2 Resource Materials Incorporated into Teaching as Innovations to Enhance Learning

Several studies have been carried out on the use of instructional resource materials to enhance learning (Luvisia; 2003 and Albrini, 2007). During teacher training, the teachers are prepared on how to select, prepare and use appropriate resource materials. However, the main forms of resources used were print media in form of textbooks, teacher prepared handouts and the human resource; teachers, peer-students and in rare occasions, the resource persons. The use of other forms of instructional resource materials such as technology based, real objects and audio-based materials as innovations to enhance learning was low. Kafu (2003) observed that, teacher attitude and perception on use of instructional resource materials affect the type of instruction carried out to facilitate learning. The findings seem to imply that teachers of Kiswahili

made use of resources that they found less challenging. The fact that teachers 'used instructional resource materials that were readily available: is reflected in the findings where, the choice of resource materials was informed by the fact that, teachers choose, the ones that would make the learners to pass in their examinations, whereas there are many advantages in language teaching, that can be achieved, if the teachers incorporated a variety of appropriate instructional resource materials.

Incorporation of instructional resource materials as innovations to enhance teaching helps the learners acquire communicative competence and acquire knowledge that lead to social-economic development and hence provision of quality and relevant education (Bunyi, 2013). As Romizsowski (1998), puts it instructional resource materials enhance learner participation. It is also important to note that the use of instructional resource materials as innovation to enhance learning is not limited to digital technologies. Innovation in the use of instructional materials, involves the different ways in which such resources are adapted to the learning situation to enhance instruction (Rogers, 2003). Failure by teachers of Kiswahili in secondary schools to use a variety of instructional resource materials means the lessons are less interactive. It also implies that teachers do not improvise, share among schools or from colleagues in the same school or borrow from the learning resource centres, factors that contribute to ineffective learning.

This study also established that the main challenge that teachers of Kiswahili in Busia County faced in incorporating resource materials as innovations to enhance learning, was maintaining a delicate balance between the uses of technology-based materials and other instructional media. Becta (2004) pointed out that the first step in using instructional resource materials is to identify the barriers that teachers face and then work for ways of overcoming such barriers. An innovative teacher uses resource materials depending on the situation. Dillon (2004) also observed that the field of Information Communications and Technology had emerged with little time for robust

intellectual traditional to be established. The percentage of teachers who used laptops, overhead projectors and phone calls for learning purposes was found to be low. This study found out that, other forms of technology, for instance interactive whiteboard, were not used by the teachers of Kiswahili. However, it is worth noting as the study found out, that the emerging technology, when applied in teaching situations enhances learning. The fact that some teachers, used the email and social media platforms to enhance learning, is an indication that teachers have knowledge and skill to use the technology and when given time and technical support, they can adopt and use emerging technologies as innovation to enhance instruction (Rogers, 2003).

Incorporation of resource materials as innovations requires that the materials applied supplement the teaching methods and create more opportunities for learning. Farrell (2007) observed that, there are cases where teachers put more emphasis on technology rather than the benefits of using the technology. The use of emerging technology as an instructional innovation, would mean that such soft ware's as the internet, power point presentations and simulations on language teaching among others, are used to access content and promote lesson delivery which promote new learning environment in which different learning opportunities increase learner achievement. This rewards discovery and enhances knowledge construction as opposed to rote learning and cramming encouraged by lack of use of appropriate resource materials. It is also worth noting that the adoption of the practice of instructional innovation is not something that began, with the emergence of the new digital technology. What is new are the mixing and combination of the different learning resource materials with the new technologies and the already existing practices to enhance instruction (Goko, 2012).

4.3. 3 Innovations Used to Manage the Learning Environment

Innovations aimed at managing the learning environment are driven by the need for continuous improvement of the learning environment. This study established from the

observation of the classroom situation that, physical comfort and the general organization of the classroom environment, provided avenues for innovations to manage the learning environment. In some cases, teachers set rules and regulations to govern student behaviour and create order. Other cases involved teachers offering appropriate feedback in terms of assessment of the students' work, other cases offering both verbal and non-verbal communication. The implication is that teachers as facilitators of learning are able to apply innovations to create a learning atmosphere to enhance the teaching and learning practices (Brunner, 1990).

The teaching methods that offer learning opportunities were inappropriate, mainly because, the majority of teachers did not apply learner-centred methods. In other cases, teachers of Kiswahili set goals and targets for their students to maintain the academic standards. This finding imply that teachers of Kiswahili now have new and variety of practices to choose from in meeting the challenging learning environment This is consistent with the views of Chelimo (2014) ,who found out that lack of innovations applied in teaching, may cause disruptions in the learning process.

According to Farrel (2007), use of appropriate instructional resource materials offers a favourable learning atmosphere. However, the use of a variety of resource media was insufficient. This study also established that there was minimal use of technology-based resource materials. The implication of this finding is that the incorporation of instructional resource materials as innovation to enhance teaching raises management concern on the delicate matter of maintaining a balance in the use of different resource materials to manage the learning environment.

4. 3. 4 Incentives Applied as Instructional Innovations

The use of incentives as instructional innovation in teaching is discouraged by the education system that rewards mastery of content, knowledge reproduction and academic performance in the national examinations (Mulambula, 2000). This study

found out that systems have not been put in place in Kiswahili teaching in secondary schools to reward; creativity, research and knowledge creation. This may explain why the teachers of Kiswahili in Busia County applied teacher-centred approaches to cover the syllabus and attain academic excellence (Kirrsikoi, 2014). Teaching itself was not rewarding, as teachers perceptions on incentives showed that they worked exclusively for rewards: monetary, promotion and improved working conditions. The students' responses on incentives applied as innovations to enhance learning indicated that they valued language activities. Collaborations, partnerships, research and publications are forms of incentives applied as innovations to motivate the teacher. This is because teachers are the critical determinants of quality education, which enhance knowledge acquisition, entrepreneurship, creativity, innovation and communicative competence (Constitution of Kenya, 2010). Further, the level of development of any country is dependent upon the quality of education as determined by a motivated teacher through the incentives provided. According to Cuban (2003), rewards get teachers to teach better and students to learn more. Innovation in education is an all-encompassing concept achieved through: coordination of the learning activities, balance in use of a variety of instructional resource materials and use of innovations to manage the learning environment. From the discussed findings of this study, instructional innovations meant to enhance the teaching of Kiswahili in public secondary schools were insufficient.

Implication of the Theoretical Framework on the Findings

Interest in the use of instructional innovations in teaching is informed by the growing concern about the gap between what teachers know about educational innovations and their classroom practices. The findings identified the taxonomy of instructional innovations as, use of innovations to coordinate learning and incorporate appropriate resource materials to manage the learning environment. Such innovations provide incentives that motivate learners, thus enhanced instruction. This study established

that several factors negatively affected the use of the instructional innovations. The factors were mainly in form of; teacher attitude and perception based on uncertainties about the type of innovation. There was also the failure by the teachers to improvise and access resource materials used as innovations. Similarly, teachers' resistance to change made them stick to traditional approaches that were lacking in innovation. The system of education, which places emphasis on academic performance in national examinations further contributed to approaches employed by the teachers that were lacking in innovation.

Scholars such as (Miima 2014, Kozma 2003, Farrel 2007 & Magoma, 2014) have argued that improved classroom practices involve approaches employed in teaching that promote greater learner involvement and offer variety in learning opportunities. Likewise, scholars and curriculum developers alike increasingly recognize that improved learning is dependent upon quality of instruction as provided by the teacher. (Lowe, 2005, Bunyi, 2005 et al, 2013) Enhanced instruction is characterised by measurable indicators that result in learning outcomes observed in active learner participation, high retention of knowledge and communicative competence. Other indicators are academic excellence and knowledge construction, as shown in the concerns of the entire stakeholders in education, hence quality education. It is because of this reason that the aspect of innovation is important in teaching.

Chapter Summary

This chapter presented data and analysis of the main findings of the study based on study objectives and research questions. The study was able to shed light on instructional innovations applied to enhance the teaching of Kiswahili. The study found out that application of innovative strategies was low. Teachers made use of resource materials that were readily available. This study established that mobilization of both teacher and student incentives are essential to enhance learning. The findings

of the study can be generalized to other subjects in secondary education in other areas.

The next chapter presents summary, conclusion and recommendations of the study.

CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter presents summary, conclusions and recommendations of the study which sought to explore the instructional innovations applied to enhance the teaching of Kiswahili in secondary schools in Kenya. The objectives of the study were:

1. To find out pedagogical innovations that coordinate learning activities as applied by teachers of Kiswahili.

2. To examine how teachers incorporate resource materials as innovation to enhance learning.

3. To investigate how teachers apply innovations to manage the teaching and learning environment.

4. To examine incentives applied as innovation that enhances teaching and learning.

5.2   Summary of the Findings

5.2.1 Demographic and Background Information

The study sampled 10 % of the total population of all form four students in the county. The schools in the region share many similarities in terms of; type, infrastructure and the curriculum offered and therefore homogenous in nature. However, there were more male students (56%) than female students (44%).

5.2.2   Teacher Response Rate and Qualifications

The response rate for the teachers of Kiswahili in selected schools was high. A total of 74 teachers were included in the study. The teachers were from schools sampled in Busia County were drawn from; National, Extra- County, County and Sub-County Schools. Most of the teachers included in the study were qualified to teach Kiswahili and hence better placed to apply instructional innovations. They had diverse

responsibilities, which increased the collegial factor in the application of innovations to enhance teaching.

5.2.3 Instructional Innovations Applied to Coordinate Learning Activities

There are wide range of instructional approaches that are learner-centered that can be applied to enhance teaching. However, the study established that the teachers mainly used the direct approaches that are teacher-centered. Other learner –centered approaches for instance the differential and the problem solving approaches were not used frequently. This in turn led to lack of variety in the language activities applied to enhance learning.

The study also established that the teachers of Kiswahili experienced challenges on the choice of instructional innovations due to: perception, lack of support and clear understanding on the type of innovations to apply. These significantly affected the instructional practices. It made the teachers to stick to traditional methods that encouraged rote-learning and mere memorization as opposed to knowledge construction and the development of the language skills. It was also clear that the content areas in Kiswahili curriculum allow the use of innovation during instruction. The implication of this conclusion is that the learning approaches have not transformed and that the classroom practices are less interactive.

5.2.4 Use of resource materials as innovation

The study established that most teachers of Kiswahili in secondary schools mainly used the textbooks and the print media. The ICT based resources were rated as below average. The use of other support materials such as; audio, visual and teaching aids were missing in schools. The teachers made little effort to prepare, borrow or improvise such resources. The implication of this conclusion was that there was little use of instructional resource materials as innovations in the classroom situations.

There was little uptake of emerging technology to access content and promote lesson delivery. Computer-based resources were used for lesson preparation and examination setting and analysis. The interactive whiteboard was not used. Instructional resource materials suited for the subject and specified content were not adequate. Teachers experienced challenges in the use of innovations due to; lack of basic infrastructure, technical support and motivation to use resources.

5.2.5 Innovations applied to manage the learning environment

The teaching and learning environment was significantly influenced by, first, the choice of methods to coordinate the learning activities and, second the use of resource materials as innovations to enhance teaching. Lack of learner-centered activities and instructional resource materials made the teachers to dominate the classroom interactions. The predominant interaction was between the teacher and the learner. Learner-content interaction, learner-learner and learner-environment forms of interaction to gain understanding were less observed. The predominant teacher initiated interactions made most of the learners to appear bored or not interested and hence affected the motivation to learn.

5.2.6 Incentives applied as innovations

The challenges that faced the teaching of Kiswahili in terms of; approaches used, methods, use of resource materials and management of the learning environment affected both the teacher and learner motivation and created the need to mobilize incentives to enhance teaching. The implication of this conclusion is that overcoming the challenges that face the teaching and learning activities is one way of mobilizing incentives to enhance teaching and hence quality education.

5.3 Conclusion

5.3.1 Innovations applied to coordinate learning activities

In the light of these findings, the study made the following conclusions;

Learner-centered approaches encourage the use of teaching methods that provide learning activities to, greatly involve the learners and enhance teaching. The teachers of Kiswahili in Busia County used teacher-centered approaches. Perhaps, the fact that the teachers were preparing the students for the national examinations, informed the choice of methods .The stated research problem examined the use of instructional innovations to enhance teaching.However, this study established innovative strategies were less practiced in the classroom situation. There were no deliberate effort to update the traditional methods of teaching which encouraged rote-learning and mere memorization of facts and knowledge reproduction instead of knowledge construction. As a result, there was less learner participation.

5.3.2 Use of resource materials as innovation

The extent to which the teachers used instructional resource materials as innovations was not adequate. Observation of the classroom and the school environment did not identify any significant activities that showed the preparation, location or storage of instructional resource materials suited for Kiswahili teaching. Interactive whiteboards, power point presentations and smart boards were not used. Document analysis of the Schemes of Work on the resource column indicated that the most commonly used resource materials, were the prescribed textbooks, set books and guidebooks. Further discussions with the teachers after classroom observation, confirmed that the teachers of Kiswahili in Busia County did not receive support from Teachers Advisory Centers and the Resource Centers. The teachers further revealed that there were no relevant reading materials on the internet. Most schools lacked libraries, equipped with instructional materials to enhance learning. There was also lack of basic infrastructure like the electricity, to support the use of instructional resource materials.

The use of teacher-centered methods and the textbook mode of instruction affected the learning environment. Teacher-learner interaction was the dominant mode of interaction, where the teacher was the initiator of all learning activities with only few

learners being involved. The school environment did not have resources suited for Kiswahili learning. The implication is that the learners depended on the teacher as the custodian of all learning activities.

5.3.3 Incentives applied as innovation

Lastly, the study established that use of incentives as instructional innovations enhances instruction. There are incentives that are used as innovations for the learners, found in and outside classroom activities. Moreover, incentives meant for the teachers include; improved working conditions and addressing the challenges that teacher's face, as facilitators of the learning process.Enhanced teaching uses learner-centered approaches that lead to greater participation and involvement in the learning activities. Such approaches involve use of content suited resource materials to enhance learning.The approaches motivate learners to develop the language skills, acquire knowledge and communicative competence.

5.4 Recommendations of the Study

Based on the findings, this study makes the following recommendations:

5.4.1 Innovations applied to coordinate learning activities

Experienced and already practicing teachers should be given support to adopt innovative pedagogical approaches that are learner-centered in nature. The support can be in form of in-service courses and workshops organized by MOE to update teacher pedagogical skills. Newly employed teachers should be fully inducted through structured mentorship programmes monitored by the schools heads on transformational approaches to manage change that influence the teaching approaches.

It is also imperative that internal quality assurance be set up in all schools to coordinate and monitor the use of innovation as an important aspect in education to enhance pedagogical approaches. The units in turn should offer support to the teachers to use learner-centered approaches that enhance learning. The sudy recommends the

creation of more learning platforms by creating partnerships between schools and training institutions to offer support throughout a teacher's career. Other innovative approaches to be offered include online encouraging collaborative approaches on the website in form of online discussions, consultations and video conferencing to update teacher pedagogical skills and curb disruptions caused by teacher taking time off during the working hours to attend seminars and workshops.

5.4.2 Use of resource materials as innovation

The study recommends facilitation of teachers to use appropriate resource materials by regional resource centers. This study recommends the establishment resource centers at the zonal and sub county level and their activities coordinated and regulated by the county education office. The county education offices should have a unit in the ICT department to promote and monitor the application of innovations in teaching. The resource centers should also offer computer literacy and skills to all teachers aimed to strengthen teacher integration of technology in curriculum. There is need to create more teachers support centers equipped with physical facilities, funds and the technical personnel to provide services required by the teachers. There is need for the teacher support centers to be used as language hubs where teachers meet and mutually discuss, to continually update themselves on subject content and upgrade their pedagogical skills.

Scholars of Kiswahili should develop more relevant and classified content, and post it online. What is already online to be reviewed and given clear classification in line with the syllabus requirement through the coordination of K.I.C.D. The curriculum developers can also be involved in development of more content areas in consultation with practicing teachers so that there is rich information online. Kiswahili scholars, to develop, digitized content and post on easily accessible websites, so that teachers do not waste a lot of time searching all over the internet. Where there is no electricity,

schools should be equipped with solar panels to enable them use technology frequently.

5.4.3 Incentives applied as innovations

Lastly, the study recommends that more incentives be mobilized and used to enhance instruction. This can be in form of a national policy to support technology based learning. This be implemented in subsidized or removal altogether of duty on importation on ICT equipment to be used in schools. The schools BOM to come up with innovative ways of getting extra funds through partnership with the private sector or start sustainable income-generating projects in schools to mobilize resources to generate incentives that innovative approaches.

5.5 Suggestions for Further Studies

Based on the recommendations, the study makes the following suggestions for further research;

i.   Conduct a study to establish reasons why teachers stick to traditional methods of teaching and make recommendations on transformational approaches to teaching.

ii. Conduct a study on innovations in teaching in other subjects in secondary school curriculum in other regions of the country using other research approaches.

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APPENDICES

APPENDIX A: CLASSROOM OBSERVATION SCHEDULE
Session…………………………….
      Date………………………………………
Class……………………………………………
      Time………………………………………
Lesson…………………………………………..
      Topic………………………………………
Lesson Objectives……………………………….
Number of Students………………………

SECTION A: Teacher innovation in approaches used to coordinate Kiswahili teaching

ITEM	Used	Not used	Description of use
Direct instruction			
Integrated instruction			
Differential instruction			
Individualized instruction			
Problem-solving instruction			
Indirect instruction			
Life approach			

Teacher innovation in techniques used to coordinate learning activities

ITEM	Used	Not used	Description of use
Explanation			
Expansion			
Narration			
Simulations			
Role-play			
Lecture			
Read aloud			
Read silently			
Debates			
Group discussions			
Peer teaching			
Note-taking			
Modeling			
Recitations			

SECTION B: Incorporation of Resource Materials as Innovation

ITEM	Used	Not used	Description of use
Textbooks			
Real objects			
Computers/laptop			
Chalkboard			
Whiteboard			
Newspapers			
Handouts			
Pictures/Drawings			
Journals			
Resource person			
Projector			
Radio			
Library			
Resource persons			
Models			
Television			
Flash disk			

SECTION C: MOBILIZATION OF INCENTIVES AS INNOVATIONS.

ITEM	Used	Not used	Description of use
School management mobilization of incentives			
Community practices in providing incentives			
External examinations and evaluation			
Teacher strategies to provide incentives to the learners			
Research and Grants facilities			
Creative writing and project work			
Teacher peer networking and communication of innovation strategies			
Any other (specify)			

APPENDIX B: TEACHERS QUESTIONNAIRE

This questionnaire aims at collecting data purely for academic purposes. The study seeks to examine innovations applied to teach Kiswahili in Secondary Schools in Kenya. All information provided in this questionnaire will be confidential.Kindly; do not write your name or any other identification on this questionnaire.Please fill in the questionnaire by putting a tick or writing the required information in the spaces provided.

SECTION A: GENERAL INFORMATION

1. Location of the school   Rural [   ]   Urban [   ]
2. Schools status: National   [   ]   Extra-County   [   ]   County [   ]
   Sub-county   [   ]
3. Professional Qualifications: Post graduate [   ]   Graduate   [   ]
   Diploma [   ]   others   [   ]   Please specify
   ………………………………………………………………
4. Other responsibilities held in school: Principal   [   ]   Games Master   [   ]
   Deputy Principal [   ]   Boarding Master [   ]   others   [   ] Please specify
   ……………………………………………………….

SECTION B: INNOVATIONS EMPLOYED TO COORDINATE TEACHING OF KISWAHILI IN SECONDARY SCHOOLS OF BUSIA COUNTY

5. The following are approaches employed in language teaching.Please indicate the approaches you consider as innovation you apply to coordinate the teaching of Kiswahili in your school.(Please tick (√) appropriate)

Approach	Applied	Not applied
Direct approach		
Collaborative		
Activity based		
Problem-solving approach		

6. Below are statements about methods considered as innovations? On a scale of 1-6, please indicate the method you perceive as innovation as it applies to your school. (Rank in ascending order)

Method	1	2	3	4	5	6
Lective method						
Language						
Modeling						
Group discussions						

7. The following are some of the possible reasons for the application of teaching innovations to coordinate learning activities (on a scale of 1-4, please indicate by placing a tick situation that best applies to your school)

Innovations	Reasons for applying innovations			
Reason	SD	D	A	SA
Cater for individual differences				
Lead to high retention of knowledge				
Promote self-paced learning				
To embrace emerging technologies				
Provide quality education				
Leads to knowledge acquisition				
Address different sections of the syllabus				

Key   SD- Strongly Disagree   D- Disagree   A- Agree   SA- Strongly Agree

8. What in your views are some of the reasons for not applying innovations to coordinate learning activities when teaching Kiswahili in your school? (Please indicate by placing a tick as appropriate.)

Reasons	SD	D	A	SD
Do not help achieve lesson objectives				
Due to heavy teacher workload				
Current areas many and varied				
No enough time to apply innovations				
Inadequate in preparing students for examination				

Key   SD- Strongly Disagree   D- Disagree   A- Agree   SA-

Strongly Agree

9. What in your opinion are the most suitable content areas for application of

innovation in teaching (Please, indicate as appropriate)

Content area

Grammar	NR	LR	R	VR
Composition writing				
Summary writing				
Social-linguistics				
Comprehension				
Play				
Novel				
Oral literature				
Short story genre				
Poetry				

Key: VR- Very relevant   LS- Less Relevant   R- Relevant   NR- Not

Relevant

SECTION C: USE OF RESOURCE MATERIALS

10. The following reasons suggest possible reasons why teachers use resource materials as innovation. (Please indicate the reasons as to why you use resource materials as innovations as the situation applies your school)

Reasons	Applicable	Not applicable
Reinforce teaching method acquired		
Enhance knowledge acquisition		
Home relevant information		
Readily available		
Make students to pass in their education		

11. The following are lists of emerging technologies used in teaching as innovation. (Please, indicate as appropriate the technology you use to teach Kiswahili, depending on how frequently you apply the technology).

Technology	Never	Rarely	Sometimes	Always
Laptops				
Interactive whiteboard				
Social media platforms				
SMS and phone calls				
Email				
Projections				

12. Below are situations in which emerging technologies enhance teaching. (Please indicate the situation that best applies to your school, depending on how frequently you apply the technology to the learning situation)

Situation	Very frequent	Frequent	Less frequent	Never
Content delivery				
Communication				
Prepare professional records				
Access content				
Exam setting and analysis				

13. What in your views limit the application of emerging technologies as innovation to teach Kiswahili (Please tick, as it applies to your situation).

Reasons	SD	D	A	SA
Have no relevant information				
Expensive to buy and maintain				
Lack basic infrastructure in school				
Time-wasters				

Key   SD- Strongly Disagree   D- Disagree   A- Agree   SA- Strongly Agree

14. List some of the challenges you encounter in the following areas that limit application of innovation to teach Kiswahili.

Home:...
....
....
....

Classroom:..
....
....
....

School:..
....
....
....

Local Community:...
....
....
....

15. What in your views are the benefits of incorporating resource materials as innovation applied to teach Kiswahili?

Benefit:	SD	D	A	SA
Cater for learners varied needs				
Encourage learner participation				
Reinforce teaching methods				
Encourage discovery and problem-solving approaches				
Assess learning activities				

SECTION D: INCENTIVES AS INNOVATIONS

16. Suggest some of the incentives you apply to enhance the teaching of Kiswahili in your school...

....

....

Thank you for filling this questionnaire, your help is greatly appreciated

APPENDIX C: STUDENTS' QUESTIONNAIRE

This questionnaire aims at collecting data purely for academic purposes. The study seeks to establish instructional Innovations used to enhance the learning of Kiswahili in your school. All information provided in this questionnaire will confidential. Kindly do not write your name or any identification on this questionnaire. Please fill the questionnaire by putting a tick or writing the required information in the spaces provided.

SECTION A: GENERAL INFORMATION

1. Gender …………………………………………………………..

SECTION B: INNOVATIONS TO COORDINATE LEARNING

2. Below are statements about methods, considered as innovations. On a scale of 1-6, please indicate the method you receive as innovation as it applies to your school (Rank in ascending order)

Method	1	2	3	4	5	6
Lecture method						
Language modeling						
Group discussions						

3. What in your views are some of the reasons for not applying innovations to coordinate learning activities? (Please indicate by placing a tick as appropriate.)

Reasons	SD	D	A	SA
Do not help achieve lesson objectives				
Due to heavy teacher workload				
Current areas many are varied				
No enough time to apply innovations				
Inadequate in preparing students for examination				

Key   SD- Strongly Disagree   D- Disagree   A- Agree   SA- Strongly Agree

4. What in your opinion are the most suitable content areas for application of innovation for learning Kiswahili?

Grammar	NR	LR	R	VR
Composition writing				
Summary writing				
Social-linguistics				
Comprehension				
Play				
Novel				
Oral literature				
Short story genre				
Poetry				

KEY: NR- Not Relevant   LS- Less Relevant   R- Relevant
VR- Very Relevant

5. Below are situations in which emerging technologies are incorporated into learning as innovations (Please indicate the situation that best applies to your school, depending on how frequently you apply the technology to the learning situation).

Situation	Very frequent	Frequent	Less frequent	Never
Content delivery				
Communication				
Prepare professional records				
Access content				
Exam setting and analysis				

6. What in your views limit the application of emerging technologies as innovations to learn Kiswahili (Please, tick as appropriate)

Reasons	SD	D	A	SA
Have no relevant information				
Expensive to buy and maintain				
Lack basic infrastructure in school				
Time-wasters				

7. List some of the challenges you encounter in the following areas that limit the learning of Kiswahili in your school.

Home..
....
....
....
.

Classroom ....
....
....
....
....

School ....

....

....

....

....

Local

community ....

....

....

....

....

8. What in your views are the benefits of incorporating resource materials as innovations applied to teach Kiswahili?

Benefit:	SD	D	A	SA
Cater learners carried needs				
Encourage learner participation				
Reinforce teaching methods				
Encourage discovery and problem				
Solving approaches				
Assess learning activities				

Key   SD- Strongly Disagree   D- Disagree   A- Agree   SA- Strongly Agree

SECTION C: Incentives as Innovations

9. Suggest some of the incentives available in your school that enhance the learning of
    Kiswahili...
    ....
    ....
    ....
    Give further suggestions on how Kiswahili learning can be enhanced in secondary schools in
    Kenya..
    ....
    ....
    ....
    Thank you for filling this questionnaire. Your help is greatly appreciated.

APPENDIX D: DOCUMENT ANALYSIS SCHEDULE

Professional Documents

Item	Used	Not used	Description of use
Lesson plan			
Lesson notes			
Schemes of work			
Progress reports			

Use of Instructional Materials as Innovations

Category	Author	Location	Target audience	Description of use
Photographs				
Cartoons				
Artifacts				
Relics				
Real objects				
Recording sounds				
Models				
Handouts				
Maps				
Pictures				
Puzzles				
Any other (specify)				

APPENDIX E : MAP OF BUSIA COUNTY

BUSIA COUNTY ADMINISTRATIVE UNITS
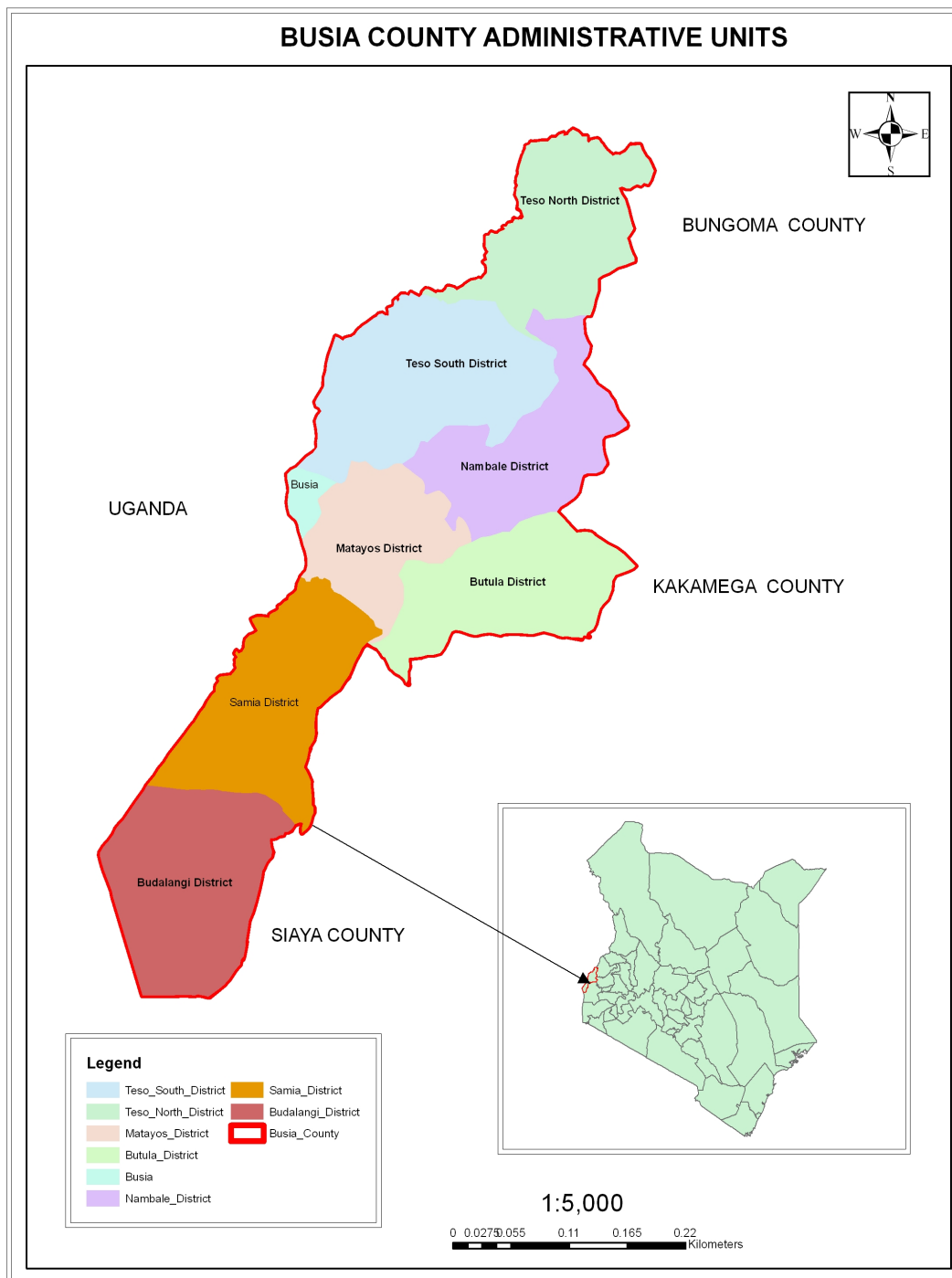
APPENDIX F: RESEARCH PERMIT

THIS IS TO CERTIFY THAT:
MS. BEATRICE KANAGA OBIERO
of MOI UNIVERSITY, 0-30100 Eldoret,has
been permitted to conduct research in
Busia   County

on the topic: *INSTRUCTIONAL*
INNOVATIONS APPLIED IN ENHANCING
THE INSTRUCTIONAL PROCESS IN
KISWAHILI IN SECONDARY SCHOOLS IN
KENYA

for the period ending:
17th October,2014

Permit No : NACOSTI/P/13/1446/166
Date Of Issue : 1st November,2013
Fee Recieved : Kshs ksh2000.oo

....
Applicant's
Signature

....
Secretary
National Commission for Science,
Technology & Innovation

Beatrice Kanaga Obiero
Moi University

CSSION GRANTED TO

CONDITIONS

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

REPUBLIC OF KENYA

NACOSTI

National Commission for Science,
Technology and Innovation

RESEARCH CLEARANCE
PERMIT

Serial No. A 545

CONDITIONS: see back page

The County Director of Education
Busia County.